



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control

and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
LCAP Goal - Student Achievement - The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state and local assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Achievement: Student group scale score distance (in points) from Level 3 (meets standard) in ELA and Math (Beginning in 2021-22, SSFUSD will be slightly modifying this metric to % of students in each student group that scored in the standard met/exceeded category). SSFUSD currently doesn't have any local assessments that are consistently administered throughout a grade span. SSFUSD will use 2021 CAASPP results when they become available in August 2021 as an additional metric to	2019 CAASPP Distance from Level 3 (standard met): All students 52% ELA / 44% Math; Asian: 76% ELA / 74% Math, Filipino 66% ELA / 60% Math, Hispanic/Latinx 38% ELA / 29% Math, Pacific Islander 41% ELA / 29% Math, African American/Black 35% ELA / 22% Math, White 56% ELA / 46% Math, MultiRace 67% ELA / 57% Math, English Learners 21% ELA / 20% Math, Students w/Disabilities 19% ELA / 19% Math, Socioeconomically Disadvantaged 38% ELA / 29% Math, Homeless 35% ELA / 25% Math	2021 CAASPP Distance from Level 3 (standard met): All students 26.35% ELA / 20.81% Math; Asian: 32.22% ELA / 25.25% Math, Filipino 32.78% ELA / 28.31% Math, Hispanic/Latinx 21.09% ELA / 15.05% Math, Pacific Islander 21.62% ELA / 15.07% Math, African American/Black 15.15% ELA / 15.15% Math, White 30.17% ELA / 28.33% Math, MultiRace 31.21% ELA / 25.27% Math, English Learners 10.01% ELA / 8.67% Math, Students w/Disabilities 8.88% ELA / 6.28% Math, Socioeconomically Disadvantaged 21.55% ELA / 15.95% Math,	2022 CAASPP met/exceeded: All students 50.92% ELA % / 39.07% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 73.61% ELA / 71.27 % Math, African American/Black 34.15% ELA / 15.00% Math, Filipino 67.20% ELA / 53.85% Math, Hispanic/Latinx 36.67% ELA / 22.99% Math, Pacific Islander 39.19% ELA / 24.32% Math, White 52.83% ELA / 41.20% Math, MultiRace 55.90% ELA / 44.67% Math, English Learners 60.12% ELA / 46.26% Math, Students w/Disabilities 14.36% ELA / 11.49% Math, Socioeconomically Disadvantaged 36.87% ELA / 25.77% Math,	2023 CAASPP met/exceeded: All students 50.57% ELA % / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 77.41% ELA / 74.71% Math, African American/Black 42.85% ELA / 23.26% Math, Filipino 65.97% ELA / 52.39% Math, Hispanic/Latinx 34.78% ELA / 21.75 % Math, Pacific Islander 31.75% ELA / 30.16% Math, White 57.54% ELA / 46.12% Math, MultiRace 56.07% ELA / 51.56% Math, English Learners 9.95% ELA / 9.69% Math, Students w/Disabilities 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged 33.22% ELA / 23.45% Math,	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, Pacific Islander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
measure student performance		Homeless 10.53% ELA / 12.50% Math CAASPP met/exceeded: All students: 46.96% ELA / 38.50% Math; Am Indian/Alaskan * ELA / * Math, Asian 70.47% ELA / 68.32% Math, Filipino 61.53% ELA / 51.10% Math, Hispanic/Latinx 31.48% ELA / 21.82% Math, PacIslander 29.73% ELA / 21.92% Math, African Am/Black 27.27% ELA / 18.18% Math, White 53.63% ELA / 48.33% Math, MultiRace 64.19% ELA / 53.79% Math , English Learners 13.85% ELA / 13.57% Math , Students w/Disabilities 13.21% ELA / 8.97% Math, Socioeconomically Disadvantaged 30.95% ELA / 22.61% Math, Homeless 10.53% ELA / 12.50% Math Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. * Indicates data not displayed to protect student privacy for small student groups. (revised metric for 2021-22 to align with how other metrics are reported)	Homeless 29.63% ELA / 6.90% Math * Indicates data not displayed to protect student privacy for small student groups.	Homeless 36.92% ELA / 28.77% Math * Indicates data not displayed to protect student privacy for small student groups.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation rate	Class of 2020: 84.2% (563 students) graduated w/high school diploma. Asian: 92.6% (63), Filipino 92.2% (166), Hispanic/Latinx 78.9% (255), Paclslander N/A, African Am/Black N/A, White 78% (39), MultiRace 87.1% (27), English Learners 68% (66), Students w/Disabilities 65.2% (58), Socioeconomically Disadvantaged 80.5% (293)	Class of 2021: 87.1% (593 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 93.9% (184), Hispanic/Latinx 80.5% (252), African Am/Black * , Am Indian/Alaskan * , White 92.5% (37), MultiRace 80.0% (28), English Learners 60.7% (51), Students w/Disabilities 72.9% (70), Socioeconomically Disadvantaged 79.8% (264), Foster * , Homeless * * Indicates data not displayed to protect student privacy for small student groups.	Class of 2022: 91.7% (608 students) graduated w/high school diploma. Asian: 97.7% (85), Filipino 96.0% (144), Hispanic/Latinx 87.2% (280), African Am/Black 97.7% (11) , Am Indian/Alaskan * , White 94.3% (33), Pacific Islander 83.3% (10) MultiRace 97.8% (45), English Learners 73.6% (64), Students w/Disabilities 80.4% (78), Socioeconomically Disadvantaged 89.0% (317), Foster * , Homeless 77.8% (14)	Class of 2023: 88.6% (582 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 95.6% (152), Hispanic/Latinx 83.4% (266), African Am/Black * % (*), Am Indian/Alaskan * , White 89.1% (41), Pacific Islander 81.8% (9) MultiRace 85.3% (29), English Learners 66.7% (54), Students w/Disabilities 81.8% (81), Socioeconomically Disadvantaged 85.6% (308), Foster * , Homeless 78.6% (11) * Indicates data not displayed to protect student privacy for small student groups.	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, Paclslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet or exceed state goal of 90% graduating.
College/career readiness - Early Assessment Program: Students attaining "Ready for College" (Level 4) in ELA and Math	2019 EAP: All students 24% ELA /11% Math; Asian: 50% ELA / 37% Math, Filipino 25% ELA / 11% Math, Hispanic/Latinx 16% ELA / 4% Math, Paclslander N/A, African Am/Black N/A, White 25% ELA / 2% Math, MultiRace 31% ELA / 21% Math, English Learners 4% ELA / 2% Math, Students w/Disabilities 0% ELA / 0% Math, Socioeconomically Disadvantaged 18% ELA / 9% Math	2021 EAP: All students 36.53% ELA / 21.29% Math; Asian: 64.91% ELA / 50.88% Math, Filipino 42.55% ELA / 23.40% Math, Hispanic/Latinx 26.60% ELA / 9.68% Math, Paclslander * , African Am/Black * , Am Indian/Alaskan * , White 23.08% ELA /8.33 % Math, MultiRace 43.86% ELA / 33.33% Math, English Learners 0.00% ELA / 0.00% Math, Students w/Disabilities 5.56% ELA / 0.00% Math, Socioeconomically Disadvantaged 29.55%	2022 EAP: All students 25.61% ELA / 11.84% Math; Asian: 49.32% ELA / 24.66% Math, Filipino 39.60% ELA / 20.41% Math, Hispanic/Latinx 16.42% ELA / 4.81% Math, Paclslander 24.75% ELA/ 10.67% Math, African Am/Black * , Am Indian/Alaskan * , White 21.21% ELA / 8.82% Math, MultiRace 32.14% ELA / 3.85% Math, English Learners 0% ELA / 0% Math, Students w/Disabilities 0% ELA / 0% Math, Socioeconomically Disadvantaged 16.90%	2023 EAP: All students 28.96% ELA / 10.7% Math; Asian: 46.69% ELA / 33.33% Math, Filipino 36.70% ELA / 13.46% Math, Hispanic/Latinx 12.28% ELA / 2.32% Math, Paclslander * , African Am/Black * , Am Indian/Alaskan * , White 29.88% ELA / 9.09% Math, MultiRace 31.20% ELA / 19.35% Math, English Learners 1.88% ELA / 0% Math, Students w/Disabilities 2.7% ELA / 2.63% Math, Socioeconomically Disadvantaged 19.09%	60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, Paclslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet "Ready for College" (Level 4) on CAASPP ELA and Math 60% or above of each student group will meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		ELA / 12.50% Math, Foster *, Homeless * Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. * Indicates data not displayed to protect student privacy for small student groups.	ELA / 6.07% Math, Foster *, Homeless * * Indicates data not displayed to protect student privacy for small student groups.	ELA / 3.72% Math, Foster *, Homeless * * Indicates data not displayed to protect student privacy for small student groups.	"Prepared" status on Dashboard CCI.
College/career readiness - UC/CSU eligibility: Students meeting a-g requirements	Class of 2020: 40.5% (228 students) met UC/CSU requirements. Asian: 73% (46), Filipino 50% (83), Hispanic/Latinx 26.7% (69), Paclslander N/A, African Am/Black N/A , White 43.6% (17), MultiRace 37% (10), English Learners 19.7% (13), Students w/Disabilities 27.6% (16), Socioeconomically Disadvantaged 28.7% (84)	Class of 2021: 50.8% (301 students) met UC/CSU requirements Asian: 81.8% (63), Filipino 60.9% (112), Hispanic/Latinx 35.7% (90), Paclslander *, African Am/Black *, Am Indian/Alaskan *, White 40.5% (15), MultiRace 57.1% (16), English Learners 15.7% (8), Students w/Disabilities 17.1% (12), Socioeconomically Disadvantaged 38.3% (101), Homeless *, Foster * * Indicates data not displayed to protect student privacy for small student groups.	Class of 2022: 55.4% (337 students) met UC/CSU requirements Asian: 87.1 % (74), Filipino 65.3% (94), Hispanic/Latinx 39.6 % (111), Paclslander 40.0 % (4), African Am/Black 36.4 % (4), Am Indian/Alaskan *, White 57.6 % (19), MultiRace 68.9 % (31), English Learners 25.0% (16), Students w/Disabilities 14.1 % (11), Socioeconomically Disadvantaged 43.2 % (137), Homeless 64.3 % (9), Foster *	Class of 2023: 54.3 % (316 students) met UC/CSU requirements Asian: 79.2% (61), Filipino 76.3% (116), Hispanic/Latinx 36.8% (98), Paclslander *, African Am/Black *, Am Indian/Alaskan *, White 34.1% (14), MultiRace 72.4% (21), English Learners 27.8% (15), Students w/Disabilities 14.8% (12), Socioeconomically Disadvantaged 43.5% (134), Homeless *, Foster * * Indicates data not displayed to protect student privacy for small student groups.	60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, Paclslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet UC/CSU a-g minimum requirements 60% or above of each student group will meet "Prepared" status on Dashboard CCI.
College/career readiness - post-secondary planning: Students reporting	Class of 2021: 91% of respondents self-report they will be continuing their education, 2% will work,	Class of 2022: 93% of respondents self-report they will be continuing their education, 3% will work,	Class of 2023: 92% self-report they will be continuing their education (4-yr, 2-yr, or trade	Class of 2024 data not yet available	100% of students report they have a post-secondary plan.

