LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 39-68676-0000000
School Year: 2023-24
LEA contact information:
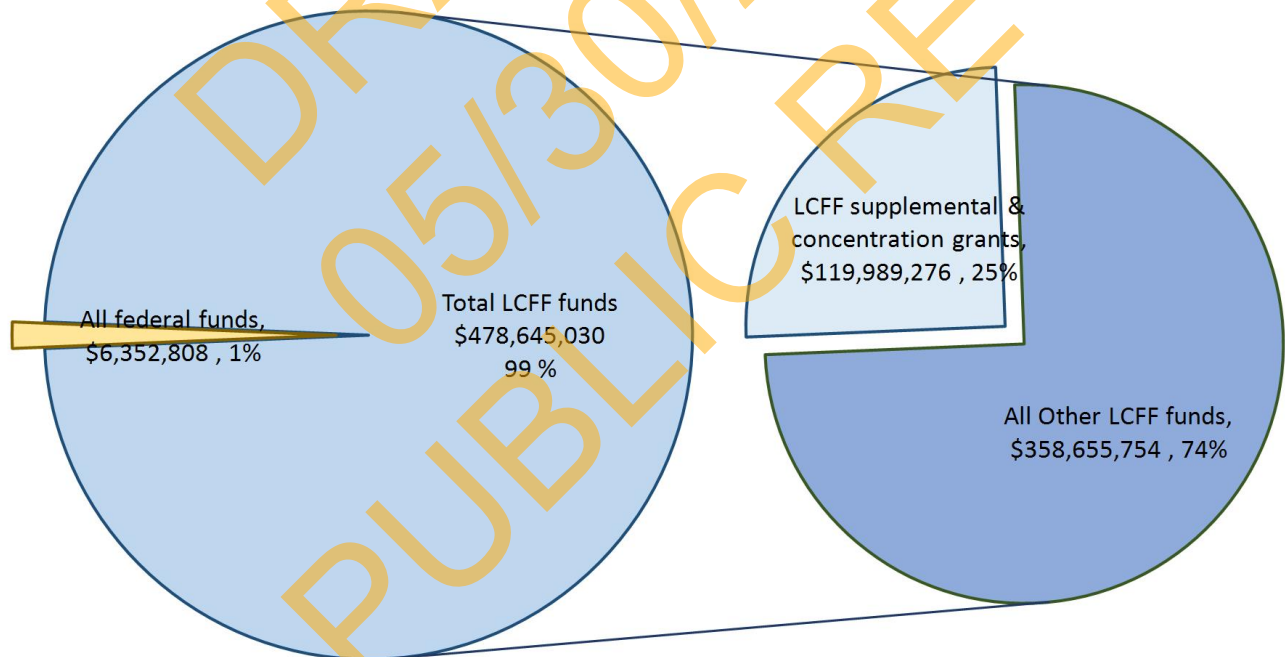Israel S. Gonzalez, Ed.D.
Educational Services Director
igonzalez@stocktonusd.net
209-933-7000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $6,352,808 , 1%

Total LCFF funds $478,645,030 99 %

LCFF supplemental & concentration grants, $119,989,276 , 25%
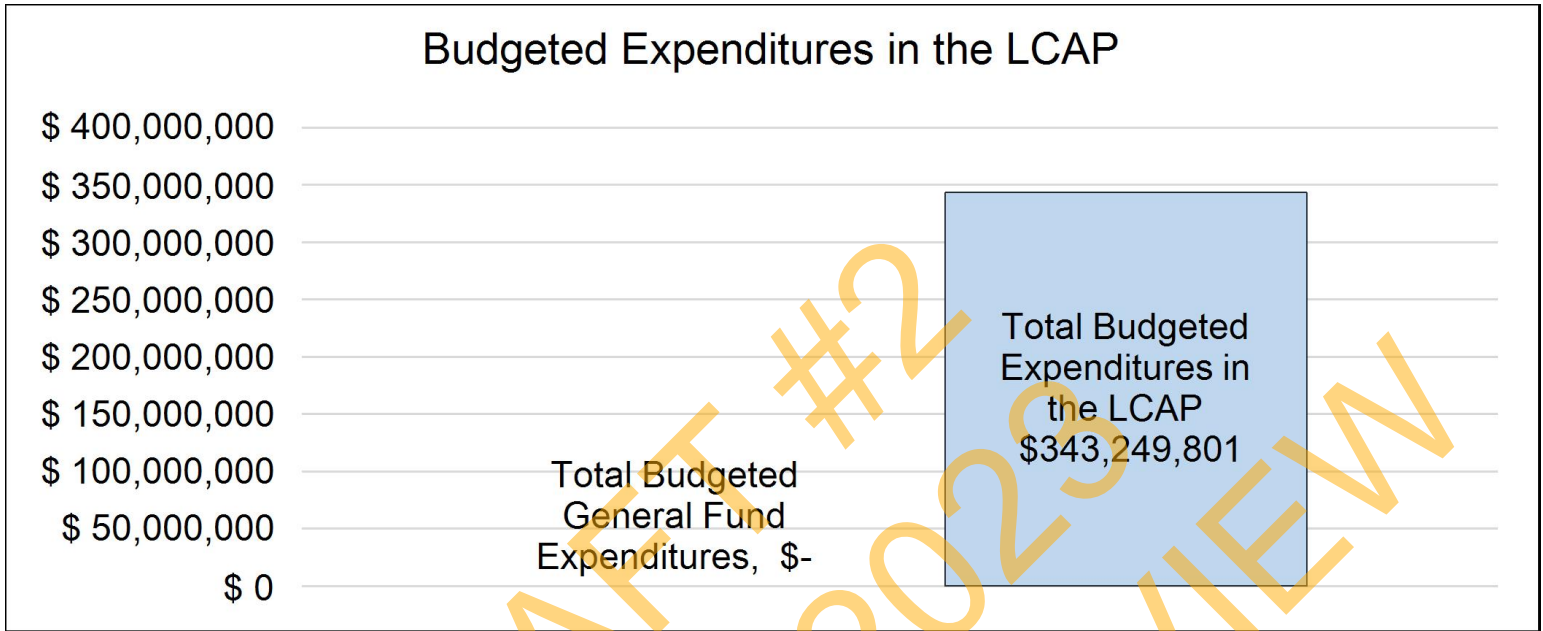
All Other LCFF funds, $358,655,754 , 74%

This chart shows the total general purpose revenue Stockton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is $484,997,838, of which $478645030 is Local Control Funding Formula (LCFF), $0 is other state funds, $0 is local funds, and $6352808 is federal funds. Of the $478645030 in LCFF Funds, $119989276 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $-

Total Budgeted Expenditures in the LCAP $343,249,801

This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stockton Unified School District plans to spend $0 for the 2023-24 school year. Of that amount, $343249801 is tied to actions/services in the LCAP and $-343,249,801 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operations of the district, including management, maintenance of operations (M/O), clerical, and general administration costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Stockton Unified School District is projecting it will receive $119989276 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $134515962 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $134,515,962

Actual Expenditures for High Needs Students in LCAP: $106,952,553
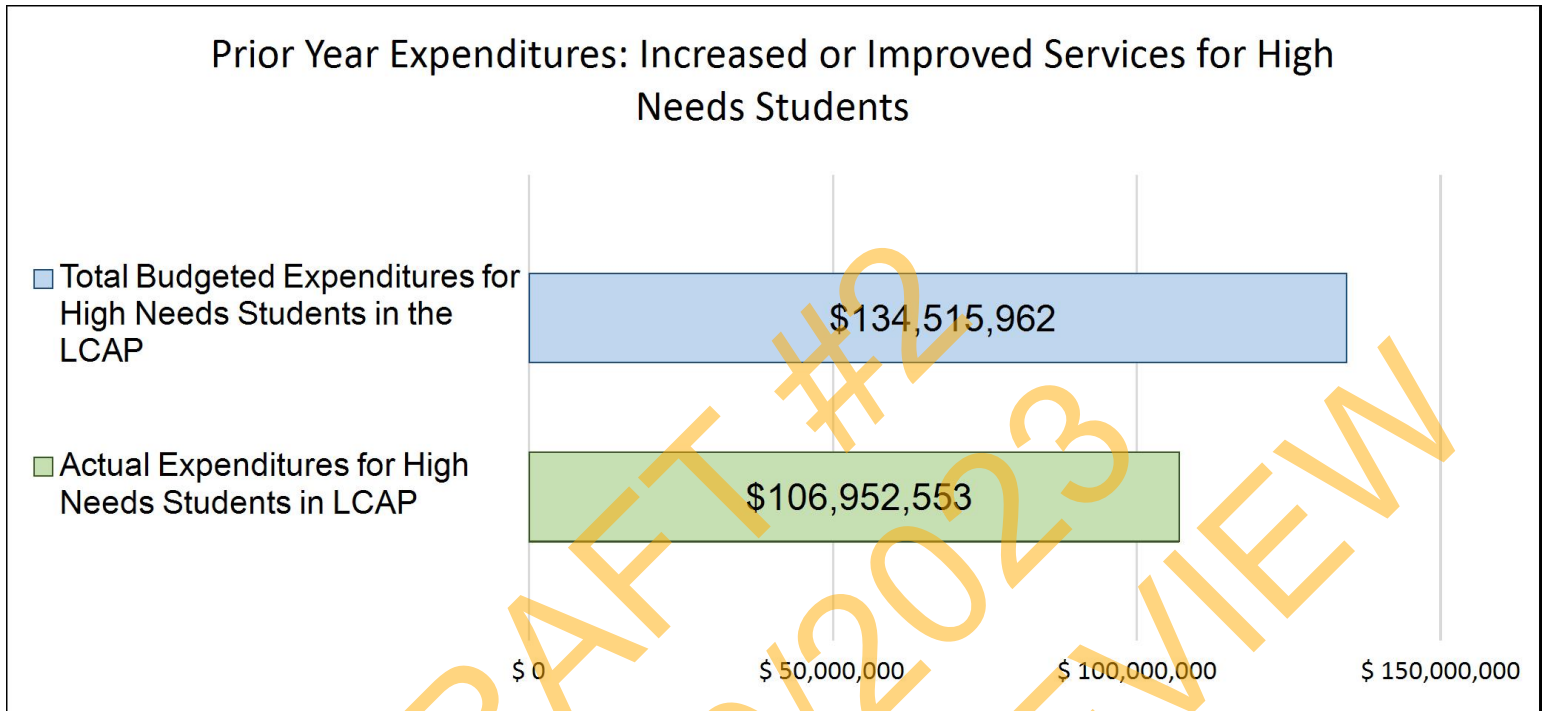
This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Stockton Unified School District's LCAP budgeted $134515962 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $106952553 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stockton Unified School District	Israel S. Gonzalez, Ed.D. Educational Services Director	igonzalez@stocktonusd.net 209-933-7000

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Since 1852, the Stockton Unified School District (SUSD) has provided services to students in the San Joaquin region. SUSD is located in the heart of California's Central Valley near the banks of the San Joaquin River. The Stockton Unified School District is one of the oldest, and one of the largest school districts in California. We are the 17th largest school district in the state, with more than 35,000 students, PK-12th graders come to us to experience an educational journey that leads to high school graduation and success in college, careers, and as actively-engaged community members. SUSD is made up of thirty-seven Head Start classes, fifty-three state preschool classes, three First 5 preschool classes, forty-one K-8 schools, four comprehensive high schools, three small high schools, an alternative high school, a special education school, a school for adults, and five dependent charter schools. SUSD's comprehensive high schools all have a strong focus on academics and have specialty areas for students as they explore and achieve in technical career pathways.

In 2022-2023, SUSD has 33,313 students enrolled in the district. SUSD's student population is culturally and linguistically diverse: 69.5% are Hispanic, 8.9% are African American/Black, 9.0% are Asian, 4.2% are White, 3.4% Filipino, 3.6% are Multiple Races, and .7% are American Indian/Alaskan Native, and .6% are Native Hawaiian/Other Pacific Islander. (DataQuest, 2022-23 Enrollment by Ethnicity and Grade)

English Learners comprise 24.9% (8,308), followed by 19.1% (6,375) Redesignated Fluent English Proficient (RFEP) and 2.3% (777) Initial Fluent English Proficient. (DataQuest, 2022-23 Enrollment by English Language Acquisition Status (ELAS) and Grade Report) SUSD's 5 primary languages other than English are: Spanish (40.17% or 15,733 students), Hmong (1.0% or 390 students), Khmer (Cambodian) (.92% - 360 students), Filipino (Pilipino or Tagalog) (.66% or 258 students), and Punjabi -.55%. There are 37 languages represented in SUSD schools. (DataQuest, 2022-23 Language Group Data – Districtwide Report)

SUSD's student population identified as unduplicated pupils is 80.0%; represented by 79.5% socio-economically disadvantaged disadvantaged, 24.6% English Learners, and 1% foster youth which places them at risk for educational disparities.

SUSD provides educational support and resources to 12.8% (4,533) Students with Disabilities, of the 13 disability categories the following 6 are of higher prevalence: 33.8% (1,530) students with a specific learning disability, 21.7% (982) student with speech or language impairment, 20.2% (914) students with autism, 9.7% (441) students with an intellectual disability, 8.7% (394) students with other health impairment, and 2.1% (94) students with emotional disturbance. (CALPADS - Fall 2022 Report)

For the current 2022-2023 school year data, SUSD has employed 1,660 teachers across the district's school sites (CALPADS - 2022-2023) to provide direct instruction.

Mission:
SUSD's district mission is to graduate every single youth college, career, and community ready, in doing so we will lift all youth out of circumstances of poverty and scarcity.

District Focal Targets:
SUSD is dedicated to providing high quality first instruction, rigorous curriculum, and supporting academic achievement and social-emotional development supported by Multi-Tiered System of Supports (MTSS). Three focal targets guide the work within the District:
1. Every child by the end of third grade will read and comprehend at the proficient level.
2. Every child will have access to high quality rigorous first instruction and by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
3. Every child, by the end of 12th grade, will graduate and be college or career ready.

Reflections: Successes

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

In the 2022-2023 school year, success has been identified based on the growth and accomplishment attained by meeting the Desired Outcome within the 22-23 LCAP's Measuring and Reporting Results sections for each goal.

Goal 1:
Achieved –
  • (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. Homeless reported at 14.12% above desired outcome of NA%. This growth is attributed...

  • (4A) The average of all 3rd- 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. Homeless reported at 5.20% above desired outcome of NA%; Multi Race reported at 2.73% above desired outcome of 32%; Pacific Islander/Native Hawaiian reported at 6.04% above desired outcome of 30%. This growth is attributed...

- (4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. Socio Economically Disadvantaged reported at 109 points above desired outcome of -40. This growth is attributed...

- (4A) The average of all 3rd- 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.

Filipino reported at 55.7 points above desired outcome of -12. This growth is attributed...

- (4B) Percentage of students who meet CSU/UC a-g college entrance requirements. American Indian/Alaskan Native reported at 11.6% above desired outcome of 16%; Multi Race reported at 32% above desired outcome of 0%. This growth is attributed...

- (4E) Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC. English Learners reported at 1% above desired outcome of 50%. This growth is attributed...

- (5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements. Students with Disabilities reported at 16.7% above desired outcome of 50%; African American/Black reported at 1.5% above desired outcome of 78%; American Indian/Alaskan Native reported at 16.4% above desired outcome of 75%; Hispanic reported at .6% above desired outcome of 82%; Pacific Islander/Native Hawaiian reported at 6% above desired outcome of 94%. This growth is attributed...

Outperformed District –
iReady – ELA (Metric 4A):
* White – 6.4%

iReady – Math (Metric 4A):
* Asian – 12.6%
* Filipino – 23.8%
* Multi Race – 5.9%
* Pacific Islander/Native Hawaiian – 1.7%
* White – 20.90%

CSU/UC A-G College Entrance Requirements (Metric 4B):
* American Indian/Alaskan Native - 2.6%
* Asian - 12.5%
* Filipino – 32.7%
* Multi Race - 7%

Graduation Rate (Metric 5E):
* American Indian/Alaskan Native – 8.3%
* Asian – 6.5%
* Filipino - 12.6%
* Multi Race - 2.4%
* Pacific Islander/Native Hawaiian – 16.9%

Maintained –
(1B) Percentage of students who have sufficient access to standards aligned instructional materials.
(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD.

Building Upon Success: In order to maintain and build upon the successes in goal 1 supporting student achievement, the district plans implement and expand supports and resources:
- through professional development, systems, protocols, and high-quality instructional strategies designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students to receive high quality first instruction through consistent and faithful implementation of Universal Design for Learning (UDL).
- through supplemental interventions that bridge the foundational learning gaps to meet student needs.
- that expand practices that promote collaboration and connection of general education teachers and SPED teachers to ensure interventions for student achievement and social emotional student needs.
- that furthers district's initiative and educational partner feedback of providing technology devices to maintain the availability and access of educational resources for students.
- such as bilingual paraprofessionals providing primary language support, reinforced learning concepts using the student's primary language, assisting in the implementation of instructional activities and students understanding of instructional assignments, and assisting the teacher with explaining and clarifying work assignments to English learners so that they could have improved access to the content that was being taught in English.
- to college and career readiness through increasing interdepartmental collaboration, clarification of software/programs, integration and connections of mutual practices/procedures. In addition, through the analysis of college and career readiness indicators, the district intends to increase support and resources enhancing student access to honors, Advanced Placement, IB, and dual enrollment opportunities.

Goal 2:
Achieved –
(6B) Expulsion rates – the percentage and (number) of students who are expelled from the district during the academic year.
Foster Youth reported at 0.0% above desired outcome of 0%

English Learners reported at 0.0% above desired outcome of 0%
Students with Disabilities reported at 0.0% above desired outcome of 0%
Asian reported at 0.0% above desired outcome of 0%
Filipino reported at 0.0% above desired outcome of 0%
Hispanic reported at 0.0% above desired outcome of 0%
Pacific Islander/Native Hawaiian reported at 0.0% above desired outcome of 0%
White reported at 0.0% above desired outcome of 0%

Outperforming District –
Suspension Rates (Metric 6A):
* English Learners – 1.2% below
* Asian – 3% below
* Filipino – 3.2% below
* Hispanic - .6% below
* Pacific Islander/Native Hawaiian – 1.3% below

Expulsion Rates (Metric 6B):
* Foster Youth – .10% below
* English Learners – .10% below
* Students with Disabilities – .10% below
* Asian – .10% below
* Filipino – .10% below
* Hispanic – .10% below
* White – .10% below

Maintained –

Building Upon Success: In order to maintain and build upon the successes in goal 2 supporting equitable learning environments, the district plans implement and expand supports and resources:
  • to refine the professional development planning efforts to be inclusive of the current post-COVID barriers making professional development accessible and relevant to the curriculum directly improving high quality first instruction.
  • by providing students with direct social-emotional and trauma-informed care services. In addition, the district intends to increase Positive Behaviors Interventions and Supports (PBIS) approach-based actions at the school site level, such as home visits, parent outreach, social-emotional lessons, and counseling services focusing on the reduction of chronic absenteeism and suspensions.

Goal 3:
Outperformed District –
Chronic Absenteeism Rates (Metric 5B):
* English Learner – 1.9% below
* Asian – 13.6% below
* Filipino – 22% below

Building Upon Success: In order to maintain and build upon the successes in goal 3 supporting parent/family community and student engagement and leadership opportunities, outreach, and the increase of support and resources to reduce chronic absenteeism and suspension as through training to facilitate restorative practices, navigation of peer resources, and as peer advocates.

Goal 4:
Achieved –
(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements.
Students with Disabilities reported at 6.7% above desired outcome of 60%
(5E) Four- year adjusted cohort outcome data- identifies the number/percentage of students with disabilities in each category.
Students with Disabilities reported at 17% above desired outcome of 50%

Outperformed District –
Expulsion Rates (Metric 6B):
* Students with Disabilities – .10% below

Building Upon Success: In order to maintain and build upon the successes in goal 4 supporting graduation rates for students with disabilities and rates of social emotional learning by identifying the district will...
addressing, and removing barriers to school participation and increasing access to various graduation pathways.

Reflections: Identified Need

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

Stockton Unified School District (SUSD) identified several needs that required continued acknowledgement for the existing three goals, that meet the criteria of "low performance" and/or "significant performance gaps" for student groups and/or school sites.

In addition, to the overall district status, the identified Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) school sites will use their School Plan for Student Achievement to align evidence-based strategies/actions to meet the

needs of their students; thereby, bridging the performance gap resulting in increased student achievement.

"Red" or "Orange" or "Not Met" or "Not Met for Two or More Years":
In the 2022-2023 school year, the California Department of Education changed the CA Dashboard reporting tool from depicting Red, Orange, Yellow, Green, and Blue to shades of Purple as visual cues. Other changes to the visual cues are the "gauges" have been changed to "cell phone bars". This has made it difficult to meet the prompt as it is asking for the district to identify the overall performance state indicator being "Red" or "Orange".

Two (2) or more performance levels level the "all student" performance:
(b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts Indicator:
The district does not have any school sites that meet the criteria of two or more levels below the district "All Student" average for the English Language Arts Indicator. However, the district for All Students is identified as "Low" performance, in addition, 19 school sites share this same designation. The remaining 25 school sites are one level below the district at the "Very Low" performance designation.

The district does not have any student groups that meet the criteria of two or more levels below the district "All Student" average English Language Arts Indicator. However, the district for All Students is identified as "Low" performance. There are seven (7) student groups (Socio Economically Disadvantaged, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Pacific Islander, White, and Two or More Races) that share the same "Low" performance designation. There are five (5) student groups (English Learners, Foster Youth, Homeless, Students with Disabilities, and African American/Black) who are identified as one level below at the "Very Low" performance designation. The district has one student group (Filipino) that is one level above at the "Medium" performance designation.

Mathematics Indicator:
The district does not have any school sites that meet the criteria of two or more levels below the district "All Student" average Mathematics Indicator. However, the district for All Students is identified as "Very Low" performance, in addition, 15 school sites share this same designation. The remaining 15 school sites are one level above the district at the "Low" performance designation.

The district does not have any student groups that meet the criteria of two or more levels below the district "All Student" average Mathematics Indicator. However, the district for All Students is identified as "Very Low" performance. There are eight (8) student groups (English Learners, Foster Youth, Homeless, Socio Economically Disadvantaged, Students with Disabilities, African American/Black, American Indian/Alaskan Native, Hispanic) that share the same "Very Low" performance designation. There are five (5) student groups (Asian, Filipino, Native Hawaiian/Pacific Islander, White, and Two or More Races) who are identified as one level above at the "Low" performance designation.

English Learner Progress Indicator:

The district does not have any student groups that meet the criteria of two or more levels below or not met statuses. The district's English Learner student group is identified as "Medium" performance designation, which is defined as making progress towards English Language Proficiency in the current year at 51%.

College Career Readiness Indicator:
HELP!!!

Graduation Rate Indicator:
The district has two (2) high schools (Jane Frederick and Stockton High) that meet the criteria of two or more levels below the district "All Student" average Graduation Rate Indicator. The district for All Students is identified as "Medium" performance, in addition, three (3) high schools share this same designation. One (1) high school is one level below the district at the "Low" performance designation.

The district has one (1) student group (Students with Disabilities) that meet the criteria of two or more levels below the district "All Student" average Graduation Rate Indicator. The district for All Students is identified as "Medium" performance. There are three (3) student groups (Socio Economically Disadvantaged, Asian, Hispanic) that share the same "Medium" performance designation. There are six (6) student groups (English Learners, Foster Youth, Homeless, African American/Black, White, and Two or More Races) who are identified as one level below at the "Low" performance designation. One student group (One student group (Filipino) is identified as two levels above at the "Very High" performance designation) is identified as one level above at the "High" performance designation. One student group (Filipino) is identified as two levels above at the "Very High" performance designation. One student group (Native Hawaiian/Pacific Islander) did not have a performance level indicator assessed, typically because there are less than 30 students in a school year.

Suspension Rate Indicator
The district does not have any school sites that meet the criteria of two or more levels below the district "All Student" average Suspension Rate Indicator. However, the district for All Students is identified as "High" performance, in addition, 17 school sites share this same designation. There are 9 school sites that are one level below the district at the "Very High" performance designation. The remaining school sites are above the district with better suspensions rates: 13 school sites are at the "Medium" performance designation, four (4) school sites are at the "Low" performance designation, and six (6) school sites are at the "Very Low" performance designation.

