2021-22 Local Control Accountability Plan (LCAP)
Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Metric	Baseline	Year 1 Mid-Year Progress	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	Refer to STAR Reading Mid Year Proficiency Rate	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 Mid-Year Progress	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	Refer to STAR Math Mid Year Proficiency Rate	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, 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	CAST Scores = Percent of students 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%	Data not available for mid year	In 2023-2024, SLUSD will ncrease percentage of 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% h. Pacific Islander = 40.0%

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	h. Pacific Islander = 20.0%		
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%	Percent of Students who met or exceeded standards based on state benchmark: 2021-2022 Mid-Year 1st Grade: 42.8% 2nd Grade: 38.6% 3rd Grade: 36.5% 4th Grade: 26.6% 5th Grade: 15.5% 6th Grade: 18.9% 7th Grade: 20.5% 8th Grade: 19.1% 9th Grade: 22.2% 10th Grade: 30.7% 11th Grade: 27.1%	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 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%	Percent of Students who met or exceeded standards based on state benchmark: 2021-2022 Mid-Year 1st Grade: 41.1% 2nd Grade: 42.9% 3rd Grade: 41.7% 4th Grade: 41.0% 5th Grade: 40.1% 6th Grade: 38.9% 7th Grade: 42.7% 8th Grade: 34.0% 9th Grade: 34.1% 10th Grade: 32.5% 11th Grade: 42.8%	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 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

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
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%	Percent of students at or above district benchmark 2021-2022 Mid-Year At/Above Kinder Benchmark = 31.4% At/Above 1st Grade Benchmark =44.6%	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: 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)	Mid Year Reclassification Rate = 4.5%	SLUSD 2023-24 Data for • LTELs: At-risk 4 or 5 Years = 2.5% LTELS 6+ Years = 7.1% • 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 increasing English language proficiency levels or maintaining the highest level	Percentage of current English Learners making progress for SY 2018-2019: 47% ((Source: 2019 California Dashboard)	Mid Year data not available	Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level to 62%

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Connected to LCFF Priority: 4			
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Foster Youth e. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 95% b. English Learners = 94.9% c. Student with Disabilities = 93.5% d. Foster Youth = 89.1% e. Homeless = 89.5% (Source: Local Data)	2021-2022 Mid-Year SLUSD Current Attendance Rate for: a. All Students = b. English Learners = 95.86% c. Student with Disabilities = 94.83% d. Foster Youth = 81.69% e. Homeless = 86.89%	SLUSD Attendance Rate will increase by 1.5% by 2023-24 for all student groups listed below. 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)	2021-2022 Mid Tear Suspension Rate a. All Students = 1.64% b. African American = 0.48% c. Hispanic/Latino = 0.91% d. White = 0.08% e. Two or More Races = 0.06% f. Students with Disabilities = 0.56% g. Foster Youth = 0.02%	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 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 2516 English Learners = 34% Student with Disabilities = 16% Homeless = 4%	Percent of students referred to intervention: 2021-2022 Mid-Year Total Number of Referrals =% English Learners = % Student with Disabilities = %	By 2023-2024 the total number of intervention referrals for all students and targeted student groups will be 50% less than the baseline Total Number of Referrals = 1258 English Learners = 17%

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	Hispanic/Latinx = 62% African American = 12% Asian = 10%	Homeless = % Hispanic/Latinx = % African American = % Asian = %	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% Elem = 82% Meaningful Participation HS = 25% MS = 25% Elem = 40%	Survey window is open until February 11	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% 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	100% of Teachers will be appropriately assigned
Rate of staff members completing yearly required professional development to build capacity to support students through anti-	Baseline 0% Year 1 30% Year 2 60% Year 3 8% -100%	Data not available this time	80-100% of teachers and administrators will be trained to support students by using anti-racist and culturally linguistically