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postsecondary education plans, Participation rate	4% will enter the military, and 2% are undecided. Participation rate: 537 students responded (79%)	3% will enter the military, and 5% are undecided. Participation rate: 507 students responded (78%)	school), 3% will work, 1% will enter the military, 4% are undecided. Participation rate: 379 students (63%)		Senior exit survey participation rate meets or exceeds 95%
College/career readiness - AP enrollment (number of students) and achievement (pass rate = score of 3 or higher)	2021 AP enrollment for target student groups (count of students): African Am/Black: 3, Hispanic/Latinx: 162, English Learners: 23, Students w/Disabilities: 10, Socioeconomically Disadvantaged: 200 In 2020, 388 students took 628 AP exams, AP pass rate: 57.3% (360)	2021-22 AP enrollment for target student groups (count of students): African Am/Black: 8, Hispanic/Latinx: 421, English Learners: 15, Students w/Disabilities: 28, Socioeconomically Disadvantaged: 351 In 2021, 306 students took 537 exams, AP pass rate: 60% (323 exams)	2022-23 AP enrollment for target student groups (count of students): African Am/Black: 7, Hispanic/Latinx: 301, English Learners: 14, Students w/Disabilities: 49, Socioeconomically Disadvantaged: 302 In 2022, 331 students took 595 exams, AP pass rate: 60.7% (362 exams)		Increase AP enrollment for all target student groups by 5% (African Am/Black: Hispanic/Latinx: English Learners: Students w/Disabilities: Socioeconomically Disadvantaged:) Increase AP exam pass rate to above 60%
District literacy assessment	2021 end of year assessment (Literably): 55% of K-5 students met or exceeded grade level standard	2022 mid-year snapshot of Literably assessment data: 60% of K-5 students tested met or exceeded grade level standard: Asian: 78%, Native Hawaiian/Pacific Islander: 44%, Hispanic/Latinx: 43%, Black/African American: 47%, White: 66%, Multi-Race: 76%, English Learners: 26%, Students w/Disabilities: 26%, Socioeconomically Disadvantaged: 44%. End of year Literably data not available at time of LCAP approval	2023 mid-year snapshot of Literably assessment data: 68% of K-5 students tested met or exceeded grade level standard: Asian 82.8%, Native Hawaiian/Pacific Islander: 57.10%, Hispanic/Latinx: 54.3%, Black/African American: 58.6%, 72.6%, Multi-Race: 74.2%, English Learners: 38.7%, Students w/Disabilities: 38%, Socioeconomically Disadvantaged: 55.10%	N/A - District is no longer using Literably	75% of K-5 students met or exceed grade level standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism	2019 CAASPP met/exceeded standard: 21% ELA / 20% Math; 2020 graduation rate: 68% (66) / UC/CSU met: 19.7% (13); 2020 reclassification: 11.2% (216); 2020 ELPAC summative Level 1 15.89%, Level 2 28.97%, Level 3 34.6%, Level 4 29.46%; 2019 suspension: 4.8%; 2019 chronic absenteeism: 11.7%	2021 CAASPP met/exceeded standard: 13.85% ELA / 13.57% Math Class of 2021 graduation rate: 60.7% (51), UC/CSU met: 15.7% (8) 2021 reclassification: 168 (8.7 %), 2021 ELPAC Summative Level 1: 15.23%, Level 2: 29.20%, Level 3: 37.23%, Level 4: 18.33% 2021 suspension rate 0.00% 2021 chronic absenteeism rate:12.5% Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal.	2022 CAASPP met/exceeded standard: 29.57% ELA/ 12.55% Math Class of 2022 graduation rate: 75.5% / UC/CSU met: 25.0% (16) 2022 reclassification: 209 (12.2%) 2022 ELPAC Summative Level 1: 17.62% Level 2: 26.57% Level 3: 36.68% Level 4: 19.13% 2022 suspension rate: 2.7% 2022 chronic absenteeism rate (TK-8 only): 30.4%	2023 CAASPP met/exceeded standard: 9.95% ELA / 9.69% Math Class of 2023 graduation rate: 66.7% (54) / UC/CSU met: 27.8% (15) 2023 reclassification: 2023 ELPAC Summative Level 1: 23.17% Level 2: 26.24% Level 3: 34.52% Level 4: 16.08% 2023 suspension rate: 4.4% 2023 chronic absenteeism rate (TK-8 only): 25.8 %	Increase reclassification rate by 5% Increase students scoring Level 3 or 4 on ELPAC Summative to 75% Increase EL students meeting or exceeding standard on CAASPP ELA and Math to 80% or above Increase graduation rate to 90% or above. Reduce suspension rate by 5% each year Chronic Absenteeism rate by 5% each year
Students with Disabilities Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism (Effective 2022, this item has been moved to Goal 4: Special Education)	2019 CAASPP met/exceeded standard: 9% ELA / 19% Math; 2020 graduation rate: 65.2% (58) / UC/CSU met: 27.6% (16); 2019 suspension: 10.3%; 2019 chronic absenteeism: 16.5%	2021 CAASPP met/exceeded standard: 13.21% ELA / 8.97% Math, Class of 2021 graduation rate: 72.9% (70), UC/CSU met: 17.1% (12) 2021 suspension rate: 0.00%, 2021 chronic absenteeism rate: 12.6% Note: Spring 2021 CAASPP testing was administered remotely due to distance learning;	2022 CAASPP met/exceeded standard: 14.36% ELA / 11.49% Math Class of 2022 graduation rate: 80.8% (78) / UC/CSU met: 14.1% (11) 2022 suspension rate: 5.1% 2022 chronic absenteeism rate (TK-8 only): 32.2%	2023 CAASPP met/exceeded standard: 14.52% ELA / 12.48% Math Class of 2022 graduation rate: 81.8% (81), UC/CSU met: 14.8% (12) 2023 suspension rate: 6.8% 2023 chronic absenteeism rate (TK-8 only): 28.1%	80% or more of Students w/Disabilities meet or exceed standard in CAASPP ELA and Math Graduation rate at 90% or above Reduce suspension rate by 5% each year Chronic Absenteeism rate by 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		resulting in lower participation rates than normal. (Effective 2022, this item has been moved to Goal 4: Special Education. Please refer to the metrics, desired outcomes, and planned actions in that goal section.			
Career Technical Education Metrics: CTE pathway offerings and completion Dual enrollment offerings (revised metric in 2022)	Class of 2020 students who completed a CTE pathway: 31.7% (83); 2020 CTE course pass rate: 59% (revised metric in 2022 to remove course pass rate and add pathways and dual enrollment courses offered)	Number of CTE pathways offered in 2021-22: 8 Number of dual enrollment courses offered in 2021-22: 8 Class of 2021 students who completed a CTE pathway: 24.7% (174) (revised metric in 2022)	Number of CTE pathways offered in 2022-23: 9 Number of dual enrollment courses offered in 2022-23: 8 Class of 2022 students who completed a CTE pathway: 18.75% (207)	Number of CTE pathways offered in 2023-24: 9 Number of dual enrollment courses offered in 2023-24: 8	Increase dual enrollment offerings by 1 per year; Increase CTE pathway completion by 5%.
Career Technical Education Metrics: Industry certification (new metric added in 2022)	Number of industry certifications offered in 2021-22: 3 Number of students earning industry certification in 2021-22: 180 (new metric added in 2022)	Number of industry certifications offered in 2021-22: 3 Number of students earning industry certification in 2021-22: 180 (new metric added in 2022)	Number of industry certifications offered in 2022-23: 4 Number of students earning industry certification in 2022-23:	Number of industry certifications offered in 2023-24: 5	Increase number of students earning industry certification by 5%
AVID Program Metrics: AVID enrollment, graduation rate, UC/CSU (a-g) met	2021 AVID enrollment: 9th (80), 10th (59), 11th (49), 12th (45); Class of 2020 AVID graduation: 95% (42);	2022 AVID enrollment: 9th (42), 10th (74), 11th (53), 12th (43). Class of 2021 AVID graduation rate: 100%	2022-23 AVID enrollment: 9th: (41), 10th: (53), 11th:(65), 12th:(45)	2023-24 AVID enrollment: 9th: 10th: 11th: 12th:	Maintain or increase AVID enrollment to full program capacity (280 students) Increase AVID graduation rate to 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Class of 2020 UC/CSU met: 52% (23)	(45); Class of 2021 UC/CSU met rate: 67% (30)	Class of 2022 AVID graduation rate: 100% (44); Class of 2022 UC/CSU met rate: 56.8% (25)		Increase AVID UC/CSU met rate by 5%
Grade Mark Analysis: students receiving a D or F	2021 Elementary (Tri 2) Middle (Spring 1) High (Spring 1)	Middle School - rate of D/F/I/NM in core classes (Fall 2021): Asian 5%; Filipino 7%; Paclslander/Native Hwn 13%; Hispanic/Latinx 17%; AfricanAm/Black 21%; White 12%; MultiRace 5%; Female 9%; Male 14%; English Learners 24%; Students w/Disabilities 15%; Socioeconomically Disadv 17%; All Students 12% High School - rate of D/F/I/NM in core classes (Fall 2021): Asian 4%; Filipino 7%; Paclslander/Native Hwn 25%; Hispanic/Latinx 26%; AfricanAm/Black 32%; White 16%; MultiRace *; Female 17%; Male 18%; English Learners 38%; Students w/Disabilities 21%; Socioeconomically Disadv 28%; All Students 18%	2022 Elementary N/A - report cards transitioned to standards-based grading. Middle - rate of D/F/I/NM in core classes (Fall 2022): High - rate of D/F/I/NM in core classes (Fall 2022):		Decrease percentage of F's by 3% for all student groups
Chronic Absenteeism (grades K-8)	2019 Dashboard: Asian: 4%, Filipino 5.4%, Hispanic/Latinx 14.2%, Paclslander 23.6%, African Am/Black 10.1%, White 9.9%, MultiRace 12.6%, EL 11.7% , Students w/Disabilities 16.5%, Socioeconomically	2021 chronic absenteeism rates: African Am/Black: 15.99%; Am Indian/Alaskan 0%; Asian: 1.6%; Filipino: 2.5%; Hispanic/Latinx: 11.6%; Pacific Islander: 15.4%; White: 6.9%; Multi-Race: 8.1%; English Learners:	2022 Dashboard chronic absenteeism: All students 24.7%, Asian: 7.6%, Filipino 16.7%, Hispanic/Latinx 33.1%, Paclslander 37.6%, African Am/Black 38.7%, White 22%, MultiRace 22.9%, English Learners	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, Paclslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English Learners	Reduce Chronic Absenteeism rate for all subgroups by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Disadvantaged 15.3%, Homeless 37.5%, Foster Youth 44%	12.5%; Socioeconomically Disadvantaged: 13.0%; Students w/Disabilities: 12.6%; Homeless: 37.5%; Foster Youth: 38.5%	30.4% , Students w/Disabilities 32.2%, Socioeconomically Disadvantaged 34.6%, Homeless 62.5%, Foster Youth 63.6%	25.9% , Students w/Disabilities 28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	
Suspension rate	2019 Dashboard: Asian: 2.1%, Filipino 2.5%, Hispanic/Latinx 7%, Paclslander 10.8%, African Am/Black 16%, White 6.2%, MultiRace 5.2%, EL 4.8% , Students w/Disabilities 10.3%, Socioeconomically Disadvantaged 7.8%; Homeless 18.4%, Foster Youth 16.7%	2021 suspension rates: Am Indian/Alaskan 0% Asian 0%, Filipino 0%, Hispanic/Latinx 0%, Paclslander 0%, African Am/Black 0%, White 0%, MultiRace 0%, EL 0% , Students w/Disabilities 0%, Socioeconomically Disadvantaged 0%; Homeless 0%, Foster Youth 0%	2022 Dashboard suspension: All students 2.7%, Am Indian/Alaskan 0% Asian 0.7%, Filipino 1.2%, Hispanic/Latinx 3.7%, Paclslander 3.6%, African Am/Black 9.1%, White 2.9%, MultiRace 2.2%, English Learners 2.7%, Students w/Disabilities 5.1%, Socioeconomically Disadvantaged 3.8%; Homeless 7.8%, Foster Youth 28.6%	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, Paclslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth 5.9%	Reduce Suspension rate for all subgroups by 2%
Teacher Retention	2021 Teacher Retention Rate: 94% 2021 Highly Qualified Teacher Rate: 100% 2021 Number of Teachers Misassigned: 0	2022 Teacher Retention Rate: 90% 2022 Highly Qualified Teacher Rate: 100% 2022 Number of Teachers Misassigned: 0	2023 Teacher Retention Rate: 94% 2023 Highly Qualified Teacher Rate: 100% 2023 Number of Teachers Misassigned: 0	2024 data not yet available	Maintain highly qualified teacher rate at 100% and 0 teachers misassigned
Professional Development: participant survey responses (reported first in 2021-22 and moved to Goal 2)	PD Survey Baseline (administered once in May 2022): 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3	PD survey was administered once in May 2022, 46 responses. 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3	PD survey was administered in May 2023, 45 responses. 73% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 59% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 24% rated with a score of 3	2024 data not yet available	Increase participant responses by 5% each year Increase by 5% percentage of respondents rating District Wednesday Collaboration with a score of 3 or higher Increase by 5% percentage of respondents rating whole-day Staff Development with a score of 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	(reported first in 2021-22 and moved to Goal 2)	(reported first in 2021-22 and moved to Goal 2)			
CAST Achievement: Students meeting/exceeding standard on 2021 CAST: All students 28.72%; Am Indian/Alaskan: 18.61%; Asian: 60.12%, Filipino: 42.72%, Hispanic/Latinx: 16.48%, Paclslander: 19.09%, African Am/Black: 14.29%, White: 39.64%, MultiRace: 40.58%, English Learners 2.44%, Students w/Disabilities 7.81%, Socioeconomically Disadvantaged 16.88%, Homeless 12.67% (new metric added in 2022)	Students meeting/exceeding standard on 2021 CAST: All students 28.72%; Am Indian/Alaskan: 18.61%; Asian: 60.12%, Filipino: 42.72%, Hispanic/Latinx: 16.48%, Paclslander: 19.09%, African Am/Black: 14.29%, White: 39.64%, MultiRace: 40.58%, English Learners 2.44%, Students w/Disabilities 7.81%, Socioeconomically Disadvantaged 16.88%, Homeless 12.67% (new metric added in 2022)	Students meeting/exceeding standard on 2021 CAST: All students 28.72%; Am Indian/Alaskan: 18.61%; Asian: 60.12%, Filipino: 42.72%, Hispanic/Latinx: 16.48%, Paclslander: 19.09%, African Am/Black: 14.29%, White: 39.64%, MultiRace: 40.58%, English Learners 2.44%, Students w/Disabilities 7.81%, Socioeconomically Disadvantaged 16.88%, Homeless 12.67% (new metric added in 2022)	Students meeting/exceeding standard on 2022 CAST: All students 29.45%; Am Indian/Alaskan: 31.57%, Asian: 69.39%, Filipino: 51.55%, Hispanic/Latinx: 28.21%, Paclslander: 29.62%, African Am/Black: 22.42%, White: 50.98%, MultiRace: 53.60%, English Learners: 33.81%, Students w/Disabilities: 8.36%, Socioeconomically Disadvantaged: 8.36%, Homeless: 13.41%	Students meeting/exceeding standard on 2023 CAST: 31.93%; Am Indian/Alaskan: *, Asian: 60.49%, Filipino 42.32%, Hispanic/Latinx 16.34%, Paclslander: 7.41%, African Am/Black: 31.25%, White: 44.05%, MultiRace: 50.00%, English Learners: 1.45%, Students w/Disabilities: 6.80%, Socioeconomically Disadvantaged: 17.37%, Homeless: 13.05%	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, Paclslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met (Level 3).
FAFSA/CADAA submission (new metric added in 2023)			Class of 2023: 406 submitted (58%) as of May 2023	2024 data not yet available	80% or above of 12th grade class submits FAFSA/CADAA

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Continue implementing the SSFUSD CTE plan to ensure that all students acquire the essential skills and content knowledge required to excel in the ever-evolving 21st-century workforce.	Yes	Partially Implemented		SSFUSD has continued to support CTE implementation of units and expansion of new CTE	\$138,920.00	\$58053

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	A. Review CTE three-year plan, analyze key metrics, and revise as necessary to support all learners and maximize student access and opportunities. B. Continue to increase the number of high-quality CTE pathways students can access at all high school sites. C. Provide additional sections to support CTE pathway expansion: 0.6 SSFHS Construction Pathway (SWP), 0.2 Biotech Pathway (GNE) D. (PAUSE pending Facility bond plan for SSFHS) Provide funding to support the remodel of SSFHS old auto shop space to accommodate Folklorico pathway. E. Continue to collaborate with the community college system and increase the number of dual-enrolled CTE pathways students can access. F. Continue to increase and update UC a-g approved CTE offerings. G. Continue to expand middle school elective offerings aligned to high school elective offerings (Project Lead the Way) H. Continue to provide Project Lead the Way (PLTW) teacher certification training opportunities for interested middle school staff members. I. Maintain a CTSO chapter at both comprehensive high schools. J. Increase industry-recognized certifications that students can attain while engaging in CTE pathways. K. Continue to explore and develop community partnerships for possible work-based internships.				courses. SSFUSD has provided professional learning sessions during staff development days and we will continue to support the PLTW courses at our middle schools. A New Health Science pathway is in development for the 24 - 25 school year.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	Continue to execute K-12 NGSS Implementation Plan prioritizing curricula adoption (9-12) and curriculum implementation (K-8). A. (COMPLETED in 22-23 - see 1.2E) Provide funds to support middle school NGSS curricula adoption process (Time Process) including providing the MS Science TLT time to review, discuss and evaluate instructional materials. B. (DISCONTINUED for 23-24 - see 1.2E) Provide funds to support external science providers and materials for middle school sites as SSFUSD transitions to an adopted aligned NGSS curriculum (Mosa Mack) C. Provide funds to support high school pilot teacher NGSS curricula adoption process (TIME process) including providing the HS Science TLT time to review, discuss and evaluate instructional materials. D. (DISCONTINUED for 23-24) Provide funding to support chemistry (3) and physics (2) teachers participating in the OpenSci Ed field test E. (NEW - 23 - 24) Middle School: Launch the implementation of Green Ninja across all middle school science classrooms and finalize a three-year implementation and professional learning plan. F. (NEW - 23 - 24) Seek approval for Earth and Space Science to be classified as a D-level laboratory	No	Partially Implemented		The elementary grade span has used 2 staff development days to provide time for teachers to learn and plan for an upcoming module. SSFUSD has begun implementation of the Green Ninja units at the middle school grade span as well. Support has been provided by MS Science TOSA and we used time on staff development days and collaboration time to support implementation.	\$45,000.00	\$11611

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	science course and support the transition to provide students with the option of selecting either chemistry or physics as their 10th-grade science class G. (NEW - 23 - 24) Support the transition to provide students with the option of selecting either chemistry or physics as their 10th-grade science class H. (NEW - 23 - 24) Elementary: Initiate the second year of a three-year phased implementation plan for Twig Science, aiming to ensure that 80% of students actively participate in at least one science unit. Continue to allocate funding (\$2,000 stipend) to sustain the support of nine elementary science leads who provide direct assistance in the implementation of the Twig science program.						
1.3	Provide support and training for staff that are part of the English Learner development program A. Provide individual coaching to build understandings around the purpose and implementation of Designated and Integrated ELD Support from one of the district ELD TOSAs B. Assist elementary teachers to plan and deliver instruction to identified EL students using specific strategies from EL Support in Wonders, as well as supplemental curriculum (Academic Vocabulary Toolkit, Imagine Learning, etc.)	Yes	Partially Implemented		The district is actively engaged in coaching cycles at SSFHS, PHMS, and WMS. Elementary TOSAs are using Legarza release time for collaborative planning with teachers, and EL TOSAs conducted fall	\$1,971,000.00	\$591,642

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(REVISED for 23-24 - added AVT, Imagine learning) C. Assist secondary teachers to plan and deliver standards based instruction to EL students using core and supplemental curriculum (REVISED for 23-24 to add core and supplemental supports) D. Review the EL Master Plan annually for any needed revisions or updates. E. Review and implement the EL Professional learning plans established with each administrator (REVISED for 23-24 - Use Essential Practice Framework with principals to develop EL Professional Learning Plans to improve instruction for ELs through coaching, training, and planning support via TOSAs) F. Work with each site to develop an ELD plan (REVISED for 23-24 - Work with each site to develop an D- ELD plan (Schedule; design and present options at the elementary level/ master schedule at secondary) G. Establish a step by step process for the enrollment of potential EL students based on HLS information and review the process annually with office managers and high school enrollment staff. Use APTFL assessment for placement. H. (COMPLETED - 22 - 23) Each ELD TOSA establishes a system with each of their school sites for sharing the Home Language survey (HLS) for student new to CA public schools I. (COMPLETED - 22 - 23) Develop virtual presentations to share with				site planning meetings to address professional development (PD) and coaching needs. Aguilar and NEP training are underway for EL TOSAs, and there is monthly Flooding Model PD at Spruce in the Fall, along with various planning sessions and PLCs to support DELD. In addition, EL TOSAs facilitated GLAD PLCs in the Fall and Spring, with ongoing coordination of Imagine Learning sessions by the EL C&I Specialist. DELD 101 training occurred on Nov. 1st, and secondary EL TOSAs hold monthly PLCs to support history teachers		