The district does not have any student groups that meet the criteria of two or more levels below the district "All Student" average Suspension Rate Indicator. However, the district for All Students is identified as "High" performance. There are four (4) student groups (Socio Economically Disadvantaged, Students with Disabilities, White, and Two or More Races) that share the same "High" performance designation. There are four (4) student groups (Foster Youth, Homeless, African American/Black, American Indian/Alaskan Native) who are identified as one level below at the "Very High" performance designation. There are three (3) student groups (English Learners, Hispanic, Native Hawaiian/Pacific Islander) who are identified as one level above at the "Medium" performance designation. Two (2) student groups (Asian, Filipino) are identified as two levels above at the "Low" performance designation.

Chronic Absenteeism Rate Indicator:

The district does not have any school sites that meet the criteria of two or more levels below the district "All Student" average Chronic Absenteeism Rate Indicator. The district for All Students is identified as "Very High" performance with 20.1% or greater percentage in the current year. All forty-two (42) school sites share the same "Very High" performance designation.

The district does not have any student groups that meet the criteria of two or more levels below the district "All Student" average Chronic Absenteeism Rate Indicator. The district for All Students is identified as "Very High" performance designation. All student groups share the same "Very High" performance designation.

Low Performance and Performance Gaps:
Through the Differentiated Assistance (DA) process the district does completed, the following actions will be incorporated as action within goal 4 addressing the areas of low performance and performance gaps:
- Early Literacy Program – Strategic development of supports, resources, including the unique needs of P/TK students and incorporated "play" as a vital academic criterion for development. Work with STA to open reception of standard outcomes using early literacy intervention program/curriculum (such as SIPPS, Heggerty, LETRS) consistently districtwide. Creation of a menu of options identifying evidence-based interventions for school sites to select based on their student needs (data driven), including early development of a Request for Proposal and intervention program vetting system.
- Math Literacy/Concept Mastery – Strategic development of supports, resources, promoting math literacy and concept mastery. Creation of a menu of options identifying evidence-based interventions for school sites to select based on their student needs (data driven), including early development of a Request for Proposal and intervention program vetting system.
- Science – Strategic development of supports, resources, promoting science concept mastery. Creation of a menu of options identifying evidence-based interventions for school sites to select based on their student needs (data driven), including early development of a Request for Proposal and intervention program vetting system.
- Data Driven Protocol/Standardization – Districtwide development of a centralized protocol and standardization of data, including training on reading and analysis.
- Student Engagement Opportunities – Districtwide development of a centralized standard for clubs, sports, and activities promoting student engagement during and outside of the school day regardless of grade level.
- Parent Engagement and Involvement – Districtwide development of a centralized standard for outreach, interaction, communication regarding student and school activities at a district and school site level. Including an Engagement Plan involving the district's LCAP timeline and school site School Plan for Student Achievement (SPSA) timeline.
- Educational Equity – Districtwide development of inclusionary practices and cultural responsiveness training for all district staff. Development and recording of systems/practices for communication and adherence throughout the district. Process for keeping on top of changing laws, regulations ensuring educational equity.

Required Goal:
    An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing

schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s).

Stockton Unified School District (SUSD) has met the criteria and is required to "add a goal" for student groups identified as consistently low-performing for at least three consecutive years. In the 2022-2023 LCAP, SUSD added goal 4 that focused on the student group, Students with Disabilities, who had been identified at least three consecutive years (2017, 2018, 2019) in two or more indicators: graduation and college & career. In the 2023-24 LCAP, SUSD will retain Goal 4 and expand to include the following student groups who had been identified at least three consecutive years in two or more indicators:

- African American (2018, 2019, 2022)
- Foster Youth (2018, 2019, 2022)
- Homeless (2018, 2019, 2022)
- Students with Disabilities (2017, 2018, 2019, 2022)

This goal 4 expansion was developed the district's departments that provide specific oversight of programs and educational partner feedback through the district's continued Differentiated Assistance work, strategic engagement sessions and survey data.

Other Needs Identified:
The district has identified the need to provide intensive intervention supports to address persistent performance issues over a specific period of time. Therefore, the district in concert with the African American/Black Parent Advisory Committee (AABPAC) and the Black Students Thrive board subcommittee will add goal 5 focusing on intensive intervention supports for African American/Black (2018, 2019, 2022). This goal will use evidence-based culturally responsive practices to address the structural deficits contributing to the continued marginalization of African American/Black students.

LCAP Highlights

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

The 2021-2024 Year 3 (2023-2024) Local Control and Accountability Plan (LCAP) continues its alignment with the state accountability system (California School Dashboard) and the eight state priorities connected with Local Control Funding Formula (LCFF) funds.

The 2023-2024 LCAP includes a continuation of the District's three broad goals and focuses on increasing student access, agency, and achievement through an equity approach that integrates a Multi-Tiered System of Supports (MTSS) to enhance academic achievement and social- emotional development with a Response to Intervention (RTI) approach when students demonstrate a need for supplemental support due to identified challenges in achieving proficiency of grade level standards-based skills and content.

The actions and services throughout our LCAP are aligned and are in direct support of our District mission of lifting youth out of

circumstances of poverty and scarcity through graduating every single youth college, career, and community ready. SUSD's LCAP will continue to be guided by three on-going goals: Goal 1 - Student Achievement, Goal 2 - Equitable Learning Environments, & Goal 3 - Meaningful Partnerships. For the 2023-2024 LCAP, the district is required to add a goal focusing on support and resources above what is currently provided to African American/Black students, Foster Youth, Homeless, and Students with Disabilities.

Analysis of the California School Dashboard data, local data, stakeholder recommendations, suggestions, focus groups, and survey data collected during the LCAP development process, goals, metrics/indicators, and actions and services were collaboratively identified to address actions and services needed to graduate every single youth college, career, and community ready while principally directing services towards meeting the needs of our low-income, English learners, and foster youth students.

Stockton Unified School District (SUSD) has identified several key features interwoven through the 2023-2024 LCAP:

Enhanced Clarity of Actions in Goals –
Educational partners' feedback was heard on the need for clarity of themed categories and the list of previous actions as titles only within each goal. The district has reverted back to the 2021-2022 actions for on-going goals 1, 2, and 4, yet will include alignment references to state priorities, metrics, and themed categories. A supplemental document will be provided to articulate the interconnected approaches, resources, and supports to positively impact our students.

Goal 1 - Student Achievement continues to increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready. State priorities supporting this goal are: 1 - Basic (Conditions of Learning), 2 - State Standards (Conditions of Learning), 4 - Pupil Achievement (Pupil Outcomes), 5 - Pupil Engagement (Engagement), 7 - Course Access (Conditions of Learning), and 8 - Other Pupil Outcomes (Conditions of Learning).

Highlights of actions and themed categories for 2023-2024 are:
- College and career readiness
~ Access to college readiness exams for Honors, Advanced Placement, IB, and Dual Enrollment
~ Career exploration software and student academic On-track reports
~ Increased access for students with unique and exceptional needs to A-G high school courses and academic inclusion opportunities
- English Learner supports
~ Direct services provided to English learners in support of English proficiency
~ Professional development focused on improving high quality first instruction and English Language Development
- Educator and instructional development
~ Monthly teacher collaboration time
~ Parent/Guardian and teacher academic conferences
- Acceleration of instructional and intervention supports

~ Credit Recovery program and teacher instructional support for high school students
~ Advancement via Individual Determination (AVID) program implementation
~ Reading intervention support for students with exceptional needs
  • Extended day/year learning opportunities
~ Extended day academic and enrichment support
~ Outdoor education
  • Educational technologies and support
~ Student technology upgrading and refreshing, instructional technology support provided to school sites, and software to monitor student communication and technology to improve responsible usage

Goal 2 – Equitable Learning Environments continues to provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS). State priorities addressed by this goal are: 1 - Basic (Conditions of Learning) and 6 - School Climate (Engagement).

Highlights of actions and themed categories for 2023-2024 are:
  • Educational equity, diversity, and inclusion
~ Educational equity, diversity, and inclusion supporting learning experiences
  • Framework of interventions and systems supporting academic and behavioral challenges
~ Behavior Intervention Team (BIT) school site support
~ Positive Behavioral Interventions and Supports (PBIS) at school sites
  • Development of high-quality instructional staff and supports

~ New teacher mentoring, coaching, and professional development
~ Instructional coaching support at all school sites
  • Transitional student and family supports
~ Social services case managers to address the needs of foster youth and families in transition students
~ Central Enrollment Office support for incoming new and presently enrolled students
  • Strong and healthy school supports
~ Sub-acute health services provided at all school sites
~ Wellness Centers at all of the comprehensive high schools
~ Mental Health Clinicians to support student and family mental health and wellness needs at all school sites
~ Counselors at all school sites providing social-emotional learning lessons, academic guidance, career exploration, and social-emotional support
~ Trauma-informed care and restorative practices services provided to school sites and professional development opportunities
  • Extended learning time and supports
~ Assistant principal staffing at Kindergarten-8th grade school sites and high schools
~ Full day Kindergarten and Transitional Kindergarten classes offered

- Basic instructional and teacher staffing
~ Instruction and teacher staffing
  - Technology infrastructure and support
~ Teacher/Staff computer replacement, upgrading, and refreshing and technology support
  - Facility and campus safety support
~ Facility repairs
~ Custodial for clean and safe campuses

Goal 3 - Meaningful Partnerships continues to create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels. State priorities addressed by this goal are: 3 - Parental Involvement (Engagement) and 5 - Pupil Engagement (Engagement).

Highlights of actions and themed categories for 2023-2024 are:
  - Family and community engagement
~ Family engagement and education support across the district
~ English as a Second Language (ESL) courses provided to parents/guardians
~ Communication and outreach to families and stakeholders supported by interpreter and translation specialists
~ Increased and improved website platforms and easily accessible information and resources for students, families, staff, and community members to utilize
  - Student attendance and outreach
~ Home visits and family outreach
~ Bus passes provided to students

  - Student engagement and leadership opportunities
~ Opportunities for high school students to take part in Career Technical Student Organizations (CTSO)
~ Peer Leaders Uniting Students (PLUS) leadership and mentor opportunities
  - Youth engagement and athletics
~ Physical Education and athletic opportunities for students
  - Visual and performing arts activities
~ Visual and Performing Arts (VAPA) experiences and opportunities for students

Expansion of Performance Gap Focus Goal 4 –
Stockton Unified School District (SUSD) has met the criteria and is required to "add a goal" for student groups identified as consistently low-performing for at least three consecutive years. In the 2022-2023 LCAP, SUSD added goal 4 that focused on the student group, Students with Disabilities, who had been identified at least three consecutive years (2017, 2018, 2019) in two or more indicators: graduation and

college & career. In the 2023-24 LCAP, SUSD will retain Goal 4 and expand to include the following student groups who had been identified at least three consecutive years in two or more indicators:

- African American (2018, 2019, 2022)
- Foster Youth (2018, 2019, 2022)
- Homeless (2018, 2019, 2022)
- Students with Disabilities (2017, 2018, 2019, 2022)

This goal 4 expansion was developed the district's departments that provide specific oversight of programs and educational partner feedback through the district's continued Differentiated Assistance work, strategic engagement sessions and survey data.

Addition of Strategic Intensive Intervention Goal 5 –
The district has identified the need to provide intensive intervention supports to address persistent performance issues over a specific period of time. Therefore, the district in concert with the African American/Black Parent Advisory Committee (AABPAC) and the Black Students Thrive board subcommittee will add goal 5 focusing on intensive intervention supports for African American/Black (2018, 2019, 2022). This goal will use evidence-based culturally responsive practices to address the structural deficits contributing to the continued marginalization of African American/Black students.

Comprehensive Support and Improvement

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

Schools Identified

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

Stockton Unified has 8 schools identified in school year 2022-2023 as eligible* for Comprehensive Support and Improvement (CSI) based on "lowest-performing 5% of Title I schools."
~ Adams
~ El Dorado
~ Grunksy
~ Hamilton
~ Hazelton
~ Pulliam
~ Victory
~ Walton Development Center

* Eligibility for CSI – low-performing is determined through the CA Dashboard with performance levels of: all red indicators, all red but one indicator of another color, all red and orange indicators, or five or more indicators where the majority are red.

Stockton Unified has 2 high schools identified in school year 2022-2023 as eligible** for Comprehensive Support and Improvement (CSI) based on Low Graduation Rates:
~ Jane Frederick
~ Stockton High

** Eligibility for CSI – low graduation rate is based on the high school graduation rate of less than 68 percent averaged over two years.

Support for Identified Schools

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

Through the guidance and compliance requirements of the California's Education Code (EC) and the Code of Regulations (CFR), Stockton Unified School District provides necessary resources and support for all identified schools in developing Comprehensive Support & Improvement (CSI) plans. The district has used the School Plan for Student Achievement (SPSA) template as the mechanism to reflect compliance of CSI components.

Notification of Eligibility:
State and Federal Programs department provided notification to each CSI identified school site along with the reason for their eligibility and the requirements necessary to meet, as identified by the California Department of Education (CDE).

Data, Comprehensive Needs Assessment, and Resource Inequities:
Research and Accountability and State and Federal Programs staff provided overview support in large group meetings, then more targeted technical support during office hours, and individualized responses for sites as they navigated, analyzed, and applied the data through the comprehensive needs assessment framework. The data elements distributed through the interactive Data Dashboards consisted of:
* student demographic data
* teacher assignment/demographics
* academic achievement data (CORE data, iReady, CAASPP, CAST)
* completion rates data (graduation, dropout, Golden State Seal, Seal of Biliteracy)
* reclassification data
* attendance rates
* suspension referrals
* expulsion records
* college and career readiness

During these sessions, school sites were encouraged to use other local data points such as surveys that captured school climate and connectedness or parent/community engagement, data points from site specific intervention programs, and teacher/staff observation data resulting from implementation of professional development strategies.

Not only was this information essential in the development of the comprehensive needs assessment, it also lended nicely to the site's annual review of strategies/activities already in place as a result of the 2022-2023 School Plan for Student Achievement (SPSA). Therefore, the data and insights garnered from the annual review supported as data to be incorporated into the site's comprehensive needs assessment.

Similar to the previous year, CSI identified school sites were provided a school-wide comprehensive needs assessment tool, a root cause analysis tool (example, some sites used the 5 Whys model and others the Fishbone tool),and other resources to support the comprehensive needs assessment process. School site staff were supported by district directors in identifying drivers that were specific causes for identified gaps and resource inequities through data analysis and outcomes identified from discussion aligned with the comprehensive needs assessment tool. In addition, State and Federal programs staff coordinated/facilitated strategic support with the inclusion of CSI plan components that have been embedded within the site's SPSA.

School Site Supports:
Using the California Department of Education's School Plan for Student Achievement (SPSA) template and the existing school plan development structure coordinated through the district's State and Federal Program department, school sites were provided a timeline of activities with specific milestones that promote success and site time management efforts. These milestones provide guidance for site administrators to review data, level of implementation, and the effectiveness of the evidence-based strategy/activity, which in turn lead to the determination of modification or discontinuation of the evidence-based strategy/activity. School sites received guidance and technical support pertaining to the development of a comprehensive needs assessment and using past information as a foundation to expand and enhance their site's progress towards greater academic achievement.

Timeline and Structure:
Using the School Plan for Student Achievement (SPSA) structure, a timeline was provided to site administration encouraging their planning team (including educational partners) to meet regularly with a focus on organizing and overseeing the needs assessment process. This timeline also provided guidance in the development of the CSI plan component embedded within the School Plan for Student Achievement (SPSA), and to continue working on conducting an annual review as the process moves forward.

Support and Resources:
CSI identified site administrators were provided with the district's SPSA Program and Budget Handbook with guidance in the development of a school plan, comprehensive needs assessment and references to evidence-based interventions.

Technical support for the CSI sites continues to be on-going. The initial level of support is provided by the assigned Director(s) of Educational Services, who meets with them regularly to review data, accomplishments and barriers; thereby, aiding them with solution oriented support and resources using a modified coaching and support model. The assigned directors supported school site leadership in establishing a school-wide planning team that involved teachers, principals, parents, guardians, students, classified staff, and other members of the community. A second layer of support services is through State and Federal programs staff, who assist with the compliance requirements

relating to the development of their plans, accountability of plan strategies/activities, and guidance on allowable expenditures. Interwoven throughout the initial level and second layer, Research and Accountability staff provide supplemental support the sites can use on an as needed basis for clarification and analysis of data points to support and determine effectiveness of identified strategies/activities within their plan. The final support option, schools sites can choose throughout the development and implementation of their plans, CSI site administrators are able to contact and meeting with the San Joaquin County Office of Education (SJCOE) CSI point person for resources and training opportunities that were embedded within their School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

SUSD combines the efforts of several departments to monitor and evaluate the effectiveness and growth of the identified CSI schools. Educational Services department assign site director(s) and are tasked with maintaining and enhancing site based conversations that lead to modifications, improvements of evidence-based strategies/activities directly supporting academic growth. SMART goals are set by each school within their School Plan for Student Achievement and aligned with their comprehensive needs assessment findings and progress monitoring updates that take part in school-based meetings and staff collaborations. Utilizing the comprehensive needs assessment tool ongoing data discussions take place in meetings with CSI school administrators, directors, site team educational partners, and other strategic district department representatives.

The district's Research and Accountability department is actively developing and refining data reports that assist in monitoring the evidence-based strategies/activities to determine the level of implementation and subsequent effectiveness that supports the growth focused goals set in the School Plan for Student Achievement. The district distributes and regularly trains staff on relevant monitoring and evaluation protocols/systems focusing on the implementation and effectiveness of the CSI identified/embedded evidence-based strategies and activities to support student and school improvement through collaborative data cycle. The protocol/systems will include outlining meeting topics and outcome pertaining to discussions around the metrics and indicators that each school's comprehensive needs assessment identified, aligned with the California School Dashboard data, and the action plans developed around addressing these needs using evidence-based interventions.

Survey data, California School Dashboard data, school climate data, attendance data, curriculum-based data, and Professional Learning Community (PLC) collaboration data from sites will be shared in school site presentations summarizing the progress and effectiveness of implementation of instruction, the evidence-based interventions, and vision for reform.

Progression into the next school year, the district plans to continue support in the collection data, monitoring frequencies, and evaluation of implementation and effectiveness of the CSI site plans to support student and school improvement is as follows:
- Collecting and analyzing data from all professional development opportunities provided to staff through survey data and feedback comments that are analyzed

- Providing CSI planning teams with current student data aligned with the California School Dashboard data (ELA & Math achievement data, student attendance data, discipline data, English learners assessment results on standardized and curriculum based assessments, levels of parent involvement/engagement in site meetings)
- Outcomes from the California School Dashboard, local assessment data, and District school profile data will be presented and analyzed to stakeholder groups at the schools sites and evidence-based interventions being implemented will be aligned to meet the identified data-based needs
- Analyze instructional data collected from classroom instructional visits aligned with curriculum implementation rubrics
- Educational Services Director(s) will meet with school site leadership every month and analyze curriculum-based assessment results and site-based student data aligned with CSI plans
- Child Welfare & Attendance department will provide attendance and discipline data for the prior and current year to school sites every month and site teams will analyze the data and comprehensive needs assessment tool to support a root cause analysis to identify the need for increased or improved evidence-based interventions
- Sign-in sheets and surveys for parent, guardian, and family meetings, conferences, workshops, and events held on the school campuses to identify number of participants and feedback provided
- Reclassification rates for English learners and levels of implementation of designated and integrated English Language Development data will be provided to CSI sites by the Language Development Office in collaboration with Education Services
- Data aligned with the Key Performance Indicators outlined in the CSI plans will be collected and used for ongoing progress monitoring in evaluating successful implementation Short, medium and long term outcome data will be used to progress monitor and evaluate the implementation of the programs and services or reform strategy utilized at each school site aligned with their CSI plans.

Short, medium, and long term outcome data will be used to progress monitor and evaluate the implementation of the programs and services or reform strategy utilized at each school site aligned with their CSI plans.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Within the Educational Services Department, the LCAP team works each year to engage District educational partners, collaborate across District divisions, and align both fiscal and programmatic planning and implementation in order to develop the Local Control and Accountability Plan.

Throughout the 2022-23 school year, Stockton Unified's LCAP team collaborated across the District to engage a broad range of partners on the current LCAP.

Initial engagement, between the months of July 2022 through November 2022, sessions were held with educational partners (Parent Advisory Committees and Labor Partners/Unions) to discuss and provide a foundational overview of the goals, actions, desired outcomes, and new changes that were approved by the district school board.

Educational Partner Engagement:
• Parent Advisory Committee (PAC) – The LCAP and components associated with LCAP actions were presented at many Parent Advisory Committee (PAC) meetings: September 1, 2022; October 13, 2022; November 3, 2022; March 2, 2023, April 17, 2023, and May 4, 2023. (The reported Special LCAP Meeting for Monday, May 15, 2023 was not posted and did not occur.)
PAC Officers have participated in various planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• District English Learner Advisory Committee (DELAC) – The LCAP and components associated with LCAP actions were presented at many District English Learner Advisory Committee (DELAC) meetings: September 14, 2022; October 12, 2022; March 8, 2023, May 3, 2023, and May 16, 2023. DELAC also EL Needs Assessment Survey 2022-2023 collected educational partner data from January 25, 2023 – February 28, 2023 resulting in a report of DELAC recommendations. These recommendations are being used as an additional feedback supporting the continuation and development of LCAP actions.

• Community Advisory Committee (CAC) – The LCAP and components associated with LCAP actions were presented at the October 19, 2022; March 22, 2023; and May 17, 2023 Community Advisory Committee (CAC) meetings. Community Advisory Committee (CAC) have been invited to participate in various planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• African American/Black Parent Advisory Committee (AABPAC) – The LCAP and components associated with LCAP actions were presented at many African American/Black Parent Advisory Committee (AABPAC) meetings: October 12, 2022; December 7, 2022; February 8, 2023, March 8, 2023; and April 12, 2023 (cancelled?/rescheduled?). AABPAC Officers have participated in various planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• Latino Parent Advisory Committee (Latino PAC) – The LCAP and components associated with LCAP actions were presented at the October 20, 2022 Latino Parent Advisory Committee (Latino PAC) meeting. Latino Officers have been invited to participate in various planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• Parent Student Advisory Committee (PSAC) – The district acknowledges missed opportunities throughout the year in providing the Parent Student Advisory Committee (PSAC) LCAP updates. In May 2023, the LCAP team ensured invites were sent to the Native American Indian Center (NAIC) coordinator and committee officers to participate in the planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• Migrant PAC – The LCAP and components associated with LCAP actions were presented at the Migrant Parent Advisory Committee (Migrant PAC) meetings: September 15, 2022 and April 6, 2023
Migrant PAC Officers have invited to and participated in various planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• SUSD Employee Unions – The LCAP team presented to several employee unions; however, agendas were unable to be located to document/confirm the presentations. The district acknowledges great care will be made to document/confirm engagement efforts with the district's union leaders. In May 2023, the LCAP team ensured invites were sent to the district's nine (9) union leaderships to participate in the planning and supporting meetings such as a Listening Circle, prep for LCAP Development Sessions, and Performance Gap Focus Goal development.

• Student Focus Groups – During the early April 2023, the district hosted a high school student focus group to obtain feedback in the development of 2023-2024 LCAP draft. Participating students represented diverse backgrounds, experiences, and grade levels engaged in discussion regarding their educational experiences and challenges within the district.

• LCAP Surveys – Throughout the year, educational partners have provided improvement comments for future development/deployment of the LCAP surveys. Hearing these comments, the Research and Accountability Department revised the surveys to include the option for respondents to select the school site their comments are applicable to. An additional update of the survey format allowed for the responses to be reported out on a dynamic infographic made available on the district's Research and Accountability webpage dedicated to Local Control and Accountability Plan data/analytics. (https://www.stocktonusd.net/Page/17220). LCAP surveys were release in March 2023. The district acknowledges the release of the LCAP surveys was extremely late in the timeline of an ideal LCAP development schedule. District administration is currently working on systems to ensure the continuity of data collection is consistent and streamlined.