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racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning. Connected to LCFF Priority: 1 and 6			responsive practices, arts-integrated methodology, and Universal Design for Learning by 2023-24
Percent of teachers new to the district complete training on Project Based Learning Connected to LCFF Priority: 2 and 6	2020-21 = 100%	Data not available this time	100% of new teachers will be trained yearly
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%	Data not available this time	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, based on Leadership Learning Walks Connected to LCFF Priority: 6	Year 0: Implement Leadership Learning walks Year 1: 4/8 schools have integrated Project-Based Learning into professional development plans Year 2: 6/8 schools have integrated Project-Based Learning	Data not available this time	100% of sites will integrate Project-Based Learning into school site professional development plans

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	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	100% 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 the adopted ELA/ELD Materials	100% implementation of instructional materials with ELD materials

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	**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.	Ongoing	No	LCFF 2500		$2,500.00	Ongoing meeting with science and social studies teachers across the district during job embedded time and after school hourly.

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1.2	**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 a 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.	Ongoing	Yes	LCFF 385000		$385,000.00	Educational Service staff and Instructional Coaches provide ongoing support and professional learning during job embedded PD and after school professional learning.
1.3	**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.	Ongoing	No	LCFF 5000	LCFF 15000	$15,000.00	Materials purchased and after school enrichments are provide ongoing. Contract services with Nexplore STEAM programs offered.
1.4	**Technology Educator Consultants**	Ongoing	No	Federal 78000		$78,000	Implemented program and ongoing training, hired 26 consultants.

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	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).						
1.5	**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	Ongoing	No	LCFF 340000	LCFF 20000	$340,000.00	Personnel provides ongoing music, art and performance experiences. Supplies and repairs purchased in fall and will continue to be purchased in spring.
1.6	**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	Ongoing	No		LCFF 14500	$26,500.00	Contract approved for spring program for students to access weekend programs.

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	in a culturally relevant, real world context.						
1.7	**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.	Ongoing	No	LCFF 180000	LCFF 20000	$190,000.00	Teaching, Learning and Educational Equity Director provides ongoing PD and secondary math support. Supplemental curriculum purchased for math differentiation needs.

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1.8	**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.	Ongoing	No	LCFF 5000	LCFF 20000	$25,000.00	ST Math differentiated curriculum purchased and ongoing PD provided to support math instruction with focused attention to students who are EL, Low Income, Foster youth and/or unhoused or unaccompanied minors.
1.9	**Targeted Support for Students with Disabilities** Increase the amount of time of focused professional development for special education paraeducators. Retain two Assistant Directors of Special Education to focus supports on elementary and secondary students with disabilities.	Ongoing	No	LCFF 350000		$350,000.00	Hired/retained Assistant Directors in SPED
1.10	**Adaptive Curriculum Support Materials for Students with Disabilities** Specialized math and ELA curriculum: Unique Learning, News-2-You, SymbolStix	Ongoing	No		LCFF 15371	$15,371.00	Purchased curriculum listed for current year.

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1.11	**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.	Ongoing	Yes	LCFF 50000 Federal 200000		$200,000.00	EL Specialists hired and provides ongoing PD and coaching to Tk-12 staff on best practices and strategies for providing designated and integrated ELD. Spring PD offered in job embedded time and after school teacher hourly compensation.
1.12	**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.	Ongoing	Yes	Federal 615000		$415,000.00	Hired and retained ELD para educators. Still actively recruiting, testing and hiring staff.
1.13	**Instructional Technology to support Early Literacy Intervention and English Language Development** Purchase blended learning technology to support success of TK-12 English Learners, students	Ongoing	Yes		LCFF 25000 Other State 25000 Federal 25000	$75,000.00	Purchased blending learning and intervention supplemental materials and staff providing ongoing PD.

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	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.						
1.14	**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.	Ongoing	Yes	LCFF 10000	LCFF 2000	$12,000.00	Tutoring contracts and teacher hourly funding provided to schools. Ongoing programs offered during and after the school day. Sylvan Learning offered to SLHS for 1:1 tutoring and teacher hourly provided.
1.15	**Early Grade Supplemental Curriculum and Materials** Pre-school, TK-K materials, supplies and funding to support early literacy and play based learning	Ongoing	No		Other State 50000	$48,000.00	Purchased new play based curriculum and materials for all TK classes.
1.16	**Comprehensive and Inclusive Assessment System** Evaluate and refine the current system of assessing and reporting student achievement to	Ongoing	No	LCFF 10000	LCFF 110000	$120,000.00	STAR Renaissance assessments purchased and implemented and ongoing collaboration and professional learning is provided to

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	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.						staff during job embedded time and after school hourly compensation.
1.17	**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.	Ongoing	No	LCFF 5000		$1,000.00	Ongoing hourly provided for after school assessment teams. Elementary assessment team meets monthly after school.
1.18	**Aeries Analytics Platform to monitor interventions** Maintain Aeries Analytics with Differentiated	Ongoing	No		Local 75000	$75,000.00	Purchased program and data is analyzed to support ongoing

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	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.						interventions and chronic absenteeism.
1.19	**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.	Ongoing	No	Other State 450000	Other State 450000	$900,000.00	Implemented summer 2021 program with SLUSD teachers and contract service providers. Provide ongoing enrichment and intervention programs during and after the school day.
1.20	**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	Ongoing	No	Other State 100000	Other State 30000	$130,000.00	Implemented course options for distance learning and pre-apprenticeship options and adult school courses to support students in alternative education.

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	students who are English Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.						
1.21	**English Language Development in Expanded Learning Environments** Expand summer school program, before/after school programs to provide academic support and enrichments for English Learners.	Ongoing	Yes	LCFF 50000		$20,000.00	Teacher hourly for summer school and tutoring contracts for after school.
1.22	**Tutoring Support for Foster Youth and McKinney Vento Students** Support for academic tutoring for specialized groups.1:1 tutoring contracts and teacher hourly	Ongoing	Yes	LCFF 5000 Other State 15000	LCFF 5000	$25,000.00	Tutoring contracts purchased and scheduled students in McKinney Vento or Foster youth programs.
1.23	**5th Grade Outdoor Education** Provide outdoor education learning camps for all 5th graders	1 year	No		Federal 160000	$160,000.00	Elementary camps starting programs in March.
1.24	**Alternative and Expanded Learning Opportunities** Design and implement site based alternative and expanded learning programs (such as theater, arts, school site community	Ongoing	No	LCFF 108000 Other State 107000	Other State 30000	$245,000.00	Expanded partnership with SL Boys and Girls Clubs and contract service providers.

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	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.						
1.25	**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	Ongoing	No	Other State 2160000		$1,160,000.00	Ongoing, hired 6 elementary intervention specialists and actively recruiting, and looking to hire additional specialists this Spring. Educational service staff and support staff provide training and professional development.

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	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.						
1.26	**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.	Ongoing	No	LCFF 288000		$288,000.00	Coordinator of Educational Services and support staff.
1.27	**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	Ongoing	No	Other State 318833		$318,833.00	Purchased Edgenuity/Compass/Learning A-Z, Spelling City, BrainPOP, Mystery Science, Schoology, Seesaw, Screencastify, Text Read and Write

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Learners, Low Income, Foster youth and/or unhoused or unaccompanied minors.						
1.28	**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.	Ongoing	Yes	Other State 480000		$480,000.00	Hired secondary intervention counselors.
1.29	**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.	Ongoing	Yes	LCFF 180000		$180,000.00	Secondary reduced class sizes in ELD and newcommer pathway classes.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.30	**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.	Ongoing	Yes	LCFF 5000 Other State 15000	LCFF 15000	$35,000.00	Ongoing PD on LTEL curriculum and teacher hourly for tutoring. Purchased LTEL curriculum English 3D.
1.31	**Secondary Parent Engagement and Resource Connector Support Staff** Hire 4 parent engagement and resource connector support staff for secondary schools that will provide and support parent engagement 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.	Ongoing	Yes	Other State 200000		$200,000.00	Hired additional parent facilitators for secondary schools in strengthen family/school connections.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.32	**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.	Ongoing	Yes	LCFF 405669		$405,669.00	Retained secondary academic counselors that provide academic and integrated supports.
1.33	**Transition and Case Management Services for English Learners** Onboarding and intake meetings that plan individualized graduation plans for secondary English Learner students	Ongoing	Yes	LCFF 10000	LCFF 5000	$15,000.00	Ongoing sessions provided at the College and Career Center and through parent/administrator/ counselor meetings.
1.34	**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	Ongoing	Yes	LCFF 10,000		$3,000.00	Ongoing through contract service providers and professional development/ collaboration meetings.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Income, Foster youth , historically marginalized communities and/or unhoused or unaccompanied minors.						

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Metric	Baseline	Year 1 Mid-Year Progress	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	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)	Using STAR Math and Reading 2021-2022 Mid Year Proficiency Rate Math = 27.1% Reading = 42.8%	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 Connected to LCFF Priority: 5	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% g. Hispanic/Latinx = 88.1% (Source 2020 California Dashboard Additional Reports)	Data not available at this time	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% g. Hispanic/Latino = 94.0%
Percent of Graduates who completed Career Technical Education Pathway a. All Students b. African American c. Asian	Graduates with CTE Pathway Completion status a. All Students = 15.2% b. African American = 9.5% c. Asian = 9.2% d. Filipino = 12.7%	Data not available at this time	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%

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
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	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)		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%
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)	Data not available at this time	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 c Hispanic/Latinx	2019 Percentage of students enrolled in Advanced Placement courses a. English Learners = 6% b. Black or African American = 8%	Percentage of students enrolled in Advanced Placement courses 2021-2022 Mid Year a. English Learners = 5.7%	Increased percentage of students, especially from historically underrepresented communities, enrolled in AP courses to more closely reflect the demographic breakdown of the district.

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
d. Pacific Islander Connected to LCFF Priority: 4, 7, and 8	c. Hispanic/Latinx = 37% d. Pacific Islander = 0.4% (Source Local Data)	b. Black or African American = 6.0% c. Hispanic/Latinx = 32% d. Pacific Islander = 4.4% (Source Local Data)	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)	Data not available at this time	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%
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%	Graduates with A - G Completion Mid-Year 2021-2022 a. All Students = 43.3% b. African American = 32.4% c. Asian = 62.3% d. Filipino = 44.4% e. Hispanic = 35.0% f. White = 51.7 % g. Two or more races = 33.3% h. English Learners = 16.3% i. Student with Disabilities = 8.9% j. Socio-Economically Disadvantaged = 39.3%	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%

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(Source 2019 California Dashboard)		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)	Data not available at this time	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%
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)	2021-2022 Mid Year Chronic Absenteeism Percent of Students who are Chronically Absent a. All Student = 38.1% b. English Learners = 43.2% c. Student with Disabilities = 44.8% d. Foster Youth = 35.3% e. America Indian/Alaskan Native = 56.6% f. Asian= 22.2% g. African American = 38.8% h. Hispanic/Latino = 47.9% i. Filipino = 31.7% j. Pacific Islander = 58.5% k. Two or More Races = 33.3% l. White = 33.6%	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 = 6.2% 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)	Data not available at this time	SLUSD Chronic Absenteeism will be decreased by half Middle School = 0% High School = 1.0%

Metric	Baseline	Year 1 Mid-Year Progress	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)	2021-2022 Mid YearReclassification Rate = 4.5%	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 Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 47% of (Source 2019 California Dashboard)	Data not available at this time	Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level by 15%
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%	Percent of Students At/Above Benchmark on STAR Reading Spanish Assessment 2021-2022 Mid Year 2nd Grade: 40.9% 3rd Grade: 50.8% 4th Grade: 62.8% 5th Grade: 76%	Increase the percent of students who are At/Above Benchmark on STAR Reading Spanish Assessment by 15% 2nd Grade: 79% 3rd Grade: 86% 4th Grade: 77% 5th Grade: 85%

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	(Source: Local Data)		
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	Data not available at this time	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 and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	**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	Ongoing	No	Local 100000		$89,000.00	Hired CTE Teacher to provide WBL programs and to increase student internship participation.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
2.2	**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.	Ongoing	No		LCFF 2500	$2,500.00	Ongoing teacher hourly provided and created working group to create rubric for State Seal of Civic Engagement.
2.3	**Ethnic Studies District Programs** Provide professional development, training, and purchase supplemental curriculum to support a TK-12 Ethnic studies program	Ongoing	No	LCFF 25000		$25,000.00	TK-5 HSS units 1 and 2 completed and teacher hourly compensation provided and ongoing professional

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						development and training provided.
2.4	**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.	Ongoing	No	LCFF 2500		$2,500.00	Ongoing plans for Spring 2022 for after school meetings and collaborations.
2.5	**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.	Ongoing	No	Other State 500000	Local 50000	$550,000.00	Maintained CTE teachers to provide high quality CTE pathways.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.6	**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	Ongoing	Yes		LCFF 1000000	$1,000,000.00	Implemented and continued with CTE programs at Eden ROP.
2.7	**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.	Ongoing	No		Local 10000	$8,000.00	Ongoing through collaboration and professional development sessions. Creating a training series to Library Multimedia specialists in spring.
2.8	**Retain High Quality Library Multimedia**	Ongoing	No	LCFF 547477		$547,477.00	Retained Library multimedia staffing in elementary schools

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						and secondary Librarians in secondary schools.
2.9	**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	Ongoing	No		LCFF 88000	$88,000.00	Purchased Sora One Drive
2.10	**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.	Ongoing	No	Local 5000	Local 5000	$10,000.00	PBL and SOSPOP programs.
2.11	**College and Career Family and Student Engagement** Fund College Career Program Coordinators / Provide information	Ongoing	Yes	LCFF 75000		$75,000.00	Retained staffing for Program Coordinator to implemented and offer ongoing sessions on college/careers.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
2.12	**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.	Ongoing	Yes	LCFF 25000		$25,000.00	Contract Service approved and implemented at SLHS.
2.13	**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,	Ongoing	Yes		LCFF 75000	$75,000.00	Spring SAT and AP 2022 tests will be offered. Pending costs.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and/or unhoused or unaccompanied minors.						
2.14	**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.	Ongoing	No		Local 15000	$15,000.00	Ongoing teacher hourly to collaborate and meet with local community college instructors and to approve and review articulated courses with Chabot College.
2.15	**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.	Ongoing	Yes		LCFF 15000	$15,000.00	During and after the school day tutoring contracts.
2.16	**Work Based Learning for Career and College preparation** Provide continuous outreach community	Ongoing	Yes		Local 50000	$50,000.00	Ongoing partnerships with local businesses and community based organizations. Support

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						by Strong Work Force Grants.
2.17	**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.	Ongoing	Yes		Local 10000	$10,000.00	Ongoing revisions and updates to website.
2.18	**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	Ongoing	Yes		Local 20000	$20,000.00	Aeries student information system conferences and learning materials and internal developed tracking systems in place. Looking into a new tracking system

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						that will speak to our student information system.
2.19	**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.	Ongoing	Yes		LCFF 20000	$20,000.00	Ongoing materials provided and purchased at school libraries.
2.20	**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.	Ongoing	Yes		LCFF 50000	$50,000.00	Offer ongoing monthly sessions to families in multiple languages and contract services secured.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.21	**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.	Ongoing	Yes		LCFF 240000	$240,000.00	Bilingual staff hired for DLI classrooms and ongoing planning for expansion of DLI programs.
2.22	**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.	Ongoing	Yes		LCFF 10000 Local 50000	$60,000.00	Ongoing site based PD on asset-based approaches to multilingualism, translanguaging, and multiple dialects.
2.23	**Newcomer Support for English Language Learners**	Ongoing	Yes	LCFF 10000		$10,000.00	Updated and revised newcommer pathways. Ongoing

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						wrap around services provided.
2.24	**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.	Ongoing	Yes	Local 15000		$15,000.00	Staff providing ongoing support and review of ELs at the secondary level and provide teachers ongoing PD in high quality integrated ELD instruction.
2.25	**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.	Ongoing	No		LCFF 15000 Local 50000	$65,000.00	Ongoing professional development and secured contract service provider to all elementary schools. Mindfulness curriculum purchased.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.26	**Restorative Justice Training, Community Building and creating Restorative Peer Mentors** 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 discipline for students of color, English Learners, Low income, Foster Youth, and/or unhoused students.	Ongoing	Yes	Local 50000		$50,000.00	Provide PD to teachers during job embedded time and creating mentorship programs for high school students in special programs.
2.27	**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.	Ongoing	No	Other State 65000	Other State 10000	$75,000.00	Contract services with SEL provider to secure extra staff during the day at elementary schools and hourly compensation to teachers after school.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.28	**Support Healthy Mind and Bodies through PE** Provide professional development and materials/supplies to support high quality TK-12 Physical Education Programs	Ongoing	No		LCFF 8000	$8,000.00	Purchased materials for elementary schools for PE programs.
2.29	**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.	Ongoing	No		Local 5000	$5,000.00	Conference registration.
2.30	**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.	Ongoing	No		Local 25000	$25,000.00	Purchased Toolbox and SEL supplies and contract service providers (Soul Shoppe)
2.31	**Program Coordinator Prevention and Intervention** Develop an early intervention system for chronically absent and frequently disciplined	Ongoing	Yes	Local 65000		$65,000.00	Staff hired to conduct home visits and provide wrap around supports.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
2.32	**Coordinator of Well Being and Access to Pathways after High School** Support coordination of career pathways of students for life after high school and coordination of ongoing mental heath programs for students, with attention to English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	Ongoing	Yes	LCFF 17000		$170,000.00	Coordinator hired and support Tk-12 health and wellness and college/career programs
2.33	**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.	Ongoing	Yes	Local 25000		$25,000.00	Implemented COST Coordination

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.34	**School Nurses and Health Education** Additional nurses and health education classes to support students' well being and health and wellness needs	Ongoing	No	LCFF 241931		$241,931.00	Hired nurse and contract support service,
2.35	**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.	Ongoing	No	Local 300000		$300,000.00	Secured additional mental health counselors and additional add of counselors this Spring.
2.36	**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.	Ongoing	No		Local 1500	$1,500.00	Ongoing monthly meetings and professional trainings.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.37	**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.	Ongoing	No			$0.0	Provide ongoing meetings and trainings.

Goal 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.

Rationale

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

Expected Annual Measurable Objectives for Goal 3

Metric	Baseline	Year 1 Mid-Year Progress	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	Not yet available	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	100% attendance
Log attendance at cultural competency training	Use implementation rate for year 1 to establish baseline	Not yet available	100% completion of training Inventory

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Connected to LCFF State Priority: 1 and 6			
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)	Mid Year 2021-2022 School Staff Demographics African American/Black = 9% Asian = 12% Filipino = 4% Hispanic = 16% Students' Demographic African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38%	Increase direct proportionality of staff-to-student population of the four underrepresented group African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	**Employee On-boarding** Structure all onboarding programs to establish responsive, welcoming, and relevant relationships that will support employees with their tenure in SLUSD.	August	No		Local 1000	$1,000.00	Ongoing practices
3.2	**Provide quality services through customer service type training** Provide opportunities for employees to receive training to learn skills related to quality customer service	Ongoing	No		Local 1000	$1,000.00	Ongoing practices

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	**Employee Engagement** Expand opportunities for ongoing personal connections with staff through site seminars and information sessions related to personnel support.	Ongoing	No		Local 1000	$1,000.00	Ongoing sessions provided
3.4	**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.	Ongoing	No		Other State 25000	$25,000.00	Contract service secured and training provided.
3.5	**Personnel Staff Training** Provide opportunities to the Personnel Services staff for professional development related to timely, technical aspects on human resource topics (ie Leaves)	Ongoing	No		Local 1000	$1,000.00	Ongoing trainings.
3.6	**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.	Ongoing	No		Local 0	$0.00	Ongoing

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.7	**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.	Ongoing	No		Local 0	$0.00	Ongoing
3.8	**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.	Ongoing	No		Local 0	$0.00	Ongoing
3.9	**Recruitment to Retirement Support** Expand employee recognitions and celebrations, including start/end of school year, retirement, years of service, program completion,	Ongoing	No		Local 1000	$1,000.00	Ongoing
3.10	**Employee Wellness** Establish monthly employee wellness workshop with topics chosen collaboratively and	Ongoing	No		Local 500	$500.00	Implemented and ongoing

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	in alignment with employee bargaining group needs.						
3.11	**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.	Ongoing	No	LCFF 7,355,594		$7,355,594.00	Implemented
3.12	**Professional Pathways** Provide opportunities for employees to receive mentorship and professional learning to clear credential with induction programs.	Ongoing	No		Federal 120000	$120,000.00	Implemented Contract Service for Clear Induction program.
3.13	**Recruiting for Diversity** Promoting the employment and retention of a diverse staff that reflects the	Ongoing	No		Local 500	$500.00	Ongoing practices.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	student demographics of the community; attend CABE recruitment; Affinity spaces and places to advertise our fairs.						
3.14	**Inclusive School Environment Training** Provide training with contract services and parent facilitators for cultural awareness. Publicly highlights culturally responsive activities and programs. Audit the district's current practices that align with culturally responsive teaching to create a thriving learning environment.	Ongoing	No		Other State 25000	$25,000.00	Secured contract service provider
3.15	**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.	Ongoing	Yes		LCFF 10000 Local 35000 Federal 15000	$60,000.00	Ongoing professional learning provided by trained Personnel Service Director

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.16	**Bilingual Stipends** Provide certificated and classified bilingual stipends to support multilingual literacy for students and families	Ongoing	Yes	LCFF 100000		$100,000.00	Provide stipends to all staff approved final amounts approved at end of year.
3.17	**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.	Ongoing	Yes	LCFF 360000		$360,000.00	Retain extra office staff and support staff to ensure families support in place.
3.18	**New Teacher Professional Development** Provide new teacher professional development and support monthly through collaborations with peers and instructional coaches.	Ongoing	No		LCFF 5000	$5,000.00	Ongoing PD and monthly collaborations and teacher hourly compensation.
3.19	**Staff Room Improvement** Improve and standardize employee staff rooms to include resources for health, wellness, and engagement.	Ongoing	No		Local 2000	$2,000.00	Ongoing opportunities provided to sites and staff. Materials and supplies purchases.

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 4

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Rubric for standardized expectations for parent engagement	Establish district audit to inform rubric design for parent	Data not available this time	Using the established Rubric, parent engagement will improve for the following student groups:

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Connected to LCFF State Priority: 3	engagement for the following student groups: Students with Disabilities English Learners Low-income Students Foster Youth		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	SLUSD provide translations to all its events.	100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback Connected to LCFF State Priority: 3	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	All sites have representative to DELAC meetings	100% participation
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	Survey ends Feb 11	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	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD:	Survey ends Feb 11	Increase the percent of parents who strongly agree and agree by 6% to the statements that in

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
Connected to LCFF State Priority: 3, 4, and 6	• Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%		SLUSD: • Parents feel welcome to participate at this school. = 93% • Promotes academic success for all students = 97% • A safe place for their children = 100%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	**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	Ongoing	Yes	LCFF 60428 Federal 495000	Local 50000	$605,428.00	Parent Facilitators hired and trained.
4.2	**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	Ongoing	Yes	LCFF 50000 Local 120000	Local 5000	$175,000.00	Translation services provided.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
4.3	**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. 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,	Ongoing	No		Other State 10000	$10,000.00	Ongoing monthly sessions offered via zoom.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	English learners, foster youth, etc.)						
4.4	**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.	Ongoing	No	Local 0		$0.00	Ongoing
4.5	**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.	Ongoing	Yes		LCFF 15000	$15,000.00	Secured contract service with East Bay Agency for Children Family Resource Center.
4.6	**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	Ongoing	Yes		Other State 500 Local 2000	$2,500.00	Ongoing practices and funding provided for supplies and materials for family events.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students, English learners, foster youth, McKinney-Vento, etc.)						
4.7	**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.	Ongoing	Yes		Other State 0	$0.00	Family sessions to early childhood development.
4.8	**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 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	Ongoing	Yes	LCFF 218743	Local 110000	$328,743.00	Hired and maintained district staff salaries and purchased platforms.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and access by families of English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.						
4.9	**Centralized enrollment platform** Maintain online enrollment process to improve family to district communications and ease of enrollment and data integrity.	Ongoing	No		LCFF 40922	$40,922.00	Purchased SchoolMint
4.10	**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.	Ongoing	Yes	Local 0		$0.00	Ongoing

Goal 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 5

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	SLUSD maintain 200% 1:1 ratio for student's device	100% 1:1 device per student

Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% meeting this goal	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.	SLUSD meeting the request in the ticketing system	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	SLUSD response to maintenance work are on time	98% of work orders will be less than one month old in the district maintenance work order system.
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	Data not available this time	District vehicle fleet will be working 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%	Survey ends Feb 11	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 are in exemplary condition based on the most recent Williams visit.	100% of SLUSD schools will be in good/exemplary condition

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	**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	Ongoing Measure N	No		Local 5,000,000.00	$5,000,000.00	In progress
5.2	**Implement future bond projects** Begin planning process for future bond projects including classroom modernization, with attention to ensuring a secure and safe environment	Ongoing Measure N	No		Local 1,000,000.00	$1,000,000.00	In progress
5.3	**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	Ongoing	No		Other State 5,000,000.00	$5,000,000.00	In progress
5.4	**Upgrade school networks** Upgrade school wireless access point infrastructure to support modern student and teacher internet need while ensuring security	1 Year	No		Local 425,883	$425,883.00	In progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.5	**Use energy efficient designs and systems in new construction** Continue planning and installing energy efficient building systems.	Ongoing Measure N	No		Local 500,000	$500,000.00	In progress
5.6	**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.	Ongoing	No		Local 100000	$100,000.00	In progress
5.7	**Enact student device update and replacement program.** Staff will evaluate oldest devices for replacements, identify suitable replacements, procure devices and deploy to school sites.	Ongoing	No		Other State 689413	$689,413.00	In progress
5.8	**Student hotspot program** Deploy hotspots to students with limited connectivity options.	Ongoing	Yes		Local 200000	$200,000.00	In progress
5.9	**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	Ongoing	No				In progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	which can enhance our use of the platform.						
5.10	**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.	Ongoing	No		Local 50000	$50,000.00	In progress
5.11	**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.	Ongoing	No	Local 0		$0.00	In progress
5.12	**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.	1 year	No	Local 0		$0.00	In progress
5.13	**Provide technology support options for students and families**	Ongoing	No	LCFF 421000		$421,000.00	In progress

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Technology support of high quality tech integrations, online and phone support and access to hotspots tech support to students and families.						
5.14	**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	1 Year	Yes		LCFF 150000	$150,000.00	In progress
5.15	**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.	Ongoing	No	LCFF 358756		$358,756.00	In progress