Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The San Leandro Unified School District is a culturally rich and linguistically diverse school district in the San Francisco Bay area, dedicated to providing a broad range of rigorous academic programs nested within safe, supportive, and inclusive school environments.

We serve approximately 8,800 students with a wide range of educational offerings, including eight TK-5th grade elementary schools - three of which have a Spanish Bilingual Pathway, two middle schools, one comprehensive high school, an alternative education high school, and

an adult school. The community continues to value neighborhood schools, with almost all students attending the school determined by their enrollment zone.

Our learners come from a highly diverse community where over 38 languages are spoken. 26% of our students are English Learners. 12.4% are identified as students with special needs. Approximately 60% are socio-economically disadvantaged.

Our mission is to educate these students to achieve academic excellence to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where traditions are valued, and innovations are embraced. This mission requires authentic, reciprocal partnerships with educators, families, and students and a persistent focus on eradicating institutional biases that have rendered historically inequitable outcomes for large segments of the community we serve. With these goals in mind, all district personnel, programs, and services focus on equity to ensure all students have the opportunity to be healthy, engaged, and successful.

To guarantee we deliver on those promises, the Board of Education approved the SLUSD Graduate Profile in 2018. The profile codifies our shared vision for a measurable set of student outcomes that define what all graduates should know and do to be prepared for post-secondary education, career, and civic participation. Through this alignment, we can demonstrate that students are fully prepared for college and careers as cultural and ethical leaders, critical thinkers, communicators, and collaborators who have healthy minds and bodies.

These ambitious goals are realized through ongoing three-year strategic action planning. Since 2014, our organization continuously evaluates and improves programs and services by aligning behind five targeted, systemic goals and expectations. Our three-year plan for 2021-2024 prioritizes the following:

GOAL #1: Engage, Educate, Empower
Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.
Key Initiatives 1) Effective & Meaningful Teaching and Learning 2) Responsive Support Structures for Student Success

GOAL #2: Educational Equity through College and Career Readiness
Expectation: Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.
Key Initiatives: 1) Centering Ethical and Cultural Leadership 2) Fostering Multilingualism 3) Healthy Minds & Bodies

GOAL #3: Equity-Centered Effective Employee Engagement
Expectation: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.
Key Initiatives: 1) Employee Relations 2) Talented and Diverse Workforce 3) Cohesive Collaboration

GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities
Expectation: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development.

Key Initiatives: 1) Analyze, Audit, and Respond to Parent Needs 2) Connecting Schools and Community Engagement

GOAL #5: Environmental and Technological Equity
Expectation: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.
Key Initiatives: 1) District Bond Improvements 2) Strategic Maintenance 3) Reducing District Impact on Climate Change 4) Access to Internet and Technology

Reflections: Successes

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

The San Leandro Unified School District has seen continuous and growth in overall student achievement in the areas of English language arts, mathematics, and college and career as measured by the CA School Dashboard indicators. The district has moved to the next higher color indicator for these areas (from Orange to Yellow for ELA and Math and Yellow to Green for College/Career) since the last dashboard indicators were released, and with the support of the Alameda County Office of Education, has improved services to our African American, homeless, and Student with Disabilities populations so that they are no longer in the Red performance level in these Academic Performance areas.

Furthermore, through careful planning, collaboration, and program implementation, SLUSD staff has taken actions to address students' academic, behavioral, and socioemotional growth, particularly in light of the global pandemic that fundamentally shifted the context of teaching and learning for our community.

After we closed our schools in March of 2020, SLUSD stayed committed to providing continuity of instruction to students via distance learning. Input from our stakeholders has informed the development of a comprehensive plan which addresses the necessary components of ensuring students, families, and staff have tools and resources in place to implement high-quality remote teaching and learning. Robust distance and hybrid learning include a combination of synchronous and asynchronous learning that is structured yet flexible in order to accommodate the diverse needs of students and families. Building on our previous 1:1 device to student ratio, SLUSD distributed Chromebooks and hotspots to all students who needed them to access learning from home.

The district has provided professional development and ongoing support to teachers for in-person, distance, and hybrid teaching. The areas of support include the use of newly adopted learning management systems, pre-existing and new blended learning and technical platforms, as well as accessibility tools to support student access to learning. In addition, training and support to improve pedagogical strategies and ensuring differentiation, attention to health, wellness, and social-emotional learning has not ceased. In March 2021, small-group cohorts were invited to return to sites, following health guidance, in order to provide more individualized support and interaction for those students who needed it.

Data from our local progress monitoring tool, Renaissance, indicates that our 3-8 students are making progress in reading as measured by growth in their average scale scores. There is a similar trend for students in grades 3-10 in mathematics. However, an analysis of the average percentile rank on these assessments indicates an area of need that is discussed below.

In the past year, SLUSD has adopted new TK-12 curricula in science, world language, and history/social studies. For the latter, teachers are still in the process of building a TK-5 curriculum that reflects an anti-racist, social-justice-centered framework that will engage, educate, and empower San Leandro students and advance them towards embodying our Graduate Profile. All of the newly adopted standards-aligned curricula provide students the opportunity to engage with content through a variety of digital and analog mediums and provide support for all students, including English Language learners and students with disabilities, to learn. We have launched professional development for teachers to learn the new instructional materials and associated platforms in anticipation of full implementation in the 21-22 school year.

In the area of family engagement, San Leandro USD conducts a weekly Family Learning Series focused on a variety of topics for caregivers to support their students while also attending to their own needs. Every one of these sessions is translated into Spanish and Chinese in order to ensure that all of our families are able to participate fully.

Reflections: Identified Need

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

Last June 2020, Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard. For this reason, SLUSD used the 2019 California Dashboard data for San Leandro Unified School District to identify areas of low performance and significant performance gaps among student groups. The 2019 California Dashboard indicates the need for improving Academic Engagement which includes both Chronic Absenteeism and Graduation Rate for SLUSD students. Chronic absenteeism remained in the "Orange" with a rating of 11.2%. This was an increase of 0.4% from the school year 2017-2018. This rating is higher than the State's chronic absenteeism rating of 10.1%. Foster youth and students with two or more races show an increase of 24% and 4% respectively. which put both groups in "Red". All other student groups, except for Filipino and Asian, have a chronic absenteeism rate of more than 10%. Furthermore, SLUSD remained in the "Yellow" for overall suspension rates. Our district subgroup data indicates our suspension rates are decreasing among our EL, Homeless, Filipino, and White students, but increasing among our Foster Youth, Students with Disabilities, Native Hawaiian/Pacific Islander, and students identified as two or more races.

For Academic Engagement, SLUSD moved from "Orange" in 2018 to "Yellow" in the 2019 Dashboard. Looking at English Language Arts, although all student groups show increasing points, four student groups including homeless, students with disabilities, African American, and English Learners are still 50 points or more below standards For mathematics, all student groups show an increase in points except Pacific Islander. Even though African American, homeless, students with disabilities, English learners, Hispanics, and socioeconomically disadvantaged students demonstrate an increase in points, these student groups are still 50 points below the standard. For our English learner population, in particular, the disaggregation of the group into current and reclassified students shows that current English learners in fact declined since the previous year, and require targeted attention.

As mentioned above, data from Renaissance shows that students in grades 3-8 continued to make academic progress during distance learning in Reading as evidenced by increases in their average scale score. However, analysis of average percentile ranking reveals that only grades 4, 5, and 7 increased in this metric, indicating that students in the other grades made the same or slower progress than their peers nationally. In grades 9-12, there was a decrease in both average scale score and average percentile ranking.

In the area of mathematics, our progress monitoring tool indicates that students continue to make academic progress, as evidenced by increases in average scale scores for grades 3-10. In grades 11 and 12, the average scale score decreased from the beginning to middle of year assessments. An analysis of the average percentile rank of students in grades 3-8 indicates that in mathematics, students in grades 5, 7, and 10 made slightly greater progress than their peers nationally. In the other grade levels, students advanced at the same or slower rate as their peers, nationally.

Even though SB 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard, state law still requires that reliable and valid data that would have been included in the 2020 Dashboard be reported. To meet this requirement, the California Department of Education has made the graduation rate and college and career indicators available. SLUSD 2020 graduation rate of 89.3% is 2.7% higher compared to the state's graduation rate, however, this rate is still 0.4% lower compared to the 2019 graduation rate or 89.7%. Although English Learners (77.4%) and Students with Disabilities both increase, they still have the lowest graduation rate among other groups.

To meet this requirement, the California Department of Education has made the graduation rate and college and career indicators available. SLUSD 2020 graduation rate of 89.3% is 2.7% higher compared to the state's graduation rate, however, this rate is still 0.4% lower compared to the 2019 graduation rate or 89.7%. Although English Learners (77.4%) and Students with Disabilities both increase, they still have the lowest graduation rate among other groups.

San Leandro Unified is green on the 2019 California School Dashboard for college/career representing 43.6% prepared which demonstrates an 8.8% increase from the previous year. English Learners, African Americans, Filipino, and Students with Disabilities are yellow, and Homeless is orange. Further analysis demonstrates that San Leandro High School overall is green and Lincoln Continuation High School is orange overall. In 2019, 43.6% of all students in the cohort were prepared for college/career, 17.5% approaching prepared and 38.9% not prepared. Overall, students demonstrated preparedness by completing a college-level course, a-g completion, and completing a CTE Pathway, Analysis revealed that only 4 of the 19 cohorts of homeless students reported prepared. The 2020 college/career measures report that 36.4% of all students in the cohort are prepared, 18.6% approaching prepared and 45.5% not prepared. This data demonstrates a decline in college/career preparedness and further data analysis reveals there is a need to review data on our systems as the 2019 dashboard has 222 students completing the a-g pathway and the 2020 report shows 0 our internal data systems report 185 have met the a-g completion. The identified need is articulated in Goals 1 and 2 with specific actions to address supporting all students to be college and career-ready. Specific actions will provide targeted support to homeless, foster youth, English Learners, and students with disabilities. Actions will address increasing enrollments in AP courses, increase enrollments in dual enrollment college courses, support students' completion of a CTE pathway, strengthen opportunities to earn the State Seal of Biliteracy, and ensure all students have access to a-g completion.

LCAP Highlights

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

Our LCAP is aligned with our district's 2021-2024 strategic plan. Our strategic goals are designed to bring organizational focus to our district. Each goal is supported by key initiatives which provide the categories of work necessary to successfully achieve the goals on behalf of our students, staff, and families. The goals and key initiatives provide the road map for making the improvements required to deliver world-class 21st-century education and to improve the educational outcomes for all the students we serve. The tactics for each goal are derived from analyzing our current conditions, evaluating our student data, and community input to outline action steps that drive our LCAP.

Here is an overview of our LCAP goals:

Goal 1: Every classroom and program in the District will support high-quality, universally accessible learning experiences across the content areas to foster the essential competencies expressed in the District's Graduate Profile. The following key initiatives and tactics provide the structural framework to build welcoming, engaging, responsive, and culturally relevant learning spaces that foster and encourage our students' intrinsic love of learning across all content areas. These key initiatives and tactics also proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps and impede equal access: a) Deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects. b) Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes. c) Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities. d) Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success. d) Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices. e) Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal teaching and learning methods. f) Enhance implementation of our Multi-tiered Integrated Intervention Support System to address academic and behavioral goals of TK-12 students comprehensively. g) Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs. h) Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Goal 2: The district will provide comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile. In a global economy and society, our students will need a strong sense of self and a comprehensive understanding of the world's diversity around them to address the pressing challenges our community faces. To establish this sense of purpose, we will implement the following key initiatives and tactics: a) Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of the State Seal of Civic Engagement program and Ethnic Studies Model Curriculum. b) Develop and apply critical media and information literacies at school and in the community. c) Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career &

college counseling, community partnerships, and local and national programming access. d) Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy. e) Systematize structured supports that address the needs of long-term English learners and newcomer students. f) Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives. g) Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas. h) Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Goal 3: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students. We want to ensure that those who work with our students are the best trained, most qualified, and culturally competent educators available. In our efforts to align all district personnel, we will implement the following key initiatives and tactics: a) Cultivate support for employees to deliver gold standard customer service. b) Improve fiscal processes to maximize funds, staff, and other resources for equity and excellence. c) Celebrate staff contributions to the District. d) Attend to employee safety and wellness in the workplace and awareness about the District and community resources. e) Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency. f) Develop the skills for all employees through professional development and create pathways for professional advancement within the organization. h) Recruit teachers and administrators that reflect the diversity of our students. i) Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities. j) Implement effective teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

Goal 4: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. We focus on developing and maintaining authentic, dynamic partnerships with our families and our community partners that enhance our students' positive social, emotional and academic development. Through the following key initiatives and tactics, all parents and families, especially those who have historically been marginalized, will be more connected to our schools: a) Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices. b) Deliver outstanding, consistent translation services to our multilingual community. c) Provide and participate in various engagement forums that provide feedback. d) Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students. e) Build family leadership capacity and ensure a high standard of family engagement. f) Provide informative, responsive school websites and communication. g) Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

Goal 5: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students. This goal will include significant modernization at all of our schools with funding from Measure N, a $198 million bond that San Leandro voters approved in 2020. We will achieve this through these key initiatives and tactics: a) Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings. b) Initiate planning for additional bond projects, including classroom and field renovations. c) Continue to maintain our facilities for future generations of students. b) Maintain our state-of-the-art technology infrastructure. d) Install and maintain energy-efficient infrastructure

and utilize green building methods to reduce district impact on climate change. b) Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions. e) Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology. f) Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus. g) Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment. h) Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

As we operationalize the five goals through our key initiatives, our approach is as follows:
YEAR 1 (2021-2022): SLUSD will analyze our current readiness levels in each of the five areas. We will plan the tactics necessary to ensure the effective, sustainable implementation of the key initiatives that support each goal.
YEAR 2 (2022-2023): SLUSD will implement key initiatives and monitor improvement efforts to ensure we have optimal conditions for effectual, sustainable implementation.
YEAR 3 (2023-2024): Based upon our monitoring of implementation, SLUSD will evaluate and adjust to align goals and the associated key initiatives with the outcomes intended for students, families, and employees. This evaluation and these adjustments will inform the next round of strategic action planning for the district.