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	newly arrived families on the school system and key highlights of how to adapt to US schools/SSFUSD J. Use of formula to supplement secondary staffing ratios (sections) to allow Designated ELD sections that separate ELs by proficiency levels and years in program (e.g. Newcomer and Long Term English Learners (Baden - 0.6, ECHS - 1.6, SSFHS - 4.0, ALMS - 2.0, Parkway - 4.0, WMS - 0.6) K. Plan a flooding model at elementary sites for the provision of Designated ELD by grade and language proficiency level to be piloted in 23 - 24 (REVISED for 23-24 - Implement a flooding model at one title 1 site (Spruce) for the provision of Designated ELD by grade and language proficiency level in 2023-2024. Replicate model for all title 1 sites in 2024-2025). L. Work with principals to implement Essential Practices for EL instruction Framework to support and training for staff that are part of the English Learner development program. M. (NEW 23-24) Work with secondary (8th and 9th grade) counselors to develop and establish a step by step process for the enrollment of potential EL students in Native Spanish Speaker courses in high school to support pathways for biliteracy. Process should include visits and course selections. Use of ACTFL assessment for placement N. (NEW 23-24) Assist elementary teachers with implementation supports and curriculum for				in teaching D-ELD in core classes. GLAD PLCs for secondary teachers took place in both the Fall and Spring. The Essential Practices framework implementation faced challenges at some sites due to site leader capacity and a shift in strategic plan priorities. Elementary EL TOSAs conducted site planning meetings to plan and support D-ELD at K-5 levels. Secondary EL TOSAs assist with master schedule planning in both the Spring and Fall, a process developed in Fall 2022 and reiterated in 2023's EL Master Plan revision. However, this		

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	newcomers. This includes piloting curriculum, professional development, and progress monitoring O. (NEW 23-24) Develop ELD onboarding/training series for ELD Teachers and Bilingual Paraprofessionals to bolster EL instruction				work has shifted towards a newcomer intake process. The Flooding Model at Spruce launched successfully providing D-ELD services to 3rd-5th ELs and newcomer services in K-2. However, some initiatives, are on hold pending the strategic plan. The EL C&I Specialist is coordinating a newcomer pilot for both Fall and Spring, and hopes to collaborate with HR in August 2024 to support onboarding and teacher induction.		
1.4	Increase college and career readiness for all students A. (COMPLETED in 22-23; integrated into core program) Continue to implement National Student Clearinghouse Student Tracker for data on students' postsecondary outcomes. B. (DISCONTINUED in 23-24) Provide an allocation to	Yes	Partially Implemented	As of January 2024: 424 students (38%) have started the FAFSA/CADAA application.	D. CCGI implementation team has scoped out a series of lessons for 12th grade financial aid information and FAFSA/CADAA	\$361,757.00	\$13,037

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	College/Career Leadership team to meet, review and provide a recommendation for adoption of a college/career platform for the 23-24 school year. C. (DISCONTINUED in 23-24) Review and select a college/career platform for implementation at all secondary schools. D. (REVISED for 23-24; initial set up completed in 22-23) Work in conjunction with California College Guidance Initiative (CCGI) to provide assistance to relay information to and from college institutions to assist students moving from K-12 to college to a career - HS: 12th gr college search/application process, FAFSA; MS: career exploration E. SSFHS has been allocated 4 sections to assist students in meeting graduation requirements and a-g requirements F. ECHS has been allocated 3 sections to assist students in meeting graduation requirements and a-g requirement G. Provide SSFHS students a Pre - AP and/or tutoring support while students are enrolled in AP classes H. Provide ECHS Pre - AP and/or tutoring support while students are enrolled in AP classes I. Provide additional credit recovery opportunities for High school students such as UC Scout - (ECHS & SSFHS) J. (COMPLETED in 22-23) Continue partnership with EOS; develop policies and practices that will increase access for students				completion. Career interest survey will be piloted at the middle school level in January. K. Coordination with secondary EL TOSAs and counseling needs to happen in March. Will need to be added to March counseling agenda M. 12th grade students received FAFSA/CADAA lessons and support through Govt/Econ classes and additional follow up from counseling team.		

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	taking AP classes and being successful K. Partner with Language Test International to provide Assessments of Performance toward Proficiency in Languages (AAPPL) and American Council on the Teaching of Foreign Languages (ACTFL) to assess students for placement in foreign language classes, Newcomer students and provide an opportunity for high school students to earn a Seal of Biliteracy L. Provide 1 section for BARR Coordinator at SSFHS to oversee and monitor BARR program M. (REVISED for 23-24 to revise from initial implementation) Develop and implement plan for high schools to meet the requirements of AB 469 (FAFSA/Dream Act completion for all seniors) J. (NEW for 23-24) Administer ASVAB to all 10th grade students as part of career interest and exploration curriculum						
1.5	Continue to offer a Virtual Independent Study program for students per AB130 (REVISED for 23-24 to Continue to provide educational technology to support teaching and learning) A. (DISCONTINUED for 23-24) Continue to offer Virtual	No	Partially Implemented	6 hours of Google for Education Plus trainings were provided for staff	F. Security audit findings were shared with IT and EdTech teams and changes to security policies and infrastructure were	\$529,200.00	\$205,754

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Independent Study (VIS) program for students as an alternative placement to in-person learning for those with health concerns. B. (DISCONTINUED for 23-24) Fund staffing to provide additional academic support and monitoring of VIS students. C. (DISCONTINUED for 23-24) Provide hotspots for VIS students for internet connectivity D. Purchase 100 Chromebooks to ensure that all SSFUSD students have access to a tech device while attending SSFUSD schools E. Renew IXL licenses for K - 12 students to be able to personalize learning and target skill deficiencies based on assessments aligned to CCSS (ELA and math) F. (NEW for 23-24) Purchase Google for Education Plus and support package for increased security and teaching and learning tools G. (NEW for 23 - 24) Continue development and implementation of assessments and data reporting in Illuminate data management system				implemented in November G. Illuminate used for longitudinal data and assessment tracking including for literacy and state assessment data. PLCs using Illuminate to develop and administer common formative assessments.		
1.6	Provide intervention support in literacy for elementary students A. (COMPLETED in 22 - 23) Conduct a pilot of phonics (SIPPS) instructional materials during the fall of 2022 with reading specialists and a sampling of Elementary K - 3 teachers Purchase phonics (SIPPS)	Yes	Fully Implemented		In the 2023-2024 school year, four sites, JS, Los Cerritos, Skyline, and Spruce, along with 13 Reading	\$85,000.00	\$89,141

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	instructional materials for reading specialists to be used in intervention.(LC, Skyline, Martin, SSG, Ponderosa & Spruce) B. (COMPLETED in 22 - 23) Provide a recommendation to Assistant Superintendent of Educational Services by December 2022 C. Assistant Superintendent of Educational Services will make a recommendation to SSFUSD board of trustees by March 2023 D. (COMPLETED in 22 - 23) Create implementation plan for phonics program to begin in 23 - 24 (COMPLETED 22 - 23) E. (DISCONTINUED for 23-24) Continue to administer the Literably assessments in grades K - 5 to measure students foundational skills (oral reading, phonics, phonological awareness) F. (NEW for 23 - 24) Purchase Phonics (SIPPS) instructional materials for reading specialists to be used in intervention G. (NEW for 23 - 24) Provide training on the four SIPPS curriculum for Reading Specialists (LC, Skyline, Martin, SSG, Ponderosa & Spruce)				Specialists, opted to implement SIPPS. However, the district decided to delay full ELA adoption until the 2024-25 or 26-27 academic year. SIPPS implementation is currently evident at the mentioned sites and with Reading Specialists, supported by continuous professional learning and on-site coaching. All SIPPS curriculum has been ordered and delivered for Reading Specialists, who use it in tiered interventions. Participants have received 6.5 hours of training as of January 17, with additional training videos and asynchronous work available on the SIPPS		

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					Portal. Three more training sessions are scheduled for the spring, with on-site coaching offered to support implementation. Implementation began for elementary schools on January 23 and will commence for secondary schools on January 24. EL TOSAs have addressed SIPPS in site-plan meetings and ongoing communications , with plans pending for an MTSS coordinator to connect to site RTI/MTSS processes, and interviews for this role were held in November 2023. The District Literacy Coordinator and site Reading Specialists have		

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					collaborated to develop guidelines for entry into reading intervention, set to be finalized in Spring 2024. Ongoing work includes sharing Structured Literacy Block resource pages and training with all sites throughout the year. Reading Specialists provide on-site professional learning, and a literacy vision statement is being developed by the District Literacy Coordinator and site Reading Specialists to guide this ongoing effort.		
1.7	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance. SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS -	No	Partially Implemented	As of 1/31/2024: Attendance Rate: 93.4% Chronic Absenteeism Rate: 19.5% Everyday Labs Communications: -Mail Nudges sent: 2550 -Text Nudges sent: 17795 -Check-in Surveys	A. Implemented: We've optimized our chronic absenteeism letters and Student Success Plan meeting contracts, in	\$468,000.00	\$133,453

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	(significant disproportionality) and Differentiated Assistance. A. (NEW in 23-24) SSFUSD has been identified for Differentiated Assistance - Chronic Absenteeism (K - 8). B. (NEW in 23-24) Partner with Everyday Labs to provide an evidence-based approach to increasing the number of days students are in school and learning. C. (NEW in 23-24) Provide additional hours at elementary sites (JS, LC, Martin, MV, Pondo, Sky, SSG) to assist with attendance/chronic absenteeism duties (phone calls, setting up meetings, running reports). D. (NEW in 23-24) Provide 1 District Administrative Assistant to assist all schools with attendance duties and reports. E. (NEW in 23-24) Provide training on the use of Everyday labs platform. F. (NEW in 23-24) Work on aligning all absence codes/reasons within the district.			completed: 7682 -Students receiving communications: 7766 -Chronically absent and at-risk students receiving attendance nudges: 4118 -Truancy notices sent: 558 -Families connected to resources via Support Bot and Support Team: 1514 -# of students with improved attendance rate after receiving chronic absence nudges: 1330 -2-in-3 students' attendance rate improved Additional data source: https://drive.google.com/file/d/1-mO-WBQT7Km-1VaKOB5moCb5TFzyRmb/view?usp=sharing	addition to our SARB process documents to serve as optional communications with our families as needed to compliment our Everyday Labs messaging components A. Ongoing: We have incorporated various elements from our flowcharts and district chronic absenteeism/truancy processes within our training and discussions of the Everyday Labs platform. We will continue to revisit the concepts as recursive elements with our leadership team as we support seasonal notifications (i.e. vacation day precautions for families) and other important junctures for		

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					addressing our student populations (i.e. OLR/AEU messaging, data trends) B. Implemented: The platform has launched and is being utilized by our school teams (as reflected in user engagement data and reports of school notifications and communications being transmitted). As of 12/14/23, the Board of Trustees has approved an addendum to our contract with Everyday Labs to add additional mailings (mail nudges), to reach a broader range of students experiencing varying degrees of absenteeism. User engagement data shows active use of the		

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					platform among our administrators and site attendance staff (983 logins, 85.3% take-up rate). B. Ongoing: The Student Services Director is meeting with Everyday Labs representatives monthly to make determinations about mail nudge content and components that are most applicable/expected to be most effective for upcoming months. C. Additional hours were allocated to JS, LC, Martin, MV, Pondo, Sky, SSG to assist in supporting attendance policies and procedures D. Not implemented:		

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					To date, we have been unable to add an administrative assistant to the Student Services Department. This position would allow us to coordinate check-ins with the sites on a periodic/rotating basis to monitor/support sites with referencing the Everyday LABs platform data and working toward the creation of intervention groups for student populations. We have made efforts to replace this missing support by rolling this information into our trainings (i.e. how to interpret attendance data, when/how to check, access sorting for subgroup populations,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					how to create attendance site teams, and creation of intervention groups). E. Partially Implemented/Ongoing: We've provided three training sessions (8/4/23, 9/20/23, and 11/15/23) for our administrative support staff (all administrators also invited as voluntary, some attended), and two trainings (7/27/23 and 11/9/23) for our leadership team to assist them with effectively utilizing the Everyday Pro platform and to continue to develop best practices for identification of students in most need, and to offer appropriate levels of support/intervention. We are in the process of		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					planning 3 additional monthly trainings for our administrative support staff, to occur during early release days, and at least 1 additional training for our site leaders. F. Implemented: Absence codes/reasons have been aligned within the district.		
1.8	Design Systems and Structures to monitor the academic and language data for ELs on a quarterly basis A. (COMPLETED in 22-23; integrated into core EL practices) Develop an EL Shadowing form to use during classroom observations/walk throughs B. Annually review Summative ELPAC Testing to identify growth in language acquisition. C. (COMPLETED in 22-23; not recommended for adoption) Examine the TELL (Test of English Learners) assessment to determine if SSFUSD can use the TELL assessment to screen, diagnose, and monitor ELL progress.	Yes	Partially Implemented		Secondary EL TOSAs play a crucial role in the review of Long-Term English Learner (LTEL) data for placement, contributing to the informed creation of site master schedules in both August and late Fall. The school liaison team has successfully implemented a newcomer	\$125,000.00	

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	D. Review EL data semi-annually to identify LTELS for placement in specially designed designated ELD and ELA courses at the secondary level (REVISED for 23-24) Develop progress monitoring plan and program evaluation for Secondary LTEL DELD courses. Make clear connections to instructional practice. E. (COMPLETED in 22 - 23) Assign a parent liaison (bilingual preferred) to complete educational intake survey with newly arrived students in grades 1 - 12 (move to 3.2) F. ELlevation EL Data system renewal contract to monitor EL progress G. (NEW for 23 - 24) Refine EL/RFEP monitoring process with ELlevation and connect to RTI/MTSS planning. H. (NEW for 23-24) Provide an allocation of 100,000 for schools in order to use phone and video interpreting services for staff when meeting/talking with families that speak another language besides English.				intake process for elementary schools since January 23 and will extend this initiative to secondary schools starting January 24. In support of English Learners (EL) and Reclassified Fluent English Proficient (RFEP) monitoring, the district signed a three-year contract in the 2023-24 academic year with ELlevation. EL TOSAs have been actively addressing these matters in site-plan meetings and ongoing communications . However, the full implementation may be pending an MTSS coordinator to connect with site RTI/MTSS processes. Interviews for		

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					the MTSS coordinator position took place in November 2023, indicating a proactive approach to enhance support for EL and RFEP students through a comprehensive system.		
1.9	Human Resources will introduce the Talent Management System (Frontline) and create an implementation plan (Revised 23 - 24) Human Resources will continue to develop the talent management model (career path options, compensation & culture) and continue efforts on using our talent management system (Frontline) to its full capacity. A. (COMPLETED in 22-23) Create an implementation plan for the Talent management system B. Provide training for all supervisors on the different components of the talent management system. C. (NEW for 23-24) Purchase year 2 contract with Frontline for the talent management system in SSFUSD.	No	Planned		Training on the Frontline system has not yet occurred for administrators and district office staff. A contract with Frontline has been purchased to continue services until 25 - 26.	\$42,000.00	\$47,091

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	Implement Dynamic indicators of Basic Early Literacy Skills (DIBELS) dyslexia screener in grades K - 2 at all elementary sites to assess early acquisition of literacy skills and provide intervention support for students A. Work with Reading Specialists to develop district wide evidence based tiers of intervention and screening B. Implement 3 year phased Literacy plan to improve Tier I literacy instruction through structured literacy blocks C. Hire 1.0 Literacy Coordinator to plan, lead and implement 3 year phased literacy plan D. (COMPLETED in 22-23 - Integrated into core program) Purchase M - Class (online assessment) for DIBELS and train K - 5 staff on how to use the assessment and evaluate results E. Continue to administer the DIBELS mCLASS assessments in grades K-5 as a universal & dyslexia screener during three benchmark windows, as well as for progress monitoring. F. Maintain DIBELS mClass contract as necessary (currently in contract through 2024-25). G. The Literacy Coordinator and Reading Specialists will provide initial and ongoing training for teachers on assessment administration and data analysis for DIBELS mCLASS	Yes	Partially Implemented		The District Literacy Coordinator and site Reading Specialists have collaboratively developed guidelines for entry into reading intervention, with the finalization scheduled for Spring 2024. Ongoing efforts include the sharing of Structured Literacy Block resource pages and training with all sites throughout the year. Reading Specialists actively provide on-site professional learning to support the implementation of these guidelines. Additionally, a literacy vision statement is in development to guide and	\$214,000.00	\$92,458

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	H. Continue to develop a coaching model with Reading Specialists, EL TOSAs, and content TOSAs to provide instructional coaching to teachers on tiered classroom supports.				support this important work. DIBELS Benchmark assessments have been conducted during windows #1 and #2, with the upcoming window #3 scheduled from April 29 through May 24. DIBELS Progress monitoring assessments are available to all K-5 teachers between benchmark windows, allowing for continuous monitoring of student progress. The district plans to renew the DIBELS mClass contract for the 2025-2026 school year, ensuring continuity in literacy support. Initial training occurred at sites in August 2023, and		

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					ongoing support is provided by the District Literacy Coordinator and Reading Specialists, covering assessment administration, navigation of the mCLASS platform, data analysis, and instructional planning. Furthermore, most Reading Specialists have attended The Art of Coaching Institute and participated in The Art of Coaching Teams book study, emphasizing the commitment to professional development and the application of effective coaching strategies in literacy education.		

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1.11	Develop a balanced assessment system aligned to district scope and sequence A. (COMPLETED in 22 - 23, integrated into core practices) Develop instructional calendar with district assessment expectations B. Continue to Implement assessments and data reporting in Illuminate data management	No	Partially Implemented		B. Illuminate used for longitudinal data and assessment tracking including for literacy and state assessment data. PLCs using Illuminate to develop and administer common formative assessments.	\$0.00	\$0
1.12	Design systems, policies, practices, and procedures that promote inclusion and diversity and provide opportunities and access for all students A. Execute the implementation of the new middle school bell schedule, while providing comprehensive support for the introduction of rigorous and relevant elective courses that align with high school CTE pathways and focus on career exploration. (REVISED for 23-24; moving to implementation of new bell schedule) B. Allocate monies to provide approved teachers with up to 10 hours of paid time to develop a comprehensive course of study for elective and/or CTE courses specifically designed for the middle school level, with implementation set to begin in the academic year 2023-2024. C. Develop and implement a math course placement policy and procedures that align with the	No	Partially Implemented	New middle school electives offered in 23-24: 8 CTE courses (semester), 2 Visual/Performing Arts courses, and 5 academic electives.	A. New middle school schedule implemented in 23-24. B. Teachers developed new elective courses for implementation in the 23-24 school year. C. Implementing updated placement criteria and process for middle and high school math courses. D. Revised high school science pathway to open access to physics in 10th grade. E. Master schedule	\$60,000.00	\$10,805

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	California Mathematics Placement Act to increase all students' access and opportunities, ensuring equitable access to appropriate math courses based on their abilities and readiness. By aligning with this act, we seek to provide fair and accurate placement for students, enabling them to maximize their potential in mathematics education. D. Revise high school STEM prerequisites to increase access and opportunities for all students, including allowing students to choose between chemistry and physics as their science course in 10th grade. (REVISED for 23-24 to include 10th grade science) E. Provide training for administrators and counselors on master scheduling tools and processes for developing a balanced, student-centered master schedule. F.(DISCONTINUED for 23-24) Redesign and reconvene the Curriculum Council process and meet up to four times per year G. (COMPLETED in 22-23; integrated into core program) Redesign the course proposal process and design a process where courses of study will be shared and approved by SSFUSD Board of Trustees (all courses) and submitted to UC for a-g approval (high school courses only) H. Provide an allocation to pay approved teachers up to 10 hours to create a course of study to be submitted for approval (Board and a-g)				support and training schedule for administrators in Spring 2024.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	I. Continue the implementation of redesigned elementary report cards, placing emphasis on providing intentional support to educators as they transition to standards-based learning and reporting, ensuring that educators are equipped with the necessary tools and resources to effectively and accurately report students' academic progress to families. (REVISED for 23-24; year 2 of implementation) J. Create an Elementary report card survey that will be sent to all elementary parents/guardians, staff and administrators to obtain input from educational partners on the revised elementary report card. K. Study the potential impact and opportunities of newly adopted 3rd-year math requirement and ethnic studies requirement for graduation and make a recommendation on whether to change graduation requirements. L. Provide a \$2,500 stipend for Middle School teachers with multi-subject credentials who successfully complete the coursework and attain a single subject math or science credential. M. Provide funding and support for high school science teachers to obtain additional science credentials, with a specific emphasis on chemistry and physics credentials.						

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1.13	Create a safe, healthy and inclusive learning environment for all students A. Continue to fund 1 Academic Counselor at SSFHS (SSFHS already has a Wellness Counselor and SSFUSD wants ECHS & SSFHS to have 3 Academic Counselors and 1 Wellness Counselor at both high schools) B. Hire 7 Wellness Counselors to support our EL, Foster Youth and socioeconomically disadvantaged students at all grade spans (REVISED for 23-24; add 1 for Title 1 elementary schools) C. Adopt and implement an universal screener for student social emotional health D. Continue to partner with Daybreak to provide online counseling and support to help with anxiety, motivation, academics, concentration, depression, and more—for youth ages 11-19 E. (NEW for 23-24) Provide funds for a Wellness Center at ECHS and enhance existing Wellness Center spaces at BHS and SSFHS F. (NEW for 23-24) Provide funds for training and curriculum to launch a Peer Counseling program at ECHS and SSFHS. G. (NEW for 23-24) Provide funds for Peer Counseling team to develop Peer Counseling program curriculum and student recruitment processes H. (NEW for 23-24) Provide funds to supplement our existing substance use programs and continue to explore equitable	Yes	Partially Implemented	2,516 students (59%) in grades 6-12 participated in universal screener 26 students referred to Daybreak for telehealth support	B. 5 Wellness Counselors hired for the 23-24 school year. Due to limited applicant pool, we were unable to fill the remaining positions. C. Universal screener was administered in November and a second administration is planned for Spring 2024. D. To date, 26 students have been referred to Daybreak for additional telehealth support. F. Peer Counseling program implemented at SSFHS (1 section) and at WMS (1 section). ECHS staff are developing their model to recruit for and implement in 24-25. J. 3 clinical supervisors hired to provide supervision and	\$1,950,800.00	\$468,182

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	approaches to intervention and restorative practices. I. (NEW for 23-24) Fund a Multi Tiered Systems of Support Coordinator to develop the district's MTSS system of supports including the development of the following domains: Family & Student Engagement, Social-Emotional Learning & Relationships, Mental & Physical Health, Attendance & Intervention Monitoring, Positive Behavioral Supports & Restorative Justice, Academic Supports, and Basic Needs. J.(NEW for 23-24) Provide a stipend to the supervisor for coaching a staff member in order to meet the clinical supervision requirements for LMFT/LCSW/LPCC				support to 4 counselors pursuing their LCSW/LPCC.		
1.14	Provide support for educators to participate in Teacher Leadership Team (TLT) meetings (PLC's) where groups of educators work collaboratively in reoccurring cycles of inquiry and improvement (Performance Management) A. Provide funding to support elementary teacher professional learning and teacher support of NGSS and adopted curriculum implementation B. Allocate funding to support elementary science Teacher Leadership Teams (TLTs), empowering them to provide input	No	Partially Implemented	K. Technology TLT: 3 teachers x 3 hours N. Middle school social studies: 5 teachers x 3 hours O. Intro to Ethnic Studies: 3 teachers x 4 hours	K. Technology TLT revamped digital citizenship curriculum with emphasis on social media and AI. N. Middle school social studies TLT has finalized grade level scope and sequence. Second semester will focus on	\$113,400.00	\$106,597

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	on the implementation of K-8 science curriculum and professional learning plans, as well as the adoption of high school science curriculum. 1 Team X 20 teachers X 10 hours C. Allocate funding to support both middle school science Teacher Leadership Teams (TLTs), empowering them to provide input on the implementation of K-8 science curriculum and professional learning plans, as well as the adoption of high school science curriculum. 1 Team X 6 teachers X 10 hours D. Allocate funding to support high school science Teacher Leadership Teams (TLTs), empowering them to provide input on the implementation of K-8 science curriculum and professional learning plans, as well as the adoption of high school science curriculum. 1 Team X 6 teachers X 10 hours E. Allocate funding to support elementary ELA Teacher Leadership Teams (TLTs), enabling them to engage in reflective practices regarding the ELA scope and sequence, including reviewing and revising district common assessments, offering guidance throughout the implementation of the Collaborative Inquiry Cycle, and informing next steps regarding standards-based learning. 1 team X 6 teachers X 10 hours F. Allocate funding to support middle school ELA Teacher Leadership Teams (TLTs), enabling them to engage in reflective practices regarding the ELA scope				common performance assessments. O. Intro to Ethnic Studies team has met to develop their curriculum and also attended the county Ethnic Studies network meetings.		

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	and sequence, including reviewing and revising district common assessments, offering guidance throughout the implementation of the Collaborative Inquiry Cycle, and informing next steps regarding standards-based learning. 1 team X 6 teachers X 10 hours . G. Allocate funding to support high school ELA Teacher Leadership Teams (TLTs), enabling them to engage in reflective practices regarding the ELA scope and sequence, including reviewing and revising district common assessments, offering guidance throughout the implementation of the Collaborative Inquiry Cycle, and informing next steps regarding standards-based learning. 1 team X 6 teachers X 10 hours H. Allocate funding to support elementary math Teacher Leadership Teams (TLTs), empowering them to provide input and guidance with the continued implementation of the collaborative inquiry cycle, the district-wide math adoption process, and standards-based learning. 1 Teams X 6 teachers X 15 Hours I. Allocate funding to support middle school math Teacher Leadership Teams (TLTs), empowering them to provide input and guidance with the continued implementation of the collaborative inquiry cycle, the district-wide math adoption process, and standards-based learning. 1 Team X 6 teachers X 15 Hours J. Allocate funding to support high school math Teacher Leadership Teams (TLTs), empowering them to						

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	provide input and guidance with the continued implementation of the collaborative inquiry cycle, the district-wide math adoption process, and standards-based learning. 1 Team X 6 teachers X 15 Hours K. Fund Technology TLT meetings to support Tech TLT to discuss and tech K-12 Scope and sequence & provide input/feedback on other related topics such as IPAD apps process and how to infuse technology into our instructional practices 1 team X 15 people X 5 hrs L. Provide an allocation for summer 2023 work for the Technology TLT to review the IPAD apps process and how to infuse technology into our instructional practices M. Allocate funding to support middle school Social science Teacher Leadership Teams (TLTs), to create, implement and reflect on the scope & sequence and create end of unit assessments. 1 team X 6 teachers X 10 hours N. Allocate funding to support high school Social science Teacher Leadership Teams (TLTs), to create, implement and reflect on the scope & sequence and create end of unit assessments. 1 team X 6 teachers X 10 hours O. (NEW for 23-24) Ethnic Studies: Allocate funding to support implementation of revised Ethnic Studies course and provide opportunities to share instructional strategies and revise the Ethnic Studies Scope and sequence as needed. 1 team X 4 teachers X 10 hours						

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1.15	Continue to reform K- 12 grading policies and practices to ensure grades are accurate, consistent, bias resistant, and support growth mindsets. A. Provide funds to continue to build educator awareness regarding the inequities with traditional grading practices sound and support the identification and implementation of research-based grading practices and policies grounded in the principles of Grading for Equity. (REVISED for 23-24; year 2 of implementation) B. (COMPLETED in 22-23; see revision to 1.15A) Fund a secondary cohort of up to 25 certificated secondary staff to participate in Grading for Equity professional learning C. Continue to provide funding to support the implementation and revision process of the revised elementary report cards. to ensure report card meet identified purpose. (REVISED for 23-24; year 2 of implementation) D. (COMPLETED in 22-23) Provide Equal Opportunity Schools (EOS) Equity Team Member stipends	Yes	Partially Implemented		SSFUSD continues to provide support to secondary teachers implementing equitable grading practices in their classrooms. B. 18 secondary staff participated in a Introduction to Grading For Equity session on 1.29.24 staff development day. 6 teachers have agreed to take the online asynchronous course via Joe Feldman - Grading for Equity - EDS leadership will set up follow up sessions to support implementation	\$45,000.00	\$0

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1.16	Fund additional staff to lead, train and monitor curriculum, instruction and assessment work A. Maintain a full-time CTE Coordinator who is responsible for overseeing the implementation of the Career Technical Education (CTE) plan and managing all funding sources related to CTE. B. Maintain an Elementary Science TOSA to lead the NGSS curriculum implementation and increase the effectiveness of Tier 1 elementary science instruction. (REVISED for 23-24; moving into implementation) C. Maintain a Middle School Science TOSA who will lead the implementation of the middle school science curriculum and oversee the finalization of a three-year implementation and professional learning plan. (REVISED for 23-24; moving into implementation) D. Maintain a 0.6 High School Science and Biotechnology ToSA who will lead the adoption process of high school curricula, oversee the implementation of the (NGSS), enhance the effectiveness of Tier 1 science instruction, and provide direct support for the Biotech pathway. (REVISED for 23-24; moving into implementation) E. Maintain a K-5 Math TOSA to provide support in the implementation and monitoring of the K-5 math scope and sequence, oversee the adoption process of the elementary math curriculum, create an elementary math curriculum implementation and professional learning plan, and increase the	Yes	Partially Implemented		All positions staffed except ELA 6-12 TOSA (M), SEL TOSA (Q), additional ELD TOSAs (W)	\$5,656,000.00	\$2,384,782

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	effectiveness of Tier 1 math instruction across elementary sites. F. Maintain a 6-12 Math TOSA to support the implementation and monitoring of the 6-12 math scope and sequence, including direct support for the implementation of the Collaborative Inquiry Cycle, oversee the secondary math adoption process of secondary math curricula, and enhance the effectiveness of Tier 1 math instruction across secondary sites. G. Maintain 1 districtwide English Learner Curriculum and Instruction Specialist, K-12 to support the curriculum and programs needed to support our EL population district wide H. Maintain 6 district wide ELD TOSA's positions to support each of our 15 school sites. I. Maintain 1 reading specialist at each elementary site (9) to provide Tier II intervention support at elementary sites J. Fund 2 additional RTI Specialists at the 4 elementary Title I schools to be split to provide additional reading intervention support - LC, Martin, Spruce, SSG K. Fund PreK - 3 Supervisor to support the Big Lift program L. Maintain 1 Technology TOSA to lead and implement Digital Citizenship, tech curriculum, and assessments and develop a process for Educational Technology application review and adoption M: Maintain 2 ELA TOSAs (K-5 & 6-12) to lead the implementation and monitoring of the K-12 ELA scope and sequence. This includes						

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	offering direct support for the implementation of the Collaborative Inquiry Cycle, enhancing the effectiveness of Tier 1 ELA instruction, and facilitating the implementation of research-based standards-based best practices and policies. N. Fund 1 Special Education TOSA to lead and implement curriculum implementation (Spire, Unique & ELA & math scope and sequence implementation), provide coaching on IEP's O. Hire 1.0 FTE Social Science 9-12 TOSA to facilitate the development and implementation of district scope and sequence P. (COMPLETED in 22-23) Hire 0.2 FTE Social Science 9-12 (Ethnic Studies) TOSA to lead TLT in developing Ethnic Studies course of study and alignment with high school courses and graduation requirement Q. Maintain 1 SEL TOSA to assist in the implementation of SEL curriculum (PAX, Newsela, Zones of Regulation) R. (NEW for 23-24) Fund 1 additional Technology TOSA to lead and implement Digital Citizenship, tech curriculum, and assessments and develop a process for Educational Technology application review and adoption S. (NEW for 23-24) Hire 1.0 FTE Counselor on Special Assignment to assist in the training, implementation, and monitoring of counseling strategies and program T. (NEW for 23-24) Hire 1.0 FTE Psychologist on Special						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Assignment to assist with special education assessments and case consulting U. (NEW for 23-24) Hire 1.0 FTE Special Education TOSA to lead and implement training on IEP development, monitoring, and case management V. (NEW for 23-24) Hire additional 1.0 FTE Special Education TOSA to lead and implement curriculum implementation (Spire, Unique & ELA & math scope and sequence implementation), provide coaching on IEP's W. (NEW for 23-24) Hire 2 additional ELD TOSAs positions to support each of our 15 school sites and lower the number of schools/staff/students that each TOSA needs to support.						
1.17	Provide students access to standards aligned instructional materials and highly qualified trained staff A. Provide students with access to standards aligned instructional materials B. Continue to recruit and retain highly qualified staff C. Continue to provide annual stipend for SPED teachers (\$2,000/Teacher) and explore options to provide hiring bonuses for other hard to fill teaching positions (math, science etc).	No	Planned		A. Students do have access to standards aligned instructional materials & highly qualified staff C. Stipends will be paid in May 2024 for qualified special education teachers	\$51,600,024.00	\$24,750,075

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	D. Continue to attend job fairs in order to recruit the most qualified and diverse staff E. Provide up to \$3,000 for the completion of Tier II Administrative Services credential for holders of preliminary administrative services credential. Administrators must stay and serve in an administrative role in SSFUSD for at least 3 years after reimbursement. F. Continue to fund new teacher induction program which assists new teachers clear their preliminary credential and assists transitioning new certificated staff to SSFUSD G. (COMPLETED in 22-23 and REVISED for 23-24) Review and revise process for Instructional Materials review and adoption (primary and supplemental) (REVISED for 23-24 to Implement Fit, Feasibility Monitoring and Evaluation process for Instructional Materials review and adoption-- primary and supplemental) H. (NEW for 23-24) Provide up to 9,000 for the completion of the teaching credential for Big Lift Supervisor. Big Lift Supervisor must stay and serve in the Big Lift Supervisor role for at least 3 years after reimbursement. I. (NEW for 23-24) Provide funding to maintain a pre-school Program Coordinator (up to 67,000) to support preK -3 alignment and assist in implementing the Fluent Seeds program.						

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1.18	Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency A. Complete all FIT (Facility Inspection Tool Reports) for all school sites to ensure all facilities are safe and well maintained B. Evaluate and check all safety equipment (phones, intercom system) annually C. Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law	No	Partially Implemented	Emergency Drill Requirements: https://drive.google.com/file/d/1iCihP0wW3GhQwFmFln51jMOfovJ9_4f3/view?usp=sharing Emergency Drills Schedule template: https://drive.google.com/file/d/1k9oXWgPAcGmNa-Q6KeSrxRpyGKFd6x5d/view?usp=sharing	A - C. All sites have completed their annual required safety drills schedule, to be implemented throughout the school year, and which has been included in each school's Comprehensive Safe School and Emergency Management Plan as follows: 1. DROP, COVER, and HOLD ON: Elementary & Middle Schools: 1 per quarter High Schools: 1 per semester 2. EVACUATION: Elementary Schools: 1 per month Middle Schools: 1 per quarter High Schools: 1 per semester 3. LOCKDOWN / BARRICADE	\$0.00	\$0

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					All Schools: At least 1 per semester 4. SECURE CAMPUS All Schools: At least 1 per school year 5. SHELTER IN PLACE All Schools: At least 1 per school year 6. Site Emergency Management Plan & District Emergency Handbook Orientation (w/staff) All Schools: At least 1 per school year (Beginning of first semester, and preferably prior to the first day of instruction)		
1.19	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district A. Continue to monitor and support implementation of Online Registration for new and continuing students	No	Fully Implemented		Online Registration (OLR) is live for students new to SSFUSD. This is our second year of full implementation across all grade	\$58,557.52	\$2,147

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	B. (COMPLETED in 22-23; integrated into core practices) Monitor access and evaluate the effectiveness of credit recovery options available to students C. (DISCONTINUED for 23-24; see 1.7A-F) Provide training via Infinite Campus (SIS in order to send out notification letters to students that are absent D. (DISCONTINUED for 23-24; see 1.7A-F) Monitor attendance procedures to ensure notification is occurring at all school sites E. Continue to fund a data consultant to assist in Online Registration process and develop notifications mapping and put in place data quality control mechanisms and create html and SQL programming as needed. F. Partner with DataZone which is a data warehouse and has analytic tools to assist district in integrating multiple data sources and data sets, improving the speed and efficiency of accessing data from a variety of source systems like the student information system, state testing files, and community-based organizations and county agencies G. Partner with Qualtrics and purchase a district wide license in order to analyze all survey data in order to uncover insights that can impact student outcomes H. (COMPLETED in 22-23; integrated into core program) Create a data dashboard (Qualtrics) in order to analyze and measure the impact of counseling programs I. (COMPLETED in 22-23; integrated into core program)				levels, and third year of use with the platform. Our current schedule for Online Registration (OLR) and Annual Enrollment Updates (AEU) for 2024-25 is as follows: OLR (for New Students to SSFUSD): • Launch date: January 16, 2024 • Target date for the completion of registrations in IC: March 6, 2024 AEU for Continuing Students:		

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	Identify/develop 2 districtwide assessments per grade level aligned to scope and sequence; conduct training for teachers to administer assessments through Illuminate; conduct training for teachers and administrators to access and analyze assessment data				• Launch date: April 8, 2024 • Target date for the completion of updates in IC: May 30, 2024 We are providing target completion dates for our sites to require follow-up with families to ensure they are completing the process as soon as possible after they submit registrations. There are some situations in which repeat contact with families may be needed to get them to complete the process, but this will ensure all		

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					students will be enrolled. We also remind all sites that while we don't withdraw a student's placement for incomplete registrations, they may withhold certain extracurricular/c o-curricular privileges if needed to encourage completion of registrations. G. Qualtrics implemented for stakeholder surveys including middle school schedule (Fall 2023), elementary PE (Winter 2024), elementary report card (planned for Spring 2024).		
1.20	Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities A. Provide up to 6 additional sections at ECHS in order to offer	Yes		62 students enrolled in Skyline Middle College program	A - E. Sections/classe s were added at the high school and middle schools to provide	\$1,698,080.00	\$831,126

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	students the opportunities to CTE, electives and AP classes B. Provide up to 6 additional sections at SSFHS in order to offer students the opportunities to CTE, electives and AP classes C. Provide up to 10 additional sections at ALMS in order to support the transition to a 7 period schedule that provides opportunities for students to have access to a broad course of study. (REVISED for 23-24; increased sections for transition to new schedule) D. Provide up to 10 additional sections at Parkway in order to support the transition to a 7 period schedule that provides opportunities for students to have access to a broad course of study. (REVISED for 23-24; increased sections for transition to new schedule) E. Provide up to 10 additional sections at WBMS in order to support the transition to a 7 period schedule that provides opportunities for students to have access to a broad course of study. (REVISED for 23-24; increased sections for transition to new schedule) F. Provide opportunities for up to 70 high school students to attend the Skyline Middle College Program to provide a chance to get a head start on their college degree while earning high school diploma G. Allocate funding of up to \$1,500 for each site to support the AVID site coordinator at both ECHS and SSFHS.				students with more choices for electives. CTE has been an area of focus and expansion as well AP and Visual and performing arts courses.		

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	H. Support AVID at both high schools by paying Annual Membership Fees I. Continue to increase the amount of industry-recognized certifications students can receive J. Explore and develop community partnerships for possible work based internships						
1.21	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning A. Continue to partner with Youth Services Bureau (YSB) to provide additional counseling at elementary sites B. Mental Health trainees will be placed at the following elementary and middle school sites (Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC) C. Maintain Middle School Safety advocates placed at middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses D. Maintain school based counseling programs with Youth Service Bureau (YSB) in order to place clinicians at the following elementary sites (Buri - 2 days)	Yes	Partially Implemented		1.21 a-e Mental Health trainees and staff placed on campus at our elementary sites. Students are referred, assessed and identified to determine needs for moderate to high-level mental health services, including emotional and behavioral counseling services on campuses. YSB clinicians are placed at our nine elementary schools. Middle school students receive	\$1,122,330.00	\$127,610

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	(Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 day) E. Maintain High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days-33 hrs/wk) F. (DISCONTINUED for 23-24) Continue to partner with Paper Company to provide online tutoring for students in grades 6-12 G. Maintain allocation to increase hours of Bilingual Aides @ Title I sites - LC, Martin, Spruce, SSG & Parkway H. Maintain allocation to increase hours of Bilingual Aides @ non title I sites I. Continue to fund Newcomer aides at Parkway & SSFHS J. (NEW for 23-24) increase Bilingual Para FTE at specific sites to ensure sites have a minimum of 1 FTE per 60 ELs to better support D-ELD; fill vacancies through third party if necessary.(SSG, JS, MV, Martin).				emotional and behavioral counseling, psycho-social groups, and intervention services focused on crisis and violence prevention on campuses. YSB School Safety Advocate staff and trainees are placed at our three middles schools; Alta Loma, Parkway Heights, and Westborough. YSB provides School Safety Advocates and trainees for high school students. They provide and coordinate school safety activities which include direct services, prevention services, crisis assessment, and crisis intervention and response. 1.21 h-j vacancies are currently being		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					filled by a third party contractor.		
1.22	Continue to implement restorative practices at all schools and in classrooms A. Partner with Youth Service Bureau to provide direct services (curriculum and mental health counseling one day per week for the ATS program) B. Fund an Alternative to Suspension certificated staff member to oversee, implement and monitor the ATS program C. Purchase PAX replacement items (instructional materials) for 9 elementary sites D. Provide PAX training via online to be able to implement the PAX social learning principles and Good Behavior game	Yes	Partially Implemented	13 new certificated staff trained on PAX strategies	1.22 a-b Per our contract, YSB currently provides mental health clinician for up to 12 students per day, four days per week, to deliver curriculum for our Alternative to Suspension Program (in partnership with our Coordinator of Restorative Processes and Alternative Interventions). The program is delivered at school sites. The ATS program is designed to help students engage in structured, therapeutic time during an in-school suspension alternative to address underlying causes of disciplinary incidents and	\$276,158.00	\$148,127

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					increase engagement at school upon reentry. The clinician provides education in alignment with this purpose. ATS is comprised of the following programs: 1. ATS Counseling Program: Psychoeducation on regulation, coping skills, and communication skills. Restorative Circle about what happened, and what might need to happen to repair harm or reduce risk in the future. Self-reflective activities to increase awareness, empathy, and motivation. A group based one time program over 3 hours.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					2. Brief Intervention for Substances (BI): For a problem or an incident with substances, includes a screening for the level of support needed. The focus is on reflecting and giving them tools to make better decisions around substance use. The BI is based on motivational interviewing, cognitive behavioral therapy, and the stages of change model. 2-3 individual sessions, 2-21/2 hours and contact with parents/guardians. 3. Substance Education: A theory- based and evidence-informed curriculum that is aimed at preventing middle and high school students'		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					use of substances. A group course that spans 2-3 hours. Students can attend multiple courses. 4. ATS Specials: Coordinate with ATS to meet needs as they arise. We will tailor a restorative program as well as make referrals out for further support as needed. (Repeated fights, bullying etc.) 5. Academic Help on Saturday: A positive and supportive setting with SSFHSD teachers providing tutoring and implementing learning plans from sites. School lunch provided. Classroom group setting.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					9:30-12:30 on Saturdays 6. Intervention Groups: Psychoeducation to address a range of needs including and not limited to: bullying, coping skills, using racial slurs, emotional regulation, conflict resolution and communication. A group, one time program, 1.5 hours. Can attend a range of groups. YSB is currently amidst a possible staffing change, which may result in the loss of their ATS clinician. YSB is indicating that they are working to find replacement, which would not result in an interruption of services to SSFUSD. Should this become an		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					issue of concern, SSFUSD will identify alternative personnel to assist with delivery of the ATS curriculum. We currently have a full-time Coordinator of Restorative Processes and Alternative Interventions overseeing our ATS Program. C. & D. PAX materials were ordered in September 2023 and training provided for all new certificated staff (13) at our elementary schools.		
1.23	Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students	Yes	Partially Implemented		As we continue to seek opportunities to serve our student populations in most need of support, SSFUSD has continued our financial support of homeless	\$25,000.00	\$513

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					and foster youth. These funds are available for the current school year, to provide for both reimbursement of site expenditures incurred to date, and for new expenditures relating to transportation, supplies, and services. Examples of use of these funds includes (but is not limited to): • School uniforms • PE uniforms • Lab fees • Field trip costs • Bus passes/transportation, and mileage		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					ge reimb urse ment s • Denta l/heal th clinic assis tance • Assist ant with visio n/hea ring • Outdo or Ed. fees • Passe s to prom /ball School sites are encouraged to identify any related expenditures when assisting homeless and foster youth. Any new purchases are managed through a purchase order and prior expenditures re managed through a		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					reimbursement process. Students in need of meal services are referred to our Nutrition Services Department for immediate access to our district Universal Free Meals (breakfast & lunch) program. If a student/family is in need of additional assistance beyond our nutrition program, they referred to our food bank resources, however, site reimbursements can be done for students/families in immediate need of nutrition.		
1.24	Provide additional allocation via LCFF Supplemental allocation to school sites to support our at promise students in order to meet their academic, behavioral and socio-economic needs	Yes	Partially Implemented		Schools are allocated LCFF Supplemental funds to improve student outcomes for our at promise	\$584,153.00	\$286,416

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide additional allocation via LCFF Supplemental allocation to school sites to support our at promise students in order to meet their academic, behavioral and socio-economic needs				students. Our schools used the funds to: purchase curriculum, provide training for staff, compensate staff for additional time (tutoring, small group instruction) and services from outside SSFUSD.		
1.25	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs	Yes	Partially Implemented		Schools are allocated LCFF Supplemental funds to improve student outcomes for our English Learner students. Our schools used the funds to: purchase curriculum, provide training for staff, compensate staff for additional time (tutoring, small group instruction) and services from outside SSFUSD.	\$200,000.00	\$45,189
1.26	Continue to provide students additional learning opportunities	Yes	Fully Implemented	Summer program enrollment (2023):	The BLIS program was	\$1,490,728.00	\$561,198

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs A. Summer School - Big Lift (K - 3): focus on reading/writing skills B. Summer School - STEAM (4 -8): enrichment C. Summer School - High School - Credit recovery & enrichment (9 - 12): make up graduation requirements; meet a - g reqs D. Summer School - Elevate math program - (3- 8, 9): math intervention E. Summer School - Extended School Year for students with disabilities (TK - Adult) F. Summer School - Elevate Computer Science Institute (7,8): computer science enrichment			Big Lift Inspiring Summers: 360 Extended School Year: 203 High School Credit Recovery: 839 High School Enrichment: 115 STEAM: 240 Elevate Math and Computer Science Institute: 207	conducted at two sites, Los Cerritos and Spruce, with full staffing and enrollment. The STEAM program took place at ALMS with full staffing and enrollment. At SSFHS (South San Francisco High School), two credit recovery sessions were held, benefiting 839 students. However, the enrichment program faced challenges with low enrollment and staffing. The Elevate Math program (grades 3-9) also had low enrollment. This program was conducted virtually, but there are plans for an in-person format in 2024. During the summer, ESY (Extended School Year) programs were		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					embedded across all summer programs, except for ATP which was on their home campus.		
1.27	SSFUSD will provide after care, enrichment for all eligible families that meet Expanding Learning Opportunity Program requirements starting in 23 - 24 school year. (NEW for 23-24) A. Identify community partners to provide after care for 180 school days and 30 additional days per calendar year. B. Send direct communication to ELOP eligible families informing them of the ELOP opportunities for their children in grades TK - 6. Provide an informational night on ELOP program and discuss the registration process. C. Create a system to track ELOP Community partner program numbers and attendance for each student in order to be reimbursed by the state of California. D. Explore the possibility of hiring staff either at the district level or site level to provide oversight of the ELOP program and possibly assist in supervision of school sites with high number of ELOP students on campus after school hours.	Yes	Partially Implemented	533 students participating in ELOP programs across 12 campuses (all elementary and middle school - grade 6).	A.-D. SSFUSD entered into partnerships with the following ELOP providers: SSFU SD - DED AP, City of Daly City, City of SSF, CAM Edu, Boys and Girls Club of Peninsula, and Right at School. Together we've provided care after school	\$3,013,056.00	\$885,142

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					school and on holidays during the 23 - 24 school year. SSFU SD is currently exploring hiring an individual to oversee the ELOP programs in SSF USD.		
1.28	Baden High School will develop a Comprehensive Support and Improvement plan to increase the low graduation rate. (NEW for 23-24) A. Baden will develop a CSI implementation plan consisting of one or more of the following (from the CSI sub grant): B. Conduct a needs assessment and conduct a root cause analysis C. Interview students from the past 2 years to gain information from the student perspective why the student	Yes	Partially Implemented		A. - H. Baden High School conducted a needs assessment in March 2023 in order to guide their CSI plan that was approved in August 2023. The CSI plan was created with input from all stakeholders (including students via	\$165,500.00	\$21,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	was unable to meet graduation requirements D. Selecting and implementing evidence based intervention/strategies/activities E. Review and identify specific resource inequities such as teaching quality, empowering rigorous content, instructional time and attention, and family academic engagement to determine the impact on student outcomes F. Review internal systems and processes (transfer process, student placement criteria for GE, EL, & SWD students) G. Use data and metrics to monitor and evaluate improvement efforts H. Provide additional compensation or staffing to implement evidence based interventions				focus groups and interviews). A review of data indicates a need to focus on literacy. Baden staff participated in 2 sessions from the Bay Area Writing Project to focus on writing.		
1.29	Fund additional staff to provide intervention support in ELA and math and provide access to the visual performing arts. (NEW for 23-24) A. Fund 1.0 FTE at Spruce to implement the flooding model B. Fund 0.5 FTE to provide math intervention at Skyline C. Fund 0.5 FTE to provide math intervention at Buri D. Fund 0.5 FTE to provide literacy/math intervention at Junipero Serra	Yes	Fully Implemented		A - G. All positions filled. H. Legarza Sports providing PE instruction which allows for grade level collaboration time	\$1,280,400.00	\$732,684

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	E. Fund 0.5 FTE to provide literacy/math intervention at Monte Verde F. Fund 0.5 FTE to provide literacy intervention at Ponderosa G. Fund 0.2 FTE to provide Band at our 9 elementary schools H. Partner with Legarza Sports to provide standards aligned PE instruction for students in grades K - 5 and to provide two 50 minute grade level collaboration time each week for staff in grades 1-5 and one 50 minute collaboration time for staff at the kindergarten grade level.						