• LCAP Engagement Sessions – In March and April 2023, the LCAP team hosted four (4) LCAP Roadshow & Engagement sessions – 1 at each comprehensive high school – Edison (March 27, 2023), Stagg (April 5, 2023), Chavez (April 17, 2023), and Franklin (April 25, 2023). Each session consisted of and LCAP Annual Update presentation, opportunity for educational partners to ask questions, interact with program contact for LCAP actions, and finally an interactive opportunity to post comments on LCAP actions based on themed topics. All

comments made were recorded for review and incorporation of the 2023-2024 LCAP development. These meetings were open to the public and advertised to the entire SUSD community through webpage postings, as well as through our district-wide communications outreach. During this engagement session, on April XX, the LCAP team presented the LCAP Annual update to the Board of Trustees at a livestreamed Board Meeting.

LCAP Development Series:
In May 2023, the LCAP team hosted an LCAP Development Series consisting of three (3) progressive meetings that focused specifically on the 2022-2023 LCAP actions and then a review of the 2023-2024 LCAP draft #2. Prior to each session, the LCAP team met with educational partner leads to create a collaborative approach and needs for the interactive engagement session.
The LCAP team facilitated session 1, held on May 18, 2023, leading an introduction and discussion of various data points (i.e. surveys, comments, progress reports, and metrics), then providing opportunity for attending educational partners to notate their notice, wonderings, and comments for goal 1. Session 2, held on May 24, 2023, provided the LCAP team to refine and streamline the data presented previously for attending educational partners to review, comment and recommend using a stop/start/continue protocol. Session 3, held on May 30, 2023, provided attending educational partners to review the draft of the 2022-2023 LCAP draft #2 for "redline" responses prior to the submission of draft #2 to the San Joaquin County Office of Education (SJCOE). These meetings were open to the public and advertised to the entire SUSD community through webpage postings, as well as through our district-wide communications outreach. Following each session, the LCAP team hosts a debrief meeting with 22-23 LCAP project leads and department leads to present the findings and garner additional comment in the refinement of the development of draft #2.

Performance Gap Focus Goal (Differentiated Assistance) – Goal 4:
Throughout the 2022-2023 school year, the district has continued the Differentiated Assistance work from the previous school year to further refine the supports and resources necessary to implement actions and establish systems within the district. This work has been in concert with the San Joaquin County Office of Education as a partner. Meetings: April 5, 2023 - HELP!!!

Strategic Intensive Intervention – Goal 5:
The district's Educational Services Department and LCAP team met with the African American/Black PAC (AABPAC) leadership to engage in conversation pertaining to the structural deficit directly affecting African American/Black students. As the conversation progressed, the district's LCAP team confirmed the pressing need to incorporate systems and practices to break the continuation of devastating experiences African American/Black students experience in the educational system. Educational partner leads presented two concepts: 1) incorporation of a goal within the LCAP and 2) development of an African American/Black Student Achievement Plan.
Understanding the parameters and time sensitivity, district staff have communicated to school site administrators (principals and assistant principals) their School Plan for Student Achievement (SPSA) must be explicit of student groups based on data. (Continuous review and enhancement of these SPSAs will occur over the course of the 2023-2024 school year to ensure direct services and supports are being aligned to the needed student group.)
In follow up, the LCAP team has held strategic team meetings (May 25, 2023 and May 26, 2023) with educational partners to obtain

feedback and support in the drafting of an additional goal.

Updating and Reporting Out of LCAP Data:
• Board Sub-Committees – A recent change in the district's board leadership reinstated board sub-committees beginning March 2023. These board sub-committees meet on a monthly basis on topics pertinent to their focus. The LCAP team instrumental in the development of the 2023-204 LCAP attended and provided updates on aspects of the LCAP such as metrics, performance gap focus goal (Differentiated Assistance – Goal 4), and targeted student group achievements (Goal 5). The board sub-committees presented to are: English Learner (EL), Equity/Diversity, Black Students Thrive

• Data Dashboards – The Research and Accountability Department has been integral in producing data in a manner that is relatable and receptive to non-data experts. In early Fall 2022, Research and Accountability staff have developed a series of Data Driven ?? trainings and workshops for district site administrators (principals and assistant principals), instructional coaches, program specialists, and department staff to learn about the district's data and practice pulling and analyzing metrics. Research and Accountability staff have been in attendance of Regional Site Administrator meetings that have provided recaps of information presented during the data sessions and providing opportunities for feedback and comments pertaining to LCAP actions and student groups identified for Differentiated Assistance. In early Winter 2023, Research and Accountability staff have developed an interactive School Plan for Student Achievement (SPSA) Dashboard for site administrators (principals and assistant principals) and their site leaderships team(s) in the analysis and development of their School Plans for Student Achievement (SPSA) which is used as mechanism to articulate how their Site Allocations (22-23 LCAP Action 1.7) are allocated to support student achievement. In April 2023, Research and Accountability released an interactive data dashboard for the community to use that was specific to the LCAP metrics, actions, and funding.

LCAP Approval Requirements:
In May of this year, the District shared the proposed draft of the LCAP with the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) and collected feedback from the Community Advisory Committee in the development of the final LCAP through in-person and zoom distance meetings. A district-wide message was delivered by our communications department to all other educational partners that a public viewing and opportunity to submit comments and feedback was on our webpage and readily available.

This provided all educational partners the opportunity to view and provide feedback to the proposed LCAP. SUSD's Superintendent then responded in writing to the questions that were posed prior to holding the public hearing. The questions and responses are located in both English and Spanish on SUSD's LCAP webpage. The public hearing with the district school board was presented on June 20, 2023 and followed by the approval and adoption of the LCAP on June 27, 2023.

A summary of the feedback provided by specific educational partners.

Across our engagement process, several major themes emerged as priorities for our school communities:
• Equity and inclusion practices

- Early literacy and development
- Academic program enhancements
- Accountability and data-driven decisions
- Parent and family engagement, communication, and outreach
- Student engagement, enrichment
- Recruitment and hiring of additional teachers and support staff

A summary of the input and feedback received from our educational partners has provided a clearer understanding of the areas throughout our district that should be sustained and areas to focus on in the upcoming school year.

All feedback was valuable and cross referenced with our LCAP goals and action to maximize student learning and outcomes. The feedback below has been summarized, for full educational partner comments, please access the LCAP webpage (https://www.stocktonusd.net/Domain/5749) – comments are available under the LCAP Engagement section.

LCAP Roadshow and Engagement Sessions:
- Learning Loss and Learning Acceleration (Goal 1) - restocking libraries, reviewing intervention programs, implementing universal design for learning, providing additional support staff like para professionals and instructional coaches, and offering project-based learning opportunities aim to address learning loss and promote academic progress.

- Access to A-G – Graduation (Goal 1) - expanding access to career and technical education (CTE) courses, increasing CTE pathways, promoting college and career readiness, and providing alternative diplomas. There is a focus on equity and inclusion by targeting specific subgroups, such as English learners, non-traditional students, girls, and African American students.

- Equity/Inclusion (Goal 2) - professional development for teachers and administrators on inclusive practices, ethnic studies, training for high-needs programs, and the allocation of funds for initiatives like the Black Student Achievement Plan. There is an emphasis on ensuring that all staff members receive training to support students with diverse needs.

- Social-Emotional Supports (Goal 2) - implementation of Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) at every school, addressing the specific needs of African American students, reassessing social-emotional learning (SEL) curriculum, providing resources for student well-being, and increasing health and nursing services.

- Attendance/Suspensions (Goal 3) - tailoring attendance improvement plans, educating parents on available services and the consequences of chronic absenteeism, implementing rewards for attendance, and providing tier 1 support for attendance through school site teams, administrators, and counselors. There is a focus on improving transportation, offering before and after-school programs, and involving the School Site Council Committee in addressing chronic absenteeism.

• Student Engagement (Goal 3) - enrichment activities, ensuring campus and student safety, organizing concerts, showcases, and theater opportunities, promoting arts and music education, conducting science fairs and reading events, and offering programs like Junior Achievement. The aim is to engage students and provide a well-rounded education.

• Parent/Family Engagement (Goal 3) - providing parent trainings, increasing campus visits by parents, organizing workshops on various parenting topics, ensuring translation services at meetings, seeking parent input and engagement, and establishing community outreach committees. The goal is to involve parents and families in supporting their children's education.

• Data/Metrics (All) - collecting and analyzing data on various metrics such as academic progress, subgroup performance, and high-risk factors. Workshops and training are mentioned as strategies to support the effective use of data for decision-making.

Educational Partner Groups:
• Parents/Families/Community:
~   Communication and outreach: Strengthen communication between schools and families by having community assists, parent liaison support, and reestablishing parent communications.
~   Academic support: Hire additional classroom aides, offer after-school tutoring options, smaller class sizes, expanded learning experiences, and enrichment experiences.
~ Equity and inclusion: Address the needs of marginalized student groups through a stronger focus on their specific needs, through professional development for administrators and leadership, scholarship opportunities and workshops for high-needs students, and contracted counselors to conduct social-emotional meetings. Hire special education parent liaison as a support for students with special needs.
~   Parent engagement: Involve parents in their children's education by providing reclassification activities for parents, scholarship workshops, and information that is easily accessible to parents.
~ Art and music education: Increasing art and music in elementary schools.
~   Teacher recruitment and support: Improve recruitment efforts to attract more teachers and provide contracted counselors and after-school tutoring options.
~   Technology and accessibility: Use of translation devices or applications to support students in the classroom and providing a website link for homework support.

• Students:
~   Teacher-student connections: Improve teacher-student connections through training for teachers on how to better connect with their students and develop cultural proficiency, consistent check-ins, ongoing communication to address students' needs, and teachers showing appreciation for their students. Provide students training on cultural proficiency.
~ Enhanced communication: Increased communication between teachers, students, and parents, including ongoing communication discussing students' needs and improving overall communication channels.
~   Enrichment opportunities: Engage students and expand a well-rounded educational experience by providing more field trips,

leadership opportunities, and participation in extracurricular clubs and activities.
~ Additional staff and supervision: Hire additional staff to help monitor and supervise students.

• Staff/Employees:
~ Staffing and resources: Hiring additional staff to support to students and teachers.
~ Academic program enhancements: Update science environments to meet A-G and science course requirements. Focus on improving and aligning the curriculum and resources in science education.
~ PBIS implementation and support: More PBIS site leads, PBIS instructional coaches, or a site lead as a coach supporting the implementation of the PBIS framework.
   •   Labor Partners/Unions:
~ Resource and technology upgrades.
~ Staffing and support - hiring enough instructional coaches, intervention teachers, art teachers, and PE teachers; providing adequate support and training to administrators; and professional development for staff members, including paraeducators.
~ Parent and community engagement: highlight the importance of parent engagement sessions, inviting parents to connect with the school through meetings, PTC/PTO, and newsletters. Establish a LCAP committee to involve parents and the community in decision-making processes.

LCAP Development Series:
• What should we start doing?
~ College and Career/CTE Programs/21st Century Learning: Focusing on expanding academic enrichment programs, hiring dedicated staff for enrichment programs, integrating STEM education in classrooms, and providing more opportunities for college and career exploration, including dual enrollment classes and internships.
~ Primary Language & Literacy: To support bilingualism and biliteracy, provide early intervention and support for language development, offer workshops and professional development for English language learners (ELLs) and teachers, and allocate funds for literacy programs. There is also a focus on connecting with students' primary language and providing language support.
~ Study Skills and Preparation for College: Include incorporating study skills into the curriculum, offering dual enrollment classes and college preparatory programs, and providing career exploration opportunities such as shadowing and interviewing experiences.
~ Restorative Practices and Student Engagement: To emphasize the importance of restorative practices, arts and music programs, and sports opportunities to improve learning, confidence, and attendance, which ultimately contribute to better academic performance.
~ Early Childhood Education: To invest in safe and equitable play structures and playgrounds for young learners, particularly preschool and TK students, as well as students with disabilities.
~ LCAP and School Oversight: More descriptive line items in the LCAP, increased school site oversight, and accountability. Focus on the Black Student Achievement Plan (BSAP), early literacy programs, and the inclusion of music and art programs.
~   Parent and Community Engagement: Prioritize parent meetings in the evening, workshops for parent education and involvement, advocating for funding, fostering community and family partnerships, and programs that empower students who are facing difficulties in high school.

~ Data/Metrics: Emphasis on disaggregating school climate and culture data to address specific needs.

• What should we continue doing?
~ Implementation of LETRS
~ Safety and Inclusivity for safe and equitable learning environments for young learners.
~ Community and Family Engagement by fostering partnerships, organizing community engagement events, and involving families in school activities and decision-making processes.
~ Support for Staff by providing resources, professional development opportunities, and funding for preschool departments, including prioritizing staff well-being, professional growth, and ensuring adequate resources for effective instruction.

LCAP Listening Circle:
Educational partners were asked to provide one word and statement regarding the LCAP process. Their responses were summarized:
~ Disorganization and lack of focus
~ Need for improved communication and engagement
~ Importance of data and accountability
~ Concerns about student support and services
~ Inclusion and equity
~ Parent and community involvement
~ Challenges with the LCAP process
~ Concerns about resource allocation and spending

The following is summary of "Non-Negotiables" presented by participating educational partner leads:
1. Adequate support for students and staff:
o More funding for paraprofessionals to provide support in classrooms.
o Training for paraprofessionals to enhance their skills and effectiveness.
o Emotional support for students, with a need for more support from staff.
o Proper staffing ratios to ensure adequate support for students.

2. Data-driven decision-making and accountability:
o Gathering and analyzing data on African American students and subgroups.
o District-wide graduation rates to monitor progress.
o Projected budgeting for new goals, including involving budget staff.
o Data gathering and information sharing to inform decision-making.

3. Inclusion and equity:
o Bi-literacy programs to support students' language skills.
o Incorporating a Black Student Achievement Plan with a focus on understanding the needs of African American students.

o Prioritizing the needs of underrepresented groups.
o High-level engagement with diverse representation to ensure inclusivity.

4. Special education support:
o Real data on special education students' progress to track their growth.
o Increased presence of Special Ed department staff at meetings for better collaboration and support.

5. Support for migrant students and parents:
o Assistance for migrant students who may face challenges due to language barriers and educational disruptions.
o Tutoring programs to help migrant students catch up academically.
o Providing data on migrant students to better understand their needs.
o Workshops for migrant parents to help them support their children's education.
o Increasing involvement of migrant parents in meetings and decision-making processes.

6. Collaboration and program implementation:
o Working together across different groups, including unions, teachers, and other stakeholders.
o Implementation and evaluation of programs before and after COVID-19.
o Holding separate meetings with educators to address specific needs.
o Engaging in high-level discussions and getting into the details (getting into the weeds) to ensure effective decision-making.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Throughout the development process of the LCAP, our educational partners were engaged in discussions over the plan's goals and actions, and provided direct influence and additional guidance over the LCAP's actions and goals. Educational Partners' input from students, teachers, principals, administrators, classified and certificated personnel, local bargaining units, parents, guardians, family, and community members all provided feedback via surveys, community presentations, and advisory group discussions. The focus was specific to our goals, bringing the focus towards student achievement, equitable learning environments, meaningful partnerships, and differentiated assistance.

SUSD continues to confirm and incorporate many of the requests from educational partners and staff into the 2023-24 LCAP within our goals and actions. Although many of the requests were already part of the LCAP, educational partner feedback lead to a resurgence in the district's responsibility to proactively ensure actions with the LCAP are implemented timely and with fidelity.

There was a continued need to increase student access to art and music experiences, increased academic support and extracurricular activities for students, incentives for students meeting academic and attendance goals, access to tutoring and mental health services, and improved student access to supplementary instructional materials.

Goal 1 has a strong focus on academic achievement and SUSD continues to invest in our teaching and instructional staff to continue to increase student achievement. SUSD is committed to increase professional development for our classified support staff, increasing the

learning support for our English Learners, and emphasizing early literacy and language acquisition. Second, enhancing enrichment opportunities for unduplicated students expanding their academic experiences.

In Goal 2, the district is focused on providing the supports and equitable educational opportunities, services, and resources that are inclusive and responsive to the diverse needs of our unduplicated pupils and student groups reflected in our community. The focus on MTSS approaches, continues to be on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. From our engagement sessions with our educational partners, feedback was strong in there being a larger focus in this area, to increase and enhance MTSS by including parent participation, and having trainings for parents, as well as frequent checks and balances for staff and new staff.
Goal 3 continues to focus on meaningful partnerships and continues to be influenced by our parents and students. The thematic actions provide a deeper investment on resources for family outreach as parent outreach and family engagement are both essential for student success.

Goal 4, which had a focus on our Students with Disabilities, now will include additional subgroups due to the low performing indicators for our Students with Disabilities for three concurrent years. The specifics of the goal and actions were directly influenced by our educational partners. These actions were largely influenced by our Community Advisory Committee and discussions with our SELPA. Topics of classroom staffing, graduation rates, services provided and resource availability, inclusion and access, and social emotional learning. For our Black students, the conversations, meetings, focus groups with AABPAC, student focus groups, and internal departmental discussions all contributed to building the actions specific actions within the goal. For our Foster Youth and our Homeless students the discussions with our Welfare department and input received in our educational partner engagement sessions helped build the specific actions.

Throughout the engagement and review of data, the district will incorporate an additional goal, namely Goal 5, that will support strategic intensive intervention actions to break the structural deficits that student groups are continually facing barriers. For the 2023-2023 LCAP, this goal 5 will focus on African American/Black students. Based on educational partner suggestions, the actions will include the development of an African American/Black Student Achievement Plan (AABSAP) consisting of elements and documented alignment with the district's Local Control and Accountability Plan (LCAP) and site level School Plan for Student Achievement (SPSA). An additional action will include the alignment of the African American/Black Student Achievement Plan (AABSAP) with the school site's School Plan for Student Achievement, which will ensure school sites are reviewing data and explicitly addressing African American/Black student achievement to close the performance gap. Another action will focus on the Educator Gap Equity Plan to consolidate and memorialize the Educator Gap Equity Plan components and modify as appropriate the inclusion of recruitment, hiring, placement, and retention practices supporting diverse staffing. The district's LCAP team continues to meet with educational partner leads to refine and narrow the focus ensuring the right systems are being recognized and implemented to support our African American/Black students.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

An explanation of why the LEA has developed this goal.

This goal was developed to ensure SUSD students are provided with high quality first instruction and the needed supports and services to access the educational program in order to increase academic achievement and improve students' levels of preparedness for college, career and community readiness.

The actions within this goal are designed to promote student achievement aligning with the district's long standing targeted focus:
* Every child by the end of the 3rd grade will read and comprehend at the proficient level.
* Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
* Every child by the end of the 12th grade will graduate and be college or career ready.

Staff will have access to ongoing targeted professional development that supports best instructional practices while also allowing for differentiated supports consistent with individual student needs. Students will be provided an academic program that includes standards aligned instructional materials, targeted and expanded learning opportunities and technology to access the broad course of study. We will monitor and evaluate the actions by collecting and reviewing state and local achievement data including assessment data, graduation rate, a-g and CTE pathway completion rates and English Learner progress. In addition, we will monitor instructional materials and technology inventory, staff participation in professional learning as well as solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on the implementation of state adopted academic and performance standards to graduate every single youth college, career and community ready.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1B) Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)	100% (2020-2021)	100% (2021-2022)	100% Tentative (2022-2023)		Maintain 100%
(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD. (Data Source: Professional Development attendance data and Language Development Office data)	100% (2020-2021)	100% (2021-2022)	100% Tentative (2022-2023)		Maintain 100%
(2A) Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: Tentative		Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)	ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2020-2021)	ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2021-2022)	ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2022-2023)		ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5
(2A) Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic & Performance Standards including how programs and services will enable	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: Tentative ELA: 4 ELD: 4 Math: 4 NGSS: 3		Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 5 ELD: 5 Math: 5 NGSS: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELs to access the CC academic content standards and ELD standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)	History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2020-2021)	History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2021-2022)	History: 4 CTE: 4 Tentative Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2022-2023)		History: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Lang.: 5
(2B) Percentage of English learners provided with designated and integrated English Language Development (ELD). (Data Source: ELD Master Schedule)	100% (2020-2021)	100% (2021-2022)	100% Tentative (2022-2023)		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	ALL: 30.28% FY: NA% EL: 2.77% SED: 27.82% SWD: 7.68% AA: 19.52% AI: 30.54% AS: 43.55% FI: 54.17% HI: 28.01% HOM: NA% MR: 34.73% PI: 36.04% WH: 36.65% (2019-2020)	N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	ALL: 26.83% FY: 12.99% EL: 2.77% SED: 24.50% SWD: 6.69% AA: 16.62% AI: 31.58% AS: 40.67% FI: 51.52% HI: 24.71% HOM: 14.12% MR: 29.28% PI: 25.51% WH: 30.88% (2021-2022)		ALL: 40% FY: NA% EL: 15% SED: 35% SWD: 15% AA: 28% AI: 40% AS: 52% FI: 60% HI: 34% HOM: NA% MR: 42% PI: 44% WH: 45%
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)	ALL: 20.85% FY: NA% EL: 3.2% SED: 18.8% SWD: 6.23% AA: 10.58% AI: 16.72% AS: 34.39% FI: 41.21% HI: 18.66% HOM: NA% MR: 28.06% PI: 24.32% WH: 26.58% (2019-2020)	N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	ALL: 15.00% FY: 5.26% EL: 2.77% SED: 13.15% SWD: 4.98% AA: 6.56% AI: 12.22% AS: 27.25% FI: 36.04% HI: 13.13% HOM: 5.20% MR: 34.73% PI: 36.04% WH: 18.40% (2021-2022)		ALL: 25% FY: NA% EL: 8% SED: 25% SWD: 12% AA: 18% AI: 22% AS: 42% FI: 50% HI: 25% HOM: NA% MR: 32% PI: 30% WH: 34%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	ALL: 31% FY: 25% EL: 15.8% SED: 30% SWD: 12.83% AA: 26% AI: 34% AS: 43.62% FI: 60% HI: 30% MR: 40% PI: 36.61% WH: 38% (Winter 2020)	ALL: 22.80% FY: NA% EL: 19.81% SED: 22.78% SWD: 7.31% AA: 17.38% AI: 17.86% AS: 31.87% FI: 45.14% HI: 20.34% MR: 32.91% PI: 22.15% WH: 30.19% (Winter 2021)	ALL: 25.80% FY: NA% EL: 11.70% SED: 15.50% SWD: 9.50% AA: 20.80% AI: 25.50% AS: 37.30% FI: 47.90% HI: 23.30% MR: 33.30 PI: 24.60% WH: 32.20% (Winter 2022)		ALL: 40% FY: 34% EL: 28% SED: 40% SWD: 20% AA: 35% AI: 42% AS:50% FI: 68% HI: 40% MR: 48% PI: 44% WH: 48%
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady Data)	ALL: 18% FY: 17% EL: 16% SED: 24% SWD: 10.99% AA: 16% AI: 24% AS: 33.84% FI: 43% HI: 22% MR: 28% PI: 23% WH: 29% (Winter 2020)	ALL: 16.33% FY: 0% EL: 30.02% SED: 13.32% SWD: 5.58% AA: 10.08% AI: 14.39% AS: 22.97% FI: 36.67% HI: 14.48% MR: 20.78% PI: 13.38% WH: 19.20% (Winter 2021)	ALL: 17.6% FY: NA% EL: 8.40% SED: 11.10% SWD: 6.80% AA: 11.30% AI: 16.50% AS: 30.20% FI: 41.40% HI: 15.50% MR: 23.50% PI: 19.30% WH: 20.90% (Winter 2022)		ALL: 30% FY: 25% EL: 25% SED: 32% SWD: 25% AA: 28% AI: 32% AS: 40% FI: 55% HI: 35% MR: 40% PI: 25% WH: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -53.70 FY: -78.20 EL: -74.50 SED: -59.30 SWD: -124.20 AA: -84.70 AI: -55 AS: -21.70 FI: 1.60 HI: -58.50 HOM: -94.60 MR: -43.20 PI: -40.50 WH: -40.90 (2018-2019)	Academic Indicator not computed this year. (2020-2021)	ALL: -63.40 FY: -104.10 EL: -89.60 SED: 69.00 SWD: -129.3 AA: -101.00 AI: -64.00 AS: -25.80 FI: -3.20 HI: -68.60 HOM: -118.30 MR: -56.70 PI: -63.40 WH: -60.10 (2021-2022)		ALL: -33 FY: -58 EL: -60 SED: -40 SWD: -110 AA: -70 AI: -35 AS: -4 FI: 4 HI: -40 HOM: -80 MR: -24 PI: -28 WH: -20
(4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -81.20 FY: -110 EL: -95 SED: -86 SWD: -149.90 AA: -119 AI: -100.10 AS: -45.70 FI: -27.10 HI: -85.20 HOM: -120.70 MR: -65.30 PI: -75.30 WH: -67.90 (2018-2019)	Academic Indicator not computed this year. (2020-2021)	ALL: -102.8 FY: -145.4 EL: -121.20 SED: -108.50 SWD: -157.50 AA: -139.50 AI: -127.80 AS: -65.30 FI: 43.70 HI: -108.20 HOM: -150.40 MR: -90.1 PI: -93.00 WH: -94.50 (2021-2022)		ALL: -70 FY: -90 EL: -85 SED: -76 SWD: -136 AA: -108 AI: -84 AS: -34 FI: -12 HI: -74 HOM: -108 MR: -58 PI: -65 WH: -57

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST). (Data Source: CAST)	12.19% (2018-2019)	N/A - testing population too small. (2020-2021)	14.46% (2021-2022)		21%
(4B) Percentage of students who meet CSU/UC a-g college entrance requirements (California Schools Dashboard)	ALL: 33.5% FY: 6.5% EL: 19.8% SED: 32.8% SWD: 8.5% AA: 28.3% AI: 11.4% AS: 47.7% FI: 63% HI: 30.7% HOM: 12.1% MR: NA% PI: 18.2% WH: 30.6% (2019-2020)	ALL: 21% FY: 0% EL: 10% SED: 20% SWD: 4.6% AA: 16.2% AI: 21.6% AS: 33.7% FI: 44.2% HI: 19.4% HOM: 8.0% MR: 14.0% PI: 22.2% WH: 19.9% (2020-2021)	ALL: 25.00% FY: 7.70% EL: 13.30% SED: 18.10% SWD: 10.80% AA: 19.70% AI: 27.60 AS: 37.50% FI: 57.70% HI: 21.80% HOM: 13.00% MR: 32.00% PI: 7.70% WH: 23.50% (2021-2022)		ALL: 38% FY: 11% EL: 24% SED: 37% SWD: 13% AA: 33% AI: 16% AS: 53% FI: 68% HI: 35% HOM: 17% MR: 0% PI: 23% WH: 35%
(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-	ALL: 5.93% FY: 0% EL: 3.30% SED: 5.67% SWD: 2.33% AA: 2.17% AI: 2.86%	ALL: 5.5% FY: 2.9% EL: 4.2% SED: 5.6% SWD: 2.2% AA: 4.2% AI: 5.4%	TBA ALL: % FY: % EL: % SED: % SWD: %		ALL: 25% FY: 15% EL: 25% SED: 20% SWD: 10% AA: 25% AI: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
approved Career Technical Education (CTE) standards and frameworks. (California School Dashboard)	AS: 7.39% FI: 10.19% HI: 6.38% HOM: 1.01% MR: 0% PI: 0% WH: 3.53% (2019-2020)	AS: 6.1% FI: 2.9% HI: 5.9% HOM: 3.7% MR: 11.6% PI: 5.6% WH: 2.6% (2020-2021)	AA: % AI: % AS: % FI: % HI: % HOM: % MR: % PI: % WH: % (2020-2021)		AS: 30% FI: 25% HI: 30% HOM: 25% MR: 25% PI: 10% WH: 15%
(4D) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks). (California Schools Dashboard)	ALL: 3.95% FY: 0% EL: 2.20% SED: 3.68% SWD: 1.55% AA: 1.63% AI: 0% AS: 5.11% FI: 8.33% HI: 4.10% HOM: 0% MR: 0% PI: 0% WH: 2.35% (2019-2020)	ALL: 2.10% FY: 0% EL: 1.8% SED: 2.2% SWD: 0.3% AA: 1.5% AI: 2.7% AS: 4.1% FI: 1.9% HI: 2.0% HOM: 0.6% MR: 2.3% PI: 0.0% WH: 0.9% (2020-2021)	TBA ALL: % FY: % EL: % SED: % SWD: % AA: % AI: % AS: % FI: % HI: % HOM: % MR: % PI: % WH: % (2021-2022)		ALL: 35% FY: 15% EL: 15% SED: 30% SWD: 7% AA: 20% AI: 12% AS: 45% FI: 60% HI: 30% HOM: 15% MR: 30% PI: 25% WH: 28%
(4E)	43.6%	Due to the COVID-19 pandemic, state law	51.00%		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard)	(2019-2020)	has suspended the reporting of state indicators on the 2021 California School Dashboard. (2020-2021)	(2021-2022)		
(4E) Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC. (Data Source: Dataquest)	17.8% (2019-2020)	14.59% (2020-2021)	10.42% (2021-2022)		34%
(4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.	12.1% (2019-2020)	5.6% (2020-2021)	TBA% (2021-2022)		25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: DataQuest)					
(4G) Number of students who take at least one Advanced Placement (AP) courses. (Data Source: SUSD AP Course Enrollment Local Data, Synergy)	1,799 (2019-2020)	1,463 (2020-2021)	835 (2021-2022)		1,945
(4G) Percent of Advanced Placement (AP) courses passed by students. (Data Source: CALPADS)	97% (2019-2020)	92% (2020-2021)	90% (2021-2022)		98%
(4G) Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher. (Data Source: CollegeBoard)	32% (2019-2020)	18% (2020-2021)	24.00% (2021-2022)		45%
(4H)	ELA: 38.88% Math: 14.66%	ELA: 39.63% Math: 17.78%	ELA: TBA% Math: TBA%		ELA: 43% Math: 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math. (Data Source: CAASPP)	(2018-2019)	(2020-2021)	(2021-2022)		
(4H) Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP). (Data Source: All Terms MDTP assessment data)	9th: 33% 10th: 18.57% 11th: 14.40% (2020-2021 - All Terms)	9th: 35.4% 10th: 18.6% 11th: 15.7% (2021-2022)	9th: TBA% 10th: TBA% 11th: TBA% (2022-2023 - All Terms)		9th: 42% 10th: 30% 11th: 24%
(5D) High school dropout rate - the percentage	5.7% (2019-2020)	14.2% (2020-2021)	11.7% (2021-2022)		1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of students in grades 9 - 12 who stop coming to school and who do not enroll in another school (Data Source: Dataquest)					
(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard, DataQuest)	ALL: 77.40% FY: 74.40% EL: 66.80% SED: 77.30% SWD: 43.70% AA: 72.10% AI: 71.90% AS: 85.60% FI: 90.10% HI: 77.10% HOM: 67.10% MR: 78.40% PI: 92.90% WH: 70% (2019-2020)	ALL: 76.7% FY: 54.3% EL: 63.9% SED: 76.0% SWD: 54.8% AA: 71.7% AI: 73.0% AS: 86.7% FI: 92.3% HI: 75.5% HOM: 63.2% MR: 79.1% PI: 88.9% WH: 71.3% (2020-2021)	ALL: 83.10% FY: 73.70% EL: 71.90% SED: 82.5% SWD: 66.70% AA: 79.50% AI: 91.40% AS: 89.6% FI: 95.7% HI: 82.6% HOM: 71.70% MR: 69.4% PI: 100% WH: 75.2% (2021-2022)		ALL: 86% FY: 80% EL: 75% SED: 85% SWD: 50% AA: 78% AI: 75% AS: 90% FI: 96% HI: 82% HOM: 72% MR: 82% PI: 94% WH: 76%
(7A) Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and	ALL: 100% (2020-2021)	ALL: 100% (2021-2022)	ALL: 100% Tentative (2022-2023)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit. (Data Source: SUSD Course and Master Schedules)					
(7A) In addition to a broad course of study offered to students, English learners, foster youth, and low-income students will receive additional support programs and services through extended year program opportunities, small group instructional support, after school academic support and enrichment, credit recovery opportunities, and a variety of school site supplemental intervention programs.	ALL: 100% (2020-2021)	ALL: 100% (2021-2022)	ALL: 100% (2021-2022)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SUSD will implement these programs and services as verified by district and school site implementation records. (Data Source: CALPADS)					
(8A) Number of students earning a Seal of Biliteracy. (Data Source: Dataquest and Local Data)	176 students (2019-2020)	171 Students (2020-2021)	146 students (2021-2022)		300
(8A) Number of students earning a Golden State Seal Merit Diploma. (Data Source: Dataquest and Local data)	199 students (2019-2020)	216 students (2020-2021)	303 students (2021-2022)		428

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness and A-G Supports	Provide access to all students through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready. The activities connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, Honors and Advanced Placement pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership and/or JROTC programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 25: Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7) * Goal 1, Action 28: JROTC Teacher (SA 11.10) State Priorities: 2, 4, 7, 8 Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A	$100,000.00	No
1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	These additional services were based on identified needs are intended to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways students are graduate college and career ready. The activities connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, Honors, Advanced Placement, and IB pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership and/or JROTC programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned. An emphasis will be placed on	$8,232,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated populations of students to ensure students are graduating prepared to successfully pursue college and career options. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 22: Career Center Development & Resources (SA 11.3) * Goal 1, Action 23: High School Student Data Support (SA 11.5) * Goal 1, Action 24: Career Technical Education Pathways Access (SA 11.6) * Goal 1, Action 26: Public Safety Academy Program Leadership (SA 11.8) * Goal 1, Action 27: Engineering Career Pathways and STEM Resources and Support (SA 11.9) * Goal 1, Action 29: College Entrance Exams Administration and Access (Including Honors, AP, IB, Dual Enrollment) (SA 11.11) * Goal 1, Action 30: Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13) * Goal 1, Action 31: Career Exploration Software and Programs (SA 11.14) * Goal 1, Action 32: College and Career Readiness Student Services & Support (SA 11.15) * Goal 1, Action 33: In-School College Entrance Exam Administration for 11th and 12th grade students (Including Honors, AP, IB, Dual Enrollment) (SA 11.16) * Goal 1, Action 34: Increased Student Access to A-G High School Courses (SA 12.2) New 2021-2022 action components are listed below: * Student Support Technicians State Priorities: 2, 4, 7, 8 Metrics: Primary Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A		

Action #	Title	Description	Total Funds	Contributing
1.3	Additional and Supplemental: English Language Development and Primary Language Support	These additional services that are based on identified need are intended to increase and/or improve language learning support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 3: Bilingual instructional program support for K-12th grade students (SA 3.1) * Goal 1, Action 4: English Language Development Coaching & Instructional Support (SA 3.2) * Goal 1, Action 5: English Language Proficiency Professional Development (SA 3.3) * Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - Language Development Office (SA 10.2) State Priorities: 2, 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A	$2,994,566.00	Yes
1.4	Educator Development and Implementation of Professional Learning Communities	Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 8: Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1) State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A		
1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	These additional services that are based on identified need are intended to increase and/or improve professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities (PLCs) and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community to enhance unduplicated pupil academic achievement. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 6: Teacher Collaboration, Professional Development, & Academic Support (SA 5.1) * Goal 1, Action 7: School Site Administrators Leadership Professional Learning Development (SA 5.2) * Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - Research (SA 10.2) State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A	$16,882,478.00	Yes
1.6	Targeted Learning Recovery and Acceleration of	To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students.	$1,072,237.00	No

Action #	Title	Description	Total Funds	Contributing
	Instructional and Intervention Supports	The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 11: Special Education Inclusion Specialists (SA 7.7) * Goal 1, Action 21: Advancement via Individual Determination Program (AVID) (SA 11.2) * Goal 1, Action 36: Student Access To Ebooks (SA 13.2) State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A		
1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	These additional services that are based on identified need are intended to increase and/or improve services, resources, and support, including the hiring of personnel to improve and accelerate learning, ecapture learning loss, and implementation of recovery programs that focus on increasing and/or improving services for unduplicated pupils. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 9: Learning and High School Credit Recovery Support & Programs (SA 7.3) * Goal 1, Action 10: IEP and Student Data Meetings (SA 7.6) * Goal 1, Action 12: Reading Intervention Support (SA 7.8) * Goal 1, Action 14: Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11) * Goal 1, Action 19: School Site Budget Allocations (SA 10.1) * Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - State and Federal (SA 10.2) * Goal 1, Action 35: District Library and Literacy Support (SA 13.1) New 2021-2022 action components are listed below: * Bilingual Assistants New 2022-2023 action components are listed below: * Library Media Assistants - High Schools * Math Intervention Support	$18,526,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Special Education Inclusion Teachers State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A		
1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs	These additional services that are based on identified need are intended to increase and/or improve unduplicated pupils and student groups that have been under-performing within two or more state priorities access to academic experiences and activities beyond the regular instructional day (before, after, intercession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.)/homework help, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. A deeper focus and investment on resources and supports focusing on student groups that have been under-performing within two or more state priorities. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 17: After school tutoring, homework help, and enrichment (SA 9.1) * Goal 1, Action 18: Expanded After school Program Offerings (SA 9.4) New 2022-2023 action components are listed below: * Outdoor Education/Science Camp State Priorities: 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A	$3,769,099.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	These additional services that are based on identified need are intended to increase and/or improve unduplicated pupils access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupils safety that allows teachers to remotely monitor student learning. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 1: Student Technology For Learning & Connectivity (SA 1.1) * Goal 1, Action 2: Laptop Learning Monitoring Software (SA 1.2) * Goal 2, Action 10: Google Monitoring System (ELE 3.1) State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A	$1,379,210.00	Yes

Goal Analysis [2022-23]

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

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

Stockton Unified School District was able to implement 9 of 9 overarching actions in goal 1 at varied degrees. Of these 9 actions, there are a total of 42 projects identified to provide students with support and resources leading to the maintenance or most important improvements to their academic achievement.

"Sub" actions not listed below were continued to be implemented providing a consistent and continuous access of supplemental support and resources that met the intent and purpose of the overarching actions; however, there were challenges experienced. In summary:

Actions 1 and 2 supported College and Career Readiness and A-G Supports, encompassing 14 specific "sub" actions, that provided our students with exposure and resources leading to increased student opportunities to participate in Career and Technical Education pathways,

advanced course offerings (i.e. dual enrollment, Advanced Placement), student apprenticeships, and the development of high school and beyond plans to pursue college and/or career options.

Action 3 supported Additional and Supplemental: English Language Development and Primary Language Support, encompassing 4 specific "sub" actions, that focused on over 8,000 English Learners and their second language acquisition. The sub actions provided an ELD focus and professional development for sites and teachers while increasing parent participation and support, provided interpreters and translators in several languages, built an English Learner Master Plan, capacity building for ELD staff, and provided additional resources for our English Learners.

Actions 4 and 5 supported Educator Development and Implementation of Professional Learning Communities, encompassing 4 specific "sub" actions. Although success (noted below) was identified, these actions did continue to experience high-turnover of staff leading district level administration to obtain other methods to supplement the content addressed in attempt to bring the staff up to speed and ready for the upcoming professional development and practice.

Actions 6 and 7 supported Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports, encompassing 14 specific "sub" actions, that provided school sites the opportunity to address student needs at a site-based level. School sites, through the development of their School Plan for Student Achievement (SPSA) conducted a comprehensive needs assessment reflecting on the root causes and the evidence-based interventions and supplemental supports to promote academic learning. School sites used this mechanism to identify and deploy site-based staff, strategies and programs necessary to meet the unique needs of their school's students. With district coordination high schools implemented fall, winter, spring, and summer credit recovery intersessions giving students the opportunity to credits and grades promoting to more students to be on track to graduate.

Action 8 supported Expanded Learning Opportunities: Extended Day/Year Programs, encompassing 3 specific "sub" actions, that focused primarily on activities that engaged student learning through enrichment and hands on experiential learning, specifically addressing outdoor education and elementary science camp opportunities.

Action 9 supported Educational Technology, Software, & Technical Support, encompassing 3 specific "sub" actions, between the district's two departments (Instructional Technology (IT) and Information Services (IS) the district was able to maintain and enhance the access to technology (devices and applications) that aid in student learning. Device and application monitoring systems continued to be in place ensuring students can focus on educational content.

Successes (Notated "sub" actions):
* Goal 1, Action 6: Teacher Collaboration, Professional Development, & Academic Support (SA 5.1) teachers (certificated staff) continued to receive protected collaboration time to support the vertical and horizontal alignment of instructional practices for their grade level and site level teams. They received professional development opportunities in-person based on their identified needs supporting instruction.
* Goal 1, Action 7: School Site Administrators Leadership Professional Learning Development (SA 5.2) site administrator (principals and assistant principals) received in-person professional development opportunities (i.e. master scheduling) supporting leadership and instruction.

* Goal 1, Action 8: Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1) site administrators (principals and assistant principals) participate in monthly training focusing on processes and supports to use at the school sites to engage and strengthen collaboration educators and education partners.
* Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - Research (SA 10.2) research staff have been instrumental in collection, analysis, and processing of data leading to public access of data dashboards for informed educational partner conversations and specific program implementation and effectiveness addressing student outcomes and achievement.
* Goal 1, Action 30: Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13) was a huge success for the district as we were able to reignite and establish new partnerships with local businesses increasing the number of student apprenticeships and field trip opportunities to businesses providing students access to industries within our area.

Substantive Difference (Notated "sub" actions):
* Goal 1, Action 17: After school tutoring, homework help, and enrichment (SA 9.1) direct student supports were implemented; however, due to another time sensitive funding source, the expenditures have been assumed under the Expanded Learning Opportunities Program (ELOP) grant funding.
* Goal 1, Action 18: Expanded After school Program Offerings (SA 9.4) direct student supports were implemented; however, due to another time sensitive funding source, the expenditures have been assumed under the Expanded Learning Opportunities Program (ELOP) grant funding.
* Goal 1, Action 26: Public Safety Academy Program Leadership (SA 11.8) was not implemented as the school program was discontinued due to limited enrollment.
* Goal 1, Action 28: JROTC Teacher (SA 11.10) was not implemented in respect to the historical definition/description of this sub action for one high school site as there was not a funding allocation approved or progress reporting received.
* Goal 1, Action 29: College Entrance Exams Administration and Access (Including Honors, AP, IB, Dual Enrollment) (SA 11.11) was not implemented as the district is working with educational partners to determine a system and scale of use increasing the access to assessments and A-G credits based on the University of California (UC) and California State University (CSU) discontinuation of college entrance exams as they are barrier to access into the college system.
* Goal 1, Action 33: In-School College Entrance Exam Administration for 11th and 12th grade students (Including Honors, AP, IB, Dual Enrollment) (SA 11.16) was not implemented as the district is working with educational partners to determine a system and scale of use increasing the access to assessments and A-G credits based on the University of California (UC) and California State University (CSU) discontinuation of college entrance exams as they are barrier to access into the college system.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below. The following actions has material difference of more than 20% difference in expenditure:

Overall the estimated actual expenditures through June 30, 2023 for all actions within Goal 1 is $41,628,673 resulting in 79% of allocated funds being expended.

1.1 - College and Career Readiness and A-G Supports reported estimated actual expenditures through June 30, 2023 is $249,000, resulting in a 249% over expenditure of allocated funds. The reason for this is due to the wrong allocated total being presented from the Title I project allocation. Staff will confer with department staff to ensure the correct allocation will be presented for the 23-24 LCAP.

1.2 - Additional and Supplemental: College and Career Readiness and A-G Supports reported estimated actual expenditures through June 30, 2023 is $12,595,828, resulting in a 53% over expenditure of allocated funds. The reason for this is due to the salary and retro pay increases staff have been provided as a result of union bargaining agreements.

1.3 - Additional and Supplemental: English Language Development and Primary Language Support reported estimated actual expenditures through June 30, 2023 is $1,095,610, resulting in a 63% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds covered the cost of expenditures.

1.4 - Educator Development and Implementation of Professional Learning Communities reported estimated actual expenditures through June 30, 2023 is $12,871,786, resulting in a 24% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions; thereby, training/professional development and collaboration pay calculations were reduced.

1.5 - Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities reported estimated actual expenditures through June 30, 2023 is $12,871,786, resulting in a 24% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions; thereby, training/professional development and collaboration pay calculations were reduced.

1.6 - Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports reported estimated actual expenditures through June 30, 2023 is $1,467,198, resulting in a 37% over expenditure of allocated funds. The reason for this is due to the salary and retro pay increases staff have been provided as a result of union bargaining agreements and the wrong allocated total being presented from the Title I project allocation. Staff will confer with department staff to ensure the correct allocation will be presented for the 23-24 LCAP.

1.7 - Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports reported estimated actual expenditures through June 30, 2023 is $11,841,346, resulting in a 36% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds covered the cost of expenditures.

1.8 - Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs reported estimated actual expenditures through June 30, 2023 is $1,175,728, resulting in a 69% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

1.9 - Additional and Supplemental: Educational Technology, Software, & Technical Support reported estimated actual expenditures through June 30, 2023 is $915,212, resulting in a 34% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

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

Academic Assessments: Statewide assessments, administered to all students, will provide the most accurate picture of student academic performance. Statewide assessment data is currently available and is considered to be a new baseline post COVID-19 pandemic stoppages. The district continues to use iReady assessments data to demonstrate academic performance and progress implementing state standards.

CAASPP – ELA (Metric 4A): The district did not show an overall increase of 3rd - 8th grade and 11th grade students meeting or exceeding standards in English language arts (ELA) but does appear to have made headway towards decreasing disproportionate outcomes for English Learners. For instance, English Learners at grade level in ELA lagged behind the district by 15.2% in 2020-2021. That lag was reduced to 2.99% in 2021-2022. English Learners at grade level in Math lagged behind the district by 2% in 2020-2021. That lag was eliminated resulting in English learners exceeding the district by 13.69% in 2021-2022. Contributing actions: Goal 1, Actions 1.3 - Bilingual instructional program support for K-12th grade students, 1.5 - English Language Proficiency Professional Development, 1.6 - Teacher Collaboration, Professional Development, & Academic Support, 1.15 - Instructional Coaches, 1.17 - Afterschool tutoring, homework help, and enrichment, 1.18 - Expanded Afterschool Program Offerings, 1.19 - School Site Budget Allocations, 1.35 - District Library and Literacy Support, and 1.36 - Student Access To Ebooks

CAASPP – Math (Metric 4A): The district did not show an overall increase of 3rd - 8th grade and 11th grade students meeting or exceeding standards in Math (Metric 4A) but does appear to have made headway towards decreasing disproportionate outcomes for English Learners. For instance, English Learners at grade level in ELA lagged behind the district by 15.2% in 2020-2021. That lag was reduced to 2.99% in 2021-2022. English Learners at grade level in Math lagged behind the district by 2% in 2020-2021. That lag was eliminated resulting in English learners exceeding the district by 13.69% in 2021-2022. Contributing actions: Goal 1, Actions 1.3 - Bilingual instructional program support for K-12th grade students, 1.5 - English Language Proficiency Professional Development, 1.6 - Teacher Collaboration, Professional Development, & Academic Support, 1.15 - Instructional Coaches, 1.17 - Afterschool tutoring, homework help, and enrichment, 1.18 - Expanded Afterschool Program Offerings, 1.19 - School Site Budget Allocations, 1.35 - District Library and Literacy Support, and 1.36 - Student Access To Ebooks

iReady – ELA (Metric 4A):
The district has shown an overall increase of 3rd - 8th grade students being at grade level for English language arts (ELA) comparing Winter Year 2 Outcome (25.80%) to Year 1 Outcome (22.80%) resulting all students demonstrating a 3% increase.

The district has made headway towards decreasing disproportionate outcomes for the following student groups:

* Students with Disabilities – 2.19%
* African American/Black – 3.42%
* American Indian/Alaskan Native – 7.64%
* Asian – 5.43%
* Filipino – 2.76%
* Hispanic – 2.96%
* Multi Race – .39%
* Pacific Islander/Native Hawaiian – 2.45%
* White – 2.01%

Further review of data comparisons to the district revealed one student group, White, outperformed the district by 6.4%.

Contributing "sub" actions: Goal 1, Actions 1.3 - Bilingual instructional program support for K-12th grade students, 1.5 - English Language Proficiency Professional Development, 1.6 - Teacher Collaboration, Professional Development, & Academic Support, 1.15 - Instructional Coaches, 1.17 - Afterschool tutoring, homework help, and enrichment, 1.18 - Expanded Afterschool Program Offerings, 1.19 - School Site Budget Allocations, 1.35 - District Library and Literacy Support, and 1.36 - Student Access To Ebooks

iReady – Math (Metric 4A):
The district has shown an overall increase of 3rd - 8th grade students being at grade level for Math comparing Year 2 Outcome (17.6%) to Year 1 Outcome (16.33%) resulting all students demonstrating a 1.27% increase.

The district has made headway towards decreasing disproportionate outcomes for the following student groups:

* Students with Disabilities – 1.22%
* African American/Black – 1.22%
* American Indian/Alaskan Native – 2.11%
* Asian – 7.23%
* Filipino – 4.73%
* Hispanic – 1.02%
* Multi Race – 2.72%
* Pacific Islander/Native Hawaiian – 5.92%
* White – 1.7%

Further review of data comparisons to the district revealed five student groups outperformed the district. These subgroups are:
* Asian – 12.6%
* Filipino – 23.8%
* Multi Race – 5.9%
* Pacific Islander/Native Hawaiian – 1.7%

* White – 20.90%

Contributing "sub" actions: Goal 1, Actions 1.3 - Bilingual instructional program support for K-12th grade students, 1.5 - English Language Proficiency Professional Development, 1.6 - Teacher Collaboration, Professional Development, & Academic Support, 1.15 - Instructional Coaches, 1.17 - Afterschool tutoring, homework help, and enrichment, 1.18 - Expanded Afterschool Program Offerings, 1.19 - School Site Budget Allocations, 1.35 - District Library and Literacy Support, and 1.36 - Student Access To Ebooks

CA Science Test (CAST) (Metric 4A):
The district has shown an increase in the percentage of all 5th, 8th, 11th, and 12th grade students meeting standards comparing Year 2 Outcome (14.46%) to Baseline (12.19%) resulting a 2.27% increase.

Contributing "sub" actions: Goal 1, Action 25: Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7), Goal 1, Action 24: Career Technical Education Pathways Access (SA 11.6), Goal 1, Action 27: Engineering Career Pathways and STEM Resources and Support (SA 11.9), Goal 1, Action 19: School Site Budget Allocations (SA 10.1), New 2022-2023 action - Outdoor Education/Science Camp

CSU/UC A-G College Entrance Requirements (Metric 4B):
The district demonstrated an overall increase of 4% of all students meeting CSU/UC A-G college entrance requirements when comparing Year 2 Outcome (21%) to Year 1 Outcome (25%).

The district has made headway towards decreasing disproportionate outcomes for the following student groups:

* Foster Youth – 7.70%
* English Learners – 3.3%
* Students with Disabilities – 6.2%%
* African American/Black – 3.5%
* American Indian/Alaskan Native – 6%
* Asian – 3.8%
* Filipino – 13.5%
* Hispanic – 2.4%
* Homeless – 5%
* Multi Race – 18%
* White – 3.6%

Further review of data comparisons to the district overall revealed 4 student groups outperforming the district. These subgroups are:
* American Indian/Alaskan Native - 2.6%

* Asian - 12.5%
* Filipino – 32.7%
* Multi Race - 7%

Contributing "sub" actions: Goal 1, Actions 1.9 - Learning and High School Credit Recovery Support & Programs, 1.14 - Instructional Interventions & Academic Supports For Students At Small High Schools, 1.19 - School Site Budget Allocations, 1.21 - Advancement via Individual Determination Program (AVID), 1.24 - Career Technical Education Pathways Access, 1.34 - Increased Student Access to A-G High School Courses

English Language Development (Metric 4E):
The district has shown an overall increase in the percentage of English Language Learner progress comparing Year 2 Outcome (51%) to Baseline (43.6%) resulting in a 10% increase.

Contributing "sub" actions: Goal 1, Action 3: Bilingual instructional program support for K-12th grade students (SA 3.1), Goal 1, Action 4: English Language Development Coaching & Instructional Support (SA 3.2), Goal 1, Action 5: English Language Proficiency Professional Development (SA 3.3), Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - Language Development Office (SA 10.2), Goal 1, Action 6: Teacher Collaboration, Professional Development, & Academic Support (SA 5.1), Goal 1, Action 7: School Site Administrators Leadership Professional Learning Development (SA 5.2),. Goal 1, Action 19: School Site Budget Allocations (SA 10.1), Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - State and Federal (SA 10.2), New 2021-2022 action Bilingual Assistants

Advanced Placement (Metric 4G):
The district has shown an overall increase in the percentage of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher comparing Year 2 Outcome (24%) to Year 1 Outcome (18%) resulting in a 6% increase.

Contributing "sub" actions: Goal 1, Action 22: Career Center Development & Resources (SA 11.3), Goal 1, Action 23: High School Student Data Support (SA 11.5), Goal 1, Action 31: Career Exploration Software and Programs (SA 11.14), Goal 1, Action 32: College and Career Readiness Student Services & Support (SA 11.15), Goal 1, Action 34: Increased Student Access to A-G High School Courses (SA 12.2), Goal 1, Action 21: Advancement via Individual Determination Program (AVID) (SA 11.2), Goal 1, Action 9: Learning and High School Credit Recovery Support & Programs (SA 7.3), Goal 1, Action 14: Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11), Goal 1, Action 19: School Site Budget Allocations (SA 10.1)

Graduation Rate (Metric 5E):
The district has demonstrated an overall increase to the graduation rate of 6.4% in comparison of Year 2 Outcome (83.1%) to Year 1 Outcome (76.7%).

The following student groups experienced graduation rate increases:
* Foster Youth – 19.4%
* English Learners – 8%
* Socio Economically Disadvantaged – 11.9%
* Students with Disabilities – 11.9%
* American Indian – 1.1%
* African American/Black – 7.8%
* Asian – 18.4%
* Filipino – 2.9%
* Hispanic – 7.1%
* Homeless – 8.5&
* Pacific Islander/Native Hawaiian – 10.1%
* White – 3.9%

Further review of data comparisons to the district overall revealed # student groups outperformed the district. These subgroups are:
* American Indian/Alaskan Native – 8.3%
* Asian – 6.5%
* Filipino - 12.6%
* Multi Race - 2.4%
* Pacific Islander/Native Hawaiian – 16.9%

Contributing "sub" actions: Goal 1, Actions 1.9 - Learning and High School Credit Recovery Support & Programs, 1.14 - Instructional Interventions & Academic Supports For Students At Small High Schools, 1.19 - School Site Budget Allocations, 1.21 - Advancement via Individual Determination Program (AVID), 1.22 - Career Center Development & Resources, 1.23 - High School Student Data Support, 1.24 - Career Technical Education Pathways Access, 1.32 - College and Career Readiness Student Services & Support, 1.34 - Increased Student Access to A-G High School Courses

Golden State Seal Merit Diploma (Metric 8A):
The district has shown an overall increase in the number of students earning a Golden State Seal Merit Diploma comparing Year 2 Outcome (303) to Year 1 Outcome (216%) resulting in an increase of 87 students.

Contributing "sub" actions: Goal 1, Actions 1.9 - Learning and High School Credit Recovery Support & Programs, 1.14 - Instructional Interventions & Academic Supports For Students At Small High Schools, 1.19 - School Site Budget Allocations, 1.21 - Advancement via Individual Determination Program (AVID), 1.24 - Career Technical Education Pathways Access, 1.34 - Increased Student Access to A-G High School Courses

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

No changes were made to LCAP metrics.

No changes were made to goal 1 description.

Changes to Overarching Actions: Notated "sub" actions will be expanded out to individual actions referencing back to the 21-22 LCAP action order. The 21-22 LCAP action description will be reinstated. The 22-23 LCAP category will be notated to ensure appropriate cross-referencing when referring back to a previous year's plan.

"Sub" action changes:
* Goal 1, Action 24: Career Technical Education Pathways Access (SA 11.6) will merge with "sub" action Goal 1, Action 27: Engineering Career Pathways and STEM Resources and Support (SA 11.9) will remain in the numbering sequence with a reference of the merge for Year 3 of this 2021-2024 LCAP plan.
* Goal 1, Action 26: Public Safety Academy Program Leadership (SA 11.8) will be discontinued because school program lacked enrollment. This "sub" action will be merged with Goal 1, Action 27: Engineering Career Pathways and STEM Resources and Support (SA 11.9) to support other pathway resources and will remain in the numbering sequence with a reference of the discontinuation and merge for Year 3 of this 2021-2024 LCAP plan.
* Goal 1, Action 27: Engineering Career Pathways and STEM Resources and Support (SA 11.9) will include "sub" actions Goal 1, Action 24: Career Technical Education Pathways Access (SA 11.6), Goal 1, Action 26: Public Safety Academy Program Leadership (SA 11.8), and Goal 1, Action 30: Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13).
* Goal 1, Action 29: College Entrance Exams Administration and Access (Including Honors, AP, IB, Dual Enrollment) (SA 11.11) will include "sub" action Goal 1, Action 33. This merge allows for a streamlined and wholistic approach for the coordination and implementation of resources and supports.
* Goal 1, Action 30: Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13) this "sub" action will merge with "sub" action and will remain in the numbering sequence with a reference of the merge for Year 3 of this 2021-2024 LCAP plan.
* Goal 1, Action 33: This "sub" action will merge with "sub" action Goal 1, Action 29: College Entrance Exams Administration and Access (Including Honors, AP, IB, Dual Enrollment) (SA 11.11) and will remain in the numbering sequence with a reference of the merge for Year 3 of this 2021-2024 LCAP plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

An explanation of why the LEA has developed this goal.

Educational partner feedback and review of school climate data continues to highlight the need to develop learning environments that are inclusive and culturally responsive. The actions within this goal are designed to promote equitable and healthy learning environments through the development and implementation of multidimensional supports that address students' academic and social-emotional needs through the Multi-Tiered System of Supports (MTSS).

SUSD will monitor and evaluate the actions by collecting and reviewing suspension and expulsion data, and educational partner feedback specific to feelings of connectedness and safety that will provide evidence of the impact of the actions on student connectedness.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1A) Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers.	87.87% (2020-2021)	89% (2021-2022) SARC data not published; local calculation provided using SARC definitions.	TBA% (2022-2023) SARC data not published; local calculation provided using SARC definitions.		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: SARC)					
(1C) Percentage of school facilities maintained in good repair or exemplary. (Data Source: FIT Report, Local Indicator PowerPoint)	67.3% (2020-2021)	94.3% (2021-2022)	TBA% (2022-2023)		100%
(6A) Suspension rates - the percentage of students who are suspended at least once during the academic year. (Data Source: Dataquest)	ALL: 5.5% FY: 13.70% EL: 4.40% SED: 6.50% SWD: 9.10% AA: 14.70% AI: 7.80% AS: 2.90% FI: 1.50% HI: 5.20% HOM: 13% MR: 7.30% PI: 5.20% WH: 6.10% (2019-2020)	ALL: 0% FY: 0.5% EL: 0.0% SED: 0.0% SWD: 0.1% AA: 0.1% AI: 0.0% AS: 0.1% FI: 0.0% HI: 0.0% HOM: 0.1% MR: 0.0% PI: 0.0% WH: 0.0% (2020-2021) Due to COVID-19 pandemic, data is not reliable.	ALL: 5.00% FY: 17.3% EL: 3.80% SED: 5.30% SWD: 7.90% AA: 11.00% AI: 10.50% AS: 2.00% FI: 1.80% HI: 4.40% HOM: 9.70% MR: 6.60% PI: 3.70% WH: 6.30 (2021-2022)		ALL: 4% FY: 7% EL: 2% SED: 3% SWD: 5% AA: 7% AI: 4% AS: 1% FI: 0.5% HI: 3% HOM: 7% MR: 4% PI: 3% WH: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year. (Data Source: Dataquest)	ALL: 0.08% (29) FY: 0.58% (3) EL: 0.02% (2) SED: 0.07% (27) SWD: 0.06% (3) AA: 0.22% (9) AI: 0% (0) AS: 0.06% (2) FI: 0% (0) HI: 0.06% (14) HOM: 0.40% (8) MR: 0% (0) PI: 0% (0) WH: 0.20% (4) (2019-2020)	ALL: 0.0% FY: * EL: * SED: * SWD: * AA: 0.0% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% HOM: * MR: 0.0% PI: 0.0% WH: 0.0% (2020-2021) *Per Dataquest, subgroup data is less than 5 and standard procedure is to protect student privacy. Due to COVID-19 pandemic, data is not reliable.	ALL: 0.10% FY: 0.00% EL: 0.00% SED: 0.10% SWD: 0.0% AA: 0.10% AI: 0.30% AS: 0.00% FI: 0.00% HI: 0.00% HOM: 0.20% MR: 0.10% PI: 0.00% WH: 0.00% (2021-2022)		ALL: less than 1% (10) FY: 0% (0) EL: 0% (0) SED: less than 1% (8) SWD: 0% (0) AA: 0% (0) AI: 0% (0) AS: 0% (0) FI: 0% (0) HI: 0% (0) HOM: 0% (0) MR: 0% (0) PI: 0% (0) WH: 0% (0)
(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe. (Data Source: CalSCHLS - Parents	Students: 82.67% Parents: 60% Teachers (Staff): 58% (2020-2021)	2020-2021 is most recent administration	Students: TBA% Parents: TBA% Teachers (Staff): TBA% (2021-2022)		Students: 87% Parents: 65% Teachers (Staff): 63%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
& Teachers, PLUS Survey - Students)					
(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school. (Data Source: CalSCHLS - Parents & Teachers, PLUS Survey - Students)	Students: 80.67% Parents: 34% Teachers (Staff): 49% (2020-2021)	2020-2021 is most recent administration	Students: TBA% Parents: TBA% Teachers (Staff): TBA% (2021-2022)		Students: 85% Parents: 39% Teachers (Staff): 54%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils access to inclusionary equitable educational opportunities will be evaluated through the ongoing use of data to determine need and progress of targeted groups reflected in the community. Through the use of data-driven decision-making, these culturally inclusive and relevant practices will be implemented to provide targeted support to students, staff, and community through the increased support, services, and instructional resources that are inclusive and responsive to the diverse needs and populations reflected in the SUSD community. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 8: Educational Equity Director & Office Asst ($13K	$794,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplies) (ELE 2.9) * Goal 2, Action 26: LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4) * Goal 3, Action 18: Native American Outreach and Support (MP 7.6) State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C		
2.2	Additional and Supplemental: Multi-Tiered System of Supports	These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. The data-driven decision-making practices will identify the necessary resources required to assist students, schools and communities to achieve their academic goals, contributing to the attainment of graduating college and career ready. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 4: Positive Behavior Interventions and Support (PBIS) (ELE 2.3) * Goal 2, Action 5: Student Assistance Program support (SAP) (ELE 2.6) * Goal 2, Action 6: Behavior Intervention Team Services (ELE 2.7) State Priorities: 1, 6 Metrics: 6B, 6C	$3,501,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Professional development, support, and training to support and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices to support student achievement. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 3: New Teacher Training (ELE 2.2) * Goal 1, Action 15: Instructional Coaches (SA 8.1) State Priorities: 4, 7, 8 Metrics: 1A, 6C	$4,146,806.00	No
2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	These additional services are based on identified needs are intended to increase and/or improve to unduplicated pupils access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 13: New Teacher Support (SA 7.9) * Goal 1, Action 15: Instructional Coaches (SA 8.1) * Goal 1, Action 16: New Teacher Support (SA 8.3) State Priorities: 4, 7, 8 Metrics: 1A, 6C	$5,361,896.00	Yes
2.5	Transitional Student & Family Support	Provide opportunities, supports, resources, staff, and space for parents/guardians at the site and district level such as District English	$447,345.00	No

Action #	Title	Description	Total Funds	Contributing
		Learner Advisory Committee (DELAC), School Site Council (SSC), Parent Advisory Committees, Family Resource Centers throughout the district, forums on the LCAP, virtual and in-person parent trainings, and other platforms that create space for parents and community to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 16: Social Services For Families In Transition (ELE 7.3) State Priorities: 5, 6 Metrics: 6A, 6B, 6C		
2.6	Additional and Supplemental: Transitional Student & Family Support	These additional services are based on identified needs are intended to increase and/or improve opportunities, supports, resources, staff, and space for parents/guardians at the site and district level such as District English Learner Advisory Committee (DELAC), School Site Council (SSC), Parent Advisory Committees, Family Resource Centers throughout the district, forums on the LCAP, virtual and in-person parent trainings, and other platforms that create space for parents and community to contribute to the development and monitoring of various programs and supports made available to unduplicated pupils and staff/community supporting these students. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 15: Social Services For Foster Youth Students (ELE 7.2) * Goal 3, Action 17: Central Enrollment Direct Services To Families (MP 7.5) State Priorities: 5, 6	$2,455,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 6A, 6B, 6C		
2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	These additional services are based on identified needs are intended to increase and/or improve the alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students families, and staff district-wide focused on increasing and improving the learning experience. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 1, Action 20: District Departmental Budgets Focused On Increased Student Achievement - CWA (SA 10.2) * Goal 2, Action 17: Subacute Healthcare Services Response & Management (ELE 8.1) * Goal 2, Action 18: Healthy Start Coordinators (ELE 8.2) * Goal 2, Action 19: Community Resource Liaison Program Coordinator (ELE 8.3) * Goal 2, Action 20: Wellness Centers Staffing Support (ELE 8.6) * Goal 2, Action 21: Mental Health Clinicians (ELE 9.15) * Goal 2, Action 22: Trauma-Informed Care and Responsive Schools (ELE 9.16) * Goal 2, Action 24: School Counselors (ELE 10.1) * Goal 2, Action 25: Restorative Practices and Responsive Schools (ELE 10.3) New 2022-2023 action components are listed below: * School Psychologists State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C	$25,097,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	These additional services are based on identified needs are intended to increase and/or improve to unduplicated pupils to effective, well-trained and experienced certificated and classified staff. Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff for unduplicated students, students living in poverty and historically marginalized students will benefit. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 7: Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8) * Goal 2, Action 9: Over Formula Position School Site Support (ELE 2.14) * Goal 2, Action 13: Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2) State Priorities: 1, 2, 6 Metrics: 1A, 6C	$19,811,908.00	Yes
2.9	Basic Instructional and Teacher Staffing	To ensure programs and services have the staffing support necessary to implement high quality educational experiences and learning. To implement practices and processes that ensure equitable educator assignments and reduce disparities by reviewing teaching, administrator, and paraprofessional staffing to reduce the number of misassignment instances by employing and placing staff with appropriate credentials and years of experience with relation to site achievement results and needs for specialized services to effectively run the base services by the district. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 2: Staffing Support Resources For High Needs Specialized Positions (ELE 2.1) * Goal 2, Action 12: Instruction and Teacher Staffing (ELE 6.1)	$202,067,331.00	No

Action #	Title	Description	Total Funds	Contributing
		State Priorities: 1 Metrics: 1A		
2.10	Additional and Supplemental: Technology Infrastructure and Support	These additional services are based on identified needs are intended to increase and/or improve access technology connectivity and infrastructure the supports unduplicated pupils across the district. Support includes increased and/or improved access and enhancements of curriculum and supplemental support focused on academic achievement. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 1: Information Services Technology Support and Resources (ELE 1.2) State Priorities: 1, 2, 6 Metrics: 1A, 1C	$727,201.00	Yes
2.11	Facility & Campus Safety Support	To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits. Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems. To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below:	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
		* Goal 2, Action 11: Facilities in Good Repair - Maintenance Costs (ELE 5.3) State Priorities: 1 Metrics: 1C		
2.12	Additional and Supplemental: Facility & Campus Safety Support	These additional services are based on identified needs are intended to increase and/or improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits that is above the base level of improvements and services. Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as additional custodian staff, intercoms and gate security systems, and visitor management systems. To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety and school connectedness for unduplicated pupils. New 2021-2022 action components are listed below: * Custodial staff at school sites State Priorities: 1 Metrics: 1C	$6,605,288.00	Yes

Goal Analysis [2022-23]

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

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

Stockton Unified School District was able to implement 12 of 12 overarching actions in goal 2 at varied degrees. Of these 12 actions, there are a total of 33 projects or "sub" actions identified to provide students with support and resources that continues to promote educational equity, diversity, inclusion and access to the Multi-Tiered System of Supports (MTSS) throughout the district.

"Sub" actions not listed below were continued to be implemented providing a consistent and continuous access of supplemental support and resources that met the intent and purpose of the overarching actions; however, there were challenges experienced. In summary:

Action 1 supported Educational Equity, Diversity, and Inclusion, encompassing 3 specific "sub" actions, that provided our students access to inclusionary educational opportunities. Teachers and staff were provided exposure and training to culturally relevant practices learned through workshops.

Action 2 supported Multi- Tiered System of Supports, encompassing 3 specific "sub" actions, that provided our students with direct services responsive to their unique needs supporting social emotional learning and safety. Site administrators (principals and assistant principals), teachers, staff received on-going training either directly or through the site lead (PBIS ambassadors) to incorporate demonstrated practices supporting schoolwide expectations with a focus on safety, respect, and responsibility. Leveled supports are provided by the district's Student Assistance Support (SAP) process and the Behavioral Intervention Team focusing on alternative responsive to proactively reduce negative behaviors and interactions leading to students feeling connected and heard.

Actions 3 and 4 supported Development of High- Quality Teachers, Substitutes, Administrators, and Staff, encompassing 5 specific "sub" actions, that provide training and teacher mentorship to new teachers. School sites are provided Instructional Coaches to support teachers with instructional strategies and enhance practicum experience directly focusing on improving and increasing access to student educational experiences leading to improved student achievement.

Actions 5 and 6 supported Transitional Student & Family Support, encompassing 3 specific "sub" actions that provide direct supports and services to students who are houseless or experiencing homelessness. Through case management, students and their families are provided basic necessities ensuring students are able to attend school consistently and lessening the barriers causing students to not be able to focus on the classroom instruction.

Actions 7 supported Building Strong Schools & Healthy Communities, encompassing 10 specific "sub" actions, that provided students with physical, mental, and emotional supports enhancing access to a safe and supportive school climate; thereby, students are able to increase the opportunities to expand their academic knowledge.

Action 8 supported Extended Learning Time, Educator, and Staffing Supports, encompassing 3 specific "sub" actions, that provided school sites to extend resources to students through the addition of school site administrators (assistant principals) and extending the number of instructional minutes beyond the state minimum for student extended learning.

Action 9 supported Basic Instructional and Teacher Staffing, encompassing 2 specific "sub" actions, that provided direct supports to students ensuring basic instructional and teacher staffing is available to meet the core nexus of Stockton Unified – educating students. Recruitment, hiring, and retention efforts have expanded from specialized positions to integral positions to fill significant vacancies the district has been experiencing based on the nationwide teacher shortage.

Action 10 supported Technology Infrastructure and Support, encompassing 1 specific "sub" action, that provided school sites and district staff with technology support through assigned Information Services representatives to ensure students have access to network infrastructure and online technologies and applications that support the district approval curriculum and supplemental intervention programs.

Actions 11 and 12 supported Facility & Campus Safety Support, encompassing 2 specific "sub" actions that provide basic minimum campus maintenance and safety support. Staffing is integral to promoting connections and safety through the visibility of staff and the supportive role/connections creating a safe and positive school climate.

Successes (Notated "sub" actions):
* Goal 2, Action 6: Behavior Intervention Team Services (ELE 2.7) students, including students in Special Education, have been recipients of supports as district psychologists, counselors, mental health clinicians, behavioral support specialists, and site administrators (principals and assistant principals) participated various trainings that support practices and strategies identifying threats and responding to crisis situations. Case management supports were provided directly to students based on referrals in the consultation, assessment and behavior planning, and behavior intervention and supports.
* Goal 2, Action 7: School Site Administrators Leadership Professional Learning Development (SA 5.2) site administrator (principals and assistant principals) received in-person professional development opportunities (i.e. master scheduling) supporting leadership and instruction.
* Goal 1, Action 13: New Teacher Support (SA 7.9) provide new/beginning teachers with weekly "just-in time" support and guidance on completing credential requirements. Professional development support is provided during designated district professional development days and through bi-monthly support sessions. Challenges experienced have has been around securing highly qualified site support and/or mentor teachers surface when a subject-matter and/or credential type "like" match cannot be facilitated.
* Goal 2, Action 20: Mental Health Clinicians (ELE 9.15) direct services to students who may benefit from school-based mental health services. Services provided include trauma-informed, evidence-based practices in individual, group, and family therapy for students to support student attendance and access to their educational and academic experiences.
* Goal 2, Action 24: School Counselors (ELE 10.1) are assigned and work in collaboration with school site teams to develop equitable and healthy learning environments that enhance the social-emotional and academic learning for all students. Specifically, counselors have been able to provide essential tier one lessons and identify students for small support groups to ensure all students develop and can demonstrate the attitudes, knowledge and skills that lead to success in school and beyond.
* Goal 2, Action 2: Staffing Support Resources For High Needs Specialized Positions (ELE 2.1) many recruiting events have been held resulting in offered hiring bonuses and tuition assistance for many of our specialized certificated positions. This has helped to draw people to our district to serve our students with special needs, ELs, and students who struggle with academic deficits due to the pandemic or other mitigating factors.

Substantive Difference (Notated "sub" actions):
* Goal 2, Action 8: Educational Equity Director & Office Asst ($13K Supplies) (ELE 2.9) the director position supporting educational equity has been vacant throughout the year and no support staff have been assigned.
* Goal 2, Action 3: New Teacher Training (ELE 2.2) the activities of this project appear have been enveloped into the new teacher support "sub" action (Goal 1, Action 13: New Teacher Support (SA 7.9)).

* Goal 1, Action 15: Instructional Coaches (SA 8.1) school sites have been assigned Instructional Coaches; however, many vacancies exist. Hiring barriers have hindered filling these positions as the pool of qualified candidates typically move up from being a classroom teacher, which then leaves a vacancy in the classroom. The district has opted to hold off on hiring these positions until the teachers vacancies are significantly reduced.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below. The following actions has material difference of more than 20% difference in expenditure:

Overall the estimated actual expenditures through June 30, 2023 for all actions within Goal 2 is $### resulting in ###% of allocated funds being expended.

2.1 - Additional and Supplemental: Educational Equity, Diversity, and Inclusion reported estimated actual expenditures through June 30, 2023 is $75,412, resulting in a 91% under expenditure of allocated funds. The reason for this is due to district administration changes and the inability to fill vacant positions.

2.4 - Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff reported estimated actual expenditures through June 30, 2023 is $1,700,753, resulting in a 68% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds covered the cost of expenditures.
2.8 - Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports reported estimated actual expenditures through June 30, 2023 is $1,175,728, resulting in a 69% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

2.11 - Facility & Campus Safety Support reported estimated actual expenditures through June 30, 2023 is $656,450, resulting in a 119% over expenditure of allocated funds. The reason for this is due to the increase number of work orders being completed for eligible activities.

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

Teachers Appropriately Assigned and Fully Credentialed (Metric 1A):
The district has identified a 1.13% increase in the percentage of teachers appropriately assigned and fully credentialed in the subject areas(s) and for the students they teach. This increase is attributed to the district's internal system and processes to support educator equity and the district's new teacher support programs.

Contributing actions: Goal 2, Actions 1.2 - Staffing Support Resources For High Needs Specialized Positions, 1.3 - New Teacher Training, 1.8 - Educational Equity Director & Office Asst ($13K Supplies), and 1.12 - Instruction and Teacher Staffing.

Suspension Rates (Metric 6A):
The district has shown an overall decrease in the suspension rate for all students comparing Year 2 Outcome (5%) to Baseline (5.5%) resulting all students demonstrating a .5% decrease.

The district has made headway towards decreasing disproportionate outcomes for the following student groups:

* English Learners - .6% decrease
* Socio Economically Disadvantaged – 1.2% decrease
* Students with Disabilities – 1.2% decrease
* African American/Black – 3.7% decrease
* Asian – .9% decrease
* Hispanic – .8% decrease
* Homeless – 3.3% decrease
* Multi Race – .7% decrease
* Pacific Islander/Native Hawaiian – 1.5% decrease

Further review of data comparisons to the district revealed five student groups outperformed the district:
* English Learners – 1.2% below
* Asian – 3% below
* Filipino – 3.2% below
* Hispanic - .6% below
* Pacific Islander/Native Hawaiian – 1.3% below

Contributing "sub" actions: Goal 2, Action 8: Educational Equity Director & Office Asst ($13K Supplies) (ELE 2.9), Goal 2, Action 26: LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4), Goal 3, Action 18: Native American Outreach and Support (MP 7.6), Goal 2, Action 4: Positive Behavior Interventions and Support (PBIS) (ELE 2.3), Goal 2, Action 5: Student Assistance Program support (SAP) (ELE 2.6), Goal 2, Action 6: Behavior Intervention Team Services (ELE 2.7), Goal 2, Action 16: Social Services For Families In Transition (ELE 7.3), Goal 2, Action 15: Social Services For Foster Youth Students (ELE 7.2), Goal 3, Action 17: Central Enrollment Direct Services To Families (MP 7.5), Goal 2, Action 18: Healthy Start Coordinators (ELE 8.2), Goal 2, Action 19: Community Resource Liaison Program Coordinator (ELE 8.3), Goal 2, Action 20: Wellness Centers Staffing Support (ELE 8.6), Goal 2, Action 21: Mental Health Clinicians (ELE 9.15), Goal 2, Action 22: Trauma-Informed Care and Responsive Schools (ELE 9.16), Goal 2, Action 24: School Counselors (ELE 10.1), Goal 2, Action 25: Restorative Practices and Responsive Schools (ELE 10.3), Goal 1, Action 13: New Teacher Support (SA 7.9), New 2022-2023 action School Psychologists, New 2021-2022 action Custodial staff at school sites

Expulsion Rates (Metric 6B):
The district has not shown an overall decrease in the expulsion rate for all students comparing Year 2 Outcome (.10%) to Baseline (.08%) resulting all students demonstrating a .02% increase.

However, the district has made headway towards decreasing disproportionate outcomes for the following student groups:

* Foster Youth – .58% decrease
* English Learners – .02% decrease
* Students with Disabilities – .06% decrease
* African American/Black – .12% decrease
* Asian – .06% decrease
* Hispanic – .06% decrease
* Homeless – .2% decrease
* White – .2% decrease

Further review of data comparisons to the district revealed seven student groups Foster Youth, English Learners, Students with Disabilities, Asian, Filipino, Hispanic, and White outperformed the district a percentage of 0% resulting in .10% below the district.

Three student groups (Socio Economically Disadvantaged, African American/Black and Multi Race equaled the district at .10%

Contributing "sub" actions: Goal 2, Action 8: Educational Equity Director & Office Asst ($13K Supplies) (ELE 2.9), Goal 2, Action 26: LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4), Goal 3, Action 18: Native American Outreach and Support (MP 7.6), Goal 2, Action 4: Positive Behavior Interventions and Support (PBIS) (ELE 2.3), Goal 2, Action 5: Student Assistance Program support (SAP) (ELE 2.6), Goal 2, Action 6: Behavior Intervention Team Services (ELE 2.7), Goal 2, Action 16: Social Services For Families In Transition (ELE 7.3), Goal 2, Action 15: Social Services For Foster Youth Students (ELE 7.2), Goal 3, Action 17: Central Enrollment Direct Services To Families (MP 7.5), Goal 2, Action 18: Healthy Start Coordinators (ELE 8.2), Goal 2, Action 19: Community Resource Liaison Program Coordinator (ELE 8.3), Goal 2, Action 20: Wellness Centers Staffing Support (ELE 8.6), Goal 2, Action 21: Mental Health Clinicians (ELE 9.15), Goal 2, Action 22: Trauma-Informed Care and Responsive Schools (ELE 9.16), Goal 2, Action 24: School Counselors (ELE 10.1), Goal 2, Action 25: Restorative Practices and Responsive Schools (ELE 10.3), Goal 1, Action 13: New Teacher Support (SA 7.9), New 2022-2023 action School Psychologists, New 2021-2022 action Custodial staff at school sites

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

No changes were made to LCAP metrics.

No changes were made to goal 2 description.

Changes to Overarching Actions: Notated "sub" actions will be expanded out to individual actions referencing back to the 21-22 LCAP action order. The 21-22 LCAP action description will be reinstated. The 22-23 LCAP category will be notated to ensure appropriate cross-referencing when referring back to a previous year's plan.

"Sub" action changes:
* Goal 1, Action 13: New Teacher Support (SA 7.9) will include "sub" actions Goal 1, Action 16: New Teacher Support (SA 8.3).
* Goal 1, Action 16: New Teacher Support (SA 8.3) will merge with "sub" action Goal 1, Action 13: New Teacher Support (SA 7.9) will remain in the numbering sequence with a reference of the merge for Year 3 of this 2021-2024 LCAP plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

An explanation of why the LEA has developed this goal.

SUSD local data shows the need to continue to focus on outreach and involvement to engage families and the community. The actions within this goal are designed to promote, build and support meaningful relationships among students, school site personnel, families and community agencies. The actions aligned to the goal will promote student attendance and family involvement through equitable student access to arts, music, sports, and leadership experiences. In addition, actions include communication of involvement opportunities with families that lead to increased student engagement and connectedness to the school.

We will monitor and evaluate the actions within the goal by collecting and reviewing specific data including attendance, chronic absenteeism, middle school drop-out and educational partnership feedback. This data will provide evidence of the impact of the engagement efforts and community partnerships.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) Self reflection rating on Parent and Family Engagement: Building	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and		Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Relationships, Questions 1, 2, 3 & 4 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool)	classified staff) to build trusting and respectful relationships with families: 3 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 4 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4	classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4	classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4		classified staff) to build trusting and respectful relationships with families: 5 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-2021)	(2021-2022)	(2022-2023)		
(3A) Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool)	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 3 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4		Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5 Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4 (2020-2021)	Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3 (2021-2022)	Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3 (2022-2023)		Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 5
(3A) Number of parent, guardian, family district committee meetings held for the following parent groups: Parent Advisory Committee (PAC), African American Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (Latino PAC), District English Learner Advisory Committee (DELAC), Community	36 (2020-2021)	46 (2021-2022)	TBA (2021-2022)		48

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Committee (CAC) (Data Source: Family Engagement and Education Office and Language Development Office)					
(3A) Number of parent, guardian, and family training/workshops offered and held across the District. (Data Source: Family Engagement and Education Calendar, District Calendar of Family Training/Workshops, Data from Educational Services and Student Support Services Departments)	180 (2020-2021)	154 (2021-2022)	TBA (2021-2022)		180
(3A) Number of English as a Second Language courses offered to families across the district.	5 (2019-2020)	5 (2021-2022)	5 (2022-2023)		10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Local Data of ESL courses offered and at what school sites)					
(3A) Number of parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD. (Data Source: beamentor.org data)	1,151 (2020-2021)	TBA * (2021-2022) *Data not accessible at the time of report completion.	TBA (2022-2023)		1,200
(3A) Number of parent, guardian, family college and career focused events and or informational meetings offered annually. (Data Source: Local data, counselor department reported data, and district event calendar of events and informational meetings offered)	386 (2020-2021)	217 (2021-2022)	TBA (2022-2023)		400

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) Number of parent, Guardian, Family Trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated & Integrated ELD (Data Source: Language Development Office and Family Education and Engagement Office reported data)	10 (2020-2021)	33 (2021-2022)	TBA (2022-2023)		30
(5A) School attendance rate - the percentage of students attending school daily on average. (Data Source: Synergy)	91.73% (2020-2021)	86.63% (2021-2022)	TBA (2022-2023)		93%
(5A) Parent, Guardian, Family training and workshops held	68 (2020-2021)	35 (2021-2022)	TBA (2022-2023)		80

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
focused on mental health and healthy well-being (Data Source: Counseling and Mental & Behavioral Health department reported data)					
(5A) Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs (Data Source: Counseling and Mental & Behavioral Health department reported data)	2,992 (2020-2021)	374 (2021-2022)	TBA (2022-2023)		3,000
(5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students.	3,271 (2020-2021)	1080 (2021-2022)	TBA (2022-2023)		3,300

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Data reported out by the Counseling department/Synergy)					
(5B) Chronic absenteeism rates - the percentage of studentsK-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: Dataquest)	ALL: 18% FY: 21.70% EL: 16.24% SED: NA% SWD: 24.73% AA: 27.94% AI: 28.90% AS: 8.59% FI: 7.77% HI: 17.42% HOM: 42.34% MR: 20.91% PI: 17.73% WH: 21.12% (2019-2020) Due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable. District used a local calculation following the chronic absenteeism definition.	ALL: 24.8% FY: 39.7% EL: 20.1% SED: 25.8% SWD: 27.8% AA: 40.30% AI: 31.77% AS: 15.8% FI: 9.30% HI: 23.80% HOM: 56.9% MR: 31.2% PI: 24.6% WH: 29% (2020-2021)	ALL: 43.20% FY: 55.90% EL: 41.30% SED: 45.00% SWD: 52.20% AA: 51.30% AI: 51.70 AS: 29.60% FI: 21.20% HI: 43.90% HOM: 65.80% MR: 49.90% PI: 57.70% WH: 47.80% (2021-2022)		ALL: 13% FY: 16% EL: 11% SED: NA% SWD: 19% AA: 22% AI: 23% AS: 3% FI: 4% HI: 12% HOM: 37% MR: 15% PI: 12% WH: 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5C) Middle school dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school. (Data Source: CALPADS)	0.0009% (2019-2020)	.43% (2020-2021)	.TBA% (2021-2022)		0%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Communication, Empowerment, and Engagement	Provide services through staffing, training, regular communication modules and/or other resources designed to provide support, communication, and partnerships that target student and community needs throughout the city of Stockton and the San Joaquin County. The ability to grow and develop resources available to students, family and community will increase community and parent involvement, resulting in student success through access, awareness and connection between school and community. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 3, Action 2: Adult Literacy and English As A Second Language Training For Families (MP 1.3) State Priorities: 1, 3, 5, 6 Metrics: 3A, 5A, 5B, 5C	$117,120.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	These additional services are based on identified needs are intended to increase and/or improve for unduplicated pupils through staffing, training, regular communication modules and/or other resources designed to provide support, communication, and partnerships that target student and community needs throughout the city of Stockton and the San Joaquin County. The ability to grow and develop resources available to students, family and community will increase community and parent involvement, resulting in student success through access, awareness and connection between school and community. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 2, Action 14: Family and Community Staffing Support (ELE 7.1) * Goal 3, Action 1: Parent, Guardian, and Family Workshops, Training, and Events (MP 1.1) * Goal 3, Action 3: District Communication and Stakeholder Engagement (MP 2.1) * Goal 3, Action 4: Translator and Interpreter Specialist Services (MP 2.2) New 2022-2023 action components are listed below: * Family Resource Center Hubs State Priorities: 1, 3, 5, 6 Metrics: 3A, 5A, 5B, 5C	$6,861,489.00	Yes
3.3	Student Attendance and Accountability	Implement a district-wide plan with supports, resources and staff to improve attendance as school attendance has a direct impact on academic achievement. Increasing attendance and reducing chronic absenteeism is a top priority. Supports, resources, workshops, and/or motivators may be required to improve school attendance and decrease contributing factors of chronic absenteeism. To address the needs of students not demonstrating academic proficiency due	$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences, additional supports, resources, or motivators are required to help address underlying factors contributing to absenteeism. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 3, Action 16: Universal Transportation Access For SUSD Students (MP 7.4/3.16) State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C		
3.4	Additional and Supplemental: Student Attendance and Accountability	These additional services based on identified needs are intended to increase and/or improve the district-wide plan of supports and resources and staff to improve attendance for unduplicated pupils with less than 100% attendance. School attendance has a direct impact on academic achievement so increasing attendance and reducing chronic absenteeism is a top priority. To address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences, additional supports, resources, motivators or personnel may be required to help address underlying factors contributing to absenteeism. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 3, Action 14: Student Attendance Accountability & Family Outreach (MP 7.1) * Goal 3, Action 15: Truancy Intervention and Outreach (MP 7.2) State Priorities: 3, 5	$2,257,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 3A, 5A, 5B, 5C		
3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 3, Action 5: Student Clubs and Career Job-Skill Based Experiences (MP 4.1) * Goal 3, Action 6: Student Leadership & Engagement Experiences (MP 4.2) * Goal 3, Action 7: Student Clubs & Activities (Pentathlon) (MP 4.4) * Goal 3, Action 9: Student Access To Leadership Conferences (MP 4.8) State Priorities: 3 Metrics: 5A, 5B, 5C	$1,476,967.00	Yes
3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	These additional services are based on identified needs are intended to increase and/or improve resources and staff to ensure that unduplicated pupils have access to participate in school athletic experiences, collaborative learning experiences, programs, and activities. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below:	$2,157,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Goal 3, Action 7: Student Clubs & Activities (Kennedy Games) (MP 4.4) * Goal 3, Action 8: Student Athletic Programs (MP 4.5) State Priorities: 3 Metrics: 5A, 5B, 5C		
3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	These additional services are based on identified needs are intended to increase and/or improve resources and staff to unduplicated pupils access of district-wide visual and performing art activities, including music, dance, and art experiences. The action(s) from the 2021-2022 LCAP that have been incorporated into this action are listed below: * Goal 3, Action 10: Visual and Performing Arts Activities and Resources (MP 6.1) * Goal 3, Action 11: Music Coordinator (MP 6.2) * Goal 3, Action 12: Arts Resource Teachers (MP 6.3) * Goal 3, Action 13: TK-8th Grade Music Teachers (MP 6.4) State Priorities: 3 Metrics: 5A, 5B, 5C	$5,622,120.00	Yes

Goal Analysis [2022-23]

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

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

Stockton Unified School District was able to implement 7 of 7 overarching actions in goal 3 at varied degrees. Of these 7 actions, there are a total of 19 projects or "sub" actions identified to provide students with support and resources leading to increased attendance and parent/community engagement.

"Sub" actions not listed below were continued to be implemented providing a consistent and continuous access of supplemental support and resources that met the intent and purpose of the overarching actions; however, there were challenges experienced. In summary:

Actions 1 and 2 supported Family and Community Communication, Empowerment, and Engagement, encompassing 6 specific "sub" actions, that provided adult literacy through English as a Second Language (ESL) courses being held at three different school sites. The Family Resource Center has primarily focused on food distribution to families. Family connections were fostered utilizing the Language Development translation services. Translation staff continue to serve families of English Learners across the district translating at IEP, SST, 504, and BIPs Parent/Teacher conferences and community meetings, where events and informative sessions were presented.

Action 3 and 4 supported Student Attendance and Accountability, encompassing 3 specific "sub" actions, that provided school sites with funding to recognize student accomplishment through individual student motivators (incentives) as they met attendance and behavior milestones. The district negotiated a Memorandum of Understanding (MOU) with the local public bus service to provide students with free bus rides reducing the barrier relating to transportation to and from school. Staff also conducted home visits and direct student supports and resources to students who were identified as having attendance issues and/or chronically absent.

Actions 5 supported Student Engagement and Leadership Opportunities, encompassing 4 specific "sub" actions, that provide students with direct opportunities to access PLUS (Peer Leaders Uniting Student) leadership experiences, participate in career and technical student organization local, regional, state, and national competitions, and collaborative academic learning. These experiences develop students acquiring positive and inclusive growth mindsets and the development of life long leadership skills that directly positively impacts the school's culture and climate.

Actions 6 supported Youth Engagement and Athletic Programs, encompassing 2 specific "sub" actions that provide students with access to participate in athletic experiences.

Actions 7 supported Visual and Performing Arts (VAPA) Activities, encompassing 4 specific "sub" actions, that provided students with direct resources and experiences in the music, dance, and art fields through field trip opportunities, dedicated staffing, and instructional materials/supplies.

Successes (Notated "sub" actions):
* Goal 3, Action 5: Student Clubs and Career Job-Skill Based Experiences (MP 4.1) funded K-8 and high school teams to participated in VEX robotics clubs and competitions as well as Career Technical Student Organizations (CTSO) such as SkillsUSA, FFA, and HOSA to participate in regional, state, and national competitions and conferences.
* Goal 3, Action 6: Student Leadership & Engagement Experiences (MP 4.2) most school participate in the PLUS program that provides access to more than 1,200 students who serve as PLUS leaders. PLUS leaders were trained in, and implemented, strategies for student engagement such as: student-led forums, student surveys, cross-age mentoring and tutoring, rewards and acknowledgement systems, classroom presentations and lessons, regularly scheduled lunch time activities, and prevention efforts for ATOD (Alcohol, Tobacco, and other

Drugs) use. PLUS Forums students discussed student-led solutions related to bullying based on SES, culture and race, language, and living situations, among other issues faced by students at schools such as: vaping, bullying, school safety, mental health, and disrespect.
* Goal 3, Action 9: Student Access To Leadership Conferences (MP 4.8) students were provided the opportunity to attend student engagement activities for 5 Black Student Union clubs. Black Student Union student members developed leadership and advocacy skills by attending the annual Black Students of California United Leadership Conference at the University of California Santa Cruz in March 2023. In addition, we were able to send 100 SUSD students and family members to a musical at Delta college focused on deepening connections to our community and historical roots during Black History Month.

Substantive Difference (Notated "sub" actions):
* New 2022-2023 action – Family Resource Center Hubs was not developed or implemented during this project year.
* Goal 3, Action 16: Universal Transportation Access For SUSD Students (MP 7.4/3.16) district administration negotiated a Memorandum of Understanding for bus passes allowing student in grades 7-12 to access public transportation free of charge; however, the cost of the MOU was not communicated; therefore, the funding allocation was under estimated.
* Goal 3, Action 7: Student Clubs & Activities (Pentathlon) (MP 4.4) activity has typically been connected to minimal number of school sites; therefore, implementation is limited.
* Goal 3, Action 7: Student Clubs & Activities (Kennedy Games) (MP 4.4) the activity has not been active since 2018.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below. The following actions has material difference of more than 20% difference in expenditure:

Overall the estimated actual expenditures through June 30, 2023 for all actions within Goal 3 is $12,349,667 resulting in 65% of allocated funds being expended.

3.2 - Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement reported estimated actual expenditures through June 30, 2023 is $1,530,815, resulting in a 78% under expenditure of allocated funds. The reason for this is due to the Family Resource Center Hubs not be planned and implemented.

3.3 - Student Attendance and Accountability reported estimated actual expenditures through June 30, 2023 is $800,000, resulting in a 100% over expenditure of allocated funds. The reason for this is due to the wrong allocated total being presented as staff was unaware of the negotiated Memorandum of Understanding (MOU) increasing the financial obligation for two years. Staff will confer with revise the allocation based on the mutually agreed upon MOU for the 23-24 LCAP.

3.4 - Additional and Supplemental: Student Attendance and Accountability reported estimated actual expenditures through June 30, 2023 is $890,749, resulting in a 61% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and school sites delayed entering purchase requisitions for purchases until district deadline reminders were sent out.

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

School Attendance Rate (Metric 5A):
The district has not shown an overall decrease in the chronic absenteeism rate for all students comparing Year 2 Outcome (43.20%) to Year 1 Outcome (24.8%) resulting in all students demonstrating a 18.4% increase.

Contributing "sub" actions: Goal 3, Action 16: Universal Transportation Access For SUSD Students (MP 7.4/3.16), Goal 3, Action 14: Student Attendance Accountability & Family Outreach (MP 7.1), Goal 3, Action 15: Truancy Intervention and Outreach (MP 7.2), Goal 3, Action 6: Student Leadership & Engagement Experiences (MP 4.2), Goal 3, Action 9: Student Access To Leadership Conferences (MP 4.8), Goal 3, Action 10: Visual and Performing Arts Activities and Resources (MP 6.1)

Chronic Absenteeism Rates (Metric 5B):
The district has not shown an overall decrease in the chronic absenteeism rate for all students comparing Year 2 Outcome (43.20%) to Year 1 Outcome (24.8%) resulting in all students demonstrating a 18.4% increase.

Further review of data comparisons to the district revealed three student groups outperformed the district:
* English Learner – 1.9% below
* Asian – 13.6% below
* Filipino – 22% below

Contributing "sub" actions: Goal 3, Action 16: Universal Transportation Access For SUSD Students (MP 7.4/3.16), Goal 3, Action 14: Student Attendance Accountability & Family Outreach (MP 7.1), Goal 3, Action 15: Truancy Intervention and Outreach (MP 7.2), Goal 3, Action 6: Student Leadership & Engagement Experiences (MP 4.2), Goal 3, Action 9: Student Access To Leadership Conferences (MP 4.8), Goal 3, Action 10: Visual and Performing Arts Activities and Resources (MP 6.1)

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

No changes were made to LCAP metrics.

No changes were made to goal 3 description.

Changes to Overarching Actions: Notated "sub" actions will be expanded out to individual actions referencing back to the 21-22 LCAP action order. The 21-22 LCAP action description will be reinstated. The 22-23 LCAP category will be notated to ensure appropriate cross-referencing when referring back to a previous year's plan.

"Sub" action changes:
* New 2022-2023 action – Family Resource Center Hubs will be eliminated due to lack of project development and implementation. The "sub" action will remain in the numbering sequence with a reference of the elimination for Year 3 of this 2021-2024 LCAP plan.

A report of the Total Estimated Actual Expenditures for last year's may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	****DRAFT****Provide differentiated systems of support with key actions and investments that will increase student participation, remove academic barriers; increase student opportunities; and expand resources and access in order to address identified performance gaps and inequities among specific student groups. ****DRAFT****

An explanation of why the LEA has developed this goal.

When reviewing our student data over the course of several years, trends became apparent, and as a result require actions to be taken with specific student groups. The 3-year trends demonstrate that our Students with Disabilities, African American/Black students, Foster Youth, and Homeless students were consistently low-performing in two or more indicators:
Students with Disabilities: ELA and Math, Chronic Absenteeism, Graduation
African American / Black students: ELA and Math, Chronic Absenteeism, Suspensions
Foster Youth: ELA and Math, Chronic Absenteeism, Suspensions
Homeless Students: ELA and Math, Chronic Absenteeism, Suspensions

This goal was developed in conjunction with the district's Special Education Department and educational partner feedback collected, from students, and district departments, in addition to the district's educational partner feedback through surveys and meetings.
Goals 1-3 are inclusive of the specific student groups identified in Goal 4, but this goal should provide a targeted approach on best practices that are inclusive and meant to close performance gaps. These actions will allow Students with Disabilities, African American / Black students, Foster Youth and Homeless Students additional opportunities to receive high quality first instruction, provide a deeper focus on course access and graduation pathways, provide supplemental interventions and experiences that bridge the foundational learning gaps to meet their needs. This goal and the actions within will promote collaboration and connection between students and instructional staff, to establish a differentiated approach to learning and ensure interventions for student achievement and social emotional student needs.

We will monitor and evaluate the systems and procedures developed/modified as identified in the actions are effective by collecting and reviewing chronic absenteeism rates, 4 year cohort graduation rates, 5 year cohort graduation rate, certificate of completion data, dropout data, graduation program completion and graduation rates, suspension data, as well as solicit educational partners feedback throughout the year that will provide evidence of the impact of the actions on academic achievement and social-emotional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	7.68% (2019-2020)	N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	26.83% (2021-2022)		15.00%
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)	6.23% (2019-2020)	N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	15.00% (2021-2022)		12%
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	12.83% (Winter 2020)	7.31% (Winter 2021)	25.80% (Winter 2022)		20%
(4A)	10.99%	5.58%	17.60%		25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady Data)	(Winter 2020)	(Winter 2021)	(Winter 2022)		
(4B) Percentage of students who meet CSU/UC a-g college entrance requirements (Data Source: Dataquest)	8.5% (2019-2020)	13.5% (2020-2021)	14.50% (2021-2022)		13%
(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks. (Data Source: CALPADS UC/CSU; Synergy CTE)	2.33% (2019-2020)	2.20% (2020-2021)	TBA% (2021-2022)		7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4D) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks). (Data Source: CALPADS UC/CSU; Synergy CTE)	1.55% (2019-2020)	0.30% (2020-2021)	TBA% (2021-2022)		7%
(4H) Percentage of 11th grade students with disabilities who demonstrate college preparedness by meeting/exceeding standard on the CAASPP exam in English Language Arts and Math (Data Source: CAASPP)	ELA: 6.77% Math: 2.02% (2020-2021)	N/A New measure, data not available.	ELA: 4.76% Math: 1.33% (2020-2021)		ELA: 10% Math: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5A) Percentage of students with disabilities attending school daily on average (school attendance rate) (Data Source: Synergy)	N/A New measure, data not available.	N/A New measure, data not available.	TBA% (2021-2022)		100%
(5B) Chronic absenteeism rates - the percentage of studentsK-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: Dataquest)	24.73% Due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable. District used a local calculation following the chronic absenteeism definition.	27.8% (2020-2021)	53.7% (2021-2022)		19%
(5E) High school graduation rate - the percentage of students in four-year	43.70% (2019-2020)	55.2% (2020-2021)	66.7% (2021-2022)		60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard, DataQuest)					
(5E) Four- year adjusted cohort outcome data- identifies the number/percentage of students with disabilities in each category. (Data Source: Dataquest)	ALL: 76.7% SWD: 54.8% (2020-2021)	N/A New measure, data not available.	ALL: 84.1% SWD: 67.0% (2021-2022)		ALL: 86% SWD: 50%
(6A) Percentage of students with disabilities who are suspended at least once during the academic year. (Data Source: Dataquest)	8.6% (2019-2020)	ALL: 0% SWD: 0.1% (2020-2021) Due to COVID-19 pandemic, data is not reliable.	ALL: 11.00% SWD: 7.90% (2021-2022)		ALL: 4% SWD: 5%
(6B)	ALL: 0.08%	ALL: 0.0%	ALL: 0.10%		ALL: less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with disabilities who are expelled from the district during the academic year. (Data Source: Dataquest)	SWD: 0.06% (2019-2020)	SWD: * *Per Dataquest, subgroup data is less than 5 and standard procedure is to protect student privacy. Due to COVID-19 pandemic, data is not reliable (2020-2021)	SWD: 0.00% (2021-2022)		(10) SWD: 0% (0)
(7A) Percentage of high school students with disabilities who have access to a broad course of study through meetings with counseling staff to review course completion status and college/career opportunities and update the student academic four-year plan. (Data Source: SUSD Course and Master Schedules)	N/A New measure, data not available.	N/A New measure, data not available.	ALL: TBA% SWD: TBA% (2021-2022)		100%
(7A)	9th Grade: N/A	9th Grade: N/A	9th Grade: TBA		9th Grade: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students with disabilities who have completed coursework to be on track for graduation at the end of each grade level. (Data Source: SUSD Course and Master Schedules)	10th Grade: N/A 11th Grade: N/A 12th Grade: N/A New Measure, Data not available	10th Grade: N/A 11th Grade: N/A 12th Grade: N/A New measure, data not available.	10th Grade: TBA 11th Grade: TBA 12th Grade: TBA (2021-2022)		10th Grade: 100% 11th Grade: 100% 12th Grade: 100%
(Local 1) Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports)	Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A New measure, data not available.	Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A New measure, data not available.	Teachers: TBA Counselors: TBA Administrators: TBA Classified: TBA (2021-2022)		Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%
(Local 2) Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in	Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A	Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A	Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A		Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Special Education to enable Students with Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports)	New measure, data not available.	New measure, data not available.	(2021-2022)		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Expand MTSS Approaches	To increase inclusionary practices through a Multi-Tiered System of Supports (MTSS) based approach that allow students with disabilities to receive high quality first instruction in the least restrictive environment through decision making and actions aimed to close equity gaps and increase cross-functional coordination across our entire educational system. Specifically, through the development and implementation of an academic Multi-Tiered Systems of Support that will bridge the foundational learning gaps and meet their needs using the K-12 master scheduling/rostering process, educator development for SPED personnel, and through the implementation of tools gained from the Universal Design for Learning (UDL) framework. Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrate tools and strategies to support teaching and learning that helps students with disabilities access an equitable opportunity to succeed. Instructional staff will help prepare our students with disabilities to access college and career academic programs and provide the necessary skills for success to achieve graduation and success beyond.	$23,000.00	No

Action #	Title	Description	Total Funds	Contributing
		State Priorities: 1, 2,4,7, 8 Metrics: Local		
4.2	Maximize course access and alternate diploma pathways	4.2 - Maximize course access and alternate diploma pathways by increasing access to instruction for students with disabilities through the acquisition and distribution of district adopted core and supplemental curriculum, facilitation of strategic collaborative priority course placement in the K-12 master scheduling/rostering that promotes inclusion and access in the least restrictive environment to be on track to graduate. Facilitate mutual training, planning and implementation of practices and protocols in the coordination of sections, pathways, courses, transitioning, and advising students with disabilities. Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrates student Individual Education Plan (IEP) that includes the student's Individual Transition Plans (ITP) promoting graduation opportunities through access to alternative diploma pathways. State Priorities: 1, 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A	$26,000.00	No
4.3	Accelerate Learning for all SPED students	Accelerating Learning for all SPED students by targeting instructional practices, learning recovery and providing SPED students with the intervention materials and supports to accelerate learning. Through this action, increased coordination with school sites in the development of strategies/actions with the school site's plan (SPSA). Coordinate and develop systems and protocols that support quarterly data team reviews at the department and school site levels to drive sustainability. Facilitate practices that promote collaboration between	$34,000.00	No

Action #	Title	Description	Total Funds	Contributing
		SPED personnel, counselors, and general education teachers from K-8 through high school to ensure best practices and interventions that will accelerate student achievement and to target any social emotional needs. Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure inclusion and access of student applicable supports. State Priorities: 1, 2, 4, 7, 8 Metrics: Local		
4.4	Culturally Responsive Professional Development	DRAFT ACTION: Professional development for teachers, administrators, and school teams that focus on building and implementing high quality culturally responsive units of Instruction, Restorative practices, and culturally responsive curriculum.		No
4.5	Meaningful Experiences and Opportunities	DRAFT ACTION: Build meaningful community relationships and establish relevant leadership opportunities to advance Black student leadership development and enrichment experiences. (College visits; Events with black speakers / presenters; Black student advisory field trips; historical and educational enrichment experiences)		No
4.6	Recruit, Hire, and Retain Black Student Support Personnel	DRAFT ACTION: Increase efforts to hire, recruit, train, and keep more Black teachers, parent liaisons, counselors, Pupil Support Services personnel and/or climate advocates, and PLUS leaders.		
4.7	Academic Supports and Resources	DRAFT ACTION: Stronger focus on academics and intervention in Reading, Math, and the sciences for Black students (Tutors, online support, STEM opportunities; acquiring instructional strategies).		No

Action #	Title	Description	Total Funds	Contributing
4.8	Increasing Attendance and Participation	DRAFT ACTION: Increase Foster Youth services at intermediate and secondary levels to increase attendance and participation rates in all academic programs and areas. (adding 3 fte - H.S. counselor; 2 social workers); Access to additional resources to increase visits to residential settings, school sites, and SST and IEP meetings.		No
4.9	Decreasing Performance Gaps in Attendance and Academics	DRAFT ACTION: Decrease performance gaps between Foster Youth and Homeless students and the general student population with regard to dropout rates, school discipline rates, and participation in social-emotional supports, addressing trauma and their social-emotional needs.		No
4.10	Resources and Supports to Narrow Achievement gaps	DRAFT ACTION: Ensuring Foster Youth and Homeless students have access to academic resources and supports, tutoring and enrichment programs, academic counseling and learning loss recovery opportunities to narrow achievement gaps in ELA and Math.		No

Goal Analysis [2022-23]

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

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

Stockton Unified School District was able to implement 3 of 3 actions in goal 4 at varied degrees that provided Students with Disabilities with expanded MTSS approaches, access to more courses, and providing Special Education (SPED) personnel with professional development to help accelerate learning for our Students with Disabilities.

In summary:

Actions 1 supported Expand MTSS Approaches that provided school site administrators (principals and assistant principals), teachers, and support staff with training that integrate tools and strategies to support teaching and learning that increases the access and opportunities for students with disabilities to participate in college and career programs.

Action 2 supported Maximize course access and alternate diploma pathways that provided systematic approaches and processes (inside and outside of the traditional student Individual Education Plan (IEP) and Individual Transition Plan (ITP)) intentionally included the identification of supports and resources to bridge the gap for Students with Disabilities to access courses and programs leading to graduation.

Actions 3 supported Accelerate Learning for all SPED students that provided training and practice development to SPED personnel, counselors, and general educations teacher promoting inclusionary practices and interventions targeting social emotional needs to accelerate student academic success.

Successes (Notated "sub" actions):
* 4.1 Expand MTSS Approaches led to increased collaboration between Mental Health Department and Special Education resulted in the streamlining and coordination of supports and services lead to the identification and coordination of social emotional supports and training opportunities. Collaboration between Student Support Services, including Child Welfare and Attendance and Special Education identified strategies to improve chronic absenteeism and implement MTSS.
* 4.2 Maximize course access and alternate diploma pathways led to increased collaboration between the High School Counseling Department, Student Information Systems representative, and Special Education lead to enhanced master scheduling training using practical application of inclusionary opportunities in courses offered

Substantive Difference (Notated "sub" actions): none.
Overall challenges: The actions are new for the 22-23 LCAP which requires consistency in district level administration and key leadership to ensure the vision and message of intent and outcomes are conveyed adequately. The district has experienced district level administration and key leadership vacancies that resulted that may have contributed to the lower attainable progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below. The following actions has material difference of more than 20% difference in expenditure:

Overall the estimated actual expenditures through June 30, 2023 for all actions within Goal 4 is $0 resulting in 0% of allocated funds being expended.

4.1 - Educator Development and Implementation of Professional Learning Communities reported estimated actual expenditures through June 30, 2023 is $0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to department collaboration activities did not incur expenditures and other one-time funds and/or other funds covered the cost of training/professional development expenditures.

4.2 - College and Career Readiness and A-G Supports reported estimated actual expenditures through June 30, 2023 is $0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to department collaboration activities did not incur expenditures and other one-time funds covered the cost of training/professional development expenditures.

4.3 - Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports reported estimated actual expenditures through June 30, 2023 is $0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to department collaboration activities did not incur expenditures.

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

Academic Assessments: Statewide assessments, administered to all students, will provide the most accurate picture of student academic performance. Statewide assessment data is currently available and is considered to be a new baseline post COVID-19 pandemic stoppages. The district continues to use iReady assessments data to demonstrate academic performance and progress implementing state standards.

CAASPP – ELA (Metric 4A):
Data has shown 3rd - 8th grade and 11th grade students meeting or exceeding standards in English language arts (ELA), specifically the Students with Disabilities student group, when comparing Year 2 Outcome (6.69%) to Baseline (7.68%) resulted in a .99% decrease.

Contributing "sub" actions:

CAASPP – Math (Metric 4A):
Data has shown 3rd - 8th grade and 11th grade students meeting or exceeding standards in Math, specifically the Students with Disabilities student group, when comparing Year 2 Outcome (4.98%) to Baseline (6.23%) resulted in a 1.58% decrease.

Contributing "sub" actions:

iReady – ELA (Metric 4A):
Data has shown an increase of 3rd - 8th grade students being at grade level for English language arts (ELA), specifically Students with Disabilities student group, when comparing Year 2 Outcome (9.50%) to Year 1 Outcome (7.31%) resulting in a 2.19% increase.

Contributing "sub" actions: 4.1 Expand MTSS Approaches, 4.2 Maximize course access and alternate diploma pathways, 4.3 Accelerate Learning for all SPED students

iReady – Math (Metric 4A):

Data has shown an increase of 3rd - 8th grade students being at grade level for Math, specifically Students with Disabilities student group, when comparing Year 2 Outcome (6.80%) to Year 1 Outcome (5.58%) resulting all students demonstrating a 1.22% increase.

Contributing "sub" actions: 4.1 Expand MTSS Approaches, 4.2 Maximize course access and alternate diploma pathways, 4.3 Accelerate Learning for all SPED students

CSU/UC A-G College Entrance Requirements (Metric 4B):
Data has shown an increase of 6.23% of Students with Disabilities student group meeting CSU/UC A-G college entrance requirements when comparing Year 2 Outcome (10.8%) to Year 1 Outcome (4.6%).

Contributing "sub" actions: 4.1 Expand MTSS Approaches, 4.2 Maximize course access and alternate diploma pathways, 4.3 Accelerate Learning for all SPED students

Graduation Rate (Metric 5E):
Data has shown an increase of Students with Disabilities student group graduation rate of 6.4%, in comparison of Year 2 Outcome (66.7%) to Year 1 Outcome (55.2%).

Contributing "sub" actions: 4.1 Expand MTSS Approaches, 4.2 Maximize course access and alternate diploma pathways, 4.3 Accelerate Learning for all SPED students

Four-year Cohort Graduation Rate (Metric 5E):
Data has shown an increase of Students with Disabilities student group Four-year Cohort graduation rate of 12.2%, in comparison of Year 2 Outcome (67%) to Baseline (54.8%).

Contributing "sub" actions: 4.1 Expand MTSS Approaches, 4.2 Maximize course access and alternate diploma pathways, 4.3 Accelerate Learning for all SPED students

Expulsion Rates (Metric 6B):
Data has shown a decrease in the chronic absenteeism rate for the Students with Disabilities student group, when comparing Year 2 Outcome (0.00%) to Year 1 Outcome (0.06%) resulting in a 0.06% decrease.

Further review of data comparisons to the district revealed Students with Disabilities student group outperformed the district, by being .10% below the districts rate.

Contributing "sub" actions: 4.1 Expand MTSS Approaches, 4.2 Maximize course access and alternate diploma pathways, 4.3 Accelerate Learning for all SPED students

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

The following changes were made to goal 4 why statement:
* Reworded goal why statement to expand the student groups identified.

The following changes were made to the goal 4 description:
* Added a "title" Performance Gap Focus Goal"
* Reworded goal description to expand the student groups identified for Differentiated Assistance per Education Code 52064(e)(5).

The following changes to the LCAP metrics were made:
* (4B) Percentage of students who meeting CSU/UC a-g college entrance requirements – Year 1 Outcome percentage was reported incorrectly, it should have read 4.6%.

The following changes were made to the actions:
*

Goal 4 is being re-drafted for the third year of the 2021-24 LCAP to include additional differentiated systems of support to address identified performance gaps and inequities among specific student groups. This goal will now include Students with Disabilities, African American / Black students, Foster Youth, and Homeless students. The three actions from last year will remain the same and continue to be specific to our Students with Disabilities.
Action 4.1 > Additional verbiage added to the description. No major changes to the action.
Action 4.2 > No major changes to the action.
Action 4.3 > No major changes to the action.
Actions 4.4 - 4.7 > New key investments and actions specifically for our African American / Black students.
Actions 4.8 - 4.10 > New key investments and actions new key investments and actions specifically for our Foster Youth and Homeless students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	***DRAFT***Intensive Intervention: Provide intensive intervention supports to remove instructional and structural barriers student groups consistently encounter resulting in persistent performance issues over a specific period of time.****DRAFT****

An explanation of why the LEA has developed this goal.

The district's mission is to graduate ALL students college and career ready. SUSD acknowledges there continues to be instructional and structural barriers that limit the achievement of African American/Black students. SUSD and educational partners have identified a need to address the longstanding disparities in educational outcomes between African American/Black students and their non- African American/Black peers. Dating back to the landmark case, Brown v. Board of Education of Topeka in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for African American/Black students and their communities continue to fall below district and national averages of their non-Black counterparts. The perennial trend of African American/Black student under-performance and the implications for full societal participation paired with the current landscape of local and national advocacy for racial equity have served as the inspiration to implement and monitor the African American/Black Student Achievement Plan (AABSAP).

The AABSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community based organizations with proven track records of success within the Black community and provides increased staffing support to address the academic and social-emotional needs of Black students.

The creation and implementation of this plan is a joint effort shared across SUSD and our educational partners. We will hold each other accountable for the realization of the African American/Black Student Achievement Plan (AABSAP). The plan will serve as a dynamic document, adjustments made based on its responsiveness to black students, parents and their communities. Adjustments will be made based on formative and summative data. This LCAP goal has been established to increase progress monitoring transparency of intensive intervention supports and practices, include through the strategic planning documents like the AABSAP and the Educator Gap Equity Plan.

Note that the Measuring and Reporting Results section below reports data and targets for all Black students in SUSD as determined by the relevant District teams.

A priority need relates to African American/Black students who are 3 or more years behind, but not excluding African American/Black students who are on or above grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pending final determination.					

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Student Achievement Plan	African American/Black Student Achievement Plan (AABSAP) development, coordination, and implementation. Develop an African American/Black Student Achievement Plan (AABSAP) that will identify structural supports leading to the coordination and implementation of evidence-based strategies and activities addressing culturally responsive unit development and instruction, fostering partnerships with community-based organizations focusing on success, and identifying and/or increasing staffing support to address the academic and social-emotional needs of African American/Black students. At a minimum the AABSAP will include the following elements and documented alignment with the district's Local Control and Accountability Plan (LCAP) and site level School Plan for Student Achievement (SPSA): • School Selection & Criteria & Phasing Supports • District Goals • Current Data/Metrics of African American/Black students • Student Success Metrics • AABSAP Definition of Success & Theory of Action • AABSAP Tenets • "Open" Data Dashboard • Local Control and Accountability Plan – Goal 5 inclusion and alignment • Steering Committee • External Evaluation		No

Action #	Title	Description	Total Funds	Contributing
		Development of the AABSAP will initiate with district staff developing a Request for Proposal seeking an experienced and qualified vendor to guide the process within a reasonable timeframe resulting in the completion of the AABSAP. The AABSAP must obtain recommendation to present for board approval by the district African American/Black Parent Advisory Committee and Black Students Thrive Board Sub-Committee. Board approval will be obtained.		
5.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	Schools sites through the development of their School Plan for Student Achievement (SPSA) will incorporate newly added Goal 4 (Differentiated Assistant) and Goal 5 (African American/Black Student Achievement Plan) explicitly addressing African American/Black student achievement. School sites will establish an African American/Black Student Achievement Professional Learning Community (AABPLC) that will meet monthly. These monthly meetings will include the following activities: • Reviewing curriculum supporting culturally responsiveness • Reviewing data to guide implementation and modification of evidence-based instruction The AABPLC will report out at each School Site Council meeting.		No
5.3	Educator Gap Equity Plan	The district will review the current Educator Gap Equity Plan components and modify as appropriate the inclusion of recruitment, hiring, placement, and retention practices supporting diverse staffing. Diverse staffing is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's African American/Black student population.		

Action #	Title	Description	Total Funds	Contributing
		The district will solidify the development and consolidation of components of the Educator Gap Equity Plan through the initiation of a Request for Proposal seeking an experienced and qualified vendor to guide the process of updating, coordinating, and memorializing district processes/practices. The Educator Gap Equity Plan will be completed as a document within a reasonable timeframe. The Educator Gap Equity Plan must obtain recommendation to present for board approval by the district's Equity Board Sub-Committee. Board approval will be obtained.		

Goal Analysis [2022-23]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$104,906,525.00	$12,850,608.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.96%	0.00%	$0.00	35.96%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Within SUSD, 84.37% of the students are identified as unduplicated pupils. The actions and services within our district's LCAP have been identified through data analysis, needs assessment, and stakeholder feedback as areas needed in contributing to increased or improved services that are principally directed towards addressing above and beyond the needs of enrolled students with unique and diverse needs.

Feedback and input from stakeholders demonstrated a desire to sustain and continue the majority of actions and services that had been provided through the LCAP in prior years; however, the review of data and implementation has a more significant and direct influence on sustaining the majority of the actions and services found in the LCAP.

Actions and Services provided districtwide that are principally directed towards addressing unduplicated pupils' needs and the reasons the actions and services are effective in meeting those needs.

Goal 1: Student Achievement

Goal 1 - Action 2: Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)

Data analysis of the college and career indicator has shown many unduplicated pupils are not prepared for college and career readiness once they graduate from SUSD.

To ensure effectiveness of these actions/services, both school site and district resources will identify the students using the district's student information system, then review their school transcript, and finally work with the student one-on-one to develop or modify their 4 year individual education plan. This collaboration between the school site and the student fosters connectedness and acceptance of additional resources to meet the students' individual needs.

Within the action, these activities are principally directed to and effectiveness in strategically implementing and supporting college and career readiness and A-G by increasing and/or improving college and career opportunities that prepares unduplicated pupils for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. Other activities within the action are principally directed towards and effective in strategically increasing and/or improving access to Career Technical Education pathways and interest in content supporting learning and engagement to build their skills sets in areas that increase competitiveness in graduating from high school, being admitted into college, finding employment, and being an active and valued member of their community.

(State Priorities: 2, 4, 7, 8)

(Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A)

Goal 1 - Action 5: Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)

Data analysis of professional development feedback and student achievement data reveal the need to grow collaboration and high quality first instruction.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve classroom, grade level, and life level data to identify areas of growth. Observations by administration will review and confirm the effects of the collective agreements made within the collaboration meetings.

Within the action, activities are principally directed towards and effective in improving the high quality rigorous first instruction that improves academic achievement and student engagement through providing educators with opportunities to collaborate with grade level Professional Learning Communities (PLC) enhancing instructional strategies, data team cycles, common formative assessments, and curriculum

implementation. As part of teacher and administrator data team cycles, teachers will review disaggregated information of unduplicated pupils to align differentiated instruction, supports and resources.

(State Priorities: 2, 4, 7, 8)

(Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 1 - Action 7: Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments data reveal the areas students may need reteaching of high quality first instruction, identification of foundational skill gaps, or mastery of skills to promote differentiated instruction.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve classroom, grade level, and life level data to identify areas of reteaching needs and skill master or gaps. Observations by administration will review and confirm the effects of the varied level of differentiated instruction versus reliance on intervention programming.

Within the action, activities are principally directed towards and effective in improving the tiered instructional support that is strategically embedded within universal access to instruction and evidence-based interventions to address unduplicated pupils performance gaps and enhancing student learning and depths of knowledge of academic standards. Increase equity and access at the school site level based on the school site's comprehensive needs assessment to allocate evidence-based educational elements that are clearly associated with meeting the essential core instructional and social-emotional needs of students. Department level supports include enhanced professional development and evidence-based resources that improve access to curricular content reducing the reliance on intervention programs.

(State Priorities: 2, 4, 7, 8)

(Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A)

Goal 1 - Action 8: Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments data reveal the areas students may need reteaching of high quality first instruction, identification of foundational skill gaps, or mastery of skills to promote differentiated instruction.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve individual student data to identify areas students who are in need of support and resources, such as reteaching needs and skill master or gaps. Students identified as at-risk of failing are provided initial access to expanded learning programs.

The activities within the action are principally directed towards and effective in improving upon the educational, recreational, and enrichment activities for unduplicated students that aligns with and extends beyond the mandatory instructional/academic day; thereby, increasing access to food, tutoring, academic, and intramural sports, and other activities. These activities also increase and/or improve college and career opportunities that prepare students for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

(State Priorities: 2, 4, 7, 8)

(Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 1 - Action 9: Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments, and software analytic data reveal the usage of instructional technology.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve software/application usage and compare with the increase/decrease in student achievement.

The activities within this action are principally directed to and effective in increasing and/or improving access to instructional technology to unduplicated pupils through the distribution of devices, applications/software, and monitoring tools that enhances students ability to increase engagement, feedback, and digital citizenship focusing on student achievement.

(State Priorities: 4, 6)

(Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 2: Equitable Learning Environments

Goal 2 - Action 1: Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)

Data analysis of suspensions, attendance, state mandated testing, local assessments, common summative assessments, and student/family surveys will identify the needs pertaining to inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve school connectedness and engagement data to compare with the increase/decrease in student achievement.

The activities within this action are principally directed to and effective in increasing and/or improving inclusionary practices that address culturally and linguistically responsive teaching and learning needs aligned with high quality first instruction that meets the diverse needs of unduplicated pupils.

(State Priorities: 1, 2, 6)

(Metrics: 6A, 6B, 6C)

Goal 2 - Action 2: Additional and Supplemental: Multi-Tiered System of Supports (Contributing)

Data analysis of suspensions, attendance, state mandated testing, local assessments, common summative assessments, and student/family surveys will reveal needs based on referrals, suspensions, attendance, and school connectedness data.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed to and effective in increasing and/or improving unduplicated pupils with social-emotional and academic support in Tier 2 and 3 through educator and staff training on elements to improve student attendance, decrease suspensions, and enhance school culture and climate focusing on building trauma-informed and responsive schools that improves the school experience. In addition, providing specialized trained staff in research-based behavioral management to improve the strategic site-based outreach to students and their families that address the academic, social-emotional, and behavioral needs of the student.

(State Priorities: 1, 6)

(Metrics: 6B, 6C)

Goal 2 - Action 4: Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)

Data analysis of teacher/administrator credential status, misassignments (ineffective and inexperienced), turnover, and comparability will reveal the level of educator equity.

To ensure effectiveness of these actions/services, the district will compare the educator equity data to determine the appropriate composition of teaching and administration staff for the school sites reducing disparities.

The activities within this action are principally directed towards and effective on building teacher's capacity to using data to ensure educator equity and research-based high engagement strategies to meet the academic needs of unduplicated pupils through educator professional learning opportunities addressing the differentiated instructional strategies and Tier 1 and 2 support in addressing learning needs and by providing resources to support increasing teacher's abilities of applying research-based instructional strategies aligned with content standards, strategic scaffold support, differentiated complexity of learning experiences, and culturally relevant learning aligned with common core state standards.

(State Priorities: 4, 7, 8)

(Metrics: 1A, 6C)

Goal 2 - Action 7: Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)

Data analysis of health screening, attendance, enrollment, and student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to student health, enrollment, and school connectedness data and to compare with the increase/decrease in attendance and student achievement.

The activities within this action are principally directed towards and effective through providing unduplicated pupils and families with appropriate health service intervention that promotes student health and their ability to learn and engage in school on a daily basis. In addition, to increase and improve our services to to increase graduation and college and career readiness through monitoring of student A-G courses, progress monitoring attendance, and social-emotional support increasing student's sense of feeling connected and valued at school.

(State Priorities: 1, 2, 6)

(Metrics: 6A, 6B, 6C)

Goal 2 - Action 8: Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)

Data analysis of teacher/administrator credential status, misassignments (ineffective and inexperienced), turnover, comparability, and school connectedness data will reveal the level of educator equity and engagement of students.

To ensure effectiveness of these actions/services, the district will compare the educator equity data to determine the appropriate composition of teaching and administration staff for the school sites, reducing disparities and enhancing high quality first instruction.

These activities within the action are principally directed towards and effective to provide unduplicated pupils with instructional time beyond the state minimum and maintain staffing ratios for each grade span to meet compliance and negotiated agreements focused on meeting the student achievement needs; thereby, providing a higher level of attention based on the need for smaller group instruction/differentiated instruction, in turn better meeting the academic and social-emotional needs of students.

(State Priorities: 1, 2, 6)

(Metrics: 1A, 6C)

Goal 2 - Action 10: Additional and Supplemental: Technology Infrastructure and Support (Contributing)

Data analysis of technology usage, age/condition, size, and connectivity will reveal the level of need in replenishment cycles and infrastructure improvements.

To ensure effectiveness of these actions/services, the district will compare the current technology with operational and instructional technology criteria to ensure equipment and applications are usable to complete operational business and high quality first instruction experiences.

The activities within this action are principally directed towards and effective in assessing the district's technology infrastructure and connectivity to increase/enhance access to curriculum, instructional technologies/applications, educator/staff technology devices to ensure the educational programming is effective and meeting the demands associated with 21st century skills and interactions that directly increase and/or improve unduplicated pupils access.

(State Priorities: 1, 2, 6)

(Metrics: 1A, 1C)

Goal 2 - Action 12: Additional and Supplemental: Facility & Campus Safety Support (Contributing)

Data analysis of campus safety and school connectedness surveys will reveal the level of need in increasing facility and campus safety support.

To ensure effectiveness of these actions/services, the district will compare campus safety and school connectedness survey responses received from students, teachers (staff), and parents/community.

These activities within the action are principally directed towards and effective to provide unduplicated pupils with facilities that are safe, clean, and that promote student's desire to attend school, in turn better meeting the academic and social-emotional needs of students.

(State Priorities: 1)

(Metrics: 1C)

Goal 3 - Meaningful Partnerships

Goal 3 - Action 2: Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)

Data analysis of suspensions, attendance, enrollment, student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, enrollment, school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed towards and effective in developing and fostering relationships with unduplicated pupils and parents/guardians that lead to active and meaningful engagement supporting academic success, increased daily attendance, and increased rates of high school graduation through the facilitation of Parent Academies, literacy activities, continuation of English as a Second Language, and other direct services/supports.

(State Priorities: 1, 3, 5, 6)

(Metrics: 3A, 5A, 5B, 5C)

Goal 3 - Action 4: Additional and Supplemental: Student Attendance and Accountability (Contributing)

Data analysis of suspensions, attendance, enrollment, home visits, ADA recovery, student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, enrollment, school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed towards and effective in providing access for newly enrolled families and connects unduplicated pupils (foster youth, English Learners, low-income) and homeless students their families/guardians with resources, enrollment support, and the intake process that helps to explain the family and student expectations of the schools. It also provides parents/guardians of unduplicated pupils with transportation needs. In addition, addressing student attendance, mental health and well-being, academic intervention supports and resources.

(State Priorities: 3, 5)

(Metrics: 3A, 5A, 5B, 5C)

Goal 3 - Action 5: Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)

Data analysis of suspensions, attendance, school connectedness, and student surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within the action are principally directed towards and effective in providing unduplicated pupils with engaging and meaningful youth development activities that drive students to be more involved and engaged in their academic success. In addition, providing leadership opportunities, collaboration among peers, and competition experiences that build up 21st century transferable skills for students.

(State Priorities: 3)

(Metrics: 5A, 5B, 5C)

Goal 3 - Action 6: Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)

Data analysis of suspensions, attendance, school connectedness, and student surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within the action are principally directed towards and effective in increasing access to unduplicated pupils to partake in sports, clubs, and enrichment activities that promote athletic experiences.

(State Priorities: 3)

(Metrics: 5A, 5B, 5C)

Goal 3 - Action 7: Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)

Data analysis of suspensions, attendance, school connectedness, and student surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within the action are principally directed towards and effective in providing access to unduplicated pupils to the Arts through the integration of creativity, self-expression, and engagement with the diverse forms of culturally responsive educational experiences.

(State Priorities: 3)

(Metrics: 5A, 5B, 5C)

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

Stockton Unified School District's (SUSD) funding for Supplemental and Concentration grants based on the number of low-income, foster youth, and English learner students (unduplicated pupils). SUSD focuses supplemental resources directly into schools in support of addressing and ensuring that actions and services are focused on meeting the needs of students and families that have unique needs. To meet our goals and address the diverse needs of our unduplicated students, SUSD is focused on ensuring that all students have access to high quality first instruction and tiered levels of support through a integrated and systems approach of providing district-wide professional development to both classified and certificated staff focused on implementing research-based practices to meet the learning needs specific to English learners, low-income, and foster youth.

The LCAP goals, expected annual measurable outcomes, and funded actions and services are focused on providing unduplicated students with collaborative learning experiences that directly support continuous student academic growth and social-emotional development that builds student resilience and skills in preparation of graduating from high school prepared for college and career readiness.

Stockton Unified School District (SUSD) LCAP is focused on increasing or improving actions and services to unduplicated student groups while providing equitable academic and social-emotional actions and services that are provided to all students addressing the need for increasing student academic achievement, providing equitable learning environments, and building meaningful partnerships. SUSD is committed to providing actions and services focused on addressing the academic growth and social-emotional development needs of unduplicated student groups in order to increase or improve services by at least 41.74%, relative to services provided to all students, in proportion to the supplemental and concentration grant funds provided by the Local Control Funding Formula (LCFF).

Across SUSD we provide actions and services to meet the data-based and stakeholder identified needs of our unduplicated student groups aligned with the California School Dashboard and local indicator data. Our unduplicated students continue to struggle in the following areas: meeting or exceeding grade level standards in English Language Arts & Mathematics as measured by the state standardized assessment (CAASPP) and district assessments, English Language Development Proficiency and attainment of reclassification status as measured by the state standardized assessment (ELPAC), positive daily attendance, college and career readiness, reduced suspension incidents, and high school cohort graduation rates.

Services provided to our unduplicated student groups increase and improve student access to counseling and mental health services, academic and career guidance, supplemental academic resources, student leadership opportunities, Career Technical Education pathways, before, during, and after school academic interventions and support, art and music experiences, professional development and learning support for instructional staff, access to instructional technology, and behavioral and attendance support to address the diverse needs of our students in maintaining consistent daily attendance.

Based on the actions and descriptions included in the Goals and Actions section of the LCAP as well as the descriptions included in this prompt, Stockton Unified meets the required percentage requirement.

Goal 1 - Student Achievement
Goal 1 - Action 3: English Language Development and Primary Language Support
These actions/services are principally directed to and effective in meeting the goal of providing improved instructional support for linguistically and culturally diverse students increasing the skills and knowledge needed to gain attainment of reclassification and English proficiency. Through providing appropriate interventions and supplemental supports to students and their families, that values their native language and culture through culturally responsive learning experiences, and fostering academic success in English Language Development.

(State Priorities: 4, 7, 8)
(Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 2 - Equitable Learning Environments
Goal 2 - Action 6: Additional and Supplemental: Transitional Student & Family Support (Contributing)
Data analysis of suspensions, attendance, enrollment, and student/family surveys will reveal needs based on the level of access and inclusionary practices.
To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, enrollment, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed towards and effective in developing and fostering relationships with parents/guardians of unduplicated pupils that lead to active and meaningful engagement supporting academic success, increased daily attendance, and increased rates of high school graduation through the facilitation of Parent Academies, literacy activities, continuation of English as a Second Language, and other direct services/supports.

(State Priorities: 5, 6)
(Metrics: 6A, 6B, 6C)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Stockton Unified School District (SUSD) has applied the additional concentration grant add-on funding increasing the number of staff providing direct services to students at the school site by using unduplicated pupil data.

The direct school site (FTE assigned and physically located at) resources and supports are:

Goal 1 - Action 2: Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)

* Student Support Technicians are an intermediary supplemental support at the school site that assists with ensuring the school site is functional, efficient, inclusive, and receptive to meet the needs of unduplicated pupils. Based on the district's total unduplicated pupil data, 38 School Support Technicians (Elementary) and 8 School Support Technicians (High Schools) are targeted to school sites with 55% or greater unduplicated pupils.

Goal 1 - Action 7: Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)
* Bilingual Assistants assist school sites within the classroom to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of student to increase and improve access of educational achievement for unduplicated pupils under the direction of the classroom teacher/specialist. Based on the district's total unduplicated pupil data and English Learner data, 20 Bilingual Assistants (Elementary) and 4 Bilingual Assistants (High Schools) are targeted to school sites with 25% or greater unduplicated English Learners.

* Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement. Based on the district's total unduplicated pupil data, 8 Library Media Assistants (High Schools) are targeted to high school sites with 55% or greater unduplicated pupils.

* Inclusion Teacher will aid in the transition, planning and development of increasing the opportunities to diploma pathways afforded to SDC students. An increase of additional support to students with disabilities that are also identified as unduplicated pupils are being provided with effective access to high quality rigorous first instruction and that teachers are supported in their professional learning on site in addressing the academic and social-emotional needs of students with disabilities. The increase of one Inclusion Teacher will be split to ensure each comprehensive school site receives an additional .25 FTE of support to high schools with 55% or greater unduplicated students with disabilities.

Goal 2 - Action 7: Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)
* School Counselors provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs of unduplicated pupils (low-income, English Learners, foster youth) and homeless students. Based on the district's total unduplicated pupil data and social-emotional, referrals, and mental health data, 8 - .5 FTE Counselors are targeted to school sites with 55% or greater unduplicated pupils and high social-emotional/mental health needs.

Goal 2 - Action 12: Additional and Supplemental: Facility & Campus Safety Support (Contributing)
* Custodians are an essential component that promotes a positive and welcoming school environment. They not only provide care of assigned buildings and grounds, but they are integral to the positive connections that support unduplicated pupils in being connected to their school. Based on the district's total unduplicated pupil data and foster youth data, 60 Custodial staff (Elementary) and 12 Custodial staff (High School) are targeted to school sites with 55% or greater unduplicated pupils and 2% or greater foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:31	1:31
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:16

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$337,513,638.00		$300,000.00	$5,436,163.00	$343,249,801.00	$307,587,182.00	$35,662,619.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	College and Career Readiness and A-G Supports	All	$0.00	$0.00	$0.00	$100,000.00	$100,000.00
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	English Learners Foster Youth Low Income	$8,232,218.00	$0.00	$0.00	$0.00	$8,232,218.00
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	English Learners	$2,994,566.00	$0.00	$0.00	$0.00	$2,994,566.00
1	1.4	Educator Development and Implementation of Professional Learning Communities	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	English Learners Foster Youth Low Income	$16,882,478.00	$0.00	$0.00	$0.00	$16,882,478.00
1	1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	All	$0.00	$0.00	$0.00	$1,072,237.00	$1,072,237.00
1	1.7	Additional and Supplemental:	English Learners Foster Youth	$18,526,418.00	$0.00	$0.00	$0.00	$18,526,418.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Low Income					
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs	English Learners Foster Youth Low Income	$3,769,099.00	$0.00	$0.00	$0.00	$3,769,099.00
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	English Learners Foster Youth Low Income	$1,379,210.00	$0.00	$0.00	$0.00	$1,379,210.00
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	English Learners Foster Youth Low Income	$794,765.00	$0.00	$0.00	$0.00	$794,765.00
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	English Learners Foster Youth Low Income	$3,501,749.00	$0.00	$0.00	$0.00	$3,501,749.00
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	All	$0.00	$0.00	$0.00	$4,146,806.00	$4,146,806.00
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	English Learners Foster Youth Low Income	$5,361,896.00	$0.00	$0.00	$0.00	$5,361,896.00
2	2.5	Transitional Student & Family Support	All	$447,345.00	$0.00	$0.00	$0.00	$447,345.00
2	2.6	Additional and Supplemental:	Foster Youth Low Income	$2,455,462.00	$0.00	$0.00	$0.00	$2,455,462.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Transitional Student & Family Support						
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	English Learners Foster Youth Low Income	$25,097,491.00	$0.00	$0.00	$0.00	$25,097,491.00
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	English Learners Foster Youth Low Income	$19,811,908.00	$0.00	$0.00	$0.00	$19,811,908.00
2	2.9	Basic Instructional and Teacher Staffing	All	$202,067,331.00	$0.00	$0.00	$0.00	$202,067,331.00
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	English Learners Foster Youth Low Income	$727,201.00	$0.00	$0.00	$0.00	$727,201.00
2	2.11	Facility & Campus Safety Support	All	$0.00	$0.00	$300,000.00	$0.00	$300,000.00
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	English Learners Foster Youth Low Income	$6,605,288.00	$0.00	$0.00	$0.00	$6,605,288.00
3	3.1	Family and Community Communication, Empowerment, and Engagement	All	$0.00	$0.00	$0.00	$117,120.00	$117,120.00
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	English Learners Foster Youth Low Income	$6,861,489.00	$0.00	$0.00	$0.00	$6,861,489.00
3	3.3	Student Attendance and Accountability	All	$400,000.00	$0.00	$0.00	$0.00	$400,000.00
3	3.4	Additional and Supplemental: Student Attendance and Accountability	English Learners Foster Youth Low Income	$2,257,795.00	$0.00	$0.00	$0.00	$2,257,795.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	English Learners Foster Youth Low Income	$1,476,967.00	$0.00	$0.00	$0.00	$1,476,967.00
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	English Learners Foster Youth Low Income	$2,157,842.00	$0.00	$0.00	$0.00	$2,157,842.00
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	English Learners Foster Youth Low Income	$5,622,120.00	$0.00	$0.00	$0.00	$5,622,120.00
4	4.1	Expand MTSS Approaches	Students with Disabilities	$23,000.00	$0.00	$0.00	$0.00	$23,000.00
4	4.2	Maximize course access and alternate diploma pathways	Students with Disabilities	$26,000.00	$0.00	$0.00	$0.00	$26,000.00
4	4.3	Accelerate Learning for all SPED students	Students with Disabilities	$34,000.00	$0.00	$0.00	$0.00	$34,000.00
4	4.4	Culturally Responsive Professional Development	African American/Black					
4	4.5	Meaningful Experiences and Opportunities	African American/Black					
4	4.6	Recruit, Hire, and Retain Black Student Support Personnel						
4	4.7	Academic Supports and Resources	African American/Black					
4	4.8	Increasing Attendance and Participation	Foster Youth Foster Youth					
4	4.9	Decreasing Performance Gaps in Attendance and Academics	Foster Youth / Homeless Students Foster Youth					
4	4.10	Resources and Supports to Narrow Achievement gaps	Foster Youth and Homeless Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	Student Achievement Plan	African American/Black					
5	5.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	African American/Black					
5	5.3	Educator Gap Equity Plan						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$291,694,660.00	$104,906,525.00	35.96%	0.00%	35.96%	$134,515,962.00	0.00%	46.12 %	**Total:**	$134,515,962.00
								LEA-wide Total:	$109,225,879.00
								Limited Total:	$2,994,566.00
								Schoolwide Total:	$22,295,517.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,232,218.00	
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,994,566.00	
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,882,478.00	
1	1.7	Additional and Supplemental: Targeted Learning Recovery and	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,526,418.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Acceleration of Instructional and Intervention Supports						
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,769,099.00	
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,379,210.00	
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$794,765.00	
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,501,749.00	
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,361,896.00	
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,455,462.00	
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,097,491.00	
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,811,908.00	
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$727,201.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,605,288.00	
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,861,489.00	
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,257,795.00	
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,476,967.00	
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,157,842.00	
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,622,120.00	
4	4.8	Increasing Attendance and Participation			Foster Youth			
4	4.9	Decreasing Performance Gaps in Attendance and Academics			Foster Youth			
4	4.10	Resources and Supports to Narrow Achievement gaps			Foster Youth			

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$343,249,801.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	College and Career Readiness and A-G Supports (Non-Contributing)	No	$100,000.00	
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	Yes	$8,232,218.00	
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	Yes	$2,994,566.00	
1	1.4	Educator Development and Implementation of Professional Learning Communities (Non-Contributing)	No	$0.00	
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	Yes	$16,882,478.00	
1	1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Non-Contributing)	No	$1,072,237.00	
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	Yes	$18,526,418.00	
1	1.8	Additional and Supplemental: Expanded Learning Opportunities:	Yes	$3,769,099.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Extended Day/Year Programs (Contributing)			
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	Yes	$1,379,210.00	
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	Yes	$794,765.00	
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	Yes	$3,501,749.00	
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Non-Contributing)	No	$4,146,806.00	
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	Yes	$5,361,896.00	
2	2.5	Transitional Student & Family Support (Non-Contributing)	No	$447,345.00	
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Yes	$2,455,462.00	
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	Yes	$25,097,491.00	
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	Yes	$19,811,908.00	
2	2.9	Basic Instructional and Teacher Staffing (Non-Contributing)	No	$202,067,331.00	
2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	Yes	$727,201.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Facility & Campus Safety Support (Non-Contributing)	No	$300,000.00	
2	2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	Yes	$6,605,288.00	
3	3.1	Family and Community Communication, Empowerment, and Engagement (Non-Contributing)	No	$117,120.00	
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	Yes	$6,861,489.00	
3	3.3	Student Attendance and Accountability (Non-Contributing)	No	$400,000.00	
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	Yes	$2,257,795.00	
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	Yes	$1,476,967.00	
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	Yes	$2,157,842.00	
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	Yes	$5,622,120.00	
4	4.1	Expand MTSS Approaches	No	$23,000.00	
4	4.2	Maximize course access and alternate diploma pathways	No	$26,000.00	
4	4.3	Accelerate Learning for all SPED students	No	$34,000.00	

DRAFT #2
05/30/2023
PUBLIC REVIEW

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$134,515,962.00	$0.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	Yes	$8,232,218.00			
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	Yes	$2,994,566.00			
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	Yes	$16,882,478.00			
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	Yes	$18,526,418.00			
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	Yes	$3,769,099.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	Yes	$1,379,210.00			
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	Yes	$794,765.00			
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	Yes	$3,501,749.00			
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	Yes	$5,361,896.00			
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Yes	$2,455,462.00			
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	Yes	$25,097,491.00			
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	Yes	$19,811,908.00			
2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	Yes	$727,201.00			
2	2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	Yes	$6,605,288.00			
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	Yes	$6,861,489.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	Yes	$2,257,795.00			
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	Yes	$1,476,967.00			
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	Yes	$2,157,842.00			
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	Yes	$5,622,120.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$297,700,873.00		0%	0.00%	$0.00	0.00%	0.00%	$0.00	0.00%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [*5 CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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