



2025-26 Local Control and Accountability Plan (LCAP) Overview

San Leandro Unified School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
African American	11.4%
American Indian	0.5%
Asian	17.9%
Filipino	5.6%
Hispanic/Latino	49.2%
Pacific Islander	0.9%
White	7.4%
Two or More Races	4.8%
Student Group	Percent of Enrollment
English Learners	24.4%
Low Income	73.2%
Foster Youth	0.3%

Our Community



San Leandro, CA
Communities Served



8,741

Students



13

Schools



870

Staff

2025-26 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$30,596,740.00
Other State Funds	\$393,799.00
Local Funds	\$0.00
Federal Funds	\$0.00
Total Funds	\$30,990,539.00
Type	Totals
Personnel	\$5,691,799.00
Non-Personnel	\$25,298,740.00



2025-26 LCAP Goals and Services

GOAL

Universally Designed Teaching and Learning for Lifelong College and Career Success



Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile. Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Key Initiatives & Tactics:

Effective & Meaningful Teaching and Learning

Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.

Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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Responsive Support Structures for Student Success

Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Centering Ethical and Cultural Leadership

Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

Develop and apply critical media and information literacies at school and in the community.

Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

Fostering Multilingualism

Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

Systematize structured supports that address the needs of long-term English learners and newcomer students.

1.1	English Language Arts Academic Indicator - Distance (scale score points) from meeting standard on the ELA SBAC	Overall = -34.2% Socioeconomically Disadvantaged = -48% Students with Disabilities = -101.9% English Learner = -73.8% Longterm English Learners = -118.1% Homeless = -92.8% Foster Youth = not available African American = -72.5% American Indian = -64.9% Asian = 8.8% Filipino = 1.9% Hispanic/Latinx = -52.6% Pacific Islander = -61.5% Two or more races = -5% White = 3.3%	Overall = -32% Socioeconomically Disadvantaged = -47% Students with Disabilities = -118% English Learner = -74.2% Longterm English Learners = -131.5% Homeless = -104% Foster Youth = -134.3% African American = -70% American Indian = -98.2% Asian = 17.2% Filipino = 11.6% Hispanic/Latinx = -54% Pacific Islander = -91.6% Two or more races = 3.4% White = 10.9%		Overall = -5% Socioeconomically Disadvantaged = -20% Students with Disabilities = -70% English Learner = -64% Longterm English Learners = -70% Homeless = -60% Foster Youth = -70% African American = -40% American Indian = -35% Asian = 8.8% Filipino = 0% Hispanic/Latinx = -20% Pacific Islander = -30% Two or more races = 0% White = 4%	Overall = 2.2% Socioeconomically Disadvantaged = 1% Students with Disabilities = -16.1% English Learner = -0.4% Longterm English Learners = not available Homeless = -11.2% Foster Youth = n/a African American = 2.5% American Indian = -33.3% Asian = 8.4% Filipino = 9.7% Hispanic/Latinx = -1.4% Pacific Islander = -30.1% Two or more races = 8.4% White = 7.6%
1.2	Mathematics Academic Indicator - Distance (scale score points) from meeting standard on the Math SBAC	Overall = -74.8 Socioeconomically Disadvantaged = -88.7 Students with Disabilities = -135 English Learner = -102.8 Longterm English Learners = -189.4 Homeless = -124 Foster Youth = not available African American = -120.3 American Indian = -143.2 Asian = -5.6 Filipino = -49.4 Hispanic/Latinx = -98.7	Overall = -73.1 Socioeconomically Disadvantaged = -87.3 Students with Disabilities = -150.2 English Learner = -100.9 Longterm English Learners = -196.6 Homeless = -140.7 Foster Youth = -139.9 African American = -119.2 American Indian = -142.2		Overall = -55 Socioeconomically Disadvantaged = -55 Students with Disabilities = -60 English Learner = -60 Longterm English Learners = -65 Homeless = -60 Foster Youth = -60 African American = -60 American Indian = -65 Asian = 0 Filipino = -20	Overall = 1.7 Socioeconomically Disadvantaged = 1.4 Students with Disabilities = -15.2 English Learner = 1.9 Longterm English Learners = -7.2 Homeless = -16.7 Foster Youth = n/a African American = 1.1 American Indian = 1 Asian = 3.8 Filipino = 6.1

		Pacific Islander = -123.2 Two or more races = -50.4 White = -37.8	Asian = -1.8 Filipino = -43.3 Hispanic/Latinx = -98.1 Pacific Islander = -124.5 Two or more races = -53.1 White = -33.4		Hispanic/Latinx = -65 Pacific Islander = -80 Two or more races = -20 White = -15	Hispanic/Latinx = 0.6 Pacific Islander = -1.3 Two or more races = -2.7 White = 4.4
1.3	English Learner Progress Indicator based on ELPAC scores (% students improving)	49.4%	47.3%		55%	-2.1%
1.4	English Learner Reclassification Rate	17.8%	12.2%		25%	-5.6%
1.5	Graduation Rate (% of 12th grade students)	Overall = 90.8% Socioeconomically disadvantaged = 90.6% Students with Disabilities = 87.7% English Learner = 83% Longterm English Learners = 91.3% Homeless = 78.9% Foster Youth = not available African American = 88.4% American Indian = not available Asian = 97.2% Filipino = 97.7% Hispanic/Latinx = 89.3% Pacific Islander = 78.6% Two or More Races = 93.8% White = 87.8%	Overall = 89.3% Socioeconomically disadvantaged = 89.5% Students with Disabilities = 89.6% English Learner = 82.3% Longterm English Learners = 91.2% Homeless = 72% Foster Youth = not available African American = 86.5% American Indian = not available Asian = 93.2% Filipino = 95.1% Hispanic/Latinx = 88.6% Pacific Islander = 81.8% Two or More Races = 90.9% White = 94.6%		Overall = 95% Socioeconomically disadvantaged = 95% Students with Disabilities = 95% English Learner = 95% Longterm English Learners = 95% Homeless = 95% Foster Youth = 95% African American = 95% American Indian = 95% Asian = 97.2% Filipino = 97.7% Hispanic/Latinx = 95% Pacific Islander = 95% Two or More Races = 95% White = 95%	Overall = -1.5% Socioeconomically disadvantaged = -1.1% Students with Disabilities = 1.9% English Learner = -0.7% Longterm English Learners = -0.1% Homeless = -6.9% Foster Youth = n/a African American = -1.9% American Indian = n/a Asian = -4% Filipino = -2.6% Hispanic/Latinx = -0.7% Pacific Islander = 3.2% Two or More Races = -2.9% White = 6.8%

1.6	College and Career Preparedness (% of graduates)	<p>Overall = 34%</p> <p>Socioeconomically disadvantaged = 30.6%</p> <p>Students with Disabilities = 10.6%</p> <p>English Learner = 15%</p> <p>Longterm English Learners = 12.7%</p> <p>Homeless = 5.6%</p> <p>Foster Youth = not available</p> <p>African American = 10.1%</p> <p>American Indian = not available</p> <p>Asian = 64.8%</p> <p>Filipino = 56.8%</p> <p>Hispanic/Latinx = 28.3%</p> <p>Pacific Islander = 21.4%</p> <p>Two or more races = 34.4%</p> <p>White = 46.9%</p>	<p>Overall = 28.6%</p> <p>Socioeconomically disadvantaged = 26.3%</p> <p>Students with Disabilities = 8.1%</p> <p>English Learner = 14.5%</p> <p>Longterm English Learners = 12.2%</p> <p>Homeless = 13%</p> <p>Foster Youth = not available</p> <p>African American = 11.9%</p> <p>American Indian = not available</p> <p>Asian = 63.1%</p> <p>Filipino = 31.7%</p> <p>Hispanic/Latinx = 24%</p> <p>Pacific Islander = 9.1%</p> <p>Two or more races = 40.9%</p> <p>White = 28.6%</p>		<p>Overall = 40%</p> <p>Socioeconomically disadvantaged = 40%</p> <p>Students with Disabilities = 35%</p> <p>English Learner = 35%</p> <p>Longterm English Learners = 35%</p> <p>Homeless = 35%</p> <p>Foster Youth = 35%</p> <p>African American = 35%</p> <p>American Indian = 35%</p> <p>Asian = 64.8%</p> <p>Filipino = 56.8%</p> <p>Hispanic/Latinx = 35%</p> <p>Pacific Islander = 35%</p> <p>Two or more races = 50%</p> <p>White = 46.9%</p>	<p>Overall = -5.4%</p> <p>Socioeconomically disadvantaged = -4.3%</p> <p>Students with Disabilities = -2.5%</p> <p>English Learner = -0.5%</p> <p>Longterm English Learners = -0.5%</p> <p>Homeless = 7.4%</p> <p>Foster Youth = 1.8%</p> <p>African American = 1.8%</p> <p>American Indian = -1.7%</p> <p>Filipino = -25.1%</p> <p>Hispanic/Latinx = -4.3%</p> <p>Pacific Islander = -12.3%</p> <p>Two or more races = 6.5%</p> <p>White = -18.3%</p>
1.7	Number of Students Receiving Academic Achievement Awards	<p>Golden State Merit = 206</p> <p>Seal of Biliteracy = 73</p> <p>Seal of Civic Engagement = 40</p>	<p>Golden State Merit = 204</p> <p>Seal of Biliteracy = 126</p> <p>Seal of Civic Engagement = 172</p>		<p>Golden State Merit = 300</p> <p>Seal of Biliteracy = 100</p> <p>Seal of Civic Engagement = 60</p>	<p>Golden State Merit = -2</p> <p>Seal of Biliteracy = 53</p> <p>Seal of Civic Engagement = 132</p>
1.8	CA Science Test - percent of students at or above standard (2024 Dashboard to include distance from standard)	<p>Overall = 26.02%</p> <p>Socioeconomically disadvantaged = 21.31%</p> <p>Students with Disabilities = 8.2%</p> <p>English Learner = 1.72%</p> <p>Longterm English Learners = not available</p> <p>Homeless = 14.29%</p> <p>Foster Youth = not available</p> <p>African American = 12.15%</p> <p>American Indian = not available</p>	<p>Overall = 25.1%</p> <p>Socioeconomically disadvantaged = 20.02%</p> <p>Students with Disabilities = 8.92%</p> <p>English Learner = 2.22%</p> <p>Longterm English Learners = 0%</p> <p>Homeless = 4%</p> <p>Foster Youth = not available</p>		<p>Overall = 40%</p> <p>Socioeconomically disadvantaged = 35%</p> <p>Students with Disabilities = 25%</p> <p>English Learner = 18%</p> <p>Longterm English Learners = 18%</p> <p>Homeless = 30%</p> <p>Foster Youth = not available</p>	<p>Overall = -0.92%</p> <p>Socioeconomically disadvantaged = -1.29%</p> <p>Students with Disabilities = 0.72%</p> <p>English Learner = 0.5%</p> <p>Longterm English Learners = n/a</p> <p>Homeless = -10.29%</p> <p>Foster Youth = n/a</p>

		Asian = 46.03% Filipino = 39.34% Hispanic/Latinx = 16.19% Pacific Islander = 9.52% Two or more races = 38% White = 47.73%	African American = 10.34% American Indian = not available Asian = 47.19% Filipino = 37.61% Hispanic/Latinx = 16.63% Pacific Islander = 8.7% Two or more races = 32.76% White = 42.86%		African American = 35% American Indian = not available Asian = 50% Filipino = 50% Hispanic/Latinx = 35% Pacific Islander = 30% Two or more races = 45% White = 50%	African American = -1.81% Asian = 1.16% Filipino = -1.73% Hispanic/Latinx = 0.44% Pacific Islander = -0.82% Two or more races = -5.24% White = -4.87%
1.9	# Teacher Mis-assignments	13 (2023-24 Internal Data subject to change with release of state data)	9		0	-4
1.10	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (2024 Local Indicator Data)	100% (2025 Local Indicator Data)		100% (2024 Local Indicator Data)	0% (at maximum value)
1.11	Implementation of State Standards for All Students % of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Average rating per category	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4.8 Standards-aligned Instructional Materials = 4.6 Policies and Programs to Support Staff = 4 Implementation of Other Adopted Academic Standards = 4 Support for Teachers and Administrators = 4.3	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4 Standards-aligned Instructional Materials = 4.8 Policies and Programs to Support Staff = 4.2 Implementation of Other Adopted Academic Standards = 4		% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4.9 Standards-aligned Instructional Materials = 4.9 Policies and Programs to Support Staff = 4.5 Implementation of Other Adopted Academic Standards = 4.5	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 0% Professional Learning for Teachers = -0.8% Standards-aligned Instructional Materials = 0.2% Policies and Programs to Support Staff = 0.2% Implementation of Other Adopted Academic Standards = 0%

			Support for Teachers and Administrators = 4.3		Support for Teachers and Administrators = 4.5	Support for Teachers and Administrators = 0%
1.12	Implementation of State Standards for English Learners % of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	100% (2024 Local Indicator Report)	100%		100%	0%
1.13	% of students meeting a-g requirements	Overall = 35.7% Socioeconomically disadvantaged = 32.5% Students with Disabilities = 8.5% English Learner = 18.8% Longterm English Learners = not available Homeless = 5.3% African American = 13.4% Asian = 70.4% Filipino = 72.7% Hispanic/Latinx = 27.2% Pacific Islander = 28.6% Two or more races = 40.6% White = 40.8%	Overall = 32% Socioeconomically disadvantaged = 28.8% Students with Disabilities = 8.8% English Learner = 16.3% Longterm English Learners = 14.2% Homeless = 12% African American = 16.2% Asian = 64.1% Filipino = 46.3% Hispanic/Latinx = 25.8% Pacific Islander = 9.1% Two or more races = 50% White = 39.3%		Overall = 55% Socioeconomically disadvantaged = 60% Students with Disabilities = 40% English Learner = 40% Longterm English Learners = 40% Homeless = 40% African American = 45% Asian = 70% Filipino = 70% Hispanic/Latinx = 55% Pacific Islander = 55% Two or more races = 55% White = 55%	Overall = -3.7% Socioeconomically disadvantaged = -3.7% Students with Disabilities = 0.3% English Learner = -2.5% Longterm English Learners = n/a Homeless = 6.7% African American = 2.8% Asian = -6.3% Filipino = -26.4% Hispanic/Latinx = -1.4% Pacific Islander = -19.5% Two or more races = 9.4% White = -1.5%
1.14	% of students who graduate and complete a CTE pathway	Overall = 20.6% Socioeconomically disadvantaged = 20.4% Students with Disabilities = 30.2% English Learner = 10.9% Longterm English Learners = not available	Overall = 18.8% Socioeconomically disadvantaged = 19.2% Students with Disabilities = 23.2% English Learner = 18.7%		Overall = 30% Socioeconomically disadvantaged = 30% Students with Disabilities = 30% English Learner = 20%	Overall = -1.8% Socioeconomically disadvantaged = -1.2% Students with Disabilities = -7% English Learner = 7.8%

		Homeless = 15.8% African American = 15.2% Asian = 14.8% Filipino = 31.8% Hispanic/Latinx = 20.9% Pacific Islander = 7.1% Two or more races = 25% White = 34.7%	Longterm English Learners = 21.6% Homeless = 12% African American = 15.3% Asian = 8.7% Filipino = 24.4% Hispanic/Latinx = 21.8% Pacific Islander = 18.2% Two or more races = 27.3% White = 19.6%		Longterm English Learners = 25% Homeless = 30% African American = 30% Asian = 30% Filipino = 30% Hispanic/Latinx = 30% Pacific Islander = 30% Two or more races = 30% White = 30%	Longterm English Learners = n/a Homeless = -3.8% African American = 0.1% Asian = -6.1% Filipino = -7.4% Hispanic/Latinx = 0.9% Pacific Islander = 11.1% Two or more races = 2.3% White = -15.1%
1.15	% of students who meet a-g requirements AND complete a CTE pathway	Overall = 9.6% Socioeconomically disadvantaged = 8.7% Students with Disabilities = 5.7% English Learner = 3.6% Longterm English Learners = not available Homeless = 5.3% African American = 5.4% Asian = 10.2% Filipino = 22.7% Hispanic/Latinx = 9.1% Pacific Islander = 0% Two or more races = 6.3% White = 16.3%	Overall = 7.5% Socioeconomically disadvantaged = 7.1% Students with Disabilities = 2.4% English Learner = 4.3% Longterm English Learners = 2.7% Homeless = 4% African American = 5.4% Asian = 7.8% Filipino = 12.2% Hispanic/Latinx = 6.6% Pacific Islander = 9.1% Two or more races = 22.7% White = 8.9%		Overall = 15% Socioeconomically disadvantaged = 15% Students with Disabilities = 15% English Learner = 15% Longterm English Learners = 15% Homeless = 15% African American = 15% Asian = 15% Filipino = 23% Hispanic/Latinx = 15% Pacific Islander = 15% Two or more races = 15% White = 17%	Overall = -2.1% Socioeconomically disadvantaged = -1.6% Students with Disabilities = -3.3% English Learner = 0.7% Longterm English Learners = Homeless = -1.3% African American = 0% Asian = -2.4% Filipino = -10.5% Hispanic/Latinx = -2.5% Pacific Islander = 9.1% Two or more races = 16.4% White = -7.4%
1.16	% of students who passed an advanced placement (AP) examination with a score of 3 or higher	Overall = 56.4% African American = 22.3% Asian = 64.9% Hispanic/Latinx = 54% White = 62.2%	Overall = 56.4% African American = 31% Asian = 63.6% Hispanic/Latinx = 50.4% White = 80.4%		Overall = 65% African American = 55% Asian = 70% Hispanic/Latinx = 65% White = 70%	Overall = 0% African American = 8.7% Asian = -1.3% Hispanic/Latinx = -3.6% White = 18.2%

1.17	% of 11th graders meeting/exceeding standard on state assessments	ELA = 39.16% Math = 15.4%	ELA = 41.43% Math = 17.8%		ELA = 60% Math = 50%	ELA = 2.27% Math = 2.4%
1.18	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100%	100%		100%	0% (at maximum value)
1.19	Renaissance Star Reading % of Students At/Above State Benchmark	Beginning of Year = 42% Middle of Year = 43% End of Year = 41%	Beginning of Year = 43.4% Middle of Year = 42.8% End of Year = available 43%		Beginning of Year = 60% Middle of Year = 60% End of Year = 65%	Beginning of Year = 1.4% Middle of Year = -0.2% End of Year = 2%
1.20	Renaissance Star CBM Reading % of Students At/Above Benchmark	Beginning of Year = 44% Middle of Year = 56% End of Year = 57%	Beginning of Year = 48.3% Middle of Year = 50.1% End of Year = 57.0%		Beginning of Year = 49% Middle of Year = 61% End of Year = 62%	Beginning of Year = 4.3% Middle of Year = -5.9% End of Year = 0%
1.21	Renaissance Star Math % of Students At/Above State Benchmark	Beginning of Year = 28% Middle of Year = 35% End of Year = 56%	Beginning of Year = 29.4% Middle of Year = 33.1% End of Year = 33%		Beginning of Year = 50% Middle of Year = 55% End of Year = 60%	Beginning of Year = 1.4% Middle of Year = -1.9% End of Year = -23%
1.22	Renaissance Star CBM Math % of Students At/Above Benchmark	Fall = 43% Winter = 63% Spring = 62%	Fall = 46.7% Winter = 56.8% Spring = 58.7%		Fall = 48% Winter = 68% Spring = 70%	Fall = 3.7% Winter = -6.2% Spring = -3.3%
1.23	% of teacher reporting professional development as "Very Effective"	45%	59.7%		60%	14.7%
1.24	% of students with D/F by subject area in high school second semester	Business = 0% CTE = 15.2% ELD = 15.8% English = 16.7% Mathematics = 28.7% Physical Education = 24% ROP = 12.8% Science = 24.5% Social Science/History = 17.1%	Business = 0.8% CTE = 11.0% ELD = 19.3% English = 16.2% Mathematics = 21.5% Physical Education = 9.8% ROP = not available Science = 20.0%		Business = 0% CTE = 5% ELD = 5% English = 5% Mathematics = 10% Physical Education = 10% ROP = 5% Science = 10%	Business = 0.8% CTE = -4.2% ELD = 3.5% English = -0.5% Mathematics = -7.2% Physical Education = -14.2% ROP = n/a Science = -4.5%

		Special Education = 14.3% VAPA = 11.5% World Language = 15.2%	Social Science/History = 11.6% Special Education = 13.7% VAPA = 12.9% World Language = 12.5%		Social Science/History = 5% Special Education = 5% VAPA = 5% World Language = 5%	Social Science/History = -5.5% Special Education = -0.6% VAPA = 1.4% World Language = -2.7%
1.25	Number of Students Enrolled in Music Class	High School = 252 Middle School = 487	High School = 239 Middle School = 521		High School = 275 Middle School = 510	High School = -13 Middle School = 34
1.26	% of SPSAs addressing lowest-ranked indicators	100%	100%		100%	0%
1.27	Star Reading Average Student Growth Percentile	Fall to Winter = 49% Winter to Spring = 49%	Fall to Winter = 49% Winter to Spring = 49%		Fall to Winter = 54% Winter to Spring = 54%	Fall to Winter = 0% Winter to Spring = 0%
1.28	Star Math Average Student Growth Percentile	Fall to Winter = 49% Winter to Spring = 38%	Fall to Winter = 47% Winter to Spring = 48%		Fall to Winter = 54% Winter to Spring = 54%	Fall to Winter = -2% Winter to Spring = 10%
1.29	% of students in intervention programs (reading academy, ms tutoring)	15.2%	15.2%		20%	n/a
1.30	% of students/families with individual case management meetings and number of meetings per family (foster youth)	% students receiving case management: 50% Average number of meetings per student: 1.2	% students receiving case management: 50% Average number of meetings per student: 1.2		% students receiving case management: 90% Average number of meetings per student: 2	n/a
1.31	Percentage of SLHS Summer School Grades of B- or better	61.6%	73.0%		67%	11.4%
1.32	% of students participating in the College Career Guidance Initiative	12%	12%		25%	0%
1.33	# of graduating students earning college credit	44	38		150	-6





1.1


Effective and Engaging ELA Instruction

Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in English Language Arts




\$140,000.00



	<p>aligned to grade-level content standards, with opportunities for cross-content literacy development. This includes supporting school sites to better monitor progress on English Language Arts competencies and skills in order to guide intervention and differentiation needed for subgroups. At elementary, this includes implementation of a structured phonological awareness program TK-2 in order to support effective early reading instruction while also developing rich oral language and vocabulary for all students, with specific attention to English Learners.</p> <p>In response to outcomes on the 2023-2024 CA Dashboard for ELA, this includes monitoring districtwide for English Learners and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin.</p>		English Learners Foster Youth Low Income
1.2	<p>Responsive and Rigorous Math Instruction</p> <p>Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in Math aligned to grade-level content standards. This work includes creating and providing professional development on TK-12 math toolkit while also engaging in a Math curriculum review for K-8. This action also includes anti-racist, culturally and linguistically responsive universal design for learning teaching professional development through administrator and teacher action research cycles. To address outcomes in the 2023-2024 CA Dashboard for Math, this action supports improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at San Leandro High School.</p>	\$140,000.00	 English Learners Foster Youth Low Income
1.3	<p>Meaningful, Research Based ELD Instruction</p> <p>Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in English Language Development aligned to content standards correlated to English Proficiency goals. This includes district and site level collaboration on topics (such as: Newcomer pathway, Long-term English Learner coursework, Supporting English Learners with IEPs) to improve systems to address the specific needs of EL subgroups- including LTEL, newcomers, dually (EL + IEP) identified). To address outcomes in the 2023-2024 CA Dashboard for ELPI, this action supports improvement goals and monitoring at Garfield, Jefferson, and McKinley.</p>	\$350,000.00	 English Learners
1.4	<p>Dynamic and Real-world Instruction across Content Areas</p> <p>Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in Science, History-Social Studies, VAPA, PE, and the technical arts aligned to grade-level content standards. This action also includes anti-racist, culturally and linguistically responsive universal design for learning teaching professional development through administrator and teacher action research cycles.</p>	\$150,000.00	 English Learners Foster Youth Low Income
1.5	<p>Enhanced Art & Music Programs</p> <p>Provide richer art experiences through an expansion of art, performance art and music programs. Retain high quality Instrumental, Music and Choir Teachers. Continue to provide musical instrument repair and purchases and supplies for art integration.</p>	\$420,000.00	 Foster Youth

	Strategically outreach to students experiencing low income or in Foster Youth program to encourage school based access to instrumental music and choir to foster of love of music and a stronger connection to school through the arts.		Low Income
1.6	SPSA Support to Address CA Dashboard Data To attend to the state LCAP requirement and best provide opportunity to groups with the lowest level of outcome on state measures (as reflected on CA Dashboard), principals will develop specific, measurable and timely actions to improve equitable opportunity and outcome through Single Plan for Student Achievement (SPSA) development and implementation, including practices for engaging educational partners in the process. Educational Services will support site leaders SPSA development through needs assessments, goal writing, metric development and other coaching as needed.	\$45,000.00	 English Learners Foster Youth Low Income
1.7	Grading and Assessing Understanding and Communication Enhancements To deepen the alignment to academic standards, assessment and reporting, the elementary report card will be revised to reflect all content areas and communicate student performance effectively to families/caregivers. Improve academic progress communication by automating weekly progress (grade) reports to all secondary families. Support effective implementation of SLUSD's grading policy in support of assessing students accurately by collaborating with site leaders and teachers to review and offer strategies for implementation ensuring equitable grading practices are deployed 6-12 grade. Support monitoring and evaluation of grade inflation and deflation to guide professional development and support. Build capacity of leadership teams to support syllabi review and subject area department meetings focused on clear and consistent grading practices and student/parent communication about progress on standards.	\$375,000.00	 English Learners Foster Youth Low Income
1.8	Equity and Access for Students with Disabilities Deepen capacity and implementation of Universal Design for Learning in the general education setting to ensure Least Restrictive Environment for students with IEPs and 504s. Continue the Lead and Support model to provide a broad spectrum of services in the general education setting in ELA and Math for students with IEPs in grades 6-12. Increase professional development and training to support TK-3 access to early inclusive programs that prioritizes high quality instruction for every learner by promoting a classroom culture of access, participation and support for all. This includes a strategic focus on our dually identified students (EL + IEP) to ensure program specificity and alignment of the most optimal curriculum and assessments.	\$320,000.00	 English Learners Foster Youth Low Income
1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms Maintain and improve the district assessment system, supplemental blended learning platforms, and digital licenses to support differentiation and universal access.	\$756,400.00	 English Learners Foster Youth Low Income
1.10	Implementation of Multi-Tiered Integrated Intervention System (MIISS) Build and Revise systematic approach to collect and analyze academic and behavioral data to analyze monthly with site administrators and train all staff on the district wide multi-tiered integrated intervention support system (MIISS) to identify, implement and monitor universal and tiered intervention supports to ensure timely and responsive interventions are in place and are specifically identified for student groups that have been identified on the CA Dashboard. This action supports improvement goals and	\$100,000.00	 English Learners Foster Youth Low Income

	monitoring districtwide efforts to address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.		
1.11	Supplemental Curriculum & Support for Long Term English Learners Supplemental curriculum to support English Learners, specifically Long Term English Learners (LTELS) and students who are dually identified (LTEL + students with disabilities). Professional development for staff on implementation of curriculum and strategies to support LTELS.	\$25,000.00	 English Learners
1.12	Wrap Around Services for Foster Youth Implement Foster Youth onboarding for foster families and youth year round into the school community. This includes workshops, ambassador programs, and home visits to ensure warm handoffs between schools, district, and county agency staff. Conduct routine check ins to monitor academic and social progress, goals for college/career/ and expanded learning (afterschool, summer, extra curricular) and any individualized learning needs	\$150,000.00	 Foster Youth
1.13	Summer Learning Opportunities Provide enrichments and academic support in a summer learning program. ELA: In response to outcomes on the 2023-2024 CA Dashboard for ELA, this includes monitoring districtwide for English Learners, and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin. MATH: To address outcomes in the 2023-2024 to CA Dashboard for Math, this action supports improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at SLHS. ELPI: To address outcomes in the 2023-2024 to CA Dashboard for ELD, this action supports improvement goals and monitoring at Garfield, Jefferson, and McKinley.	\$361,826.00	 English Learners Foster Youth Low Income
1.14	Dual Language Immersion Programs Enhance Dual Language Immersion programs by providing targeted professional development to DLI teachers and administrators that will enhance their pedagogical skills, support effective language acquisition strategies, cultural competency, and to align and integrate dual language immersion curriculum across content areas with state standards, research-based best practices, and SLUSD's content and language allocation plan.	\$300,000.00	 English Learners
1.15	Increase College Acceptance and A-G Completion Closer analysis of students needing access to support to prepare for college and careers by enrolling students in high school tutoring and credit/grade recovery programs to increase "a-g" graduation rates. Access to PSAT, SAT and AP testing opportunities by supporting testing fees, workshops and training for test preparation to support students' college applications.	\$375,000.00	 English Learners Foster Youth

			Low Income
1.16	Individual Student College and Career Planning Provide additional college and career readiness program staffing that will provide support to students in middle and high schools. District will improve access to 4 year programming systems in high schools and launch systems to implement the CCGI (College Career Guidance Initiative) online platform for students 6-12 through site based collaboration, professional learning, and connections with institutes of higher learning. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$178,000.00	 English Learners Foster Youth Low Income
1.17	Early College Credits Expand Early College Credit Opportunities by offering dual enrollment programs during and after the school day to ensure every student in the graduating class of 2027 earns at least 6 early college credits. This includes creation and monitoring of students' 4 year plans to support a wide range of pathways for college and career success. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$600,000.00	 English Learners Foster Youth Low Income
1.18	High Quality Career Technical Education Provide high quality career technical education programs and courses for students' career readiness, opportunity to earn industry certifications and readiness to enter in opportunities in the trades unions and beyond. Partnerships with Eden Area Regional Occupational Center and local businesses to support students with courses and internship placements. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$1,256,000.00	 English Learners Foster Youth Low Income

GOAL

2

Positive School Climate and School Connectedness

Healthy Minds & Bodies

Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Community Schools



Expand staffing at each school to provide professional and case management services for our highest need students, specifically Tier 2 and Tier 3 interventions.

Design and implement youth development and engagement programs to promote peer to peer education opportunities for health, socio-emotional learning, and restorative justice practices.

Provide access to quality on-site mental health counseling services for targeted students through COST.


Adopt and implement a social emotional learning curriculum for all schools TK-12 and deploy a SEL screener and assessment system for monthly monitoring and adjustments.

2.1	District Attendance Rate (% present)	92.49%	93.31%		95%	0.82%
2.2	% of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year) TK-8	Overall = 28.9% Socioeconomically disadvantaged = 31.4% Students with Disabilities = 40.7% English Learner = 28% Longterm English Learners = 25.6% Homeless = 60.6% Foster Youth = 66.7% African American = 36.1% American Indian = 36.1% Asian = 12% Filipino = 21.4% Hispanic/Latinx = 34.7% Pacific Islander = 55.6% Two or More Races = 28.9% White = 24.1%	Overall = 22.4% Socioeconomically disadvantaged = 25.6% Students with Disabilities = 32.8% English Learner = 24.1% Longterm English Learners = 29.7% Homeless = 53.9% Foster Youth = 56.7% African American = 25.7% American Indian = 39.4% Asian = 7.3% Filipino = 15.9% Hispanic/Latinx = 28.3% Pacific Islander = 47.2% Two or More Races = 22.3% White = 17.8%		Overall = 18% Socioeconomically disadvantaged = 21% Students with Disabilities = 25% English Learner = 18% Longterm English Learners = 24% Homeless = 45% Foster Youth = 50% African American = 26% American Indian = 26% Asian = 10% Filipino = 10% Hispanic/Latinx = 24% Pacific Islander = 40% Two or More Races = 18% White = 14%	Overall = -6.5% Socioeconomically disadvantaged = -5.8% Students with Disabilities = -7.9% English Learner = -3.9% Longterm English Learners = 4.1% Homeless = -6.7% Foster Youth = -10% African American = -10.4% American Indian = 3.3% Asian = -4.7% Filipino = -5.5% Hispanic/Latinx = -6.4% Pacific Islander = -8.4% Two or More Races = -6.6% White = -6.3%
2.3	% of students suspended once or more	Overall = 4.3% Socioeconomically disadvantaged = 4.9% Students with Disabilities = 8.1% English Learner = 3.6%	Overall = 3.9% Socioeconomically disadvantaged = 4.4% Students with Disabilities = 7.4% English Learner = 2.4%		Overall = 3% Socioeconomically disadvantaged = 3% Students with Disabilities = 4.5% English Learner = 3%	Overall = -0.4% Socioeconomically disadvantaged = -0.5% Students with Disabilities = -0.7%





		Longterm English Learners = 8.5% Homeless = 9.7% Foster Youth = 16.1% African American = 11.1% American Indian = 10.2% Asian = 0.9% Filipino = 2.6% Hispanic/Latinx = 4% Pacific Islander = 4.2% Two or More Races = 5.3% White = 3.7%	Longterm English Learners = 6.7% Homeless = 7.9% Foster Youth = 10.3% African American = 10.2% American Indian = 12.2% Asian = 0.6% Filipino = 1.4% Hispanic/Latinx = 3.9% Pacific Islander = 4.7% Two or More Races = 3.9% White = 3.2%		Longterm English Learners = 4.5% Homeless = 4.5% Foster Youth = 4.5% African American = 4.5% American Indian = 4.5% Asian = 3% Filipino = 3% Hispanic/Latinx = 3% Pacific Islander = 3% Two or More Races = 3% White = 3%	English Learner = -1.2% Longterm English Learners = -1.8% Homeless = -1.8% Foster Youth = -5.8% African American = -0.9% American Indian = 2% Asian = -0.3% Filipino = -1.2% Hispanic/Latinx = -0.1% Pacific Islander = 0.5% Two or More Races = -1.4% White = -0.5%
2.4	# of students expelled (internal data)	2	1		0	-1
2.5	# of students who have dropped out	Middle School: 3 High School: 29	Middle School: 5 High School: 52		Middle School: 0 High School: 10	Middle School: 2 High School: 23
2.6	% of students who report (strongly agree or agree) feeling safe at school (California Healthy Kids Survey - CHKS)	49.8%	49.6%		60%	-0.2%
2.7	% of parents/guardians who report feeling confident (strongly agree/agree) that school is a safe place for their child (California School parent Survey - CSPS)	90%	90%		90%	0%
2.8	% of socioeconomically disadvantaged, English Learner, or Foster Youth students who participate in after-school programs	Socioeconomically disadvantaged = 19.2% English Learner = 14.8% Foster Youth = 26.9%	Socioeconomically disadvantaged = 20.6% English Learner = 20.2% Foster Youth = 16.7%		Socioeconomically disadvantaged = 22% English Learner = 19% Foster Youth = 32%	Socioeconomically disadvantaged = 1.4% English Learner = 5.4% Foster Youth = -10.2%

2.9	# of meetings convened for Foster Youth and McKinney-Vento students/families	309	309		350	0
2.10	Completion Rate (%) of triennial Assessment to determine ongoing educational needs and access to special education services according to Individualized Education Program (internal data)	85%	94%		98%	9%
2.11	# students with one or more behavioral referral (baseline established in 2024-25 with internal data)	776	776		580	n/a
2.12	# of behavioral referrals per student/ average referrals per student (baseline established in 2024-25 with internal data)	0.097	0.097		0.07	n/a
2.13	# of students receiving counseling and medical services (baseline from 2024-25 internal data)	# students receiving counseling: 530 # students served by school nurses: 8100 # students vision screened: 2594 # students hearing screened: 2598	# students receiving counseling: 530 # students served by school nurses: 8100 # students vision screened: 2594 # students hearing screened: 2598		# students receiving counseling: 600 # students served by school nurses: 8200 # students vision screened: 2650 # students hearing screened: 2650	# students receiving counseling: n/a # students served by school nurses: n/a # students vision screened: n/a # students hearing screened: n/a
2.14	Library Multimedia Specialist PD Attendance Rate (internal data)	95%	98%		95%	3%
2.15	% of School facilities are maintained in good repair (Local Indicator Report)	100%	100%		100%	0%
2.16	% of SART/SARB meetings conducted for qualifying students (internal Data)	13%	9.3%		15%	-3.7%
2.17	# of COST Referrals (internal data)	Behavioral = 790 Academic = 567 Attendance = 133	Behavioral = 877 Academic = 490 Attendance = 242		Behavioral = 500 Academic = 400 Attendance = 80	Behavioral = 87 Academic = -77 Attendance = 89

2.18	California Healthy Kids Survey measure of School Connectedness - % reporting agree/strongly agree	5th grade = 76% 6th grade = 59% 7th grade = 47% 8th grade = 40% 9th grade = 45% 10th grade = 45% 11th grade = 45%	5th grade = 77% 6th grade = 60% 7th grade = 51% 8th grade = 47% 9th grade = 45% 10th grade = 46% 11th grade = 43%		5th grade = 80% 6th grade = 70% 7th grade = 57% 8th grade = 50% 9th grade = 55% 10th grade = 55% 11th grade = 55%	5th grade = 1% 6th grade = 1% 7th grade = 4% 8th grade = 7% 9th grade = 0% 10th grade = 1% 11th grade = -2%
2.19	California School Parent Survey % "strongly agree"	Promotion of parental involvement = 41% Parental Involvement in school = 56% School encourages me to be an active partner with the school in educating my child = 43% School actively seeks the input of parents before making important decisions = 34% Parents feel welcome to participate at this school = 34% Parents feel welcome to participate at this school = 44%	Promotion of parental involvement = 45% Parental Involvement in school = 58% School encourages me to be an active partner with the school in educating my child = 46% School actively seeks the input of parents before making important decisions = 34% Parents feel welcome to participate at this school = 37% Parents feel welcome to participate at this school = 45%		Promotion of parental involvement = 46% Parental Involvement in school = 61% School encourages me to be an active partner with the school in educating my child = 48% School actively seeks the input of parents before making important decisions = 34% Parents feel welcome to participate at this school = 39% Parents feel welcome to participate at this school = 49%	Promotion of parental involvement = 4% Parental Involvement in school = 2% School encourages me to be an active partner with the school in educating my child = 3% School actively seeks the input of parents before making important decisions = 0% Parents feel welcome to participate at this school = 3% Parents feel welcome to participate at this school = 1%
2.20						

2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training Provide differentiated professional development training and education for Positive Intervention and Supports and restorative justice practices. Implement peer mentor programs across school sites, with special attention to reduce disproportionality of discipline for students of color, English Learners, Low income, Foster Youth, and/or unhoused students. Continue to provide social emotional training, materials and curriculum. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir,	\$130,000.00	 English Learners Foster Youth Low Income
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	Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.		
2.2	Suspension and Expulsion Data Reflections Create systems to implement regular monitoring of student suspension and expulsion data to offer intervention and support. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.	\$100,000.00	 English Learners Foster Youth Low Income
2.3	Safe and Secure District Settings Provide effective supervision of students in district settings by supporting an increase of staffing to support supervision of students in extended learning spaces and in transition to offsite programs. Provide enhanced professional learning for all staffing in campus supervisor and similar staffing positions to understand how to de-escalate and engage in non-violent crisis prevention as necessary.	\$200,000.00	 English Learners Foster Youth Low Income
2.4	Supporting Mental Wellness and Social Health Mental health counseling and socio-emotional support to all schools to support students' well being and progress towards pursuing a joyful and vibrant life as outlined in our SLUSD Graduate Profile, This action has a focus on services for multilingual students and student who could otherwise not afford mental health services.	\$716,000.00	 English Learners Foster Youth Low Income
2.5	School Based Health and Social Services Continue expanded nurses services at school sites including additional contracts and support for timely vision, hearing and health screenings and training. Provide social support services (immigration, WIC, medi-cal) and medical health services access at the Barbara Lee Center for Health and Wellness with focused recruitment and outreach to unduplicated students,	\$815,000.00	 English Learners Foster Youth Low Income
2.6	Diverse School Site Library Hire and retain high quality Library Multimedia Specialists and Librarians staff with focused professional development on creating responsive and diverse learning spaces that support our unduplicated students	\$740,000.00	 English Learners Foster Youth Low Income
2.7	Secondary Transitions for all 6-12th grade Provide family and student transition meetings and events each semester students onboarding to their next grade level and for college and careers after high school. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$150,000.00	 English Learners Foster Youth Low Income

2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care Provide a district wide McKinney-Vento/Foster Youth Coordinator to ensure that foster youth and students experiencing temporary unhoused situations have full access to the same academic resources, services, and extracurricular activities that are available to all students. The McKinney-Vento/Foster Youth Coordinator will provide social-emotional learning interventions, academic/ attendance tracking, intensive case management, and referrals.	\$200,000.00	 Foster Youth Low Income
2.9	Early Attendance and Outreach Intervention Begin attendance monitoring and outreach efforts on the first day of school with ongoing weekly ART (Attendance Review Team Meetings) and offer training, workshops and professional development to educational partners on the importance of ensuring students attend school daily. To address outcomes in the 2023-2024 CA Dashboard for Chronic Absenteeism, this action supports improvement goals and monitoring for Foster Youth districtwide, African American and Asian students at Garfield and students with Disabilities at McKinley.	\$200,000.00	 English Learners Foster Youth Low Income
2.10	Coordination of Services Team Systematize the COST (Coordination of Services Team) processes and procedures district wide by transitioning COST referrals in the Student Information System and through training and professional development on best practices for effective COST programs. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.	\$300,000.00	 English Learners Foster Youth Low Income
2.11	Site Based Positive Climate School Connectedness Initiatives Site based enrichment and tutoring programs, library material enhancements for all students and additional funding for multilingual books, supplementary materials for PE and ART programs at elementary sites with a focus on ensuring improved services for unduplicated students	\$397,470.00	 English Learners Foster Youth Low Income

GOAL

3

Equity and Inclusion with Families and Employee Engagement

SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Analyze, Audit, and Respond to Parent Needs

Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.

Deliver outstanding, consistent translation services to our multilingual community.



Provide and participate in various engagement forums that provide feedback.
Build family leadership capacity and ensure a high standard of family engagement.
Provide informative, responsive school websites and communication.

Talented and Diverse Workforce

Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency.
Develop the skills for all employees through professional development and create pathways for professional advancement within the organization.

Recruit teachers and administrators that reflect the diversity of our students.




Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.



Cohesive Collaboration

Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

3.1	California School Parent Survey Participation Rate and Summary of Key Indicators Rated "Strongly Agree"	<p># of respondents = 1205</p> <p>Promotion of parental involvement = 41%</p> <p>Parental Involvement in school = 56%</p> <p>School encourages me to be an active partner with the school in educating my child = 43%</p> <p>School actively seeks the input of parents before making important decisions 34%</p> <p>Parents feel welcome to participate at this school = 44%</p>	<p># of respondents = 1240</p> <p>Promotion of parental involvement = 45%</p> <p>Parental Involvement in school = 58%</p> <p>School encourages me to be an active partner with the school in educating my child = 46%</p> <p>School actively seeks the input of parents before making important decisions 34%</p> <p>Parents feel welcome to participate at this school = 45%</p>		<p># of respondents = 1400</p> <p>Promotion of parental involvement = 46%</p> <p>Parental Involvement in school = 61%</p> <p>School encourages me to be an active partner with the school in educating my child = 48%</p> <p>School actively seeks the input of parents before making important decisions 34%</p> <p>Parents feel welcome to participate at this school = 49%</p>	<p># of respondents = 35</p> <p>Promotion of parental involvement = 4%</p> <p>Parental Involvement in school = 2%</p> <p>School encourages me to be an active partner with the school in educating my child = 3%</p> <p>School actively seeks the input of parents before making important decisions = 0%</p> <p>Parents feel welcome to participate at this school = 1%</p>
3.2	<p>Parent Involvement and Family Engagement Local Indicator Report</p> <p>% of practices in the Priority 3 Self-Reflection Tool that are rated level 4 (Full</p>	<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families = 4</p> <p>Building Partnerships for Student Outcomes = 4.5</p>	<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families = 4</p>		<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families = 4.5</p>	<p>% level 4 or 5 = 0% (at maximum value)</p> <p>Building Relationships Between School Staff and Families = 0</p>

	Implementation) or 5 (Full Implementation and Sustainability) Average rating across category	Seeking Input for Decision-Making = 4.5	Building Partnerships for Student Outcomes = 4.5 Seeking Input for Decision-Making = 4.5		Building Partnerships for Student Outcomes = 4.7 Seeking Input for Decision-Making = 4.7	Building Partnerships for Student Outcomes = 0 Seeking Input for Decision-Making = 0
3.3	California School Staff Survey Participation Rate and Summary of Key Indicators Rated "Strongly Agree"	# of respondents = 473 (34%) Staff working environment = 33% Is a safe place for staff = 37%	# of respondents = 471 (40%) Staff working environment = 37% Is a safe place for staff = 44%		Staff working environment = 500 (45%) Staff collegiality = 45% Is a safe place for staff = 45%	# of respondents = -2 (6%) Staff working environment = 4% Is a safe place for staff = 7%
3.4	% of district events with interpretation provided (internal data)	100%	100%		100%	0%
3.5	% of teaching FTE with appropriate clear credentials	84.9%	85%		98%	0.1%

3.1	Highly Qualified Staff Allocate funds necessary to sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management.	\$19,607,044.00	 English Learners Foster Youth Low Income
3.2	Translation and Support Services Provide outstanding, consistent translation services so that families can access critical information to support their child's learning. Provide expert oral or written translation with contracted services as necessary. Provide centralized bilingual translators in the two highest targeted languages and provide a systematic process for school sites to access translation services when needed using additional services. Provide culturally relevant marketing and communications throughout the district.	\$348,000.00	 English Learners
3.3	Family Support by School Office Staff and District wide Communication Enhancement Retain office staff to support TK-12 schools with family communications and supporting students health and safety through collaboration with families with attention to	\$305,000.00	 English Learners

	outreaching and supporting students (and families) who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. Provide training and professional learning to support school and family connectedness.		Foster Youth Low Income
3.4	Clear and Effective District Wide Communications to Families Maintain and maximize the potential of existing communication channels (ParentSquare and websites) to deliver timely, responsive, and accurate information regarding district resources and support. Including providing parents with an annual schedule of events for sites. Establish ongoing cycles of review and response to address specific needs of students and families of English Learners, Low income, and Foster Youth. Ensure district and site accessibility in all languages spoken in the district for all communication portals, i.e. ParentSquare, telephone answering system, etc. with attention to monitoring use and access by families of English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	\$263,000.00	 English Learners Foster Youth Low Income
3.5	Parent/Caregiver Education Programs Provide parent/caregiver education about social emotional tools & topics and continue School SMARTs leadership sessions. Provide family learning series that address transition to middle school/high school, Early Literacy, understanding of Science instruction and content.	\$83,000.00	 English Learners Foster Youth Low Income

GOAL

4

Equity Multiplier (LINCOLN CONTINUATION HIGH SCHOOL AND SAN LEANDRO VIRTUAL ACADEMY)



Targeted support to ensure resources are provided to students transitioning schools.

Provide all students an opportunity to develop the skills, knowledge, and character traits necessary to become responsible, well-rounded individuals through real world learning experiences that prepares them for a successful future.

4.1	Course Completion Counts (from Calpads 3.9 - baseline collected 2022-23)	CTE Courses - Lincoln = 154 CTE Courses - SLVA = 20 Dual Enrollment - Lincoln = not available Dual Enrollment - SLVA = not available a-g courses - Lincoln = 434 a-g courses - SLVA = 370	CTE Courses - Lincoln = 176 CTE Courses - SLVA = 10 Dual Enrollment - Lincoln = not available Dual Enrollment - SLVA = not available a-g courses - Lincoln = 1028 a-g courses - SLVA = 493		CTE Courses - Lincoln = 200 CTE Courses - SLVA = 30 Dual Enrollment - Lincoln = 30 Dual Enrollment - SLVA = 30 a-g courses - Lincoln = 1200 a-g courses - SLVA = 500	CTE Courses - Lincoln = 22 CTE Courses - SLVA = -10 Dual Enrollment - Lincoln = 0 Dual Enrollment - SLVA = 0 a-g courses - Lincoln = 594 a-g courses - SLVA = 123
4.2	EL Reclassification Rate	Lincoln = 4.4% SLVA = 10.3%	Lincoln = 7.8% SLVA = 15%		Lincoln = 14% SLVA = 20%	Lincoln = 3.4% SLVA = 4.7%



4.3	UC Doorways # a-g approved courses	Lincoln = 20 SLVA = 0	Lincoln = 34 SLVA = 37		Lincoln = 26 SLVA = 15	Lincoln = 14 SLVA = 37
4.4	Lincoln Graduation Rates	Overall = 83% Socioeconomically disadvantaged = 83% Students with Disabilities = 79% English Learner = 86.8% Longterm English Learners = 87.5% African American = 78.6% Hispanic/Latinx = 86.4%	Overall = 76.1% Socioeconomically disadvantaged = 75.2% Students with Disabilities = 87% English Learner = 75% Longterm English Learners = 76.9% African American = 88.9% Hispanic/Latinx = 70.1%		Overall = 90% Socioeconomically disadvantaged = 90% Students with Disabilities = 90% English Learner = 90% Longterm English Learners = 90% African American = 90% Hispanic/Latinx = 90%	Overall = -6.9% Socioeconomically disadvantaged = -7.8% Students with Disabilities = 8% English Learner = -11.8% Longterm English Learners = -10.6% African American = 10.3% Hispanic/Latinx = -16.3%
4.5	SLVA Graduation Rates	Overall = 95% Socioeconomically disadvantaged = 94.2%	Overall = 55% Socioeconomically disadvantaged = 47.1%		Overall = 98% Socioeconomically disadvantaged = 98%	Overall = -40% Socioeconomically disadvantaged = -47.1%
4.6	English Language Progress Indicator % making progress	Lincoln = 16.1% SLVA = 30%	Lincoln = 27.1% SLVA = 31.6%		Lincoln = 24% SLVA = 25%	Lincoln = 11% SLVA = 1.6%
4.7	Lincoln Suspension Rates	Overall = 9% Socioeconomically disadvantaged = 10.6% Students with Disabilities = 10.8% English Learner = 7.8% Longterm English Learners = 6.8% African American = 15.2% Hispanic/Latinx = 6.4%	Overall = 14.2% Socioeconomically disadvantaged = 15.4% Students with Disabilities = 21.6% English Learner = 14.5% Longterm English Learners = 15.8% African American = 14.6% Hispanic/Latinx = 14%		Overall = 4% Socioeconomically disadvantaged = 4% Students with Disabilities = 4% English Learner = 4% Longterm English Learners = 4% African American = 4% Hispanic/Latinx = 4%	Overall = 5.2% Socioeconomically disadvantaged = 4.8% Students with Disabilities = 10.8% English Learner = 6.7% Longterm English Learners = 9% African American = -0.6% Hispanic/Latinx = 7.6%
4.8	SLVA Suspension Rates	Overall = 0.5% Socioeconomically disadvantaged = 0.6% Students with Disabilities = 0% English Learner = 0%	Overall = 0% Socioeconomically disadvantaged = 0% Students with Disabilities = 0% English Learner = 0%		Overall = 0.5% Socioeconomically disadvantaged = 0% Students with Disabilities = 0% English Learner = 0%	Overall = -0.5% Socioeconomically disadvantaged = -0.6% Students with Disabilities = 0%








		Longterm English Learners = 0% African American = 2.4% Filipino = Hispanic/Latinx = 0%	Longterm English Learners = 0% African American = 0% Filipino = Hispanic/Latinx = 0%		Longterm English Learners = 0% African American = 0% Filipino = 0% Hispanic/Latinx = 0%	English Learner = 0% Longterm English Learners = 0% African American = - 2.4% Filipino = 0% Hispanic/Latinx = 0%
4.9	Attendance rates	Lincoln = 75% SLVA Elementary = 85.75% SLVA Middle = 67.22% SLVA High = 67.33%	Lincoln = 67.8% SLVA Elementary = 94.1% SLVA Middle = 74.4% SLVA High = 77%		Lincoln = 85% SLVA Elementary = 95% SLVA Middle = 95% SLVA High = 95%	Lincoln = -7.2% SLVA Elementary = 8.35% SLVA Middle = 7.18% SLVA High = 9.67%
4.10	Internship Completion	Lincoln = 63% SLVA = 0%	Lincoln = 63% SLVA = 0%		Lincoln = 75% SLVA = 25%	Lincoln = 0% SLVA = 0%
4.11	Lincoln SBAC ELA Distance from Standard in Scale Score Points Distance from Standard in Scale Score points	Overall = -132.2 Socioeconomically disadvantaged = -110.1 Students with Disabilities = not available English Learner = -150 Longterm English Learners = -163.4 Hispanic/Latinx = -142.6	Overall = -155.2 Socioeconomically disadvantaged = -156.5 Students with Disabilities = -210.2 English Learner = -196.4 Longterm English Learners = -196.4 Hispanic/Latinx = -172.2		Overall = -100 Socioeconomically disadvantaged = -100 Students with Disabilities = -150 English Learner = -100 Longterm English Learners = -100 Hispanic/Latinx = -100	Overall = -23 Socioeconomically disadvantaged = -46.4 Students with Disabilities = n/a English Learner = -46.4 Longterm English Learners = -33 Hispanic/Latinx = -29.6
4.12	Lincoln SBAC Math Distance from Standard in Scale Score Points	Overall = -223 Socioeconomically disadvantaged = -225.2 Students with Disabilities = not available English Learner = -220.9 Longterm English Learners = -234.6 Hispanic/Latinx = -224.1	Overall = -259.3 Socioeconomically disadvantaged = -267.1 Students with Disabilities = -275.5 English Learner = -288.7 Longterm English Learners = -288.7 Hispanic/Latinx = -276.2		Overall = -180 Socioeconomically disadvantaged = -180 Students with Disabilities = -180 English Learner = -180 Longterm English Learners = -180 Hispanic/Latinx = -180	Overall = -36.3 Socioeconomically disadvantaged = -41.9 Students with Disabilities = n/a English Learner = -67.8 Longterm English Learners = -54.1 Hispanic/Latinx = -52.1
4.13	SLVA SBAC ELA Distance from Standard in Scale Score Points	Overall = -92.2 Socioeconomically disadvantaged = -79.3 Students with Disabilities = -126.9	Overall = -68.6 Socioeconomically disadvantaged = -84.7 Students with Disabilities = -236.2		Overall = -80 Socioeconomically disadvantaged = -80 Students with Disabilities = -100	Overall = 23.6 Socioeconomically disadvantaged = -5.4 Students with Disabilities = -109.3





		English Learner = -95.7 Hispanic/Latinx = -61.5	English Learner = -50.1 Hispanic/Latinx = -47.9		English Learner = -80 Hispanic/Latinx = -40	English Learner = 45.6 Hispanic/Latinx = 13.6
4.14	SLVA SBAC Math Distance from Standard in Scale Score Points	Overall = -137.8 Socioeconomically disadvantaged = -138.1 Students with Disabilities = -145 English Learner = -147.4 Hispanic/Latinx = -116.4	Overall = -128.7 Socioeconomically disadvantaged = -139.2 Students with Disabilities = -254.3 English Learner = -93.9 Hispanic/Latinx = -94.1		Overall = -100 Socioeconomically disadvantaged = -100 Students with Disabilities = 100 English Learner = -100 Hispanic/Latinx = -80	Overall = 9.1 Socioeconomically disadvantaged = -1.1 Students with Disabilities = -109.3 English Learner = 53.5 Hispanic/Latinx = 22.3
4.15	Renaissance STAR Reading and Math % of students at/above state benchmark on midyear assessment	Lincoln Star Reading = 20% Lincoln Star Math = 0% SLVA Elementary Star Reading = 50% SLVA Middle Star Reading = 38% SLVA High Star Reading = 55% SLVA Elementary Star Math = 36% SLVA Middle Star Math = 20% SLVA High Star Math = 61%	Lincoln Star Reading = 29% Lincoln Star Math = 0% SLVA Elementary Star Reading = 35% SLVA Middle Star Reading = 29% SLVA High Star Reading = 22% SLVA Elementary Star Math = 16% SLVA Middle Star Math = 11% SLVA High Star Math = 17%		Lincoln Star Reading = 30% Lincoln Star Math = 20% SLVA Elementary Star Reading = 60% SLVA Middle Star Reading = 50% SLVA High Star Reading = 62% SLVA Elementary Star Math = 50% SLVA Middle Star Math = 40% SLVA High Star Math = 68%	Lincoln Star Reading = 9% Lincoln Star Math = 0% SLVA Elementary Star Reading = -15% SLVA Middle Star Reading = -9% SLVA High Star Reading = -33% SLVA Elementary Star Math = -20% SLVA Middle Star Math = -9% SLVA High Star Math = -44%
4.16	California School Parent Survey - % strongly agree	Lincoln Promotion of parental involvement = 58% Lincoln Parents feel welcome to participate at this school = 50% Lincoln School provides parents with advice and resources to support my child's social and emotional needs = 100% SLVA Promotion of parental involvement = not available SLVA Parents feel welcome to participate at this school = not available	Lincoln Promotion of parental involvement = not available Lincoln Parents feel welcome to participate at this school = not available Lincoln School provides parents with advice and resources to support my child's social and emotional needs = not available		Lincoln Promotion of parental involvement = 65% Lincoln Parents feel welcome to participate at this school = 60% Lincoln School provides parents with advice and resources to support my child's social and emotional needs = 100% SLVA Promotion of parental involvement =	Lincoln Promotion of parental involvement = n/a Lincoln Parents feel welcome to participate at this school = n/a Lincoln School provides parents with advice and resources to support my child's social and emotional needs = n/a SLVA Promotion of parental involvement = n/a

		SLVA School provides parents with advice and resources to support my child's social and emotional needs = not available	SLVA Promotion of parental involvement = not available SLVA Parents feel welcome to participate at this school = not available SLVA School provides parents with advice and resources to support my child's social and emotional needs = not available		SLVA Parents feel welcome to participate at this school = SLVA School provides parents with advice and resources to support my child's social and emotional needs =	SLVA Parents feel welcome to participate at this school = n/a SLVA School provides parents with advice and resources to support my child's social and emotional needs = n/a
4.17	Lincoln College and Career Indicator % prepared	Overall = 1% Socioeconomically disadvantaged = 1.0% Students with Disabilities = 5.6% English Learner = 3% Longterm English Learners = 3.6% African American = 0% Hispanic/Latinx = 1.5%	Overall = 0.9% Socioeconomically disadvantaged = 0.9% Students with Disabilities = 0% English Learner = 0% Longterm English Learners = 0% African American = 0% Hispanic/Latinx = 1.5%		Overall = 30% Socioeconomically disadvantaged = 30% Students with Disabilities = 30% English Learner = 30% Longterm English Learners = 30% African American = 30% Hispanic/Latinx = 30%	Overall = -0.1% Socioeconomically disadvantaged = -0.1% Students with Disabilities = -5.6% English Learner = -3% Longterm English Learners = -3.6% African American = 0% Hispanic/Latinx = 0%
4.18	SLVA College and Career Indicator	Overall = 10% Socioeconomically disadvantaged = 11.8%	Overall = 5% Socioeconomically disadvantaged = 5.9%		Overall = 30% Socioeconomically disadvantaged = 30%	Overall = -5% Socioeconomically disadvantaged = -5.9%
4.19	California Healthy Kids Survey % agree/strongly agree	Lincoln - School Connectedness = 57% Lincoln - Academic Motivation = 57% Lincoln - School perceived as safe = 66% Lincoln - Current alcohol or drug use = 28% Lincoln - Social emotional distress = 38% Lincoln - Experienced chronic sadness/hopelessness = 36%	Lincoln - School Connectedness = 58% Lincoln - Academic Motivation = 66% Lincoln - School perceived as safe = 68% Lincoln - Current alcohol or drug use = 19% Lincoln - Social emotional distress = 18% Lincoln - Experienced chronic		Lincoln - School Connectedness = Lincoln - Academic Motivation = Lincoln - School perceived as safe = Lincoln - Current alcohol or drug use = Lincoln - Social emotional distress = Lincoln - Experienced chronic sadness/hopelessness =	Lincoln - School Connectedness = 1% Lincoln - Academic Motivation = 9% Lincoln - School perceived as safe = 2% Lincoln - Current alcohol or drug use = -9% Lincoln - Social emotional distress = -20% Lincoln - Experienced chronic

		SLVA - Grade 11 - School Connectedness = 60% SLVA - Grade 11 - Academic Motivation = 65% SLVA - Grade 11 - School perceived as safe = n/a SLVA - Grade 11 - Current alcohol or drug use = 9% SLVA - Grade 11 - Social emotional distress = 35% SLVA - Grade 11 - Experienced chronic sadness/hopelessness = 45%	sadness/hopelessness = 32% SLVA - Grade 11 - School Connectedness = 51% SLVA - Grade 11 - Academic Motivation = 71% SLVA - Grade 11 - School perceived as safe = n/a SLVA - Grade 11 - Current alcohol or drug use = 4% SLVA - Grade 11 - Social emotional distress = 26% SLVA - Grade 11 - Experienced chronic sadness/hopelessness = 37 %		SLVA - Grade 11 - School Connectedness = SLVA - Grade 11 - Academic Motivation = SLVA - Grade 11 - School perceived as safe = SLVA - Grade 11 - Current alcohol or drug use = SLVA - Grade 11 - Social emotional distress = SLVA - Grade 11 - Experienced chronic sadness/hopelessness =	sadness/hopelessness = -4% SLVA - Grade 11 - School Connectedness = -9% SLVA - Grade 11 - Academic Motivation = 6% SLVA - Grade 11 - School perceived as safe = n/a SLVA - Grade 11 - Current alcohol or drug use = -5% SLVA - Grade 11 - Social emotional distress = -9% SLVA - Grade 11 - Experienced chronic sadness/hopelessness = -8%
4.20	Completion Rate of Industry recognized certifications (# of students completing one or more certificate) - Lincoln Only	CPR = 15% OSHA10 = 10% NABTU = 4% Food Safe Handler = n/a	CPR = 20% OSHA10 = 9% NABTU = 4% Food Safe Handler = 0%		CPR = 20% OSHA10 = 15% NABTU = 10% Food Safe Handler = 10%	CPR = 5% OSHA10 = -1% NABTU = 0% Food Safe Handler = n/a

4.1	Increase CTE Pathway Completion and Early College Credit Academic counselor will develop academic plans for each student ensuring they have access to earn a minimum of 3 credits or early college credit or complete a CTE pathway course with industry certification by the time they earn their high school diploma. Counselor will support advising and social emotional support check ins for students to motivate and complete goals. To address outcomes in the 2024-2025 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$70,000.00	 All Students
4.2	Increase A-G Approved Courses at Lincoln High School Lincoln high teachers and administrators will work with the Teaching, Learning and Educational Equity Department on writing and creating a-g courses to submit to the UC doorways in order to increase students opportunities to meet the UC/CSU requirements. To address outcomes in the 2024-2025 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$6,000.00	 All Students

4.3	ACTION CLOSED: Attendance Incentive Campaign		 All Students
4.4	EL Targeted Support Lincoln High School will hire, train and utilize an EL para to provide academic support to English Learners throughout the school day and specially in preparation for ELPAC assessments. In coordination with EL coach and site administration, the EL Para will monitor EL students' grades in courses to provide tutoring and logistical support to ensure a 5-10% increase in ELPAC score and completion of CCI. To address outcomes in the 2024-2025 to CA Dashboard for ELA, Math and support to College & Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$50,000.00	 All Students
4.5	Supporting Mental Wellness and Social Health Mental health additional counseling and socio-emotional support students' well being and progress towards pursuing a joyful and vibrant life. To address outcomes in the 2024-2025 to CA Dashboard for Suspension, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on English Learners, Long Term EL, Students with Disabilities, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$35,000.00	 All Students
4.6	Office Support Connection Additions Family, caregiver and student outreach additional support with focused additional hours for office staff for targeted identified family and student communications and supporting students' connection for attending school daily with supportive daily communications. To address outcomes in the 2024-2025 to CA Dashboard for Suspension and College & Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on English Learners, Long Term EL, Students with Disabilities, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$57,799.00	 All Students
4.7	ACTION CLOSED: Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities		 All Students
4.8	ACTION CLOSED: Effective and Engaging Instruction		 All Students
4.9	Coordination and Transition for Quality Enter and Exit of SLVA Provide coordination around semester intake and exit meetings and parent outreach weekly for connection and support. Ensure documentation and policies are implemented for virtual academy students and families. Support coordination of events and activities that prepare students for success. To address outcomes in the 2024-2025 to CA Dashboard for ELA and Math; this action supports improvement goals and monitoring Socioeconomically disadvantaged students at SLVA School.	\$105,000.00	 All Students

4.10	ACTION CLOSED: Attendance Incentive Campaign		 All Students
4.11	ACTION CLOSED: Office Support Connection Additions		 All Students
4.12	Successful Planning Academic counselor will develop academic plans for each student ensuring they have access to earn a minimum of 3 credits or early college credit by the time they graduate and meet a-g qualifications and will support advising and social emotional support check ins for students to motivate and complete goals. To address outcomes in the 2024-2025 to CA Dashboard for ELA and Math; this action supports improvement goals and monitoring Socioeconomically disadvantaged students at SLVA School.	\$70,000.00	 All Students
4.13	ACTION CLOSED: Exposure to Field Trips (Virtual and in Person) & College/Career		 All Students

Educational Partner

Major Changes for 2025-26

We Want to Increase

We Want to Decrease

San Leandro Unified School District

835 E. 14th Street, Suite 200 • San Leandro, CA 94577, CA | Phone: (510) 667-1000 | Fax: | Email: spatel@slusd.us

<https://www.sanleandro.k12.ca.us/Domain/1>

Website: