

**DRAFT STRATEGIC PLAN ACTIONS**  
**GOAL ONE: ACHIEVEMENT**

**A. English Language Arts**

Action #	Action Title	Year 1 (22/23) Action/Strategies Description	Years 2-3 (23/24 & 24/25) Action/Strategies Description	Years 4-5 (25/26 & 26/27) Action/Strategies Description	Year 1 Funds Expended	Building Blocks
1.A.1	Foundational Literacy supplemental curricula	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards).	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-3 (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards).	Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-3 (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards).	Year 1 \$480,000	3 Data Informed Decision Making  4 Shared Leadership
1.A.2	Foundational Literacy Professional Development Plan	Initiate a professional development plan that supports teachers, classified staff, language & literacy teachers on special assignment (ToSAs), and site leaders to implement foundational literacy supplemental curricula-- <u>focused on grades K-2</u> . 3 days of PD for K-2 teachers at per-diem rate.	Continue a professional development plan that supports teachers, classified staff, language & literacy teachers on special assignment (ToSAs), and site leaders to implement foundational literacy supplemental curricula-- <u>focused on 3rd grade</u> .	Continue a professional development plan that supports teachers, classified staff, language & literacy teachers on special assignment (ToSAs), and site leaders to implement foundational literacy intervention curricula <u>focused on 4th/5th grades</u> .	Year 1 \$378,000  Year 2 \$323,000  Year 3 \$288,000  Year 4 \$175,000  Year 5 \$175,000	2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership
1.A.3	Foundational	Provide Foundational	Provide Foundational	Provide Foundational	Year 1 \$3,250,000	1 Family & Community

	Literacy Teachers on Special Assignment (ToSAs)	Literacy ToSAs in grades K-2 to support in-class instruction and pull-out supports for foundational literacy (PAF). The assignment of ToSAs per school will be based on student assessment data and will be expected to decrease over 5 years, as implementation of foundational literacy curricula accelerates student literacy development.	Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF). The assignment of ToSAs per school will be based on student assessment data and will be expected to decrease over 5 years, as implementation of foundational literacy curricula accelerates student literacy development.	Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy (PAF). The assignment of ToSAs per school will be based on student assessment data and will be expected to decrease over 5 years, as implementation of foundational literacy curricula accelerates student literacy development.	Year 2 \$3,000,000  Year 3 \$2,750,000  Year 4 \$2,500,000  Year 5 \$2,250,000	Engagement  2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership
1.A.4	Foundational Literacy Family Support	Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Provide two Community Service Specialists to track usage data and call families to support.	Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Provide two Community Service Specialists to track usage data and call families to support.	Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students. Provide two Community Service Specialists to track usage data and call families to support.	F2B Funded in 21-22 (No expense in out years)	1 Family & Community Engagement  2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership
1.A.5	Literacy Assessment System	Strengthen the district's literacy assessment system (to align with ELA curriculum & instructional shifts described above): <ul style="list-style-type: none"> <li>Sunset use of Fountas &amp; Pinnell after 2021-22 school</li> </ul>	Strengthen the district's literacy assessment system: <ul style="list-style-type: none"> <li>Continue Implementation of K-2 PAF curriculum-based foundational literacy assessments as district K-2 interim</li> </ul>	Strengthen the district's literacy assessment system: <ul style="list-style-type: none"> <li>Continue Implementation of K-2 PAF curriculum-based foundational literacy assessments as district K-2 interim</li> </ul>	Year 1 \$50,000	3 Data-Informed Decision-Making  4 Shared Leadership

		<ul style="list-style-type: none"> <li>year;</li> <li>Implement K-2 PAF curriculum-based foundational literacy assessments as district K-2 interim assessments;</li> <li>Expand use of the computer-based <u>Reading Inventory</u> assessment to grades 3-8 for 2022-23;</li> <li>Review available computer-based literacy assessments for grades 3-8 in 2022-23 and select one for implementation starting 2023-24; and</li> <li>Form elementary and middle school teacher teams to plan and pilot district interim writing assessments, for implementation starting 2023-24.</li> </ul>	<ul style="list-style-type: none"> <li>assessments and adjust as necessary;</li> <li>Sunset use of the computer-based <u>Reading Inventory</u> assessment for grades 3-8 after 2022-23, unless selected for continued implementation (see following);</li> <li>Implement selected computer-based literacy assessments for grades 3-8; and</li> <li>Implement district interim writing assessments, with support/monitoring of elementary and middle school teacher teams.</li> </ul>	<ul style="list-style-type: none"> <li>assessments and adjust as necessary;</li> <li>Continue Implementation of selected computer-based literacy assessments for grades 3-8; and</li> <li>Continue Implementation of district interim writing assessments, with support/monitoring of elementary and middle school teacher teams.</li> </ul>		
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#### B. Math

Action	Action Title	Year 1 (22/23)	Years 2-3	Years 4-5	Year 1	Building
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1.B.1	Core Math Curricula	Continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos) and teacher guidance materials.	Continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos) and teacher guidance materials.	In 2025-26, continue implementation of new K-8 math curricula (K-5 EngageNY/Zearn and 6-8 Illustrative Math/Desmos) and teacher guidance materials.  In 2025-26, pilot and adopt new K-8 math curricula, for implementation in 2026-27.	Year 1 \$350,000	3 Data Informed Decision Making
1.B.2	Math Professional Development Plan	Initiate a five-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders to implement core SMFC math program, including math routines, EngageNY (K-5) and Illustrative Math (6-8) curricula, and common formative assessments-- <u>focused on grades 3 and 6-8.</u>	Continue a five-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders to implement core SMFC math program, including math routines, EngageNY (K-5) and Illustrative Math (6-8) curricula-- <u>focused on grades 4-5 and 6-8.</u>	Continue a five-year professional development plan that supports teachers, classified staff, math ToSAs, and site leaders to implement core SMFC math program, including math routines, EngageNY (K-5) and Illustrative Math (6-8) curricula-- <u>focused on grades K-2 and 6-8.</u>	Year 1 \$220,000  Year 2 \$220,000  Year 3 \$220,000  Year 4 \$220,000  Year 5 \$220,000	2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership
1.B.3	Elementary Math ToSAs	Provide 7 Math ToSAs to support continuous	Provide 8 Math ToSAs to support continuous	Provide 6 Math ToSAs to support continuous	Year 1 \$1,050,000	1 Family & Community Engagement

		learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning-- <u>focused on 3rd grade teacher teams.</u>	learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning-- <u>focused on 4th/5th grade teacher teams.</u>	learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning-- <u>focused on K-2nd grade teacher teams.</u>	Year 2 \$1,200,000  Year 3 \$1,200,000  Year 4 \$1,050,000  Year 5 \$1,050,000	2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership
1.B.4	Middle School Math ToSAs and Teacher Leaders	Provide <u>two middle school Math ToSAs and 6 teacher leaders</u> to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Provide <u>two middle school Math ToSAs and 4 teacher leaders</u> to support math pathways, continuous learning cycles and 7th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Provide <u>two middle school Math ToSAs</u> to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	Year 1 \$900,000  Year 2 \$650,000  Year 3 \$650,000	1 Family & Community Engagement  2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership
1.B.5	Math Intervention & Acceleration	Implement sustainable math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students-- <u>focused on grades 3rd/4th/5th and 6th/7th.</u>	Implement sustainable math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students-- <u>focused on grades 3rd/4th/5th and 7th/8th.</u>	Implement sustainable math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students-- <u>focused on grades K-2nd and 6-8th.</u>	Year 1 \$75,000  Year 2 \$100,000  Year 3 \$100,000  Year 4 \$125,000  Year 5 \$125,000	1 Family & Community Engagement  3 Data-Informed Decision-Making
1.B.6	Math Family Support	Implement ST Math as an at-home math resource for all K-8	Implement ST Math as an at-home math resource for all K-8 students. Provide	Implement ST Math as an at-home math resource for all K-8 students. Provide	Year 1 \$15,000  Year 2 \$15,000	1 Family & Community Engagement  3 Data-Informed

		students. Provide two Community Outreach workers to track usage data and call families to support.	two Community Outreach workers to track usage data and call families to support.	two Community Outreach workers to track usage data and call families to support.	Year 3 \$15,000  Year 4 \$15,000  Year 5 \$15,000	Decision-Making
1.B.7	Math Assessment System	Strengthen the district's math assessment system (to align with Math curriculum & instructional shifts described above): <ul style="list-style-type: none"> <li>Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and</li> <li>Pilot computer-adaptive, interim math assessment to measure student growth.</li> </ul>	Strengthen the district's math assessment system: <ul style="list-style-type: none"> <li>Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and</li> <li>Implement computer-adaptive, interim math assessment to measure student growth.</li> </ul>	Strengthen the district's math assessment system (to align with Math curriculum & instructional shifts described above): <ul style="list-style-type: none"> <li>Continue implementation and adjustment of K-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement; and</li> <li>Continue implementation of computer-adaptive, interim math assessment to measure student growth.</li> </ul>	Year 1 \$15,000  Year 2 \$15,000  Year 3 \$15,000  Year 4 \$15,000  Year 5 \$15,000	1 Family & Community Engagement  2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership

### C. English Language Development

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
1.C.1	Academic Language Acceleration Course for Long-Term English Learners (LTELs) in 6th-8th grade	Strengthen implementation of the Academic Language Acceleration Course to support LTELs in accelerating their literacy and language development--through class-size reduction, ELD teacher professional development and collaboration, and continued materials development.	Continue implementation of the Academic Language Acceleration Course to support LTELs in accelerating their literacy and language development--through class-size reduction, ELD teacher professional development and collaboration.	Continue implementation of the Academic Language Acceleration Course to support LTELs in accelerating their literacy and language development--through class-size reduction and ELD teacher collaboration.	Year 1 \$150,000  Year 2 \$150,000  Year 3 \$150,000  Year 4 \$150,000  Year 5 \$150,000	2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership
1.C.2	<u>CLAVES</u> supplementary curriculum for potential LTEL students in 4th and 5th grade	Implement <u>CLAVES</u> supplementary curriculum to strengthen language skills of potential LTEL students in grades 4 and 5 (students who may become Long-Term English Learners), through professional development, teacher collaboration, and materials purchase--for 9 of 17 elementary schools (CLAVES cohort 1).	Implement <u>CLAVES</u> supplementary curriculum to strengthen language skills of potential LTEL students in grades 4 and 5 (students who may become Long-Term English Learners), through professional development, teacher collaboration, and materials purchase--for other 8 elementary schools (CLAVES cohort 2).  Support CLAVES cohort 1 implementation through facilitated teacher	Support CLAVES cohorts 1 & 2 implementation through facilitated teacher collaboration.	Year 1 \$30,000  Year 2 \$30,000  Year 3 \$30,000	2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership

			collaboration.			
1.C.3	Elementary Integrated/ Designated ELD Professional Development Plan	Initiate a 5 year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures to ensure access and engagement with grade level aligned texts and tasks for multilingual students-- <u>focused on 4th/5th grades.</u>	Continue a 5 year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures to ensure access and engagement with grade level aligned texts and tasks for multilingual students-- <u>focused on K-1st grades.</u>	Continue a 5 year professional development plan that supports elementary teachers and site leaders to deepen implementation of I-ELD/D-ELD strategies and structures to ensure access and engagement with grade level aligned texts and tasks for multilingual students-- <u>focused on 2nd-3rd grades.</u>	Staffing costs	2 Professional Development 3 Data-Informed Decision-Making 4 Shared Leadership
1.C.4	Newcomer Support Strategies	Implement Newcomer Intake and Support Services to ensure that Newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES cohort 1 (9 of 17 elementary schools).	Implement Newcomer Intake and Support Services to ensure that Newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES cohort 2 (other 8 elementary schools).	Implement Newcomer Intake and Support Services to ensure that Newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES cohort 2 (other 8 elementary schools).	Prior on-going costs	1 Family & Community Engagement 2 Professional Development 3 Data-Informed Decision-Making



**DRAFT STRATEGIC PLAN ACTIONS**  
**GOAL TWO: EQUITY**

**A. Culturally Responsive Curriculum & Practices**

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
2.A.1	Culturally Responsive Curriculum & Practices Leadership Meetings	<p>Create a District Culturally Responsive Curriculum &amp; Practices (CRCP) Task Force.</p> <p>Establish a series of meetings from August 2022 through May 2023 to elevate educational partner voices (including especially students and families) to arrive at clear definitions of CRCP. Create a presentation for the Board of Trustees indicating a set of recommended focus areas for the remainder of the Strategic Plan timeline. Acquire services of a professional facilitator focused on CRCP work for consultative and facilitation services.</p>	<p>Year 2: Assign the District Culturally Responsive Curriculum &amp; Practices (CRCP) Task Force the responsibility to create proposed district wide strategies/actions related to implementation over the course of six monthly meetings between August 2023 and February 2024. Acquire services of a professional facilitator focused on CRCP work for consultative and facilitation services.</p> <p>Year 3: Convene the District Culturally Responsive Curriculum &amp; Practices (CRCP) Task Force in September 2024 to discuss initial implementation of districtwide strategies/actions. Acquire</p>	<p>Year 4: Convene the District Culturally Responsive Curriculum &amp; Practices (CRCP) Task Force in September 2025 to discuss initial implementation of districtwide strategies/actions.</p> <p>Year 5: Convene the District Culturally Responsive Curriculum &amp; Practices (CRCP) Task Force in September 2026 to discuss initial implementation of districtwide strategies/actions.</p>	<p>Year 1 \$30,000</p> <p>Year 2 \$30,000</p> <p>Year 3 \$10,000</p>	<p>1 Family &amp; Community Engagement</p> <p>3 Data Informed Decision Making</p> <p>4 Shared Leadership</p>

			services of a professional facilitator focused on CRCP work for consultative services.			
2.A.2	Culturally Responsive Curriculum & Practices TOSA Support		Year 3: Recruit and select a District Culturally Responsive Curriculum & Practices (CRCP) TOSA to support implementation of the district's initiatives.	Year 4: Ensure 2.0 FTE District Culturally Responsive Curriculum & Practices (CRCP) TOSAs to support implementation of the district's initiatives.  Year 5: Ensure 2.0 FTE District Culturally Responsive Curriculum & Practices (CRCP) TOSAs to support implementation of the district's initiatives.	Year 3: \$150,000  Year 4: \$300,000  Year 5: \$300,000	1 Family & Community Engagement  3 Data Informed Decision Making  4 Shared Leadership
2.A.3	Culturally Responsive Curriculum & Practices Professional Development		Year 3: Provide assigned staff with Culturally Responsive Curriculum & Practices (CRCP) training related to districtwide strategies/actions.	Continue to provide all new staff with Culturally Responsive Curriculum & Practices (CRCP) training related to districtwide strategies/actions.	Year 3: \$70,000  Year 4: \$25,000  Year 5: \$25,000	1 Family & Community Engagement  2 Professional Development  4 Shared Leadership

B. Equity Analysis & Accountability for Outcomes

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
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2.B.1	Family Communication for Attendance: "EveryDay Labs" Software	Evaluate "EveryDay Labs" software for its effectiveness in providing timely information to families regarding their student's attendance--to decide implementation of the software in Year 2 onward.	Potentially utilize "EveryDay Labs" to provide timely information to families regarding their student's attendance based on experience in year 1.	Potentially utilize "EveryDay Labs" to provide timely information to families regarding their student's attendance based on experience in year 1	Year 2: \$50,000 Year 3: \$50,000 Year 4: \$50,000 Year 5: \$50,000	1 Family & Community Engagement  3 Data Informed Decision Making
2.B.2	Equity Measures for Academics	Convene meetings of district Ed Services and Student Services Directors in September 2022 and February 2023 to analyze K-8 academic assessment results with an equity focus.  Measure student/school progress in relation to CCSS/NGSS standards.  Create equity indicators of student growth and school improvement over time.	Convene meetings of district Ed Services and Student Services Directors in September and February of each year to analyze K-8 academic assessment results with an equity focus.  Measure student/school progress in relation to CCSS/NGSS standards.  Provide equity indicators of student growth and school improvement over time.	Convene meetings of district Ed Services and Student Services Directors September and February to analyze K-8 academic assessment results with an equity focus.  Measure student/school progress in relation to CCSS/NGSS standards.  Provide equity indicators of student growth and school improvement over time.	Year 1 \$10,000 Year 2 \$10,000 Year 3 \$10,000 Year 4 \$10,000 Year 5 \$10,000	3 Data Informed Decision Making
2.B.3	Equity Measures for Social Emotional Learning	Assign District Student Services administration with the task of developing K-8 wellness analyses, over the next 5 years, based on chronic absenteeism, suspension, and behavior referral data, to measure student/school	Convene team of stakeholders to adjust and/or develop K-8 wellness analyses based on chronic absenteeism, suspension, and behavior referral data, to measure student/school progress in wellness standards and to	Convene team of stakeholders to adjust and/or develop K-8 wellness analyses, based on chronic absenteeism, suspension, and behavior referral data, to measure student/school progress in wellness standards and to	Year 1 \$10,000 Year 2 \$10,000 Year 3 \$10,000 Year 4 \$10,000 Year 5 \$10,000	1 Family & Community Engagement  3 Data Informed Decision Making

		progress in wellness standards and to provide equitable indicators of student growth/school improvement over time.	provide equitable indicators of student growth/school improvement over time.	provide equitable indicators of student growth/school improvement over time.		
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### C. Inclusion for Children with Special Needs

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
2.C.1	Inclusion Leadership	<p>Create a District Special Education Inclusion Task Force. Establish a series of six meetings focusing on the State of California Inclusion Recommended Practices.</p> <p>This will include evaluating data, reviewing research, considering districtwide strategies and elevating voices of special education staff, students, and parents.</p> <p>Produce SMFC Inclusion Actions/Services to include in years 2-5 of this Strategic Plan.</p>	<p>Years 2 &amp; 3: Establish one Fall and one spring Special Education Inclusion Task Force meeting focusing on analyzing staff/parent survey data, analyzing service minute data, analyzing goal achievement data, and student achievement data.</p> <p>Evaluate districtwide Inclusion strategies in light of the data analysis.</p>	<p>Years 4 &amp; 5: Establish annual Special Education Inclusion Task Force meeting focusing on analyzing survey data, analyzing service minute data, analyzing goal achievement data, and student achievement data.</p> <p>Evaluate districtwide strategies in light of the data analysis.</p> <p>Provide leadership and support to sites with special education inclusion work.</p>	<p>Year 1 \$30,000</p> <p>Year 2 \$10,000</p> <p>Year 3 \$10,000</p> <p>Year 4 \$10,000</p> <p>Year 5 \$10,000</p>	<p>1 Family &amp; Community Engagement</p> <p>2 Professional Development</p> <p>3 Data Informed Decision Making</p> <p>4 Shared Leadership</p>
2.C.2	District Inclusion	1.0 District inclusion TOSA position focusing on	Year 2: Fund 2.0 district inclusion	Year 4: Fund 3.0 district inclusion	Year 1 \$150,000	1 Family & Community Engagement

	TOSA	providing support to schools implementing inclusive practices in 2022-2023.	<p>TOSA positions focusing on providing support to all Pre-K, K, and Grade 6 teachers in 2023-2024 and beyond.</p> <p>Year 3: Fund 3.0 district inclusion TOSA positions focusing on providing support to Pre-K, K,, 1 and Grade 6/7 teachers in 2024-2025 and beyond</p>	<p>TOSA positions focusing on providing support to all teachers in all grades. TOSAs will be assigned to support inclusion in PK-1, 2-5, or 6-8 settings.</p> <p>Year 5: Fund 3.0 district inclusion TOSA positions focusing on providing support to all teachers in all grades. TOSAs will be assigned to support inclusion in PK-1, 2-5, or 6-8 settings.</p>	<p>Year 2 \$300,000</p> <p>Year 3 \$450,000</p> <p>Year 4 \$450,000</p> <p>Year 5 \$450,000</p>	<p>2 Professional Development</p> <p>3 Data Informed Decision Making</p> <p>4 Shared Leadership</p>
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#### D. Staffing Equity

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
2.D.1	District Office and Site Based Leadership Equity Engagement	Provide all Cabinet-level administrators and school principals with a one-day training focusing on cultural humility and staffing diversity.	<p>Years 2 &amp; 3: Provide all new Cabinet-level administrators and school principals with a one-day training on allyship, racial equity, language diversity, etc.</p> <p>Establish presenters for equity focused professional development from within the school system to create a shared</p>	<p>Years 4 &amp; 5: Provide all new Cabinet-level administrators and school principals with a one-day training on allyship, racial equity, language diversity, etc.</p> <p>Establish presenters for equity focused professional development from within the school system to create a shared</p>	<p>Year 1 \$10,000</p> <p>Year 2 \$5,000</p> <p>Year 3 \$5,000</p> <p>Year 4 \$5,000</p> <p>Year 5 \$5,000</p>	<p>1 Family &amp; Community Engagement</p> <p>2 Professional Development</p> <p>3 Data Informed Decision Making</p> <p>4 Shared Leadership</p>

			model of best hiring practices.	model best hiring practices		
2.D.2	Parent, Classified, and Certificated Equity Engagement	Provide all parents, classified staff, and certificated staff the opportunity with a one-day training focusing on cultural humility.	Years 2 & 3: Provide all parents, classified staff, and certificated staff the opportunity with a one-day training focusing on cultural humility and staffing diversity.	Years 2 & 3: Provide all parents, classified staff, and certificated staff the opportunity with a one-day training focusing on cultural humility. Data of past engagement practices provided.	Year 1 \$10,000  Year 2 \$5,000  Year 3 \$5,000  Year 4 \$5,000  Year 5 \$5,000	1 Family & Community Engagement  2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership
2.D.3	Hiring Panel	Establish baseline from the hiring panel composition for the 2021-2022 school year.  Give principals, Directors, and Assistant Superintendents high-level EdJoin access to engage them in the applicant screening process.  Assign subcommittee of classified, certificated, and administrative staff to create new district hiring profile on Edjoin, LinkedIn, Facebook, and Instagram. Ensure utilization of visual	Years 2 & 3: Empower principals to convene hiring panels for site based positions from Edjoin vetting through an equity lens.  Recruit BIPOC candidates through a multi-tiered process of engaging with professional organizations (AASA, Black Teacher Project, Latino Educator Network, CALSA).  Engage in outreach to teacher education programs (USF, CSUEB, SJSU, Monterey Bay, Santa Clara, Stanford). Broadcast postings	Years 4 & 5: Empower principals to convene hiring panels for site based positions from Edjoin vetting through an equity lens.  Recruit BIPOC candidates through a multi-tiered process of engaging with professional organizations (AASA, Black Teacher Project, Latino Educator Network, CALSA).  Engage in outreach to teacher education programs (USF, CSUEB, SJSU, Monterey Bay, Santa Clara, Stanford). Broadcast postings	Year 1 \$10,000  Year 2 \$5,000  Year 3 \$5,000  Year 4 \$5,000  Year 5 \$5,000	1 Family & Community Engagement  2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership

		and photographs of BIPOC students that represent our district.	internally. Website/social media. Job fairs (SMFC and County	internally. Website/social media. Job fairs (SMFC and County		
2.D.4	Establish survey instruments	<p>Develop Exit and Stay survey - 3 month, 6 month EOY survey</p> <p>Focus groups with current BIPOC - what was/is hard, how were you retained, how do we retain other BIPOC?</p> <p>Development of Administrator BIPOC Committee</p> <p>Engagement with existing Teacher BIPOC Committee</p>				

E. LGBTQ+ inclusion, safety, & empowerment

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
2.E.1	Gay/Straight Alliance (GSA) student groups	Provide training for school staff and establish access to support/affinity groups,	Continue to provide training for school staff and maintain access to	Maintain access to support/affinity groups, to ensure middle schools		1 Family & Community Engagement 2

		to ensure middle schools can provide high-quality support for LGBTQ+ student groups. Identified staff will participate in this implementation across Years 1-3.	support/affinity groups, to ensure middle schools can provide high-quality support for LGBTQ+ student groups. Identified staff will participate in this implementation across Years 1-3.	can provide high-quality support for LGBTQ+ student groups		Professional Development
2.F.2	Sexual Orientation and Gender Identity Professional Development	Engage with organizations (Gender Spectrum, Outlet etc.) to provide professional development for staff on sexual orientation and gender equity and awareness. All staff will participate in this implementation in stages across Years 1 and 2.	Engage with organizations (Gender Spectrum, Outlet etc.) to provide professional development for staff on sexual orientation and gender equity and awareness. All staff will participate in this implementation in stages across Years 1 and 2.		Year 1 \$50,000  Year 2 \$50,000	1 Family & Community Engagement  2 Professional Development  3 Data Informed Decision Making  4 Shared Leadership
2.F.3	Inclusive Library Collections	Audit current school library titles at each school in Year 1.	Years 2 & 3: Increase and update libraries to ensure students have access to literature that represents all families, orientations, genders, languages, and ethnic groups.	Years 4 & 5: Increase and update libraries to ensure students have access to literature that represents all families, orientations, genders, languages, and ethnic groups.	Year 1 \$5,000  Year 2 \$75,000  Year 3 \$75,000  Year 4 \$50,000  Year 5 \$50,000	1 Family & Community Engagement  2 Professional Development  3 Data-Informed Decision-Making  4 Shared Leadership
2.F.4	Awareness/ Access Strategies	Implement opportunities for schools to engage in special awareness/access events (Solidarity Week, No Name Calling Week,	Implement opportunities for schools to engage in special awareness/access events (Solidarity Week, No Name Calling Week,	Implement opportunities for schools to engage in special awareness/access events (Solidarity Week, No	Year 1 \$20,000  Year 2 \$20,000  Year 3 \$20,000	1 Family & Community Engagement  2 Professional Development



		Allyship in Action, Solidarity Week) to support all students to counteract the prevalence of biased language, name calling, and bullying. Support and encourage staff to place rainbow flags, etc. in classrooms and throughout the school to show support and affinity. By Year 2, identify opportunities for a Board Resolution to support LGBTQ+ initiatives.	Allyship in Action, Solidarity Week) to support all students to counteract the prevalence of biased language, name calling, and bullying. Support and encourage staff to place rainbow flags, etc. in classrooms and throughout the school to show support and affinity. Complete Board Resolution to support LGBTQ+ initiatives.	Name Calling Week, Allyship in Action, Solidarity Week) to support all students to counteract the prevalence of biased language, name calling, and bullying. Support and encourage staff to place rainbow flags, etc. in classrooms and throughout the school to show support and affinity.	Year 4 \$20,000  Year 5 \$20,000	3 Data Informed Decision Making  4 Shared Leadership
2.F. 5	LGBTQ+ Inclusion Task Force	<p>Create a District LGBTQ+ Inclusion Task Force. Establish a series of six meetings focusing on considering district wide strategies and elevating voices of LGBTQ+ staff, students, and parents.</p> <p>LGBTQ+ Inclusion Task Force will create SMFC LGBTQ+ Core Strategies.</p> <p>Provide leadership and support to sites with LGBTQ+ inclusion work.</p>	<p>Years 2 &amp; 3: Establish one Fall and one spring LGBTQ+ Task Force meeting focusing on analyzing survey data and student achievement data.</p> <p>Evaluate districtwide strategies in light of the data analysis.</p> <p>Create a venue to elevate voices of LGBTQ+ staff, students, and parents.</p> <p>Provide leadership and support to sites with LGBTQ+ inclusion work.</p>	<p>Years 4 &amp; 5: Establish one Fall and one spring LGBTQ+ Task Force meeting focusing on analyzing survey data and student achievement data.</p> <p>Evaluate districtwide strategies in light of the data analysis.</p> <p>Create a venue to elevate voices of LGBTQ+ staff, students, and parents.</p> <p>Provide leadership and support to sites with LGBTQ+ inclusion work.</p>	<p>Year 1 \$30,000</p> <p>Year 2 \$5,000</p> <p>Year 3 \$5,000</p> <p>Year 4 \$5,000</p> <p>Year 5 \$5,000</p>	<p>1 Family &amp; Community Engagement</p> <p>2 Professional Development</p> <p>3 Data Informed Decision Making</p>

2.F. 6	LGBTQ+ TOSA		Years 2 & 3: 1.0 District inclusion TOSA position focusing on providing support to schools implementing inclusive practices in 2022-2023.	Years 4 & 5: 1.0 District inclusion TOSA position focusing on providing support to schools implementing inclusive practices in 2022-2023.	Year 2 \$150,000  Year 3 \$150,000  Year 4 \$150,000  Year 5 \$150,000	1 Family & Community Engagement  2 Professional Development  4 Shared Leadership
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**DRAFT STRATEGIC PLAN ACTIONS**  
**GOAL THREE: WELLNESS**

**A. Student & Staff Mental Health/SEL**

Action #	Action Title	Year 1 (22/23) Action Description	Years 2-3 (23/24 & 24/25) Action Description	Years 4-5 (25/26 & 26/27) Action Description	Year 1 Funds Expended	Building Blocks
3.B.1	Social Workers	Create District Social Workers positions to remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment.  School social workers support and provide resources to students and families, starting Year 1.	Maintain District Social Workers positions to remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment.  School social workers support and provide resources to students and families	Maintain District Social Workers positions to remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment.  School social workers support and provide resources to students and families	Year 1 \$300,000  Year 2 \$450,000  Year 3 \$600,000  Year 4 \$600,000  Year 5 \$600,000	1 Family & Community Engagement 2 Professional Development 3 Data-Informed Decision-Making 4 Shared Leadership
3.B.2	Middle School SEL Curriculum	Establish Middle School SEL Task Force representing all K-8 schools and middle schools. Focus the Task Force on issues of wellness, safety, belonging, climate, and culture. Hold monthly meetings beginning in September 2022 and through May 2023.	Continue Middle School SEL Task Force representing all K-8 schools and middle schools. Continue focus on issues of wellness, safety, belonging, climate, and culture. Hold quarterly meetings beginning in September 2023 and through May 2024.	Establish Middle School SEL Task Force representing all K-8 schools and middle schools. Continue focus on issues of wellness, safety, belonging, climate, and culture. Hold quarterly meetings beginning in September 2024 and through May 2025.	Year 1 \$25,000  Year 2 \$25,000  Year 3 \$25,000  Year 4 \$25,000  Year 5 \$25,000	1 Family & Community Engagement 2 Professional Development 3 Data-Informed Decision-Making 4 Shared Leadership

		Middle School SEL Task Force will evaluate multiple SEL curricular options for possible implementation of a new Social Emotional Literacy curriculum for middle school students beginning in August 2023.	Middle School SEL Task Force will continue to schedule site visits to learn about the curricular implementation at all sites and meet with focus groups of students.	Middle School SEL Task Force will continue to schedule site visits to learn about the curricular implementation at all sites and meet with focus groups of students.		
3.B .3	Wellness Centers	<p>Create spaces at sites for students and staff to serve as Wellness Centers.</p> <p>Implementation over five years will be prioritized first to development of full-service community schools at identified schools that qualify for Title 1 funds and then to other schools with higher enrollment of English Learners, Special Education students, and students from economically- struggling families.</p>	<p>Create spaces at sites for students and staff to serve as Wellness Centers.</p> <p>Implementation over five years will be prioritized first to development of full-service community schools at identified schools that qualify for Title 1 funds and then to other schools with higher enrollment of English Learners, Special Education students, and students from economically- struggling families.</p>	<p>Create spaces at sites for students and staff to serve as Wellness Centers.</p> <p>Implementation over five years will be prioritized first to development of full-service community schools at identified schools that qualify for Title 1 funds and then to other schools with higher enrollment of English Learners, Special Education students, and students from economically- struggling families.</p>	<p>Year 1 \$80,000</p> <p>Year 2 \$80,000</p> <p>Year 3 \$80,000</p> <p>Year 4 \$80,000</p> <p>Year 5 \$80,000</p>	<p>1 Family &amp; Community Engagement</p> <p>2 Professional Development</p> <p>3 Data-Informed Decision-Making</p> <p>4 Shared Leadership</p>
3.B .4	Wellness Professional Development Plan	Evaluate needs and provide professional development for Certificated and Classified Staff: Trauma Informed Care; Restorative Practices; Responsive	Evaluate needs and provide professional development for Certificated and Classified Staff: Trauma Informed Care; Restorative Practices; Responsive	Evaluate needs and provide professional development for Certificated and Classified Staff: Trauma Informed Care; Restorative Practices; Responsive	<p>Year 1 \$772,000</p> <p>Year 2 \$772,000</p> <p>Year 3 \$772,000</p> <p>Year 4 \$225,000</p>	<p>1 Family &amp; Community Engagement</p> <p>2 Professional Development</p> <p>3 Data-Informed Decision-Making</p>

		Classroom; Mental Health First Aid; Unconscious Bias; Gender/Sexual Orientation Equity; Drugs, Alcohol and Tobacco; Social Media/Technology Safety. All staff will participate in this implementation in stages across 5 years.	Classroom; Mental Health First Aid; Unconscious Bias; Gender/Sexual Orientation Equity; Drugs, Alcohol and Tobacco; Social Media/Technology Safety. All staff will participate in this implementation in stages across 5 years.	Classroom; Mental Health First Aid; Unconscious Bias; Gender/Sexual Orientation Equity; Drugs, Alcohol and Tobacco; Social Media/Technology Safety. All staff will participate in this implementation in stages across 5 years.	Year 1 \$250,000	4 Shared Leadership
3.B .5	Newcomer Support Strategies	Implement Newcomer Intake and Support Services to ensure that Newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES cohort 1 (9 of 17 elementary schools).	Implement Newcomer Intake and Support Services to ensure that Newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES cohort 2 (other 8 elementary schools).	Implement Newcomer Intake and Support Services to ensure that Newcomer students and families have the wrap-around services (social, medical, mental) needed to be successful in US schools--focused on CLAVES cohort 2 (other 8 elementary schools).	Prior on-going costs	1 Family & Community Engagement  2 Professional Development  3 Data-Informed Decision-Making