Comprehensive Support and Improvement

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

Schools Identified

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

No school from SLUSD has been identified as CSI.

Support for Identified Schools

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

No school from SLUSD has been identified as CSI.

Monitoring and Evaluating Effectiveness

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

No school from SLUSD has been identified as CSI.

Stakeholder Engagement

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

Due to the pandemic-related school facility closures, the San Leandro Unified School District took the opportunity to broaden the scope of staff and community engagement that was made possible through virtual meeting formats. The ease of attending virtual meetings rendered a much higher degree of participation from all stakeholder groups. In order to make all meetings accessible to the community and build parent leadership capacity, the District developed easy-to-digest training materials on school funding, the LCAP process, and the LCAP's 8 state priorities in English, Spanish, and Chinese. SLUSD's strategic plan, graduate profile development, LCFF, and LCAP informational materials were posted via a prominent tab on the website and were translated into Spanish and Chinese/Cantonese. These materials can be found on our website at www.slusd.us/slusd/local-control-lcff-lcap/

The venues below outline our stakeholder engagement venues. Each venue included structured, participatory protocols that were used in order to gather constructive feedback regarding the current plan, to analyze stakeholder input data, and elicit feedback on future strategic commitments. Special attention was paid to language accessibility and building intentional, collaborative relationships to facilitate cycles of inquiry beyond LCAP development.

1. Community Input Forums
The District this year shifted to a school site-based meeting structure for family engagement, which optimized the relationship between site administration and their direct constituents. San Leandro Unified held 27 meetings over the course of February 2021-March 2021 to engage families in the LCAP input process as all school sites hosted at least one morning and one evening event specifically targeted to LCAP feedback and development. Over 320 participants provided feedback in either English, Spanish or Chinese which greatly assisted in connecting the community to LCAP planning over this new virtual format. All of the feedback was analyzed to inform LCAP development across all grade bands and school sites. Information regarding the LCFF and the LCAP was also made available to the community via the district's website with an open input form that allowed for the community to provide input on strengths and weaknesses in an online format if they were unable to attend a community forum.

2. District English Learner Advisory Council (DELAC)
The DELAC meetings during February-April were dedicated to learning about LCFF and the LCAP process, analyzing student data, reviewing community input, and providing input for LCAP actions.

3. LCAP Parent Advisory Committee (PAC) Meetings
The LCAP PAC met during February through May and consisted of a group of 45 parents representing site ELACs, SSCs, and Foster Youth.

4. LCAP Youth Groups (student leadership, ELLs, open forums)
All 12 school sites in the district devoted at least one youth leadership meeting to providing feedback related to district goals for the development of the current LCAP. This shift in meeting structure was a significant increase in student engagement from previous years and

allowed for greatly increased student participation. Leadership groups included 5th-grade students at all elementary schools, 6-8th grade students at both middle schools, and 9th through 12th-grade students at the high school level.

5. LCAP Employee Leadership Group
A series of three collaborative forums were held with the district's executive cabinet and the presidents of each of the district's four bargaining groups. The group reviewed LCFF and LCAP processes, employee survey feedback, and determined LCAP priorities with a particular focus on employee needs.

6. Schools site parent leadership groups: School Site Councils (SSC) and English Learner Advisory Committees (ELAC)
All 12 school sites within the district dedicated at least one of these parent leadership group meetings to reviewing LCFF and LCAP processes, site-level student data to determine site-specific needs to be considered for the upcoming LCAP.

7. Surveys of families, staff, and students
The district administered the California Healthy Kids Survey (CHKS) to all 5th through 11th-grade students throughout the district, families at every grade level, and every employee throughout the district. This survey enabled the district to collect and analyze data regarding school connectedness, school climate, and other engagement metrics. 1580 families, 618 staff members, 417 elementary students, 1257 middle school students, and 1119 high school students took this survey during the 2020-2021 administration window.

The site-based community forums brought forth 64 pages of needs and insights that rendered the key themes summarized below. Teams of administrators translated, summarized, coded, and reviewed this feedback to build overarching themes that could be more easily presented and digested. Those themes were brought to the parent and staff leadership committees, alongside student achievement data and CHKS data summaries, to strengthen and focus the targets for LCAP goals and actions. It is important to note alongside this work, our staff engaged in a year-long, ongoing cycle of inquiry related to school facility closures and our district's pandemic response that also rendered over 2,000 individual responses from our community related to improving district services during and beyond this exceptional year.

It is also important to note that the district was engaged in a new three-year strategic planning cycle alongside developing the LCAP, which has brought forth a tightly aligned LCAP and Strategic Action Plan that is highly responsive to the quickly changing needs of the community during this dynamic time in public education.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided via the community forums for parents/families is summarized below as it relates to the LCAP Goals:

Teaching and Learning:

- More academic differentiation and enrichment opportunities
- Rigorous hands-on learning experiences for science and math
- More personalized instructional support, especially in science and math
- Deeper integration of STEAM curriculum continuity that is aligned to NGSS
- Implementation of anti-racist and culturally linguistically responsive pedagogical practices

- Increased instructional support staffing, including paraeducators

College and Career Readiness:
- College and career education opportunities for students and families
- Continued districtwide implementation of Project-Based Learning instruction

Parent and family engagement:
- Improved multilingual, two-way communication at all school sites
- Intentional transitions between elementary to middle to high school

Facilities and technology
- Fresh, healthy, multicultural meals
- Safe and secure access to state-of-the-art technology
- Increased health, wellness, and safety measure inside and outside the classroom at every school site

The feedback from DELAC in the form of suggested recommendations for the LCAP is as follows:

Goal 1:
- Promote multilingualism by support students' primary languages through world language offerings and more DLI programs (adding a Mandarin pathway)
- Offer enrichment in visual/performing arts, music, sports, computers, and other interests that connect students to lifelong learning
- Support to develop robust Long Term English Learner curriculum for secondary schools
- Intentionality for increased staffing in newcomer and special education classrooms for more intensive supports
- Educate and engage all students in ELPAC testing practice and structured support to increase the reclassification rate
- More opportunities for communication and collaboration to ensure systematic language development opportunities for ELL students
- Increased multicultural education and culturally relevant curriculum
- Increased opportunities for student recognition for exceptional efforts that lead to increase academic performance

Goal 2:
- Promote access to college for English Learners through programs like AVID, multilingual workshops to raise awareness on A-G, college applications, and careers
- Provide clear and effective communication regarding reclassification progress in conjunction with ongoing proactive, data-driven progress monitoring. Ensure all staff also understand the reclassification process to better support students and families
- Bilingual workshops for parents, starting in elementary school, to understand pathways to college
- More data-driven, ongoing feedback with families to build collaborative partnerships based on student success
- More positive behavior education to support social and emotional competency
- Increased work-based learning education including career workshops and employment-related skill development

Goal 3:

- Support for English Learners in class via paraeducators to support language development, through high-quality intervention with certificated (and bilingual) intervention specialists and homework support
- Attract and retain bilingual staff (teachers, paraeducators, counselors, outreach, and support staff) through stipends, training, and career lattice programs that create pathways to certifications and credentialing
- Professional development for teaching and support staff, including paraeducators, on cross-disciplinary literacy, to intentionally develop English language acquisition
- Increased health education staff to support students and families with health and wellness

Goal 4:

- Professional development for administrators for community school strategies that will more effectively engage EL students and families
- Increased focus on parent engagement at high school level with dedicated staff for parent outreach
- Continue and increase parent learning and leadership training opportunities (School Smarts Academies, Family Learning Series, etc.)
- Provide families with the tools to help their child at home, including literacy and vocabulary development strategies
- Standardized expectation of translation services at every school site, including secondary sites
- Maximize relationships built through the parent facilitator program by using parent facilitators as translators at engagement events beyond the school day

Goal 5:

- Increased safety and security measures at every school site
- Increased multicultural, healthy food options in the meal service program
- Provide safe and secure access to technology in a variety of developmentally appropriate formats
- Provide and maintain state-of-the-art instructional technology and office equipment for staff

The feedback from the Employee Engagement groups in the form of suggested actions are as follows:

CSEA

- More instructional support staffing, especially special education classrooms, via paraeducators or instructional aides
- Professional development for paraeducators to support technology integration
- Support Paraeducators with access to textbooks, including digital platforms and learning management systems

SLTA
District-Wide Needs:

- Increased supports and services for student health and wellbeing, including site-based student health needs, health education, and social-emotional wellness
- Increased instructional support staffing for special education

- Professional development specifically to build collaborative, student-centered, and supportive relationships between special education teams including paraeducators
- Implementation of restorative justice framework including professional development for restorative practices and inclusive, anti-racist schools

Elementary Level-Specific Needs:
- More intervention support staff to address student health, wellness, and academic needs
- Increased enrichment opportunities and early child development support

Utilize adult school facilities for young parent groups/early education

Secondary Level-Specific Needs:
- Increased counseling services, including intervention counseling
- Targeted class size reductions or increased staffing for more intentional student support
- Increased enrichment opportunities and health and wellness support including mental and physical wellness and early, student-centered behavioral interventions
- More robust arts, performance, and other enrichment opportunities

Teamster/Trades
- Increases staffing including robust substitute pools to support increased health and safety expectations
- Intentional maintenance of heating and cooling systems

Our SELPA Director has also reviewed our LCAP and provided a critical review to ensure that SLUSD is meeting the needs of students with disabilities (SWD). Below is the feedback from our SELPA Director:
"For the past several months, during regularly scheduled Mid-Alameda County SELPA director meetings we have taken time to discuss LCAP development. The San Leandro LCAP includes key areas of support for students with disabilities (SWD). The data presented as well as the goals and action plans are inclusive of the needs of SWD. There is a focus on Universal Design for Learning, supports and interventions for the Lead and Support program specifically in Mathematics, and a clear focus on parent engagement and support across all areas. Additionally, it is clear that the district has designated significant funds specifically for targeted supports for SWD throughout the document. It is clear that this three year plan continues to support and address the needs of students in special education and is also aligned with the goals of the San Leandro Special Education Plan previously submitted to CDE."

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

The key highlights of the LCAP are summarized in a previous section and represent attention to the input gathered from the community forums. Specifically from the feedback received within the DELAC and Employee Leadership group and through consultation with our PAC, the SLUSD 2021-2024 LCAP contains actions related to these 3 focus areas:

1) Increased supplemental instruction and support through expanded learning (after instructional day, weekends, and summer), expansion of 1:1 tutoring/mentorship programs, and professional development for all staff to build capacity and to outreach to families about services and student progress.

2) Expansion of integrated intervention services with the hiring of intervention support staff, expanded credit recovery programs to high school students in order to increase student academic achievement and support student socio-emotional learning and wellness.

3) Multifaceted efforts to foster multilingualism while specifically supporting English Language Learners to gain proficiency in English via more paraeducator support, family engagement in the process (from identification to reclassification and monitoring), and support structures (smaller cohorts) for English Language Learners.

Goals and Actions

Goal

Goal #	Description
1	GOAL #1: Engage, Educate, Empower Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile. Key Initiatives & Tactics: 1. Effective & Meaningful Teaching and Learning a. Deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects. b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes. c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities. d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success. 2. Responsive Support Structures for Student Success a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices. b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning. c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students. d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs. e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

An explanation of why the LEA has developed this goal.

Goal 1: Engage, Educate, Empower ensures that our educational program will support every student in accessing their full academic potential across the content areas. “Engage” addresses the need to connect in meaningful ways with our students so that we can “Educate” them through high-quality instruction. “Empower” speaks to an asset-based approach of recognizing where students are, academically and socio-emotionally, so that we can leverage their strengths and provide the support they need to succeed, and indeed excel.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) a. Overall b. English Learners c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. African American h. Hispanic/Latinx i. Pacific Islander j. American Indian Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (Source: 2019 California Dashboard) a. Overall = 24 pts below standard b. English Learners = 53 pts below standard c. Socioeconomically Disadvantaged = 40 pts below standard d. Students with Disabilities = 100 pts below standard e. Homeless = 77 pts below standard f. Foster Youth = no dashboard data g. African American = 61 pts below standard h. Hispanic/Latinx = 41 pts below standard I. Pacific Islander = 42 pts below standard				In 2023-2024 SLUSD will improve Distance from Standard by: a. Overall + 25 pts b. English Learners + 45 pts c. Socioeconomically Disadvantaged + 30 d. Students with Disabilities + 45 pts e. Homeless + 45 pts f. Foster Youth = +25 pts g. African American + 35 h. Hispanic/Latinx + 30 i. Pacific Islander + 30 j. American Indian + 35

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	j. American Indian = 57 pts below standard				
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) a. Overall b. English Learners, c. Foster Youth d. Socioeconomically Disadvantaged e. Students with Disabilities f. Homeless g. African American h. Hispanic/Latinx i. Pacific Islander j. American Indian Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (Source: 2019 California Dashboard) a. Overall = 64 below b. English Learners = 78 below c. Foster Youth = no dashboard data d. Socioeconomically Disadvantaged = 77 below e. Students with Disabilities = 140 below f. Homeless = 120 below g. African American = 112 below h. Hispanic/Latinx = 84 below I. Pacific Islander = 96 below j. American Indian = 96 below				In 2023-2024 SLUSD will improve Distance from Standard by: a. Overall + 45 pts b. English Learners + 45 pts c. Foster Youth = +45 pts d. Socioeconomically Disadvantaged + 45 pts e. Students with Disabilities + 50 pts f. Homeless + 45 pts g. African American + 50 pts h. Hispanic/Latinx + 50 pts i. Pacific Islander + 50 pts j. American Indian + 50 pts
CAST Scores a. Overall b. English Learners,	CAST Scores = Percent of students				In 2023-2024, SLUSD will ncrease percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. African American g. Hispanic/Latinx h. Pacific Islander Connected to LCFF Priority: 4, 7, and 8	who met or exceeded standards (Source: 2019 California Dashboard) a. Overall = 21.6% b. English Learners = 1.3% c. Socioeconomically Disadvantaged = 16.1% d. Students with Disabilities = 6.9% e. Homeless = 3.9% f. African American = 6.9% g. Hispanic/Latinx = 15.4% h. Pacific Islander = 20.0%				students who met or exceeded standard in CAST to: a. Overall = +42% b. English Learners = +31% c. Socioeconomically Disadvantaged = 36% d. Students with Disabilities = +32% e. Homeless = 23% f. African American = 27% g. Hispanic/Latinx = 35%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 66% 2nd Grade: 46% 3rd Grade: 40% 4th Grade: 30% 5th Grade: 20% 6th Grade: 26% 7th Grade: 29% 8th Grade: 31% 9th Grade: 29% 10th Grade: 32% 11th Grade: 36%				The percent of students who meet or exceed standards on the STAR Math state benchmark will increase by 10% each year. By 2023-24 1st Grade: 95% by 4th Grade 2nd Grade: 76% by 5th Grade 3rd Grade: 70% by 6th Grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					4th Grade: 60% by 7th Grade 5th Grade: 50% by 8th Grade 6th Grade: 56% by 9th Grade 7th Grade: 59% by 10th Grade 8th Grade: 61% by 11th Grade 9th Grade: 59% by 12th Grade 10th Grade: 52% by 12th Grade 11th Grade: 46% by graduation year
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 46% 3rd Grade: 41% 4th Grade: 37% 5th Grade: 35% 6th Grade: 39% 7th Grade: 37% 8th Grade: 39% 9th Grade: 33% 10th Grade: 29% 11th Grade: 31%				The percent of students who meet or exceed standards on the STAR Reading state benchmark will increase by 10% each year. 2nd Grade: 76% by 5th Grade 3rd Grade: 71% by 6th Grade 4th Grade: 67% by 7th Grade 5th Grade: 65% by 8th Grade 6th Grade: 69% by 9th Grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					7th Grade: 67% by 10th Grade 8th Grade: 69% by 11th Grade 9th Grade: 63% by 12th Grade 10th Grade: 49% by 12th Grade 11th Grade: 41% by graduation year
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 78% At/Above 1st Grade Benchmark = 69%				By SY 2023-24 95% of Kindergarten and 1st Grade will score at or above the district benchmark in STAR Early Literacy At/Above Kinder Benchmark = 84% At/Above 1st Grade Benchmark = 78%
English Learner Reclassification Connected to LCFF Priority: 4	SLUSD Data • LTELs SY 2020-2021 At-risk 4 or 5 Years = 5.5% LTELS 6+ Years =13.1% • SLUSD Reclassificati				SLUSD 2023-24 Data for • LTELs: At-risk 4 or 5 Years = 2.5% LTELS 6+ Years = 7.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on Rate for SY 2020-21 is 9% • SLUSD Reclassification Rate for SY 2020-21 is 0.4% higher than the state (Data Source: DataQuest)				• Reclassification: Increase to 18% • Reclassification Rate will be 1.5% higher than the state
English Learning Progress Indicator as reported on the CA School Dashboard: Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level Connected to LCFF Priority: 4	Percentage of current English Learners making progress for SY 2018-2019: 47% ((Source: 2019 California Dashboard)				Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level to 62%
Attendance Rate a. All Students b. English Learners c. Student with Disabilities	SLUSD 2019-2020 Attendance Rate a. All Students = 95% b. English Learners = 94.9%				SLUSD Attendance Rate will increase by 1.5% by 2023-24 for all student groups listed below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
d. Foster Youth e. Homeless Connected to LCFF Priority: 5	c. Student with Disabilities = 93.5% d. Foster Youth = 89.1% e. Homeless = 89.5% (Source: Local Data)				a. All Students = 96.5% b. English Learners = 96.4% c. Student with Disabilities = 95% d. Foster Youth = 90.6% e. Homeless = 91%
Suspension Rate and Expulsion Rate a. All Students b. African American c. Hispanic/Latino d. White e. Two or More Races f. Students with Disabilities g. Foster Youth Connected to LCFF Priority: 6	2019-2020 Suspension Rate a. All Students = 5.2% b. African American = 12.4% c. Hispanic/Latino = 5.0% d. White = 4.3% e. Two or More Races = 5.7% f. Students with Disabilities = 9.1% g. Foster Youth = 16.7% (Source: 2019 California DashBoard) 2019-2020 Expulsion Rate SLUSD = 0.05% (Source DataQuest)				SLUSD Suspension and Expulsion Rate will be decrease by half Suspension Rate a.All Students = 2.6% b. African American = 6.2% c. Hispanic/Latinx = 2.5% d. White = 2.2% e. Two or More Races = 2.8% f. Students with Disabilities = 4.5% g. Foster Youth = 8.3%% SLUSD Expulsion Rate = 0.025%
[MIISS] Percent of students being referred to Tier 2	Percent of students referred to				By 2023-2024 the total number of intervention referrals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	intervention 2020 - 2021 Total Number of Referrals = 2516 English Learners = 34% Student with Disabilities = 16% Homeless = 4% Hispanic/Latinx = 62% African American = 12% Asian = 10%				for all students and targeted student groups will be 50% less than the baseline Total Number of Referrals = 1258 English Learners = 17% Student with Disabilities = 8% Homeless = 2% Hispanic/Latinx = 31% African American = 6% Asian = 5%
Percent of students in the CA Healthy Kids survey reporting school engagement and support Connected to LCFF Priority: 1 and 6	Percent of students who agree and strongly agree to the following Key Indicators: School Connectedness HS = 47% MS = 55% Elem = 69% Academic Motivation HS = 64% MS 70% Elem = 85% High Expectations HS = 70% MS = 71%				Increase the percentage of students who agree and strongly agree to the following Key Indicators by 15% School Connectedness HS = 62% MS = 70% Elem = 84% Academic Motivation HS = 79% MS 85% Elem = 100% High Expectations HS = 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Elem = 82% Meaningful Participation HS = 25% MS = 25% Elem = 40%				MS = 86-% Elem = 100% Meaningful Participation HS = 40% MS = 40% Elem = 55%
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned				100% of Teachers will be appropriately assigned
Rate of staff members completing yearly required professional development to build capacity to support students through anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning. Connected to LCFF Priority: 1 and 6	Baseline 0% Year 1 30% Year 2 60% Year 3 80-100%				80-100% of teachers and administrators will be trained to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning by 2023-24
Percent of teachers new to the district complete training on	2020-21 = 100%				100% of new teachers will be trained yearly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Project Based Learning Connected to LCFF Priority: 2 and 6					
Percent of TK-5 and non-math 6-12 teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds. Percent of 6-12 Math teachers implementing Problem-Based Learning activities in their classes, as measured by data collected via Instructional Rounds Connected to LCFF Priority: 6	Baseline 0% Year 1 60% Year 2 80%				100% of TK-5 teachers will have implemented Project-Based Learning activities. 100% of 6-12 teachers except math teachers will have implemented Project-Based Learning activities. 100% of 6-12 math teachers will have implemented Problem-Based Learning activities.
Integration of Project-Based Learning in school site professional development plans,	Year 0: Implement Leadership Learning walks Year 1: 4/8 schools have integrated Project-Based				100% of sites will integrate Project-Based Learning into school site professional development plans

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on Leadership Learning Walks Connected to LCFF Priority: 6	Learning into professional development plans Year 2: 6/8 schools have integrated Project-Based Learning into professional development plans				
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1 and 2	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant				All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant
Maintain a comprehensive core curriculum TK-12 Connected top LCFF Priority 2	Maintain a comprehensive core curriculum TK-12 as reported to the local school board in the fall of 2020. Adoption of new curriculum for Science, Social Studies, and World Languages. 100% Implementation of the adopted ELA/ELD Materials				100% implementation of instructional materials with ELD materials

Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive Standards-Based Science and History/Social Science Education	Provide professional learning and collaboration to develop TK-12 HSS and Science formative-summative assessments and projects that measure student learning on key standards for all students with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$5,000.00	No
2	Differentiated Project Based Learning Support System and Training	Staff to support lesson design, project based learning in daily cross-curricular instruction using Project-Based Learning methods, Academic and Mainstream English language acquisition strategies, arts integration, and social justice standards to address real-world, relevant issues and themes in an focused effort to increase academic achievement and engagement for students who are English Learners and low-income while raising the quality of teaching and learning for all students. Support and training from certificated coaching staff with training in strategies and frameworks for ELLs.	$385,000.00	Yes
3	Science, Technology, Engineering, Arts and Math (STEAM) Lab and Maker Space	Supplemental curriculum and materials to furnish STEAM labs and maker spaces. Teacher hourly for after school enrichments.	$15,000.00	No
4	Technology Educator Consultants	Provide professional learning and collaboration for teachers and staff in consistent integration of instructional technology. Train and deploy teacher-leaders to support colleagues in use of instructional technology and blended learning platforms to support cross-curricular instruction that supports Project Based Learning (PBL).	$150,000.00	No
5	Music, Art, Theater Performance and Club Enhancements	Provide richer art experiences through an expansion of art, performance art and music programs. Retain high quality Instrumental Music and Choir Teachers. Continue to provide musical instrument repair and purchases and supplies for art integration	$360,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	African American STEM Scholar Program	Partnership with African American Regional Educational Alliances (AAREA) and STEM STEPS for Success Scholars Program is designed to provide African American students with practical applications of math and science content in a culturally relevant, real world context.	$14,500.00	No
7	High-quality Math Instruction	Provide professional learning and collaboration to strengthen TK-12 instructional strategies required to achieve CA Common Core Math Standards. Create and implement TK-12 formative and summative assessments and projects through professional learning and collaboration so students can demonstrate understanding in multiple ways that reflect math standards and global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors. Adopt and implement high school curriculum that reflects standards, technologies, and context required to achieve Graduate Profile. Expand secondary math pathways to reflect 21st century college and career needs.	$200,000.00	No
8	Differentiated Math Instruction	Provide hourly funding to strengthen the Lead and Support model in math for students in special education. Fund differentiated curriculum and math learning platforms that connect students to real world and powerful learning experiences with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$25,000.00	No
9	Targeted Support for Students with Disabilities	Increase hourly and provide focused professional development for special education para educators. Retain two Assistant Directors of Special Education to focus supports on elementary and secondary students with disabilities.	$350,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	Adaptive Curriculum Support Materials for Students with Disabilities	Specialized math and ELA curriculum: Unique Learning, News-2-You, SymbolStix	$15,371.00	No
11	Professional Development on Integrated and Designated English Language Development	Provide professional development and coaching to TK-12 teachers across content areas on designated and integrated ELD, strategies and markers of success; asset-based approaches to multilingualism, and translation. Hire English Learner specialists to collaborate with teachers across content areas on integrated ELD instructional strategies.	$250,000.00	Yes
12	English Language Learner Program Restoration	Hire elementary multilingual para-educators to provide support to English Learners in small-group and individualized settings and collaborate with teachers on integrated ELD instructional strategies.	$615,000.00	Yes
13	Instructional Technology to support Early Literacy Intervention and English Language Development	Purchase blended learning technology to support success of TK-12 English Learners, students identified as needing early literacy intervention and students with disabilities. Provide professional learning and peer collaboration to support effective integration and implementation of instructional technology and resources with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$75,000.00	Yes
14	English Learner Development Academy	Provide tutoring and 1:1 support for English Learners to support reclassification and support on understanding the ELPAC and EL assessments.	$12,000.00	Yes
15	Early Grade Supplemental Curriculum and Materials	Pre-school, TK-K materials, supplies and funding to support early literacy and play based learning	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
16	Comprehensive and Inclusive Assessment System	Evaluate and refine the current system of assessing and reporting student achievement to include responsive formative, summative, diagnostic, interim, and performance-based assessments and equitable grading practices. Provide collaboration and professional learning experiences to ensure that assessments inform daily teaching and entry/exit to multi-tiered interventions. Implement equitable, board policy aligned grading practices in grades 6-12 through syllabi review and collaboration on effective use of district learning management systems with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$120,000.00	No
17	Formative and Summative Assessment Teams	Funding for PreK to 12 assessment teams to review and analyze current assessments to ensure high-quality formative and summative assessments are implemented district-wide to all student groups.	$5,000.00	No
18	Aeries Analytics Platform to monitor interventions	Maintain Aeries Analytics with Differentiated Assistance Funds to monitor and analyze attendance, referrals to intervention, and college/career indicator progress for students TK-12 with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$75,000.00	No
19	Expanded Learning Intervention and Enrichment Programs	Expand summer school program, before/after school programs to provide academic support and enrichments for TK-12 students with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$900,000.00	No
20	Alternative Education Programs	Expand course options for Lincoln High School to adapt to diverse student enrollment. Provide materials and supplies to expand alternative education programs and to provide tools and supplies for the pre apprenticeship course to enhance career pathway experiences with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
21	English Language Development in Expanded Learning Environments	Expand summer school program, before/after school programs to provide academic support and enrichments for English Learners.	$225,000.00	Yes
22	Tutoring Support for Foster Youth and McKinney Vento Students	Support for academic tutoring for specialized groups.1:1 tutoring contracts and teacher hourly	$25,000.00	Yes
23	5th Grade Outdoor Education	Provide outdoor education learning camps for all 5th graders	$250,000.00	No
24	Alternative and Expanded Learning Opportunities	Design and implement site based alternative and expanded learning programs (such as theater, arts, school site community groups) through stakeholder design teams to support TK-12 student access to intervention, enrichment, and learning experiences in a variety of modalities before, during, and outside of school hours with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$245,000.00	No
25	Enhance implementation of our Multi-tiered Integrated Intervention Support System	Intervention Specialists will support the implementation of the Multi-tiered Integrated Support System (MIISS) by conducting assessments and evaluating the data to provide direct academic (math and English Language Arts/Spanish Language Arts) and behavioral intervention services to TK-5 students during the school day and before or after school with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors. Intervention Specialists will play an active role in facilitating and supporting the SST/COST/504 meetings and programs. Intervention Specialists will update, with stakeholder teams, Multi-tiered Integrated Intervention Support System maps and resources to ensure alignment with SLUSD strategic plan and vision. Provide professional development and collaboration to teachers to improve Tier 1 instruction and intervention.	$2,160,000.00	No

Action #	Title	Description	Total Funds	Contributing
26	Multi-tiered Integrated Intervention Support System Staff	Staff salaries to support implementation of Multi-tiered Integrated Intervention System district wide. Monitoring of McKinney Vento, Foster Youth, English Learners and disproportionate subgroups to enure an effective response to intervention and access to college and career programs.	$288,000.00	No
27	Blended Learning Programs to support TK-12 Student Academic Goals	Purchase blended learning curriculum and learning platforms to support differentiated instruction with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$318,833.00	No
28	Secondary Intervention Counselors	Hire intervention secondary counselors to support and provide intervention programs and outreach to students and families. Focus on academic and behavioral intervention services and Multi-tiered Integrated Support System (MIISS) implementation with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.These counselors will play an active role in facilitating and supporting coordination and objectives of SST/COST/504 meetings and programs.	$480,000.00	Yes
29	Targeted Class Size Reductions for Academic Interventions	Ensure reduced class sizes for secondary courses that support English Language Development within the content areas and intervention.	$180,000.00	Yes
30	Long Term English Learner Support	Purchase curriculum targeted towards LTEL language development, and provide expanded learning opportunities for students before and after school. Teacher hourly for tutoring and homework academies.	$35,000.00	Yes
31	Secondary Parent Engagement and	Hire 4 parent engagement and resource connector support staff for secondary schools that will provide and support parent engagement	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Resource Connector Support Staff	events and outreach efforts to connect families and students to resources. They will design and implement inter-school meetings and events for students transitioning from elementary to middle, and middle to high schools to ensure inter-school programming and reciprocal relationships occur between staff and families with focused attention to students who are English Learners, Low Income, Foster youth, and/or unhoused or unaccompanied minors.		
32	Retain High Quality Secondary School Counselors	Retain Secondary counselors to support transitions of students, support of COST referrals, academic programming/scheduling and integrated intervention supports with focused attention to monitoring and meeting with students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$405,669.00	Yes
33	Transition and Case Management Services for English Learners	Onboarding and intake meetings that plan individualized graduation plans for secondary English Learner students	$15,000.00	Yes
34	Building Educator Capacity to Support All Students	Provide professional development and collaboration to TK-12 teachers and staff on anti-racist and culturally and linguistically responsive teaching practices, arts-integrated methodology, and Universal Design for Learning with focused attention to students who are English Learners, Low Income, Foster youth , historically marginalized communities and/or unhoused or unaccompanied minors.	$50,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	GOAL #2: Educational Equity through College and Career Readiness Expectation: Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile. Key Initiatives & Tactics: 1. Centering Ethical and Cultural Leadership a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of the State Seal of Civic Engagement program and Ethnic Studies Model Curriculum. b. Develop and apply critical media and information literacies at school and in the community. c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access. 2. Fostering Multilingualism a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy. b. Systematize structured supports that address the needs of long-term English learners and newcomer students. 3. Healthy Minds & Bodies a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives. b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas. c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

An explanation of why the LEA has developed this goal.

Goal 2: Educational Equity through College and Career Readiness focuses SLUSD's actions and services to ensure that we are providing opportunities that acknowledge the complex histories and competencies that our students bring as they work towards post-secondary

success. “Educational Equity” is both a means and an end, driving programming that centers ethical and cultural leadership while acknowledging the diversity of our student body, their needs, and the world for which we are preparing them. “College and Career Readiness” is the ultimate outcome that we aim to achieve through programs aligned with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220				100% of SLUSD schools offers courses described in Education Code 51210 and 51220
Percent of 11th Grade Students Who Exceeded Standards in SBAC Math and ELA	Percent of 11th Grade Students Who Exceeded Standards SBAC Math = 17% SBAC ELA = 51% (Source Spring 2019 SBAC Results)				By SY 2023-24, SLUSD will show a 10% increase in the percentage for 11th students who Exceeded Standards SBAC Math = 27% SBAC ELA = 61%
Graduation Rate: Increase graduation rate from previous year a. All Students b. English Learners c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. African American g. Hispanic/Latinx	SLUSD Graduation Rate for SY 2019-20 a. All Students = 89.0% b. English Learners = 77.0% c. Socioeconomically Disadvantaged = 89.0% d. Students with Disabilities = 80.0% e. Homeless = 85.0% f. African American = 93.0%				SLUSD Graduation Rate for SY 2023-24 a. All Students = 95.0% b. English Learners = 89.0% c. Socioeconomically Disadvantaged = 95.0% d. Students with Disabilities = 92% e.Homeless = 92.0% f. African American = 96.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connected to LCFF Priority: 5	g. Hispanic/Latinx = 88.1% (Source 2020 California Dashboard Additional Reports)				g. Hispanic/Latino = 94.0%
Percent of Graduates who completed Career Technical Education Pathway a. All Students b. African American c. Asian d. Filipino e. Hispanic f. White g. Two or more races h. English Learner i. Student with Disabilities j. Socio-Economically Disadvantaged Connected to LCFF Priority: 4, 7, and 8	Graduates with CTE Pathway Completion status a. All Students = 15.2% b. African American = 9.5% c. Asian = 9.2% d. Filipino = 12.7% e. Hispanic = 16.4% f. White = 33.9% g. Two or more races = 14.3% h. English Learner = 6.7% i. Student with Disabilities = 15.8% j. Socio-Economically Disadvantaged = 13.7% (Source 2019 California Dashboard)				By SY 2023-24, SLUSD will show an increase in the percentage for all students and each student group who complete the career-technical pathway by 15% a. All Students = 30.2% b. African American = 24.5% c. Asian = 24.2% d. Filipino = 27.7% e. Hispanic = 31.4% f. White = 48.9% g. Two or more races = 29.3% h. English Learner = 21.7% i. Student with Disabilities = 30.8% j. Socio-Economically Disadvantaged = 28.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College Credit Course: Percent of Graduates who earned College Credits for Academic and/or Career Technical Education a. All Students b. African American c. Asian d. Filipino e. Hispanic f. White g. Two or more races h. English Learner i. Student with Disabilities j. Socio-Economically Disadvantaged Connected to LCFF Priority: 4, 7, and 8	Graduates with College Credit Course a. All Students = 13.9% b. African American = 14.3% c. Asian = 11.9% d. Filipino = 9.0% e. Hispanic = 17.3% f. White = 6.4% g. Two or more races = 4.7% h. English Learner = 13.5% i. Student with Disabilities = 19.8% j. Socio-Economically Disadvantaged = 16.2% (Source 2019 California Dashboard)				By SY 2023-24, SLUSD will show an increase in the percentage for all students and each student group who earned college credit upon graduation by 15% a. All Students = 28.9% b. African American = 29.3% c. Asian = 26.9% d. Filipino = 24.0% e. Hispanic = 32.3% f. White = 21.4% g. Two or more races = 19.7% h. English Learner = 28.5% i. Student with Disabilities = 34.8% j. Socio-Economically Disadvantaged = 31.2%
Percentage of students enrolled in Advanced Placement courses a. English Learners b Black or African American	2019 Percentage of students enrolled in Advanced Placement courses a. English Learners = 6%				Increased percentage of students, especially from historically underrepresented communities, enrolled in AP courses to more closely reflect the demographic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c Hispanic/Latinx d. Pacific Islander Connected to LCFF Priority: 4, 7, and 8	b. Black or African American = 8% c. Hispanic/Latinx = 37% d. Pacific Islander = 0.4% (Source Local Data)				breakdown of the district. a. English Learners = 26% b. African American = 12% c. Hispanic/Latinx = 49% d. Pacific Islander = 2%
Advanced Placement Exam Passing Rate a. English Learners b. African American c. Hispanic/Latinx d. Pacific Islander e. Asian f. White g. Filipino Connected to LCFF Priority: 4, 7, and 8	2019 Advanced Placement Exam Passing Rate Total # of Exams = 932 Overall Passing Rate = 54% a. English Learners = 5% b. African American = 4% c. Hispanic/Latinx = 26% d. Pacific Islander = 0.3% e. Asian = 46% f. White = 12% g. Filipino = 5% (Source Local Data)				By SY 2023 - 2024, SLUSD AP Exam passing rate for all students and each student group will increase by 12% over 3 years Overall Passing Rate = 66% a. English Learners = 17% b. African American = 16% c. Hispanic/Latinx = 38% d. Pacific Islander = 12.3% e. Asian = 58% f. White = 34% g. Filipino = 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Graduates who met preparedness by A - G Completion a. All Students b. English Learners c. Students with Disabilities d. Homeless Students e. African American f. Hispanic Connected to LCFF Priority: 4, 7, and 8	Graduates with A - G Completion a. All Students = 29.6% b. African American = 15.9% c. Asian = 56.3% d. Filipino = 36.4% e. Hispanic = 21.9% f. White = 45.2 % g. Two or more races = 33.3% h. English Learners = 12.9% i. Student with Disabilities = 7.9% j. Socio-Economically Disadvantaged = 25.0% (Source 2019 California Dashboard)				By SY 2023-24, SLUSD will show an increase in the percentage for all students and each student group who Graduates with A - G Completion by 15% a. All Students = 44.6% b. African American = 30.9% c. Asian = 71.3% d. Filipino = 51.4% e. Hispanic = 36.9% f. White = 60.2 % g. Two or more races = 48.3% h. English Learners = 27.9% i. Student with Disabilities = 22.9% j. Socio-Economically Disadvantaged = 40.0%
Seal of Biliteracy Connected to LCFF Priority: 4, 7, and 8	Percent of Graduating Students who earned the Seal of Biliteracy 16% (Source 2019 California Dashboard)				By SY 2023-24, SLUSD will show an increase in the percentage for all students and each student group who earned Seal of Biliteracy to 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism a. All Student b. English Learners c. Student with Disabilities d. Foster Youth e. America Indian/Alaskan Native f. Asian g. African American h. Hispanic/Latino i. Filipino j. Pacific Islander k. Two or More Races l. White	2019-2020 Chronic Absenteeism Percent of Students who are Chronically Absent a. All Student = 13.2% b. English Learners = 12.8% c. Student with Disabilities = 21.4% d. Foster Youth = 35.3% e. America Indian/Alaskan Native = 60% f. Asian= 4.17% g. African American = 18.5% h. Hispanic/Latino = 15.5% i. Filipino = 8.9% j. Pacific Islander = 20.3% k. Two or More Races = 12.3% l. White = 10.7% (Source: Local Data)				SLUSD Chronic Absenteeism will be decreased by half a. All Student = 6.6% b. English Learners = 6.4% c. Student with Disabilities = 13.9% d. Foster Youth = 17.6% e. America Indian/Alaskan Native = 30% f. Asian= 2.1% g. African American = 9.3% h. Hispanic/Latino = 7.8% i. Filipino = 4.5% j. Pacific Islander = 10.2% k. Two or More Races = 16.2% l. White = 5.4%
Middle School and High School Dropout Rate	2019-2020 Dropout Rate Middle School = 0% High School = 2.0% (Source: Local Data)				SLUSD Chronic Absenteeism will be decreased by half Middle School = 0% High School = 1.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(Source: Local Data)
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	SLUSD Data • LTELs SY 2020-2021 At-risk 4 or 5 Years = 5.5% LTELS 6+ Years =13.1% • SLUSD Reclassification Rate for SY 2020-21 is 9% • SLUSD Reclassification Rate for SY 2020-21 is 0.4% higher than the state (Data Source: DataQuest)				SLUSD 2023-24 Data for • LTELs: At-risk 4 or 5 Years = 2.5% LTELS 6+ Years = 7.1% • Reclassification: 15% higher than baseline • Reclassification Rate will be 1.5% higher than the state
English Learning Progress Indicator as reported on the CA School Dashboard	Percentage of current English Learners making progress towards English language proficiency or maintaining the				Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connected to LCFF Priority: 2, 4, and 7	highest level for SY 2018-2019: 47% of (Source 2019 California Dashboard)				
Percent of students in Bilingual and Dual Immersion Pathways who score At/Above Benchmark on STAR Reading Spanish Assessment Connected to LCFF Priority: 2, 4, and 7	Percent of Students At/Above Benchmark on 20-21 STAR Reading Spanish Assessment 2nd Grade: 64% 3rd Grade: 71% 4th Grade: 62% 5th Grade: 70% (Source: Local Data)				Increase the percent of students who are At/Above Benchmark on STAR Reading Spanish Assessment by 15% 2nd Grade: 79% 3rd Grade: 71% 4th Grade: 62% 5th Grade: 70%
Students who met both A-G and CTE Connected to LCFF Priority: 4, 7, and 8	Percent of students who met both A-G and CTE pathway 8.9% Source: Local Data from 2019				By SY 2023-24, SLUSD will show an increase in the percent of students who met both A-G and CTE pathway to 25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Work-Based Learning Expansion	Hire CTE Internship Teacher on Special Assignment to Expand Work-Based Learning opportunities that actively encourage community activism by: • increasing and deepening partnerships with local organizations, companies, and public service agencies; • providing professional development and collaboration opportunities to teachers on Project- and Work-Based Learning intersections including civic engagement projects that address real-world problems; • teach the Internship 101 course • integrate State Seal of Civic Engagement qualifications into Internship 101 and other high school course curriculum.	$100,000.00	No
2	Implementation of the State Seal of Civic Engagement	Provide professional development and collaboration for elementary and secondary History/Social Science teachers on State Seal of Civic Engagement. Provide resources to embed opportunities throughout the elementary, middle, and high school for students to meet the State Seal of Civic Engagement by their 11th-grade year.	$2,500.00	No
3	Ethnic Studies District Programs	Provide professional development, training, and purchase supplemental curriculum to support a TK-12 Ethnic studies program that incorporates learning from all diverse backgrounds with a focus on historically marginalized communities. Complete, revise, and implement the TK-5 history/social studies curriculum to ensure integration of social justice standards and histories of diverse and marginalized communities. PD and training of board adopted TK-5 History-Social Science Curriculum Units.	$25,000.00	No
4	Ethnic Studies 6-12 Program	Provide professional development and collaboration to 6-12 history/social studies teachers to integrate an Ethnic Studies lens and to center histories of diverse and marginalized communities. Revise secondary course of studies to embed Ethnic Studies Framework.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
5	High Quality Career Technical Education	Fund CTE Teachers and offer professional development and training to teachers to provide real world technical training and certifications for students in high schools.	$550,000.00	No
6	Eden Area Regional Occupational Center	Continue to provide access to high quality career technical regional occupational education programs for students in secondary schools to earn industry certifications in high industry fields and participate in hands on learning and work based learning programs	$1,000,000.00	Yes
7	Students as Effective Communicators and Collaborators	Provide professional development and collaboration opportunities for TK-12 teachers and Library Multimedia specialists to support students' awareness of and ability to critically analyze the relationships between media and audiences, and information and power. Partner with community organizations to foster critical media and information literacy to increase relevant resources. Provide venues and events for students to present and advocate on local and global issues/concerns.	$45,000.00	No
8	Retain High Quality Library Multimedia Specialists/Secondary Librarians	Retain elementary Library Multimedia Specialists and Librarians to keep school facilities open for expanded learning to host intervention and support services from grants and federal funding to improve services for students who are low income.	$547,477.00	No
9	Digital School Libraries	Fund for digital libraries for e-texts and curriculum resources to support curriculum aligned content and texts to empower and support educators	$88,000.00	No
10	Season of Service Period of Peace	Teacher hourly and materials/supplies to support project based learning on Season of Service/ Period of Peace Events with focused attention on Black Lives Matter, Stop Asian American Hate and local community groups and events.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	College and Career Family and Student Engagement	Fund College Career Program Coordinators / Provide information sessions, in three languages to families and students in grades 6-12. Provide workshops and 1:1 appointments with families and students, with focused attention to students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.	$75,000.00	Yes
12	College Advisor Fellow from University of California	Continue funding of College Advisor Fellow, who will provide comprehensive college awareness, mentorship, resources to students and families through one-to-one, small group and classroom efforts to increase the college-going rate of students who will be a first generation college student.	$25,000.00	Yes
13	PSAT/SAT and AP Test Fees and Support	Provide Free PSAT and SAT tests for all students. Fund AP testing fees for all students who request financial assistance for testing, and offer workshops to support test preparation with special focus for students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$75,000.00	Yes
14	Expansion of Mentorships and Early College Credit	Design and implement districtwide peer mentorship model with emphasis on student-led goal setting and support. Partner with local community colleges to offer dual and concurrent enrollment credit opportunties that provide early college credit.	$15,000.00	No
15	Tutoring for Graduation and College Preparation	Provide multilingual after school and Saturday Academies for tutoring services and for additional programming support to meet graduation requirements and provide assistance completing college applications and applying for financial aid, with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Work Based Learning for Career and College preparation	Provide continuous outreach community education regarding the various pathways and courses that are offered at our high schools. Increase Work Based Learning to include partnerships w/ Public Service, Community Organizations, including translation and bilingual opportunities . Expand ways to allocate funds for student stipends for Work-Based Learning experiences with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$50,000.00	Yes
17	TK-12 College and Career Readiness	Refine website of College and Career information for all students that will be shared uniformly across all of SLUSD's websites to provide TK-12 College and Career Readiness planning information, with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$10,000.00	Yes
18	TK-12 College and Career Readiness Tracker	Create and deploy a visual tracker for students to measure progress on College and Career preparedness activities, capture data, and rewarding students progress. Provide training and ongoing support to students to use the tool, and provide professional development to teachers to integrate the benchmarks and planning into instruction.	$20,000.00	Yes
19	Expand multilingual learning resources for home learning	Expand availability of educational materials in multiple languages, or access to digital files that can be translated into multiple languages for students and families, to empower at home and whole family participation in learning. Increase multilingual library book selection to include books in Spanish, Chinese, Arabic, etc. to promote literacy at home in family's home language.	$20,000.00	Yes
20	Multilingual family engagement webinars, workshops	Provide translation in multiple languages for all parent and student webinars and engagement events. Ensure that parents have their preferred language set up in the student information system, AERIES.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
21	Dual Language Immersion Pathway and Spanish Biliteracy pathway cohorts	Extend Spanish Dual Language Immersion Pathway and keep students cohort, regardless of class size in bilingual programming Explore and plan for Mandarin/English Dual Immersion Elementary Program. Build Mandarin language courses at middle schools.	$240,000.00	Yes
22	Bilingual Programming, Multilingualism, and Translanguaging Professional Development	Provide Dual Language Immersion professional development opportunities to all staff, not just those teaching in Dual Language Immersion programs. Additionally, provide professional development to TK-12 teachers on asset-based approaches to multilingualism, translanguaging, and multiple dialects.	$60,000.00	Yes
23	Newcomer Support for English Language Learners	Design and implement Newcomer Pathways for English Language Learners who are in the US less than 4 years. Integrate wraparound and inter-site supports to address family needs that may present with migration to San Leandro.	$10,000.00	Yes
24	Long Term English Learner support system	Implement course offerings that provide designated support to long-term English Learners and, at the high school level, simultaneously offer a-g credits in other subject areas. Provide professional development and collaboration opportunities for secondary teachers in all content areas to provide high-quality integrated English Language Development instruction.	$15,000.00	Yes
25	Emotion Regulation and Trauma-Informed Training	Provide professional development for all staff in emotion regulation and management techniques and trauma-informed best practices that can be implemented in the classroom and other school spaces.	$65,000.00	No
26	Restorative Justice Training, Community Building and creating	Provide professional development training and education for restorative justice practices. Implement peer mentor program across all school sites, with special attention to reduce disproportionality of	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Restorative Peer Mentors	discipline for students of color, English Learners, Low income, Foster Youth, and/or unhoused students.		
27	Integration of Social Emotional Learning into Classroom and Expanded Learning Spaces	Provide teacher hourly and curriculum to integrate instruction before, during, and outside of school day for students to learn and implement relaxation, mindfulness, and stress management techniques. Design and implement a visual Socio Emotional Learning tracker dashboard that would help students set up their goals for socio emotional learning and help teachers see and support student progress.	$75,000.00	No
28	Support Healthy Mind and Bodies through PE	Provide professional development and materials/supplies to support high quality TK-12 Physical Education Programs	$8,000.00	No
29	Social Emotional Learning Training for Teachers	Provide professional development and contract services on Social Emotional Learning programs, resources, and strategies that address both gender and racial equity issues -the intersectionality for female students of color.	$5,000.00	No
30	Social Emotional Curriculum	Provide SEL curriculum Toolbox, Second Step and supplemental SEL resources such as SoulShoppe and contract services providers to embed SEL during recess and before/after school.	$25,000.00	No
31	Program Coordinator Prevention and Intervention	Develop an early intervention system for chronically absent and frequently disciplined students. Consistently engage those families in positive and supportive relationship building interactions with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$65,000.00	Yes
32	Coordinator of Well Being and Access to	Support coordination of career pathways of students for life after high school and coordination of ongoing mental heath programs for	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Pathways after High School	students, with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.		
33	Coordinators to support academic and behavioral intervention system	Fund 12 COST Coordinators to support our Multi- tiered Integrated Intervention Support System in all district schools with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$25,000.00	Yes
34	School Nurses and Health Education	Additional nurses and health education classes to support students' well being and health and wellness needs	$241,931.00	No
35	Expand Mental Health Specialists/Interns and programs	Contract Services with Community Based Organizations for mental health counselors and specialists to support expansion of mental health resources.	$300,000.00	No
36	Research, Data, Evaluation and Assessment for Tiered Intervention	Train office personnel and school site staff in best practices in intervention data entry in Aeries. Train school site staff to accurately monitor and analyze our tiered intervention strategies and services and to use data to drive the implementation of research-based intervention and prevention services. Create reports and dashboards that address chronic absenteeism.	$1,500.00	No
37	Systematize Tiered Interventions for Chronic Absenteeism	Train office personnel and school site staff in best practices of chronic absenteeism prevention and intervention, and provide resources and context for supporting students re-integration into learning spaces. Train school site staff to accurately monitor and analyze chronic absenteeism data to drive the implementation of research-based tiered intervention and prevention case management services provided around chronic absenteeism and student re-engagement policies and programming.	$1,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	GOAL #3: Equity-Centered Effective Employee Engagement Expectation: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students. Key Initiatives & Tactics: 1. Employee Relations a. Cultivate support for employees to deliver gold standard customer service. b. Improve fiscal processes to maximize funds, staff, and other resources for equity and excellence. c. Celebrate staff contributions to the District. d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community. 2. Talented and Diverse Workforce a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency. b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization. c. Recruit teachers and administrators that reflect the diversity of our students. d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities. 3. Cohesive Collaboration a. Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

An explanation of why the LEA has developed this goal.

In goal 3, we focus explicitly on our employees to ensure that those who work with our students are the best trained, most qualified, and culturally competent educators available. We want all staff and district partners fully engaged around our student learning goals to provide outstanding educational experiences to all students.
We want our employees to feel fully supported and celebrated for the challenging work they do every day. We want them safe and well, as we hope many of them will stay and grow throughout their careers with us in SLUSD. This means strong recruitment practices, especially if we hope to bring in teachers, administrators, and support staff that reflect the diversity of our students. We will provide ongoing training to

create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.
And we know that the experts are already in the building because they know our students, our community, and each other. We will implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals				100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates				100% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline				100% completion of training Inventory

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18% Students' Demographic African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38% (Source: Local Data)				Increase direct proportionality of staff-to-student population of the four underrepresented group African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Employee On-boarding	Structure all onboarding programs to establish responsive, welcoming, and relevant relationships that will support employees with their tenure in SLUSD.	$1,000.00	No
2	Provide quality services through customer service type training	Provide opportunities for employees to receive training to learn skills related to quality customer service	$1,000.00	No
3	Employee Engagement	Expand opportunities for ongoing personal connections with staff through site seminars and information sessions related to personnel support.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Cultural Competency Training	Provide cultural competency training for personnel services staff to build inclusive hiring practices, with attention to understanding the needs of English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$25,000.00	No
5	Personnel Staff Training	Provide opportunities to the Personnel Services staff for professional development related to timely, technical aspects on human resource topics (ie Leaves)	$1,000.00	No
6	Increasing systems for effective communication	Promote easily digestible, outward facing information for employees on frequently requested personnel topics in a variety of formats, including seminars, web portals, etc.	$0.00	No
7	Streamlined Fiscal Processes	Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district.	$0.00	No
8	Employee Recognition	Establish monthly employee recognition opportunities across all bargaining groups/sites/departments in response to peer feedback and related to exemplars of strategic action goal implementation or major life/professional milestones.	$0.00	No
9	Recruitment to Retirement Support	Expand employee recognitions and celebrations, including start/end of school year, retirement, years of service, program completion,	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
10	Employee Wellness	Establish monthly employee wellness workshop with topics chosen collaboratively and in alignment with employee bargaining group needs.	$500.00	No
11	Highly Qualified Staff	This amount includes the funds necessary to sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management.	$7,355,594.00	No
12	Professional Pathways	Provide opportunities for employees to receive mentorship and professional learning to clear credential with induction programs.	$120,000.00	No
13	Recruiting for Diversity	Promoting the employment and retention of a diverse staff that reflects the student demographics of the community; attend CABE recruitment; Affinity spaces and places to advertise our fairs.	$500.00	No
14	Inclusive School Environment Training	Training with contract servicer and Parent Facilitators; Opportunities to highlight this work publicly; mandate training Cultural Awareness annually (Keenan), Audit our current practices to align with creating environments that support thriving	$25,000.00	No
15	Sharing Professional Expertise and Experience	Provide district staff with ongoing, researched-based, professional learning and professional development on diversity, equity and inclusion, including Parent Facilitators, Para educators, and all district support staff with attention to sharing best practices for working with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Bilingual Stipends	Provide certificated and classified bilingual stipends to support multilingual literacy for students and families	$200,000.00	Yes
17	Family Support by School Office Staff	Retain office staff to support TK-12 schools with family communications and supporting students health and safety through collaboration with families with attention to outreaching and supporting students (and families) who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$360,000.00	Yes
18	New Teacher Professional Development	Provide new teacher professional development and support monthly through collaborations with peers and instructional coaches.	$5,000.00	No
19	Staff Room Improvement	Improve and standardize employee staff rooms to include resources for health, wellness, and engagement.	$2,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities Expectation: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. Key Initiatives & Tactics: 1. Analyze, Audit, and Respond to Parent Needs a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices. b. Deliver outstanding, consistent translation services to our multilingual community. c. Provide and participate in various engagement forums that provide feedback. 2. Connecting Schools and Community Engagement a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students. b. Build family leadership capacity and ensure a high standard of family engagement. c. Provide informative, responsive school websites and communication. d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

An explanation of why the LEA has developed this goal.

For Goal 4, the focus is on our families. Over the next three years, we want to strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. We want to systematize how we engage in feedback cycles with our families at both the district level and every school. Through this, we can respond to student needs at home and better prepare our students for post-secondary college and career choices.

We want to continue to deliver outstanding, consistent translation services to our multilingual community. With our diverse community, this is a standard our families have come to expect and we have benefited greatly from the increased collaboration.

We also need our families to be empowered as leaders in their child's education, at their school, or in our district leadership forums. We will provide training to build this capacity so we all firmly aligned towards our goal of graduating students with many opportunities for future success.

All this work takes many hands, and this is where we collaborate with local industries, public agencies, public foundations, and our city to maximize resources to support all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design for parent engagement for the following student groups: Students with Disabilities English Learners Low-income Students Foster Youth				Using the established Rubric, parent engagement will improve for the following student groups: Students with Disabilities English Learners Low-income Students Foster Youth
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events				100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback.				100% participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participate in various engagement forums that provide feedback Connected to LCFF State Priority: 3	Participate in site-based community engagement events to increase accessibility and collaboration				
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 1,600 Completed Parent Survey				The number of Completed California Healthy Kids Parent Survey will double by SY 2023-2024 Goal - 3,200 Completed Parent Survey
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91%				Increase the percent of parents who strongly agree and agree by 6% to the statements that in SLUSD: • Parents feel welcome to participate at this school. = 93% • Promotes academic success for all students = 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• A safe place for their children = 94%				• A safe place for their children = 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	Establish standardized expectations for excellence in parent engagement, then audit district and site practices, protocols, and platforms to evaluate and determine the next steps needed to improve engagement with special student/family groups (i.e. Low-income students, English learners, foster youth, and students with disabilities	$605,428.00	Yes
2	Translation and Support Services	Provide school-level multilingual support (from enrollment and into the year) through ongoing outreach in a variety of formats and forums to improve engagement with special student/family groups (i.e. Low-income students, English learners, foster youth, etc.) Hire, train and support full time district translators in Spanish and Chinese to increase support systems for families and students. Provide ongoing excellence in communication training to all district and site translators. Establish multilingual help phone lines for immediate, responsive support.	$175,000.00	Yes
3	Family Learning Symposiums	Host family leadership symposium in partnership with local community partners with attention to topics and supports related to students and families who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement events to increase accessibility and collaboration. Additional targeted support will be focused on improved engagement with special student/family groups (i.e. Low-income students, English learners, foster youth, etc.)		
4	Community Partnerships	Strengthen community partnerships to support PBL, college and career connections, and other district initiatives through targeted outreach and collaboration with specific district staff.	$0.00	No
5	Family Resource Center, Barbara Lee Health and Wellness Center	Maintain Family Resource Center at the Barbara Lee Health and Wellness Center to connect families to Medical Coverage, Cal Fresh and resources. This is outreach to students/families who are English Learners, Low income, and Foster Youth, and/or unhoused.	$15,000.00	Yes
6	Family Leadership Groups	Engage in focus groups with parent leadership groups that reflect prioritized parent community topics. Additional targeted support will be focused on improved engagement with special student/family groups (i.e. Low-income students, English learners, foster youth, McKinney-Vento, etc.)	$2,500.00	Yes
7	Early Childhood Family Engagement	Provide workshops and training to families and staff that center on early childhood development, with outreach to families of English Learners, Low income, and Foster Youth, and/or unhoused.	$0.00	Yes
8	Clear and Effective District Wide Communications to Families	Maintain and maximize the potential of existing communication channels (ParentSquare and websites) to deliver timely, responsive, and accurate information regarding district resources and support. Establish ongoing cycles of review and response to address specific	$328,743.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs of students and families of English Learners, Low income, and Foster Youth. Ensure district and site accessibility in all languages spoken in the district for all communication portals, i.e. ParentSquare, telephone answering system, etc. with attention to monitoring use and access by families of English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.		
9	Centralized enrollment platform	Maintain online enrollment process to improve family to district communications and ease of enrollment and data integrity.	$40,922.00	No
10	Family advocacy groups	Establish family agency groups for historically marginalized communities district-wide with satellite groups at each school site. Groups would include African American Parent Agency Group; Asian American/Pacific Islander Agency Group, etc.	$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	GOAL #5: Environmental and Technological Equity Expectation: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students. Key Initiatives & Tactics: 1. District Bond Improvements a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings. b. Initiate planning for additional bond projects, including classroom and field renovations. 2. Strategic Maintenance a. Continue to maintain our facilities for future generations of students. b. Maintain our state of the art technology infrastructure. 3. Reducing District Impact on Climate Change a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change. b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions. 4. Access to Internet and Technology a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology. b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus. c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment. d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

An explanation of why the LEA has developed this goal.

Goal 5 has been created to ensure students have access to modern, safe, and secure facilities and instructional technology environments in order to meet LCFF Priority 1, providing basic conditions in terms of facilities and access to the curriculum (online and textbook). Specifically, around technology, the district provides a 1:1 device program for students and this goal allows the district to ensure connectivity at home with those devices by outreaching to students who have been historically affected by the connectivity gap. The district believes that students will learn and perform better in well-maintained school buildings. The district is working to continue to improve and maintain its facilities for current students as well as future students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student				100% 1:1 device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student				100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.				Average ticket response within 48 hours and average resolution within 7 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status				98% of work orders will be less than one month old in the district maintenance work order system.
Inventory of current district vehicle fleet	District vehicle fleet will be working				District vehicle fleet will be working

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connected to LCFF State Priority: 1	properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.				properly, pass all required smog tests, and the majority of fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%				Increase percent of parents who strongly agree that SLUSD school have clean and well-maintained facilities/properties to 98%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition				100% of SLUSD schools will be in good/exemplary condition

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue planning process for major Measure N bond projects	Continue plan and design for new SLHS gymnasium, new Lincoln campus, Bancroft modulars, field renovation/entryway, Muir modulars, and new drop off area/entryway at Roosevelt Elementary	$5,000,000.00	No
2	Implement future bond projects	Begin planning process for future bond projects including classroom modernization, with attention to ensuring a secure and safe environment	$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Continue maintaining and caring for school site buildings and grounds	Provide custodian and maintenance services to keep all buildings and grounds in good and safe condition and extend lifespan of district facilities	$5,000,000.00	No
4	Upgrade school networks	Upgrade school wireless access point infrastructure to support modern student and teacher internet need while ensuring security	$425,883.00	No
5	Use energy efficient designs and systems in new construction	Continue planning and installing energy efficient building systems.	$500,000.00	No
6	Establish an energy efficient vehicle fleet	Focus on energy efficiency by updating vehicle fleet and equipment to more energy efficient models that produce fewer emissions.	$100,000.00	No
7	Enact student device update and replacement program.	Staff will evaluate oldest devices for replacements, identify suitable replacements, procure devices and deploy to school sites.	$689,413.00	No
8	Student hotspot program	Deploy hotspots to students with limited connectivity options.	$200,000.00	Yes
9	Upgrade district Web Filtering	New district web filter provides secure access on or off campus. This has been rolled out but additional site and classroom level access features are available which can enhance our use of the platform.		No
10	Internet resiliency project	Plan and implement options to create additional resiliency to outages due to factors both in and out of the district's control.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	Consolidate technology training resources into central website.	Currently there are many different resources across different sites. Centralizing them will make them easier to access for staff and students.	$0.00	No
12	Develop training via district TEC program	Create training resources and opportunities around district technology initiatives via district Technology Educator Consultant (TEC) program. TECs then train and support their cohorts of teachers in these areas, with attention to addressing needs of students who English Learners, Low income, and Foster Youth.	$0.00	No
13	Provide technology support options for students and families	Technology support of high quality tech integrations, online and phone support and access to hotspots tech support to students and families.	$421,000.00	No
14	Retain Barbara Lee Health and Wellness Facility	Provide custodian and maintenance services to keep health and wellness programs as well as medical and dental programs centrally located at the Barbara Lee Health and Wellness Center	$150,000.00	Yes
15	Data Assessment, Evaluation and Technology Integration Team	Retain Data Assessment, Evaluation and Technology Integration Team to support staff and students to adopt, understand and effectively use technology platforms, with focus on providing timely data to help monitor progress and needs of students who are English Learners, Low income and Foster Youth.	$358,756.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.19%	$14,794,391

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

Required Descriptions

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

Goal 1 "Engage, Educate, Empower " has Action 29: Targeted Class Size Reductions for Academic Interventions contributing to increased or improved services for unduplicated students that will be implemented school-wide. In our very first LCAP back in 2015 SLUSD's stakeholder engagement and data review process indicated a need for intervention courses focused on improving outcomes for English Learners and low-income students and to have lower class sizes in our courses for English Language Learners. Since then, we have kept courses for intervention, in ELA and Math, as well as courses that are for English Learners related to providing English Language Development have a lower class size than our other courses. This action reflects that ongoing cost as there is still a need in the data to provide this kind of targeted support. Because there are students who are not unduplicated who may access the intervention courses for math and ELA, we have labeled this as schoolwide. The educators who staff these courses are trained on best practices and strategies for working with English Learners and designing interventions to attend to language needs as well as creating classroom routines that support the universal design and access to content. This approach in pedagogy was informed by the centering of the needs of English Language Learners and what we know to be effective in working with students whose families are low-income and working with scarce material resources.

Goal 2 "Educational Equity through College and Career Readiness" has Action 6: Eden Area Regional Occupational Center, Action 11: College and Career Family and Student Engagement, Action12: College Advisor Fellow for University of California, Action 13: PSAT/SAT and AP Test Fees and Support, and Action 32: Coordinator of Well Being and Access to Pathways after High School that are contributing to increased or improved services for unduplicated students AND will be implemented school-wide. These actions, collectively housed at our high schools from prior LCAPs, focus on increasing access to college and career readiness for all students but the actions stemmed from an analysis of our graduation rates for English Language Learners, access to quality career education, and work certification programs for our

English Language Learners and low-income students, as well as access to taking tests required to apply for college, scholarships, and earn college credit. Our data analysis shows that we have increased college readiness as our unduplicated students are enrolling in APs and taking the exams, applying to college more easily with the required tests made not only free but with testing happening on campus on a school day, and with the support services offered in our college and career counseling center that is not only available to students all school day and after but also through multilingual phone/online support. While these actions were driven to ensure equity through college and career readiness for our unduplicated students, the wealth of services provided through these actions benefit all students at our high schools and have created a larger college-going, workforce-ready culture for all students. For this reason, it is a schoolwide action.

Goal 2 "Educational Equity through College and Career Readiness" also has Action 19: Expand multilingual learning resources for home learning, Action 20: Multilingual family engagement webinars, workshops, and Action 22: Bilingual Programming, Multilingualism, and Translanguaging Professional Development that are contributing to increased or improved services for unduplicated students AND will be implemented school-wide. These actions are focused on increasing programming and services that foster both English Language acquisition and multilingualism while ensuring family engagement to bridge traditional home-school divides. These actions were formed responding to community feedback and data that indicated a need to support our English Language Learners (and their parents) who are simultaneously working on maintaining their primary language while also learning mainstream and Academic English alongside the standards for their grade level. These actions include services for students who may not be English Language Learners but their parents are and need multilingual support and include training for teachers and staff who also work with students who are not English Language Learners but are students who are learning a second or third language. For this last component, these actions are labeled as schoolwide but it is clear that the majority of this effort is for the purpose of normalizing multilingualism and quality bilingual programming for our English Language Learners.

Goal 3 "Equity-Centered Effective Employee Engagement" has Action 15: Sharing Professional Expertise and Experience, Action 16: Bilingual Stipends, and Action 17: Family Support by School Office Staff that are contributing to increased or improved services for unduplicated students AND will be implemented district-wide. These actions stem from an analysis of the community input (from previous LCAP processes and current) and input from the DELAC and the need for more staff in the front office and over the phone to support families as well as more staff with bilingual credentials and stipends to be able to provide these services in Spanish. While these services stem from addressing the specific needs and requests from our DELAC in thinking about the needs of English Learners, the staff who are providing these services will surely be supporting students schoolwide and parents who may not represent unduplicated students.

Goal 4 "Valuing Diversity, Equity, and Inclusion with Families and Communities" has Action 8: Clear and Effective District-Wide Communications to Families contributing to increased or improved services for unduplicated students AND will be implemented district-wide as the systems and protocols that were initially put in place (outreach efforts and communication operating procedures to serve families of unduplicated students) are available and provide service for all students and families in San Leandro Unified School District. Our families, via the stakeholder input from our last LCAP 2017-2020, stated the need for better, proactive communication systems so that our unduplicated families are more readily and easily linked into not only school matters but also with one another, to encourage their own collaboration and engagement as a community. These systems were procured and designed with unduplicated students in mind

(multilingual, multiple modes of access, access for caregivers, etc.) but are raising the quality of services and outreach for all students in San Leandro Unified.

Goal 5 "Environmental and Technological Equity" has Action 14: Retain Barbara Lee Health and Wellness Facility contributing to increased or improved services for unduplicated students AND will be implemented district-wide. In our LCAP back in 2015, the mental, medical, and dental services that are part of the Barbara Lee center were put together with special attention to providing access for our low-income students. Students and families have given SLUSD input through forums and surveys about the criticality of these services and how they can be improved to align with student and family needs. Over time these services have become a cornerstone of access for all students in SLUSD who may be in transition or need support and therefore we are labeling this as district-wide.

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

Through creating focused actions that are about providing high quality differentiated supports for our English learners, targeting interventions for low-income students, and tutoring and outreach services for our students who are Foster Youth, this LCAP provides increased services that are driven by our work with our ACOE differentiated assistance team to meet goals related to the CA Dashboard as well as goals from the previous LCAP that remain unmet or goals stemming from community input and analysis of student data and experience.

The following actions from Goals 1 and Goal 2 address the specific needs of English Learners to gain access to quality intervention systems. integrated core learning that fosters college and career readiness, more opportunities for English Language Development, and increased access to programs that sustain primary language. These actions services that are part of increased or improved percentage required position SLUSD to provide access to platforms that promote literacy with English Language Arts and across the content areas, support for teachers to provide language development focused lessons, and small group support that integrates ELD standards to make content more accessible through various instructional strategies. In addition, All English Learners will have daily access to Imagine Learning Language and Literacy that will provide explicit instruction in English Language Development and contextualized through multimedia examples and connected text.
Goal 1 Action 2: Project-Based Learning Support System and Training, Action 11: Professional Development on Integrated and Designated English Language Development, Action 14: English Learner Development Academy, Action 21: English Language Development in Expanded Learning Environments, Action 30 Long Term English Learner Support, and Action 33 Transition and Case Management Services for English Learners; Goal 2 Action 21 Dual Language Immersion Pathway and Spanish Biliteracy pathway cohorts, Action 23 Newcomer Support for English Language Learners, Action 24 Long Term English Learner support system. In addition, by incorporating non-LCFF state funds, ELD Para-educators provide additional language support through one-on-one sessions and small group work to supplement the services above.

The action in Goal 1, Action 22 Tutoring Support for Foster Youth and McKinney Vento Students, provides additional tutoring opportunities to our Fosters Youth and McKinney Vento students. Considering that this group of students has high mobility, the district aims to provide additional tutoring time and one-on-one mentoring to close learning gaps caused by interruptions to their education and create a strong bond to our community and programs.

We are increasing and improving our services for all groups, English Learners, Foster Youth, and low-income students, in the following actions from Goal 1 and Goal 4 that address the needs common to our unduplicated students. In Goal 1: Action 13: Instructional Technology

to support Early Literacy Intervention and English Language Development, Action 32: Retain High-Quality Secondary School Counselors, and Action 34: Building Educator Capacity to Support All Students. SLUSD will increase the professional development to all teachers in grades TK-12 to support the needs of English learners (EL), Foster Youth, low-income students, and specialized student groups to ensure best practices will be utilized. SLUSD integrates innovative strategies to provide access to standards-based lessons and activities to maintain connections with students, increase motivation, and establish responsive instructional plans for unduplicated students.

For Goal 4: Action 1: Parent Engagement, Action 2: Translation and Support Services, and Action 5:Family Resource Center, Barbara Lee Health and Wellness Center, we are taking some actions that will support English Learners, Foster Youth, low-income students, and their families. SLUSD plans to increase parent engagement by using multiple ways of communicating to parents and the community with additional translation support and tailoring services driven by the direct input of these groups. From workshops on immigration in primary languages to support our newcomer families to one on one support for enrolling in WIC and other programs, the Family Resource Center provides direct services to our unduplicated families.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$14,794,391.00	$11,005,746.00	$8,718,883.00	$1,620,000.00	$36,139,020.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$19,293,931.00	$16,845,089.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Comprehensive Standards-Based Science and History/Social Science Education	$5,000.00				$5,000.00
1	2	English Learners Low Income	Differentiated Project Based Learning Support System and Training	$385,000.00				$385,000.00
1	3	All	Science, Technology, Engineering, Arts and Math (STEAM) Lab and Maker Space	$15,000.00				$15,000.00
1	4	All	Technology Educator Consultants				$150,000.00	$150,000.00
1	5	All	Music, Art, Theater Performance and Club Enhancements	$360,000.00				$360,000.00
1	6	All African American Students	African American STEM Scholar Program	$14,500.00				$14,500.00
1	7	All	High-quality Math Instruction	$200,000.00				$200,000.00
1	8	All Students with Disabilities	Differentiated Math Instruction	$25,000.00				$25,000.00
1	9	Students with Disabilities	Targeted Support for Students with Disabilities	$350,000.00				$350,000.00
1	10	Students with Disabilities	Adaptive Curriculum Support Materials for Students with Disabilities	$15,371.00				$15,371.00
1	11	English Learners	Professional Development on Integrated and Designated English Language Development	$50,000.00			$200,000.00	$250,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners	English Language Learner Program Restoration				$615,000.00	$615,000.00
1	13	English Learners Foster Youth Low Income	Instructional Technology to support Early Literacy Intervention and English Language Development	$25,000.00	$25,000.00		$25,000.00	$75,000.00
1	14	English Learners	English Learner Development Academy	$12,000.00				$12,000.00
1	15	All	Early Grade Supplemental Curriculum and Materials		$50,000.00			$50,000.00
1	16	All	Comprehensive and Inclusive Assessment System	$120,000.00				$120,000.00
1	17	All	Formative and Summative Assessment Teams	$5,000.00				$5,000.00
1	18	All Foster Youth	Aeries Analytics Platform to monitor interventions			$75,000.00		$75,000.00
1	19	All	Expanded Learning Intervention and Enrichment Programs		$900,000.00			$900,000.00
1	20	All	Alternative Education Programs		$130,000.00			$130,000.00
1	21	English Learners	English Language Development in Expanded Learning Environments	$225,000.00				$225,000.00
1	22	Foster Youth	Tutoring Support for Foster Youth and McKinney Vento Students	$10,000.00	$15,000.00			$25,000.00
1	23	All	5th Grade Outdoor Education		$250,000.00			$250,000.00
1	24	All	Alternative and Expanded Learning Opportunities	$108,000.00	$137,000.00			$245,000.00
1	25	All	Enhance implementation of our Multi-tiered Integrated Intervention Support System		$2,160,000.00			$2,160,000.00
1	26	All EL, Foster Youth, McKinney Vento	Multi-tiered Integrated Intervention Support System Staff	$288,000.00				$288,000.00
1	27	All	Blended Learning Programs to support TK-12 Student Academic Goals		$318,833.00			$318,833.00
1	28	English Learners Foster Youth Low Income	Secondary Intervention Counselors		$480,000.00			$480,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	29	English Learners Foster Youth Low Income	Targeted Class Size Reductions for Academic Interventions	$180,000.00				$180,000.00
1	30	English Learners	Long Term English Learner Support	$20,000.00	$15,000.00			$35,000.00
1	31	English Learners Foster Youth Low Income	Secondary Parent Engagement and Resource Connector Support Staff		$200,000.00			$200,000.00
1	32	English Learners Foster Youth Low Income	Retain High Quality Secondary School Counselors	$405,669.00				$405,669.00
1	33	English Learners	Transition and Case Management Services for English Learners	$15,000.00				$15,000.00
1	34	English Learners Foster Youth Low Income	Building Educator Capacity to Support All Students	$50,000.00				$50,000.00
2	1	All	Work-Based Learning Expansion			$100,000.00		$100,000.00
2	2	All	Implementation of the State Seal of Civic Engagement	$2,500.00				$2,500.00
2	3	All	Ethnic Studies District Programs	$25,000.00				$25,000.00
2	4	All	Ethnic Studies 6-12 Program	$2,500.00				$2,500.00
2	5	All	High Quality Career Technical Education		$500,000.00	$50,000.00		$550,000.00
2	6	English Learners Foster Youth Low Income	Eden Area Regional Occupational Center	$1,000,000.00				$1,000,000.00
2	7	All	Students as Effective Communicators and Collaborators			$45,000.00		$45,000.00
2	8	All	Retain High Quality Library Multimedia Specialists/Secondary Librarians	$547,477.00				$547,477.00
2	9	All	Digital School Libraries	$88,000.00				$88,000.00
2	10	All	Season of Service Period of Peace			$10,000.00		$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	English Learners Foster Youth Low Income	College and Career Family and Student Engagement	$75,000.00				$75,000.00
2	12	English Learners Foster Youth Low Income	College Advisor Fellow from University of California	$25,000.00				$25,000.00
2	13	English Learners Foster Youth Low Income	PSAT/SAT and AP Test Fees and Support	$75,000.00				$75,000.00
2	14	All	Expansion of Mentorships and Early College Credit			$15,000.00		$15,000.00
2	15	English Learners Foster Youth Low Income	Tutoring for Graduation and College Preparation			$150,000.00		$150,000.00
2	16	English Learners Foster Youth Low Income	Work Based Learning for Career and College preparation			$50,000.00		$50,000.00
2	17	English Learners Foster Youth Low Income	TK-12 College and Career Readiness			$10,000.00		$10,000.00
2	18	English Learners Foster Youth Low Income	TK-12 College and Career Readiness Tracker			$20,000.00		$20,000.00
2	19	English Learners Foster Youth Low Income	Expand multilingual learning resources for home learning	$20,000.00				$20,000.00
2	20	English Learners	Multilingual family engagement webinars, workshops	$50,000.00				$50,000.00
2	21	English Learners	Dual Language Immersion Pathway and Spanish Biliteracy pathway cohorts	$240,000.00				$240,000.00
2	22	English Learners	Bilingual Programming, Multilingualism, and Translanguaging Professional Development	$10,000.00		$50,000.00		$60,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	23	English Learners	Newcomer Support for English Language Learners	$10,000.00				$10,000.00
2	24	English Learners	Long Term English Learner support system			$15,000.00		$15,000.00
2	25	All	Emotion Regulation and Trauma-Informed Training	$15,000.00		$50,000.00		$65,000.00
2	26	English Learners Foster Youth Low Income	Restorative Justice Training, Community Building and creating Restorative Peer Mentors			$50,000.00		$50,000.00
2	27	All	Integration of Social Emotional Learning into Classroom and Expanded Learning Spaces		$75,000.00			$75,000.00
2	28	All	Support Healthy Mind and Bodies through PE	$8,000.00				$8,000.00
2	29	All	Social Emotional Learning Training for Teachers			$5,000.00		$5,000.00
2	30	All	Social Emotional Curriculum			$25,000.00		$25,000.00
2	31	English Learners Foster Youth Low Income	Program Coordinator Prevention and Intervention			$65,000.00		$65,000.00
2	32	English Learners Foster Youth Low Income	Coordinator of Well Being and Access to Pathways after High School	$230,000.00				$230,000.00
2	33	English Learners Foster Youth Low Income	Coordinators to support academic and behavioral intervention system			$25,000.00		$25,000.00
2	34	All	School Nurses and Health Education	$241,931.00				$241,931.00
2	35	All	Expand Mental Health Specialists/Interns and programs			$300,000.00		$300,000.00
2	36	All	Research, Data, Evaluation and Assessment for Tiered Intervention			$1,500.00		$1,500.00
2	37	All	Systematize Tiered Interventions for Chronic Absenteeism			$1,500.00		$1,500.00
3	1	All	Employee On-boarding			$1,000.00		$1,000.00
3	2	All	Provide quality services through customer service type training			$1,000.00		$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Employee Engagement			$1,000.00		$1,000.00
3	4	All	Cultural Competency Training		$25,000.00			$25,000.00
3	5	All	Personnel Staff Training			$1,000.00		$1,000.00
3	6	All	Increasing systems for effective communication					$0.00
3	7	All	Streamlined Fiscal Processes					$0.00
3	8	All	Employee Recognition					$0.00
3	9	All	Recruitment to Retirement Support			$1,000.00		$1,000.00
3	10	All	Employee Wellness			$500.00		$500.00
3	11	All	Highly Qualified Staff	$7,355,594.00				$7,355,594.00
3	12	All	Professional Pathways				$120,000.00	$120,000.00
3	13	All	Recruiting for Diversity			$500.00		$500.00
3	14	All	Inclusive School Environment Training		$25,000.00			$25,000.00
3	15	English Learners Foster Youth Low Income	Sharing Professional Expertise and Experience	$10,000.00		$35,000.00	$15,000.00	$60,000.00
3	16	English Learners Low Income	Bilingual Stipends	$200,000.00				$200,000.00
3	17	English Learners Foster Youth Low Income	Family Support by School Office Staff	$360,000.00				$360,000.00
3	18	All	New Teacher Professional Development	$5,000.00				$5,000.00
3	19	All	Staff Room Improvement			$2,000.00		$2,000.00
4	1	English Learners Foster Youth Low Income	Parent Engagement	$60,428.00		$50,000.00	$495,000.00	$605,428.00
4	2	English Learners Foster Youth Low Income	Translation and Support Services	$50,000.00		$125,000.00		$175,000.00
4	3	All	Family Learning Symposiums		$10,000.00			$10,000.00
4	4	All	Community Partnerships					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	English Learners Foster Youth Low Income	Family Resource Center, Barbara Lee Health and Wellness Center	$15,000.00				$15,000.00
4	6	English Learners Foster Youth Low Income	Family Leadership Groups		$500.00	$2,000.00		$2,500.00
4	7	English Learners Foster Youth Low Income	Early Childhood Family Engagement					$0.00
4	8	English Learners Foster Youth Low Income	Clear and Effective District Wide Communications to Families	$218,743.00		$110,000.00		$328,743.00
4	9	All	Centralized enrollment platform	$40,922.00				$40,922.00
4	10	English Learners Foster Youth Low Income	Family advocacy groups					$0.00
5	1	All	Continue planning process for major Measure N bond projects			$5,000,000.00		$5,000,000.00
5	2	All	Implement future bond projects			$1,000,000.00		$1,000,000.00
5	3	All	Continue maintaining and caring for school site buildings and grounds		$5,000,000.00			$5,000,000.00
5	4	All	Upgrade school networks			$425,883.00		$425,883.00
5	5	All	Use energy efficient designs and systems in new construction			$500,000.00		$500,000.00
5	6	All	Establish an energy efficient vehicle fleet			$100,000.00		$100,000.00
5	7	All	Enact student device update and replacement program.		$689,413.00			$689,413.00
5	8	English Learners Foster Youth Low Income	Student hotspot program			$200,000.00		$200,000.00
5	9	All	Upgrade district Web Filtering					
5	10	All	Internet resiliency project			$50,000.00		$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	**11**	All	Consolidate technology training resources into central website.					$0.00
5	**12**	All	Develop training via district TEC program					$0.00
5	**13**	All	Provide technology support options for students and families	$421,000.00				$421,000.00
5	**14**	Foster Youth Low Income	Retain Barbara Lee Health and Wellness Facility	$150,000.00				$150,000.00
5	**15**	All Students with Disabilities	Data Assessment, Evaluation and Technology Integration Team	$358,756.00				$358,756.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,176,840.00	$7,219,340.00
LEA-wide Total:	$1,248,743.00	$1,981,243.00
Limited Total:	$1,573,097.00	$3,153,097.00
Schoolwide Total:	$1,355,000.00	$2,085,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	Differentiated Project Based Learning Support System and Training	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$385,000.00	$385,000.00
1	**11**	Professional Development on Integrated and Designated English Language Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	$250,000.00
1	**12**	English Language Learner Program Restoration	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$615,000.00
1	**13**	Instructional Technology to support Early Literacy Intervention and English Language Development	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$25,000.00	$75,000.00
1	**14**	English Learner Development Academy	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$12,000.00	$12,000.00
1	**21**	English Language Development in Expanded Learning Environments	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$225,000.00	$225,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	22	Tutoring Support for Foster Youth and McKinney Vento Students	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	$25,000.00
1	28	Secondary Intervention Counselors	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: John Muir, Bancroft, SLHS, and Lincoln High 6-12		$480,000.00
1	29	Targeted Class Size Reductions for Academic Interventions	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Muir, Bancroft, SLHS and Lincoln 6-12	$180,000.00	$180,000.00
1	30	Long Term English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	$35,000.00
1	31	Secondary Parent Engagement and Resource Connector Support Staff	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bancroft, Muir, SLHS and Lincoln 6-12		$200,000.00
1	32	Retain High Quality Secondary School Counselors	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: John Muir, Bancroft, SLHS and Lincoln 6-12	$405,669.00	$405,669.00
1	33	Transition and Case Management Services for English Learners	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lincoln and San Leandro HS	$15,000.00	$15,000.00
1	34	Building Educator Capacity to Support All Students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
2	6	Eden Area Regional Occupational Center	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro HS and Lincoln	$1,000,000.00	$1,000,000.00
2	11	College and Career Family and Student Engagement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro HS and Lincoln	$75,000.00	$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	12	College Advisor Fellow from University of California	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro HS	$25,000.00	$25,000.00
2	13	PSAT/SAT and AP Test Fees and Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro HS	$75,000.00	$75,000.00
2	15	Tutoring for Graduation and College Preparation	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,000.00
2	16	Work Based Learning for Career and College preparation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All secondary schools		$50,000.00
2	17	TK-12 College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00
2	18	TK-12 College and Career Readiness Tracker	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,000.00
2	19	Expand multilingual learning resources for home learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
2	20	Multilingual family engagement webinars, workshops	LEA-wide	English Learners	All Schools	$50,000.00	$50,000.00
2	21	Dual Language Immersion Pathway and Spanish Biliteracy pathway cohorts	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Jefferson, Washington, Wilson Elementary, Bancroft and Muir Middle Schools TK-8	$240,000.00	$240,000.00
2	22	Bilingual Programming, Multilingualism, and Translanguaging	LEA-wide	English Learners	All Schools	$10,000.00	$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Professional Development					
2	23	Newcomer Support for English Language Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	$10,000.00
2	24	Long Term English Learner support system	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$15,000.00
2	26	Restorative Justice Training, Community Building and creating Restorative Peer Mentors	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00
2	31	Program Coordinator Prevention and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		$65,000.00
2	32	Coordinator of Well Being and Access to Pathways after High School	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	$230,000.00
2	33	Coordinators to support academic and behavioral intervention system	LEA-wide	English Learners Foster Youth Low Income	All Schools		$25,000.00
3	15	Sharing Professional Expertise and Experience	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$60,000.00
3	16	Bilingual Stipends	LEA-wide	English Learners Low Income	All Schools	$200,000.00	$200,000.00
3	17	Family Support by School Office Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,000.00	$360,000.00
4	1	Parent Engagement	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$60,428.00	$605,428.00
4	2	Translation and Support Services	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools	$50,000.00	$175,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	5	Family Resource Center, Barbara Lee Health and Wellness Center	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
4	6	Family Leadership Groups	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,500.00
4	7	Early Childhood Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	8	Clear and Effective District Wide Communications to Families	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,743.00	$328,743.00
4	10	Family advocacy groups	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
5	8	Student hotspot program	LEA-wide	English Learners Foster Youth Low Income	All Schools		$200,000.00
5	14	Retain Barbara Lee Health and Wellness Facility	LEA-wide	Foster Youth Low Income	All Schools	$150,000.00	$150,000.00