Goal 2

Goal Description

LCAP Goal - Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to strengthen capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Professional Development survey responses	PD Survey Baseline (administered once in May 2022): 46% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale	In 2022, PD survey was administered once in May, 46 responses. 46% of respondents rated District Wednesday Collaboration with a score	73% of respondents rated District Wednesday Collaboration with a score of 3 or higher on a 5 point scale 59% of respondents rated whole-day Staff	2024 data not yet available	Increase participant responses by 5% each year Increase by 5% percentage of respondents rating District Wednesday

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3 (reported first in 2021-22 and moved from Goal 1)	of 3 or higher on a 5 point scale 65% of respondents rated whole-day Staff Development with a score of 4 or 5 on a 5 point scale; an additional 23% rated with a score of 3 (reported first in 2021-22 and moved from Goal 1)	Development with a score of 4 or 5 on a 5 point scale; an additional 24% rated with a score of 3		Collaboration with a score of 3 or higher Increase by 5% percentage of respondents rating whole-day Staff Development with a score of 3 or higher
Suspension rates	2019 Dashboard: Asian: 2.1%, Filipino 2.5%, Hispanic/Latinx 7%, PacIslander 10.8%, African Am/Black 16%, White 6.2%, MultiRace 5.2%, English Learners 4.8%, Students w/Disabilities 10.3%, Socioeconomically Disadvantaged 7.8%; Homeless 18.4%, Foster Youth 16.7%	2021 suspension rates: Am Indian/Alaskan 0% Asian 0%, Filipino 0%, Hispanic/Latinx 0%, PacIslander 0%, African Am/Black 0%, White 0%, MultiRace 0%, English Learners 0%, Students w/Disabilities 0%, Socioeconomically Disadvantaged 0%; Homeless 0%, Foster Youth 0%	2022 Dashboard suspension rates: Am Indian/Alaskan 0% Asian 0.7%, Filipino 1.2%, Hispanic/Latinx 3.7%, PacIslander 3.6%, African Am/Black 9.2%, White 3.9%, MultiRace 2.2%, English Learners 2.7%, Students w/Disabilities 5.1%, Socioeconomically Disadvantaged 3.8%; Homeless 7.8%, Foster Youth 28.6%	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth 5.9%	For each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless), reduce Suspension rate by at least 2%.
Students with Disabilities Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism, Least Restrictive Environment (LRE) rate	2019 CAASPP met/exceeded standard: 9% ELA / 19% Math; 2020 graduation rate: 65.2% (58) / UC/CSU met: 27.6% (16); 2019 suspension: 10.3%; 2019 chronic absenteeism: 16.5%, 2021 LRE:	2021 CAASPP met/exceeded standard: 13.21% ELA / 8.97% Math, Class of 2021 graduation rate: 72.9% (70), UC/CSU met: 17.1% (12) 2021 suspension rate: 0.00%, 2021 chronic absenteeism rate: 12.6%	2022 CAASPP met/exceeded standard: 14.36% ELA / 11.49% Math Class of 2022 graduation rate: 80.8% (78) / UC/CSU met: 14.1% (11) 2022 suspension rate: 8.0% 2022 chronic absenteeism rate (TK-8 only): 32.2% 2022 LRE:	2023 CAASPP met/exceeded standard: 14.52% ELA / 12.48% Math CAST met/exceeded standard: 6.80% Class of 2023 graduation rate: 81.8% (81) / UC/CSU met: 14.8% (12)	80% or more of Students w/Disabilities meet or exceed standard in CAASPP ELA and Math Graduation rate at 90% or above Reduce suspension rate by 5% each year Chronic Absenteeism rate by 5% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism	2019 CAASPP met/exceeded standard: 21% ELA / 20% Math; 2020 graduation rate: 68% (66) / UC/CSU met: 19.7% (13); 2020 reclassification: 11.2% (216); 2020 ELPAC summative Level 1 15.89%, Level 2 28.97%, Level 3 34.6%, Level 4 29.46%; 2019 suspension: 4.8%; 2019 chronic absenteeism: 11.7%	2021 CAASPP met/exceeded standard: 13.85% ELA / 13.57% Math, Class of 2021 graduation rate: 60.7% (51), UC/CSU met: 15.7% (8), 2021 reclassification: 168 (8.7 %), 2021 ELPAC Summative Level 1: 15.23%, Level 2: 29.20%, Level 3: 37.23%, Level 4: 18.33% 2021 suspension rate 0.00%, 2021 chronic absenteeism rate: 12.5%	2022 CAASPP met/exceeded standard: 29.57% ELA/ 12.55% Math Class of 2022 graduation rate: 75.5% / UC/CSU met: 25.0% (16) 2022 reclassification: 209 (12.2%) 2022 ELPAC Summative Level 1: 17.62% Level 2: 26.57% Level 3: 36.68% Level 4: 19.13% 2022 suspension rate: 2.7% 2022 chronic absenteeism rate (TK-8 only): 30.4%	2023 CAASPP met/exceeded standard: 9.95 % ELA/ 9.69% Math Class of 2023 graduation rate: 66.7% (54) UC/CSU met: 15.7% (8) 2023 ELPAC Summative Level 1: 23.17% Level 2: 26.24% Level 3: 34.52% Level 4: 16.08% 2023 suspension rate: 4.4% 2023 chronic absenteeism rate (TK-8 only): 25.8 %	Increase reclassification rate by 5% Increase students scoring Level 3 or 4 on ELPAC Summative to 75% Increase EL students meeting or exceeding standard on CAASPP ELA and Math to 80% or above Increase graduation rate to 90% or above Reduce suspension rate by 5% each year Chronic Absenteeism rate by 5% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	All teachers will engage with professional development focused on common core, cultural competence, equity work, restorative practices, mindset work, positive behavioral systems, socio - emotional programs, English learner services, and Special Education services. For those teachers that are new to the field of education, the Induction Program will provide the necessary supports to assist our	No	Partially Implemented		A. Induction Coordinator was hired to lead the induction program and provide support for new teachers to meet induction requirements. B. Induction Teacher was hired but on leave in 23 - 24.	\$627,000.00	\$153,988

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	new teachers in earning their clear credential. A. Fund an Induction Coordinator to oversee the District's Induction Program B. Fund an Induction teacher to assist the Induction Coordinator in trainings, facilitating meetings and providing district support to Induction staff to ensure that each certificated member meets all the requirements to earn their preliminary credential C. Induction mentor teachers will attend 6 seminars per year to receive ongoing mentor training and support from the Induction Leadership team D. Hire 6 lead mentors to provide ongoing coaching and support to new certificated teachers E. Coordinate and maintain program requirements to adhere to California Commission on Teaching Credential (CTC) Induction Standards F. Contract with SMCOE Induction Program for new SSFUSD Special Education teachers G. Special Education intern teachers will receive additional structured support from mentor teachers and SPED TOSA H. Provide a series of professional development and training to support best teaching practices to support the districts instructional framework I. Explore contracting with outside agencies/consultants to provide needed training to staff and parents to ensure that students and teachers have access to standards aligned materials to				C. - D. Induction mentors (6) were hired and participated in 3 trainings on how to support new teachers thus far in 23 - 24. D. Special education teachers are provided support via SMCOE and SSFUSD SPED TOSA's		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support those practices and provide emotional supports for students J. Provide funds for AVID teachers to attend AVID professional learning workshops K. Provide training to new certificated teachers for PAX Continue to implement PAX strategies (SEL) to assist elementary students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment L. (NEW 23 - 24) Provide a stipend for Induction teachers to participate in Induction meetings and trainings to assist in clearing their credential M. (NEW 23 - 24) Provide additional mentoring and coaching support for J1 Teachers						
2.2	Provide Professional Learning to build practices of classroom teachers for EL students A. (REVISION - 23- 24) Continue to build understanding of Designated and Integrated ELD Support including the principles of the EL Roadmap for all staff (Development of a robust professional learning series differentiated by school and grade spans. Will require implementing planning sessions with principals using essential practice framework). B. Develop and implement a coaching model for the integration	Yes	Partially Implemented		A series of site planning meetings have been conducted to address Professional Development (PD) needs related to DELD/IELD. Following the completion of NEP coaching for equity training in February, future planning	\$80,000.00	\$139,480

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	of ELD support (designated ELD; integrated (BeGLAD, CRLP). C. (DISCONTINUED 23- 24) Provide a minimum of 2 sessions of the day GLAD Training to both elementary and secondary teachers D. DISCONTINUED 23 - 24) Complete up to 3 sessions of the GLAD 4 day classroom demonstration training for elementary/secondary teachers who have completed the GLAD 2 day training E. Review EL Site Plans using the Essential Practices Framework with each administrator bi - annually based on a review of progress related to integrated and designated support to EL students F. Provide professional learning to elementary teachers on the integration of EL resource from Core and Supplemental curriculum such as Wonders, AVT, Imagine Learning, etc. (as requested) G. Provide professional learning to secondary teachers on the integration of EL resources from the Core and Supplemental curriculum such as StudySync, AVT, Words Their Way, Nat Geo, etc. (as requested). H. Revise and continue to implement the EL master Plan I. (DISCONTINUED 23 - 24) Continue to use Ellevation Data Management System to monitor progress of EL's and provide training to site leaders, ELD TOSA's and staff as needed J. (DISCONTINUED 23 -24) Implement TELLs Assessment				sessions are anticipated. Both elementary and secondary curriculum training sessions have been provided upon request and are ongoing. Despite the availability of stipends and funds for teachers to participate in coaching cycles, not all teachers have utilized release time for coaching. Following the completion of NEP coaching for equity training in February, future coaching cycles are anticipated. Noteworthy achievements include the completion of two GLAD cohorts, each consisting of around 40		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ands provide training to site leaders, ELD TOSA's and staff K. Provide an allocation for ELD TOSAs for summer planning/ PD and curriculum development for 23-24 L. Provide release time for teachers to participate in EL coaching cycles with TOSAs. M. Provide stipend to teachers participating in EL coaching cycles with TOSAs N. Teachers complete GLAD 6 day training online (10 hours). EL TOSAs follow up with 10 hours of collaboration/planning and support. Teachers to receive stipend for 10 hours of asynchronous work.				teachers, in both elementary and secondary levels. The focus remains on addressing PD needs, enhancing curriculum training, and encouraging teacher participation in coaching cycles to further enhance the overall educational experience. However, the Essential Practices framework launch is currently on pause due to capacity constraints among site leaders and ongoing strategic planning efforts.		
2.3	Provide professional learning on EL Monitoring systems & ELPAC assessments A. Provide required professional development related to Initial and Summative ELPAC administration, includes Alternate assessments.	Yes	Fully Implemented		All actions are ongoing and part of program and systems maintenance.	\$74,000.00	\$22,786

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	B. Provide training as needed for site leaders and teachers on the EL Data Management system (Ellevation) to support EL and RFEP (yr 1-4). C. Provide training as needed for site leaders and teachers on the four criteria for reclassification and the teacher input form needed as part of the reclassification process available on the Ellevation platform. D. Provide initial training for site leaders and teachers on the EL formative language acquisition monitoring form available on the ELlevation platform E. Provide an allocation for training, sub coverage, and administration of ELPAC assessment (initial and summative) F. COMPLETED - 22 -23; integrated into Core) Provide an allocation for training, sub coverage, and administration of the ELPAC assessment (initial and summative)						
2.4	Provide MTSS Professional Learning for Reading Specialists (DIBELS & literacy block) A. (REVISED - 23 - 24) Reading Specialists will provide 2 one hour professional development sessions during the 2022 fall semester on the administration, instructional planning, data analysis of the DIBELS Universal screener (The Literacy Coordinator and Reading Specialists will provide initial and	Yes	Fully Implemented		The district has made significant progress in literacy initiatives, particularly in the area of DIBELS mCLASS training for K-5 teachers. All K-5 teachers have	\$102,500.00	\$29,144

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ongoing training for teachers on assessment administration and data analysis for DIBELS mCLASS). B. (REVISED 23 - 24) Continue to build professional knowledge of all RS on the key elements of an Elementary literacy block and the best practices for delivering small group reading and writing instruction through attendance t a recognized institute such as the California Reading and Literature Project (CRLP) (Continue to provide professional learning opportunities about best literacy practices to the Reading Specialists through continued support from California Reading and Literature Project (CRLP) as well as Orton Gillingham). C. (REVISED 23 - 24) Literacy Block Committee to provide 2 one hour professional development sessions Fall 2022on the essential components of structured literacy blocks (The Literacy Coordinator and Reading Specialists will provide ongoing professional development about best literacy practices and Structured Literacy Blocks during weekly PLC's, at staff meetings, and during the district's Staff Development Days). D. Provide an allocation for Literacy Block Leadership team and RS teachers to create SLB implementation plans (includes summer planning). E. (COMPLETED 23 - 24) Provide an allocation for K - 5 teachers (10 per site: 2 per grade level) in the Science of Reading (CRLP)				received initial training on DIBELS mCLASS, with the District Literacy Coordinator and Reading Specialists providing support for assessment administration and data analysis at all sites. The commitment to professional development is evident in the participation of the District Literacy Coordinator and all 15 Reading Specialists in the 30-hour Orton Gillingham Classroom Educator Course in November 2023. Additionally, a group attended the California Reading Association's Annual Conference in		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	F. (COMPLETED 23 - 24) Provide an allocation for K - 5 teachers and to Reading Specialists to participate and create the development of the literacy block templates (summer planning) G. (NEW 23 - 24) Provide an allocation for Literacy Block leadership team and Reading Specialists to create SLB implementation plans (includes summer planning) H. (NEW 23-24) Reading Specialists - establish clear guidelines/criteria for students that need literacy intervention - schools may need to conduct an assessment inventory to determine which programs they should use to address literacy components - Oral fluency, comprehension, phonemic awareness, phonics. I. Reading Specialists participate in full day retreat(s) and year long PLC.				October 2023, and three specialists attended the CRLP Foundational Skills Institute in the summer and fall of 2023. Ongoing efforts include professional development on the district's Staff Development Day, regular coaching, and professional learning at the site level. Reading Specialists collaborate with teachers during PLCs and Legarza release time. The focus on Structured Literacy Block (SLB) implementation is supported by provided models and resources, with ongoing planning during Reading Specialist PLCs.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					While SLB implementation time has been built into monthly PLCs, some planned activities, such as entry guidelines for reading intervention, are scheduled to be finalized in Spring 2024. The Reading Specialists' dedication is evident through a full-day retreat in August 2023, monthly PLCs, and regular check-ins with the District Literacy Coordinator.		
2.5	Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program A. Counselor training on district data systems (IC, ELlevation, Illuminate, CCGI) to support data-driven counseling practices B. Professional learning to support development of comprehensive counseling program	No	Partially Implemented		A. Training on data tools and systems incorporated into monthly District Counseling meetings B. ECHS and SSFHS counseling teams participating in County ASCA National Model cohort Year 1	\$6,000.00	\$442.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	Build capacity of staff for data analysis and reporting A. Administrator training on district data systems (IC, ELLevation, Illuminate) to support data-driven decision making, instructional program analysis, and presentation of data B. TOSA and instructional coaches/specialists training on district data systems (IC, ELLevation, Illuminate) to support data-driven decision making, instructional program analysis, and instructional practice C. Teacher/Counselor training on district data systems (IC, ELLevation, Illuminate, CCGI) to support data-driven decision making and instructional practices D. (NEW 23 - 24) Develop EL assessment plan for formative and summative assessments: Consider adding programs that yield useable data: Imagine Learning, IXL, Reading Inventory, Lectura*, DIBELS; *Create spreadsheet on what programs are intended for.	No	Partially Implemented		A - C. YES subscription for Infinite Campus training courses and support including master schedule tools, early warning system and student monitoring, gradebook set up practices D. Is currently underway, plan to complete in the Spring.	\$6,000.00	\$5,211
2.7	Continue to build systems for data governance amongst site staff responsible for data processing A. Regularly held meetings with site data processing staff to communicate district policies, align practices, and conduct training	No	Fully Implemented		Regular data governance meetings with site data processing staff	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	Develop systems and processes for consistent data policies and practices to ensure data integrity across the district A. Develop staff onboarding process to ensure access to programs and training B. Hold regular meetings with site staff responsible for student data to facilitate consistent data practices and governance across school sites	No	Partially Implemented		A. Staff onboarding process a work in progress - HR, IT, EdTech collaboration B. Regular data governance meetings with site data processing staff	\$0.00	\$0
2.9	Providing professional learning opportunities for staff on the following topics: Scope and Sequence (ELA & math) coaching principles, Collaborative cycle of inquiry, Gradual release of responsibility and how to give actionable feedback A. Educational Services will need to research and select the appropriate organization for training in the following topics: Scope and Sequence (ELA & math) coaching principles, Collaborative cycle of inquiry, Gradual release of responsibility and how to give actionable feedback B. EDS will need to create an implementation plan on the selected professional learning topic	No	Partially Implemented		In an effort to foster collaborative inquiry and professional development, EDS Leadership has created an in-house Professional Development (PD) program designed to support Site-Led Collaborative Inquiry Cycles (CICs). The strategic deployment of EDS TOSAs (Teacher on	\$35,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Special Assignment) as thought partners to site leaders serves as a key lever in this initiative. While the degree of implementation varies across sites, the majority are anticipated to complete their collaborative inquiry cycles by the end of January 2024. EDS Leadership has facilitated the process by providing CIC planning guides, sharing relevant resources, and establishing drives to collect evidence from site CICs. This approach demonstrates a commitment to enhancing professional growth through collaborative learning and inquiry. The support system, including the		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					involvement of EDS TOSAs, suggests a comprehensive effort to empower site leaders and educators in advancing their professional practices. The ongoing collection of evidence underscores a commitment to accountability and continuous improvement		
2.10	Implement the Danielson Instructional Framework A. Create an implementation plan for the Danielson Instructional Framework in conjunction with the instructional coaching program B. Provide training in year 1 for all site and district leaders on the Danielson Instructional Framework C. Work in conjunction with CTA (California Teachers Association) to bargain on the new evaluation system D. Introduce staff to the framework for teaching	No	Not Implementing		A. - D. The Danielson Instructional Framework has been postponed as we have focused on the development of the SSFUSD Strategic Plan.	\$47,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.11	Implement a Coaching program and provide professional learning to all TOSA's, Reading Specialists and administrators (site and district) A. (REVISION 23- 24) Review instructional coaching programs and select an organization to conduct trainings for designated staff. (Continue to develop a coaching model with Reading Specialists, EL TOSAs, and content TOSAs to provide instructional coaching to teachers on tiered classroom supports). B. Create a implementation plan for the district instructional coaching program	No	Planned		A - B. SSFUSD plans to start researching and creating the coaching program in February 2024.	\$25,000.00	
2.12	Provide professional learning opportunities to create a safe and positive school climate (Equity, restorative justice practices, implicit bias, inclusion and mental health) A. Educational Services will need to research and select the appropriate organization/consultant to provide professional learning opportunities on restorative justice practices, implicit bias, inclusion and mental health	No	Partially Implemented		Partnered with National Equity Project to provide training to all staff 2x/year during Staff Development Days and to all EDS and DO leadership for 4 additional days with focus on coaching	\$75,000.00	\$32,368
2.13	Provide an allocation for TK teachers to participate in	No			B. Allocation 5,000 per TK	\$450,500.00	\$89,317

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	professional learning opportunities to assist in the preparation to have younger students in their classes A. Provide an allocation for TK teachers to participate in professional learning opportunities to assist in the preparation to have younger students in their classes B. Provide an allocation of up to 5,000 per TK classroom to purchase classroom materials and supplies. C. Provide an allocation for additional collaboration/professional learning time outside of contractual hours. D. Provide an allocation for TK curriculum E. Provide a stipend for TK teachers (1,500) and TK paraprofessionals (1,000) to assist in recruiting and retaining staff. F. Reimburse staff that need take ECE units in order to teach Transitional Kindergarten. G. Provide an additional paraprofessional for each TK classroom.				teacher - summer 2023 (30,000) Stipends will be given at the May 2024 paycheck for TK teachers and paraprofessionals. G. 2 additional paras were allocated for 2 TK classrooms		
2.14	Provide an allocation for classified staff to participate in professional learning in order to support students academic and socio - emotional well - being A. SSFUSD will offer professional learning opportunities for classified staff in order to familiarize classified staff with strategies and or	No	Planned		CSEA Paraeducator conference - March 2024 - in progress	\$40,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	programs to support our students academically and their socio - emotional well - being.						

Goal 3

Goal Description

LCAP Goal - Student, Parent & Community Engagement

Improve stakeholder engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets and creation of a student advisory council.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Participation at parent group meetings including PTSA, DELAC, SePAC, and AAPAC meetings	5 parent/guardian or community members at each parent group meeting (Parent Teacher Student Association-PTSA, District English Learner Advisory Council-DELAC, Special Education Parent Advisory Council-SePAC, African American Parent Advisory Council-AAPAC) In 2021-22, new group was formed: Diversity Equity and Inclusion Council-DEI	Throughout the 2021-22 school year, these district groups had the following number of parent/guardian/community member attendees: PTSA: 16 PTSA site reps per meeting DELAC: 8-10 parents per meeting SePAC: over 10 parents per meeting DEI: 22 members AAPAC did not meet in 2021-2022	Throughout the 2022-23 school year, these district groups had the following number of parent/guardian/community member attendees: PTSA: 16 PTSA site reps per meeting DELAC: 8-10 parents per meeting SePAC: 5-7 parents per meeting DEI: 15 members AAPAC did not meet in 2022-23	2024 data not yet available	Maintain participation rates at all district meetings to ensure representation (PTSA, DELAC, SePAC, DEI)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Stakeholder participation in bi-annual school climate survey	2021 California Healthy Kids Survey participation: Students: 1565 respondents Parents: 662 respondents Staff: 358 respondents	SSFUSD administers the California Healthy Kids Survey every other year; it was administered in Spring 2021	2023 California Healthy Kids Survey participation: Students: 1135 respondents Parents: 248 respondents Staff: 262 respondents	SSFUSD administers the California Healthy Kids Survey every other year; it was administered in Spring 2023	Increase participation in surveys by 3% annually
Parent portal usage: Students with active parent/guardian portal accounts in Remind and Infinite Campus Parent Portal (New metric added for 2022-23)	Spring 2022 Students with active parent/guardian accounts in Infinite Campus Parent portal: Elementary: 72% Middle: 76% High School: 94% Remind will be implemented for the first time in 2022-23.	Spring 2022 Students with active parent/guardian accounts in Infinite Campus Parent portal: Elementary: 72% Middle: 76% High School: 94% Remind will be implemented for the first time in 2022-23.	Spring 2023 Number of Total logins to Infinite Campus Parent Portal: Elementary: 3,703 Middle: 1,728 High School: 2,554 Spring 2023 Students with active parent/guardian accounts in Remind: Elementary: 100% Middle: 100% High School: 100% Spring 2023 Parents Engagement in Remind: Elementary: 98% Middle: 95% High School: 98%	2024 data not yet available	100% of students will have at least 1 parent/guardian with an active account in Remind and Infinite Campus Parent portal (Elementary, Middle, High School)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture A. Provide co - curricular opportunities for our students at all grade levels - services include athletics, coaching stipends,	No	Fully Implemented		A. SSFUSD continues to provide extra curricular opportunities such as clubs and sports and provides opportunities for	\$636,000.00	\$403,127

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	elementary music, art and PE enrichment activities B. Provide experiential learning opportunities (Outdoor Education) for students in our elementary schools				classes in music, art and PE for all students. B. SSFUSD continues to provide monetary support so 5th grade students can participate in the Outdoor Education program annually.		
3.2	Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets A. Continue to have 5 - 6 District English Learner Committee (DELAC) in order to provide pertinent information on district's English learners programs and LCAP B. Continue to have 5 - 6 district Special Education Parent Advisory Committee (SEPAC) in order to provide pertinent information on district special education programs C. Maintain 4 Community liaisons positions to assist in parental outreach and to increase parent participation at site and district meetings D. Provide 1 family talk workshop to parents/guardians and community members for our middle	Yes	Partially Implemented		A. Held two DELACs in Fall 23; Three DELACs are scheduled for Spring 24. B. C.&I. Six of seven site based school community liaisons are filled. We hope to fill the 7th position by the end of February 2024. J. Liaison PLC meets monthly and is led by Director of EL Programs and is focused on family and community initiatives and priorities.	\$553,000.00	\$217,954

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school families and provide Teen Talk curriculum to our 8th grade students.(Health Connected) E. Continue to offer digital safety and technology support webinars to families on digital curriculum. Continue partnership with Common Sense Media to provide webinars to parents/guardian F. Develop virtual and in person presentations to share with newly arrived families on the school system and key highlight of how to adapt to U.S. schools/SSFUSD G. (DISCONTINUED in 23 - 24) SSFUSD will partner with Remind H. (COMPLETED in 23 -24) SSFUSD will redesign the district and site websites in order to increase access to district and student information I. NEW in 23 -24) Increase community liaison allocation by 3 FTE (2 for elementary, 1 for high school). Additional staffing to support newcomer intake interviews and case management. J. (NEW in 23 - 24) Develop PLC for community liaisons so they can implement a centralized vision of community liaison support for newcomer and migrant families. Includes summer PLC planning. K. (NEW in 23 - 24) Parent Cafe training for community liaison (P-12) L. (NEW in 23 - 24) Expand Biliteracy Recognition to K-12 for IFEP and RFEP eligible students. Increase number of students receiving Seal of Biliteracy upon graduation.				K. Parent Cafe training was completed in October 2023. Since then one parent cafe was held for Children's Center. A Parent Cafe is scheduled in February for Martin and another in March for Spruce. L. In progress/ planning underway in February.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	Continue outreach to families to support a strong first five to kindergarten transition A. Improve Communication and Collaboration between preschools and SSFUSD Elementary schools B. Provide support to families by Connecting to SSF Community Resources C. (REVISION - 23- 24) Send Brigrance Parent Surveys to all families in Kindergarten (Big Lift req); staff will conduct outreach in order to meet the target set forth by Big Lift (80% response rate) D. Work in conjunction with Big Lift representatives to identify Students for Big Lift Summer School Program in 2023 E. Big Lift Coordinator will plan and lead P - 3 continuum work, assist in the selection of appropriate professional learning for P - 3 staff	Yes	Partially Implemented		A-B&E. The Big Lift Supervisor along with the District Literacy Coordinator are working in collaboration with partner agencies (Fluent Seeds/Collaborative Classrooms) to define P-3 alignment. Additionally, our Big Lift Supervisor in partnership with the South San Francisco Big Lift Collaborative organized a TK/K readiness fair which was well attended (200 families) in January 2024. C. This year we shifted to an online survey, which resulted in several challenges. In response we also sent out	\$40,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					paper copies of the survey. D. Our BLIS coordinator meets regularly with Big Lift leadership at the county to ensure accurate program and selection processes.		
3.4	Increase opportunities for stakeholder engagement and feedback A. Create School climate and community engagement surveys for students, parents, and staff minimum every other year; Provide LCAP community engagement sessions in order to obtain input and feedback from all stakeholders on district plans B. Continue to have a Student Advisory Committee that will meet 4-5 times per school year to provide opportunities for student voice on district programs and other topics of interest C. Continue to have an Equity, Diversity and Inclusion committee that will consist of parents, students and staff. The purpose of this committee is to develop and promote strategies, best practices within the realms of racial, social, sexual, and gender diversity to provide suggestions on district's policies and procedures D. (NEW 23 - 24) Provide leadership professional learning	Yes	Partially Implemented		A. School climate & community engagement surveys (LCAP) are planned to be shared with all educational partners in March 2024. B. Student Advisory Committee has met in November and January. Focus has been on gaining input from students on the strategic plan	\$26,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities for members of the Student Advisory Committee						

Goal 4

Goal Description

SSFUSD will provide a high-quality curricular programs for students with disabilities that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic Achievement - Students w/Disabilities meeting or exceeding CAASPP and CAA ELA and Math (revised metric to include CAA beginning in 2022)	2019 CAASPP met/exceeded standard: Students w/Disabilities 19% ELA / 19% Math 2019 CAA met standard: 18.92% ELA / 15.79% Math (revised metric to include CAA beginning in 2022)	2021 CAASPP met/exceeded standard: 13.21% ELA / 8.97% Math 2021 CAA met standard: N/A Note: Spring 2021 CAASPP testing was administered remotely due to distance learning; resulting in lower participation rates than normal. CAA was administered only in-person so few students tested, therefore data is not displayed. (revised metric to include CAA beginning in 2022)	2022 CAASPP met/exceeded standard: Students w/Disabilities 14.36% ELA / 11.49% Math 2022 CAA met standard: 14.13% ELA / 8.28% Math / 26.09% Science 8.36%	2023 CAASPP met/exceeded standard: 14.52% ELA / 12.48% Math / 6.80% Science 2023 CAA met standard: 14.89% ELA / 6.38% Math / 25.00% Science	Increase by 3% each year toward District goal of all student groups 80% meeting/exceeding standard on CAASPP ELA and Math Increase by 3% each year toward District goal of all student groups 80% meeting/exceeding standard on CAA ELA and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate: Students meeting HS diploma requirements and (New metric for Goal 4 beginning in 2022): Students earning Certificate of Completion	Class of 2019 graduation rate - Students w/Disabilities earning a high school diploma: 65.2% (58) (New metric for Goal 4 beginning in 2022): Students earning Certificate of Completion: 4	Class of 2021 graduation rate - Students w/Disabilities earning a high school diploma: 72.9% (70) (New metric for Goal 4 beginning in 2022): Class of 2021 students earning Certificate of Completion: 4	Class of 2022 graduation rate: 80.4% (78), Students earning Certificate of Completion: 6	Class of 2023 graduation rate: 77.6% graduated (572) Students earning Certificate of Completion: 5	Increase by 3% each year toward state target 90% graduation rate
College and Career Readiness - Students w/Disabilities meeting "Prepared" level on CA School Dashboard College Career Indicator; meeting UC/CSU requirements; completing CTE pathway	2019 College/Career Indicator Students w/Disabilities meeting "Prepared" status: 1.6% Class of 2020 Students w/Disabilities meeting UC/CSU requirements: 27.6% (16) (New metric for Goal 4 beginning in 2022): 2020-2021 Students w/Disabilities completing CTE pathway: 22	College/Career Indicator "Prepared" status last reported in 2019: 1.6% Class of 2021 Students w/Disabilities meeting UC/CSU requirements: 17.1% (12) (New metric for Goal 4 beginning in 2022): 2020-2021 Students w/Disabilities completing CTE pathway: 22	College/Career Indicator was not reported for 2022 Dashboard. Class of 2022 Students w/Disabilities meeting UC/CSU requirements: 14.1% (11) 2022 Students w/Disabilities completing CTE pathway: 23	College/Career Indicator: 18.2% met "Prepared" status Class of 2023 Students w/Disabilities meeting UC/CSU requirements: 14.8% (12) 2023 Students w/Disabilities completing CTE pathway: 23	Increase by 3% each year toward District goal of all student groups 60% meeting "Prepared" in CCI Increase by 3% each year toward District goal of all student groups 60% meeting UC/CSU requirements Increase by 3% each year students completing CTE pathway
Least Restrictive Environment (LRE): Students w/Disabilities in General Education courses for 80% or more of instructional day (new metric for Goal 4 beginning in 2022)	Students with IEPs in general education classes 80% or more - Baseline from 2018-2019: 46.64% Students with IEPs in general education classes 40% or less - Baseline from 2018-2019: 25.41% (new metric for Goal 4 beginning in 2022)	2021-2022 Students with IEPs in general education classes 80% or more: 41.57% 2021-2022 Students with IEPs in general education classes 40% or less: 23.06% (new metric for Goal 4 beginning in 2022)	2022-2023 Students with IEPs in general education classes 80% or more: 52.23% 2022-2023 Students with IEPs in general education classes 40% or less: 24.65%	2023-2024 Students with IEPs in general education classes 80% or more: 47.66% 2023-2024 Students with IEPs in general education classes 40% or less: 20.70%	Increase by 2% students in general education courses for 80% or more of instructional day toward district target of 55% Decrease by 2% students in general education courses for less than 40% of instructional day toward district target of 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Engagement Rates (Suspension & Absenteeism)	2019 Dashboard Students w/Disabilities Suspension Rate: 10.3%	2021 suspension rate: 0.00%	2022 suspension rate: 8.0%	2023 suspension rate: 6.8%	Reduce suspension rate by 2% each year
	2019 Dashboard Students w/Disabilities Chronic Absenteeism Rate: 16.5%	2021 chronic absenteeism rate: 12.6%	2022 chronic absenteeism rate (TK-8 only): 32.2%	2023 chronic absenteeism rate (TK-8 only): 28.3%	Reduce chronic absenteeism rate by 2% each year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	(REVISION 23 -24) Improve achievement rates of students with IEPs Increase academic achievement (ELA & math) of students with disabilities A. Implement curriculum for reading, writing, math, social/emotional/behavioral and communication for students with disabilities B. Continue to implement reading intervention (Spire) curriculum and training C. Continue to implement and train staff on using the the Unique curriculum D. (COMPLETED 23 - 24; See 4.1 E - F) Create a plan to implement mathematics curriculum, electives and Social Emotional Learning E. (NEW for 23-24) Implement mathematics curriculum (Touch math) F. (NEW for 23-24) Continue to implement curriculum for electives and Social emotional learning	No	Partially Implemented	A. (COMPLETED: reading, math, sel/comm implemented. INCOMPLETE: Writing) Implement curriculum for reading, writing, math, social/emotional/behavioral and communication for students with disabilities B. (COMPLETED: continuing) Continue to implement reading intervention (Spire) curriculum and training C. (COMPLETED: continuing) Continue to implement and train staff on using the the Unique curriculum D. (COMPLETED 23 - 24; See 4.1 E - F) (COMPLETED: Math & SEL. INCOMPLETE: Electives)	A. Reading=Spire, Math=TouchMath, SEL=Newsela B, C. Training schedule published for district D. Math=Touchmath in place SEL=Newsela in place E. Touch math in place F. Newsela in place G. Slide deck and training schedule H. District S&Sequence training schedule for GE teachers I. Published alignment document for	\$449,000.00	\$82,103

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	G. Training teachers on administration of statewide assessment and use of interim and practice test H. Have Special Education staff attend Scope & Sequence trainings & learn about the priority standards in ELA and math (Special Education staff can then be better versed in how their students can be supported in the general education curriculum with appropriate use of accommodations/modifications so students with disabilities can access the content I. Alignment of Evidenced Based Practices across special education programs J. (REVISED for 23-24) Find ways to support SWDs with after school tutoring: Find online tutoring to support those who can not access on demand tutoring and require individualized supports and access (students with M/M disabilities); Find in person supports for students who require adapted supports (M/S)			Create a plan to implement mathematics curriculum, electives and Social Emotional Learning E. (COMPLETED) (NEW for 23-24) Implement mathematics curriculum (Touch math) F. (COMPLETED: SEL. INCOMPLETE: Electives) (NEW for 23-24) Continue to implement curriculum for electives and Social emotional learning G. (INCOMPLETE: Takes place annually at end of Jan/Beg of Feb.) Training teachers on administration of statewide assessment and use of interim and practice test H. (COMPLETED: Special Education trainings do not overlap with S&S to allow for attendance) Have Special Education staff attend Scope & Sequence trainings & learn about the priority standards in ELA and math (Special Education staff can then be better versed in how their	teacher/admin reference J. Log of students enrolled		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				students can be supported in the general education curriculum with appropriate use of accommodations/modifications so students with disabilities can access the content I. (COMPLETED: Math, Reading, SEL. INCOMPLETE: Writing, Electives) Alignment of Evidenced Based Practices across special education programs J. (COMPLETED: Tutoring in place for students with MM disabilities. INCOMPLETE & MODIFIED: No tutoring program in place for students with MS disabilities. Lack of interest. Focus on MM students for current.) (REVISED for 23-24) Find ways to support SWDs with after school tutoring: Find online tutoring to support those who can not access on demand tutoring and require individualized supports and access (students with M/M disabilities); Find in person supports for			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				students who require adapted supports (M/S)			
4.2	Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities A. (COMPLETED 22 - 23) Create a moderate/severe program at Los Cerritos for the 22 - 23 school year B. (COMPLETED 22 - 23) Create a Behavioral program at ALMS for the 22 - 23 school year C. (COMPLETED 22 - 23) Create a moderate/severe Autism program at Parkway Heights for the 22 -23 school year D. (COMPLETED 22 - 23) Create a moderate/severe - medically fragile program at Westborough for the 22 - 23 school year E. Maintain an allocation to hire Educationally - Related Mental Health Service therapists (2) to provide mental health support for students with disabilities F. (COMPLETED 22 - 23) Increase School Psychologist, Board Certified Behavior Analyst, and Speech and Language Pathologist FTEs by 1 each for 22 - 23 school year to support related services needed for new programs	No	Fully Implemented		A. - D & F - All programs were started in 22 - 23 and all staff has been hired as listed in sub actions E) HR records indicate we ave two therapists on staff for the special education department.	\$3,000.00	\$120,062

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	Continue to provide access and opportunities for students with disabilities to take a rigorous coursework in SSFUSD A. Increase the number of students with disabilities completing a CTE course B. Provide additional supports (tutoring) for students with disabilities while enrolled in general education classes (Paper tutoring; homework centers; individualized or small group instruction/tutoring) C. (NEW 23 - 24) For 23 - 24 partnered with Air Tutors to provide individualized or small group instruction/support for students with disabilities	No	Partially Implemented	A. (INCOMPLETED - team working towards this goal and focus for next cycle) Increase the number of students with disabilities completing a CTE course B. (COMPLETED) Provide additional supports (tutoring) for students with disabilities while enrolled in general education classes (Paper tutoring; homework centers; individualized or small group instruction/tutoring) C. (COMPLETED) (NEW 23 - 24) For 23 - 24 partnered with Air Tutors to provide individualized or small group instruction/support for students with disabilities	B, C) Log of students enrolled	\$350,000.00	\$82,275
4.4	Increase IEP team capacity and effectiveness in transitioning students between grade spans A. Increase IEP team capacity and effectiveness in transitioning students to between grade spans by providing training on conducting effective transition IEP meetings between grade levels (Prek to K, 5th to 6th, 8th to 9th, 12th to Adult Transition Program) B. Revise policies and procedures and develop a communication process for transition IEP meetings	No	Partially Implemented	A. (INCOMPLETE - in process, takes place between Dec 2023 through February 2024) Increase IEP team capacity and effectiveness in transitioning students to between grade spans by providing training on conducting effective transition IEP meetings between grade levels (Prek to K, 5th to 6th, 8th	B) published policies shared with department in December 2023	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	between grade spans (Elementary to middle and middle to high)			to 9th, 12th to Adult Transition Program) B. (COMPLETED) Revise policies and procedures and develop a communication process for transition IEP meetings between grade spans (Elementary to middle and middle to high)			
4.5	Decrease Suspension and absenteeism rates of students with disabilities A. Provide training in culturally responsive practices / how to build effective school climate B. Provide training in the Alternative to Suspension (ATS) & Alternative to Expulsion Program (ATE) programs C. Train BCBA team on crisis prevention/create Emergency Response Teams at all school sites D. (NEW 23 - 24) Provide training on Infinite Campus to assist in gathering data on our tiered levels of support E. (NEW 23 - 24) Review policies, procedures, and resources, as well as efficacy to develop a theory of action and a plan for improvement E1. Create a set of resource procedures. What to do first, second, etc. Review IEP every x number of weeks. E2. Identify team members who would monitor these students per school site. E3. Pre and post data collection. E4. Academic plans.	No	Partially Implemented	A. (IN PROCESS) Provide training in culturally responsive practices / how to build effective school climate B. (COMPLETE) Provide training in the Alternative to Suspension (ATS) & Alternative to Expulsion Program (ATE) programs C. (COMPLETE) Train BCBA team on crisis prevention/create Emergency Response Teams at all school sites D. (IN PROCESS) (NEW 23 - 24) Provide training on Infinite Campus to assist in gathering data on our tiered levels of support E. (IN PROCESS) (NEW 23 - 24) Review policies, procedures, and resources, as well as efficacy to develop a theory of action and a plan for improvement E1. Create a set of resource procedures. What to do first, second,	a-b) Prior to the Coordinator of Restorative Processes and Alternative Interventions being assigned dual roles for the first part of the school year, ongoing training and collaborative work with Secondary assistant principals was in place to embed Restorative Process within our daily process (e.g. reflections, interventions, restorative chats, behavior matrix, re entry, ATS programing). School	\$44,500.00	\$9,984

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	E5. Reduced time in Saturday school. Tutoring based program. E6. Consistent communication. E7. Identify programs for re-engagement for students. Community circles. E8. Project-based learning. E9. Look at other interests that we could connect students to (i.e. sports). E10. Reinforcement surveys. E11. Review current services and look into additional supports. F. (NEW 23 - 24) Conduct Parent night on strategies for re-engagement. How to motivate their student G. (NEW 23 - 24) Contracting with outside agencies for programs that can be incentives for students to re-engage. I.E. sports clinics or graffiti art workshops H. (NEW 23 - 24) Teacher PD on mental health and re-engagement and intersectionality I. (NEW 23 - 24) Training of all administrative, counselors and school psychologists in manifestation determination guidelines/protocol and discipline responses; appropriate steps/timing especially around students with differing skills J. (NEW 23 - 24) Provide a list of community resources for that support students with disabilities to parents, staff and students.			etc. Review IEP every x number of weeks. E2. Identify team members who would monitor these students per school site. E3. Pre and post data collection. E4. Academic plans. E5. Reduced time in Saturday school. Tutoring based program. E6. Consistent communication. E7. Identify programs for re-engagement for students. Community circles. E8. Project-based learning. E9. Look at other interests that we could connect students to (i.e. sports). E10. Reinforcement surveys. E11. Review current services and look into additional supports. F. (IN PROCESS) (NEW 23 - 24) Conduct Parent night on strategies for re-engagement. How to motivate their student G. (IN PROCESS) (NEW 23 - 24) Contracting with outside agencies for programs that can be incentives for students to re-engage. I.E. sports clinics or graffiti art workshops	psychologists and BCBA's were also trained, as well as ongoing targeted work at PHMS. Training was in an overview of restorative processes and how to implement at school sites, community building circles, affective language, and restorative chats and circles. Additionally ATS expanded to also provide both alternative to suspension as well as intervention sessions that are not yet at the level of suspension but require support. Permission slips and rosters have been created. Other Restorative Processes such as chats and circles are also supported and		

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				H.(IN PROCESS) (NEW 23 - 24) Teacher PD on mental health and re-engagement and intersectionality I. (IN PROCESS) (NEW 23 - 24) Training of all administrative, counselors and school psychologists in manifestation determination guidelines/protocol and discipline responses; appropriate steps/timing especially around students with differing skills J. (IN PROCESS) (NEW 23 - 24) Provide a list of community resources for that support students with disabilities to parents, staff and students.	offered by ATS staff. Each secondary site was provided both a hard copy as well as, links to the shared drive and informal in-person introduction to programming before the school year. Ongoing monthly collaborative meetings with secondary assistant principals are in place to continuously embed these practices and impact school climate. In August, professional development with school psychologists and BCBA's on restorative processes and how to implement was conducted in August.		

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					Additionally, we've provided a professional development overview of Restorative Process for assistant principals, including an overview of our ATS programs in our collaborative meeting series. Assistant principals from ECHS, SSFHS, Baden and PHMS interim AP attended an outside training in Restorative Process. The assistant principal at ALMS also enrolled in a restorative justice Masters program which connects to this training. We have also conducted professional development in Community Building Circles and Restorative Chats at PHMS-		

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					more than half of staff are now holding circles weekly. Asynchronous professional development has also been made available to secondary school site staff. Our assistant principals collaborative meeting process have been adjusted to include Restorative Processes, a Restorative-based Behavior Matrix (at ECHS, PHMS, ALMS), Restorative re-entry process (at PHMS, ECHS, SSFHS, and Baden), and Reflection sheet process (at WBMS, ECHS, ALMS, Baden, and SSFHS). We are working on a Repair Plan that will be across secondary		

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					school sites and ATS programming. Planned for Spring term: AP collaborative group (from ECHS, SSFHS, ALMS, Baden, with our Coordinator) will be attending a 2-day professional development together in March 2024. We will also conduct a review of our ATS programs for School Psychologists. c) BCBA'S host training each fall before school starts and schedules based on site based needs.		
4.6	Improve outcomes of students with disabilities on the following indicators (student achievement - ELA & math, Graduation rate, CCI, Attendance & Suspension rates) A. Training teachers on administration of statewide assessment and use of interim and practice test to train students on	No	Partially Implemented	A. (INCOMPLETE: Takes place annually at end of Jan/Beg of Feb.) Training teachers on administration of statewide assessment and use of interim and practice test to train students on taking the statewide assessment so	B) District S&Sequence training schedule for GE teachers C) Training took place on September 25, 2023	\$20,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	taking the statewide assessment so that access doesn't become an issue B. Special Education staff attend Scope and Sequence trainings and learn about the priority standards in ELA and math C. Special Education staff will then use accommodations/modifications so that students with disabilities can access the content			that access doesn't become an issue B. (COMPLETED: Special Education trainings do not overlap with S&S to allow for attendance) Special Education staff attend Scope and Sequence trainings and learn about the priority standards in ELA and math C. Special Education staff will then use accommodations/modifications so that students with disabilities can access the content			
4.7	Increase least restrictive environment (LRE) rates by 3% for students with IEPs A. Review data for accuracy B. Train staff on how to accurately capture LRE % on Ed Setting page of the IEP C. Review minutes model with special education staff to ensure accuracy D. Provide professional learning for staff on all models of push in support such as Co-Teaching and Universal Design for Learning model (ongoing) & Identify all mainstream opportunities in evidenced based practices	No	Partially Implemented	A. (IN PROCESS) Review data for accuracy B. Train staff on how to accurately capture LRE % on Ed Setting page of the IEP C. (IN PROCESS) Review minutes model with special education staff to ensure accuracy D. (IN PROCESS) Provide professional learning for staff on all models of push in support such as Co-Teaching and Universal Design for Learning model (ongoing) & Identify all mainstream opportunities in	B) Training on November 29, 2023 D) SSFHS participated in Co-Teaching collaborative facilitated by SELPA.	\$13,000.00	\$1,434

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				evidenced based practices			

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures