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DRYFET #1 - April 22, 2024

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
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Plan Summary [2024-25]

General Information

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

Established in 1852, Stockton Unified School District (SUSD) has become a cornerstone of education in California's San Joaquin region. As the 17th largest district in the state, SUSD serves over 35,000 students from pre-kindergarten to 12th grade. Committed to academic excellence and community engagement, SUSD offers a diverse range of educational programs across its schools and charter schools. With a focus on preparing students for success in higher education and the workforce, SUSD's comprehensive high schools provide rigorous academic standards and specialized career pathways. Through a blend of traditional coursework and hands-on learning, SUSD empowers students to thrive in an ever-changing global landscape.

In 2022-2023, SUSD has 33,313 students (excluding independent and dependent charter schools) 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 0.7% are American Indian/Alaskan Native, and 0.6% 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 82.74%; enrollment percentage of 76.28% (26,568) socio-economically disadvantaged, 24.94% (8,308) English Learners, and 0.70% (234) foster youth which places them at risk for educational disparities. SUSD provides educational support and resources to 13.2% (4,395) Students with Disabilities, as reported by DataQuest.

Stockton Unified School District has seven (7) schools identified as meeting the Equity Multiplier requirement: Adams Elementary, El Dorado Elementary, Madison Elementary, Van Buren Elementary, Jane Frederick High, Stagg High, and Stockton High.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

After review of SUSD’s performance indicators on the fall 2022 California School Dashboard, the district met the criteria for DA in the following areas:

State Priority	State Indicator	Student Group(s)
4	Pupil Achievement	English Learners
	Students with Disabilities Homeless	
	Foster Youth	
	African American	
5	Pupil Engagement	English Learners
	Students with Disabilities Homeless	
	Foster Youth	
	African American	
	American Indian	

6 School Climate Homeless
Foster Youth
African American
American Indian

In addition, the SUSD student groups below also met the criteria for Direct Technical Assistance:

- * Students with Disabilities
- * African American
- * Foster Youth
- * Homeless

San Joaquin County Office of Education (SJCOE) is providing SUSD with Technical Assistance that meets the intent of the Local Control Funding Formula legislation, which encourages capacity-building, focuses on strengthening systems, and supports continuous improvement. The process has been productive and has illuminated key areas of work that will assist the SUSD in moving forward. SJCOE meets regularly with the LCAP Team and Superintendent to review progress in the LCAP development.

The SJCOE has provided assistance in data analysis discussions of the 2022 California School Dashboard results, including the State and Local Indicators applicable to SUSD. From this collaborative analysis of the Dashboard and local measures through achievement and demographic data, the following areas of strength and areas of greatest need/performance gaps were identified:

- Strengths:
- * Reclassified Fluent English Proficient students are outperforming English-only students in English/language arts and math
 - * 50.7% of English learner students progressed at least one English Learner Progress Indicator level, which is higher than the state average of 50.3%
 - * An increase of community partnership and participation throughout the LCAP process (34 meetings across 13 different meeting settings)

- Areas of Greatest Need/Performance Gap:
- * Overall Chronic Absenteeism is very high (45.3%)
 - * Overall, Math achievement is very low (102.8 points below standard)
 - * Performance gap in graduation rate exists between all student groups (medium) and Students with Disabilities (very low)
 - * Students with Disabilities, African American, Foster Youth, and Homeless Youth student groups have been consistently low performing for 3 or more consecutive years

Through the dashboard and local data analyses, it was determined that there should be focus on African American, Students with Disabilities, Foster Youth, and Homeless Youth student groups in specific areas of need: academic achievement, chronic absenteeism, suspension, and graduation rate.

SJCOE and SUSD developed action plans and timelines for testing and continuous improvement processes for focus areas. With an emphasis on school and regional-level support throughout the district, SUSD plans to partner with the SJCOE to support improvement efforts

on specific targeted focus areas of need for the identified student groups. These plans are further explained in Goals 4, 5, 6, and 7 of the LCAP. In addition, schools identified through the Comprehensive Support and Improvement and Additional Targeted Support and Improvement process developed school plans aligned with the district's LCAP goals.

The work that is currently underway includes:

- * Increased Mental Health Services
- * Districtwide professional development in Crisis Prevention Intervention
- * Equity Audit
- * Principal/Assistant Principal Leadership Academy
- * New Teacher Academy
- * Ongoing suspension/expulsion data analysis
- * School Counselor professional development in restorative practices and cultural responsiveness
- * The implementation of Sown to Grow, a comprehensive student support platform that empowers schools to improve student social, emotional, and academic well-being.
- * Increased collaboration with Health Services to meet the needs of Students with Disabilities
- * Increased extended school year access through the Expanded Learning Opportunities Program

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 K-8 schools identified in school year 2023-2024 as eligible* for Comprehensive Support and Improvement (CSI) based on “lowest-performing 5% of Title I schools.”

- ~ Grunsky
- ~ Hamilton
- ~ Hazelton
- ~ Marshall
- ~ McKinley
- ~ Monroe
- ~ Pulliam
- ~ Van Buren
- ~ Victory

* 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 3 high schools identified in school year 2022-2023 as eligible** for Comprehensive Support and Improvement (CSI) based on Low Graduation Rates:

- ~ Merlo
- ~ 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 lent nicely to the site's annual review of strategies/activities already in place as a result of the 2023-2024 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 Programs 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 site administrators 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, school sites can choose throughout the development and implementation of their plans, CSI site

administrators are able to contact and meet 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 director(s) who oversee school sites 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 (SPSA) 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 learner 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 school 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.

DRAFT #1 - April 22, 2024

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
SUSD Educational Partners (ALL)	<p>LCAP Team: In January 2024, the district hired a Director, LCAP and State & Federal, which dedicates staff to support the development of LCAP and bridge engagement connections with the district’s educational partners. In addition, the district finalized the hiring of 4 Family Engagement Specialist, with 1 assigned to support LCAP and connects regularly to other Family Engagement Specialists.</p> <p>Engagement/Events: The district is hosting two workshops/trainings to support and spread the LCAP message and provide opportunity for feedback and comments.</p> <p>~ LCAP Engagement sessions consisted of 7 sessions held both in the morning (virtual) and evening (in-person). The in-person sessions were held at school sites throughout the district. Virtual sessions were recorded and posted on the LCAP webpage. The 7 sessions focused on different topics:</p> <ul style="list-style-type: none"> * November 28, 2023 - Introduction: LCAP Fundamentals * December 4, 2023 - Current District Priorities – 2023-2024 School Year * January 19, 2024 - LCAP Mid-Year Update and Funding * February 9, 2024 - Data Analysis / District Areas of Need * February 16, 2024 - Budget Projections * March 5, 2024 - Survey Results and Key Findings * March 8, 2024 - Identified District Goals/Activities

	<p>~ LCAP Spotlight sessions were held in-person (May 6, 2024 and May 14, 2024) providing educational partners the opportunity to review the draft LCAP, communicate with district program staff, provide feedback/comment through interactive engagement.</p> <p>In addition to LCAP dedicated meetings, the Superintendent facilitated five Meet and Greet events, five Town Halls, eleven Listening sessions, forty-three site visits, 13 "Conversations with the Superintendent", and 235 comments through "Let's Talk". These events empowered educational partners to express their concerns and needs. The information was then compiled and further presented at the State of the District Address.</p> <p>Communication Highlights: * xxx</p>
<p>Bargaining Units</p>	<p>Bargaining Units were contacted and invited to participate in the district's LCAP Engagement Sessions. The district's LCAP team continued the communication inquiring for an LCAP presentation.</p> <p>The LCAP team has met with the Stockton Teacher's Association leadership team to discuss the feedback and comments on needs. As a result of a comment, the LCAP team shared a newly developed draft infographic of the complete LCAP. Subsequently the infographic has been released and provided.</p> <p>The LCAP team has presented at a CSEA 318 general meeting, providing an overview the LCAP and a recap of the LCAP Engagement Sessions.</p> <p>All presentations and communications encourage educational partner voice through the LCAP survey, emails, or comments during the presentations.</p> <p>Communication Highlights: * November 2023 - LCAP Team sent emails to all bargaining teams * December 2023 - LCAP Team sent emails to all bargaining teams * March 26, 2024 - STA Via Zoom Conversation * April 10, 2024 - Stockton Transportation Charter #885 Presentation</p>

DRAFT #1 - April 2024

	* April 19, 2024 - CSEA 821 Presentation
Other School Personnel	<p>The LCAP team has extended communication on district-wide and level using out mass communication messaging system for pre-recorded message, emails, and text messaging. The messaging occurred every couple of weeks in announcement of the LCAP Engagement Session and participation of the LCAP survey.</p> <p>SUSD's Superintendent's weekly message has shared information on the LCAP Engagement Session and encouragement to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team met with the LCAP Project & District Leadership staff to provide an overview of the LCAP, LCAP survey, and the status of LCAP actions.</p> <p>Emails, text messages and phone calls sent from the LCAP staff to the Superintendent's office for distribution.</p>
Parents/Guardians	<p>The LCAP team has extended communication on district-wide and level using out mass communication messaging system for pre-recorded message, emails, and text messaging. The messaging occurred every couple of weeks in announcement of the LCAP Engagement Session and participation of the LCAP survey. Communication for May LCAP Spotlights extended communication through the direct mailing of the event flyer.</p> <p>The LCAP team has developed a brochure and other "promotional" items to introduce the LCAP.</p> <p>The district hired 4 Family Engagement Specialists, with 3 assigned to support Parent Advisory Committee and 1 to support/bridge the connection of LCAP and educational partners. The Facility Engagement Specialist has supported by reaching out to school sites and other educational partners.</p> <p>The LCAP team meets with most Parent Advisory Committees (PACs) on a monthly basis, in addition to attending events hosted/sponsored by the PACs, for example, Drum and Dance.</p>

DRAFT #1 - April 22, 2024

	<p>Communication Highlights:</p> <ul style="list-style-type: none"> * January 25, 2024- Latino PAC * February 1, 2024 General PAC * February 7, 2024 – AAB PAC * February 15, 2024 Latino PAC * Feb 28, 2024 – Community Resource Partners PAC * March 7, 2024 General PAC * March 13, 2024 AAB PAC * March 28, 2024 – Latino PAC * April 1, 2024 – Native American Indian Center – Spring gathering * April 11, 2024 – General PAC * April 17, 2024 – DLAC * April 18, 2024 Preschool PAC
Principals/Administrators	<p>The LCAP team has extended communication on district-wide and level using out mass communication messaging system for pre-recorded message, emails, and text messaging. The messaging occurred every couple of weeks in announcement of the LCAP Engagement Session and participation of the LCAP survey.</p> <p>SUSD’s Superintendent’s weekly message has shared information on the LCAP Engagement Session and encouragement to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team has presented to principals attending the New Administrator’s University providing an overview of LCAP and the linkage to their school site and School Plan for Student Achievement (SPSA).</p> <p>Communication Highlight:</p> <ul style="list-style-type: none"> * February 27, 2024 - SUSD Board Meeting - Presentation
SELPA	<p>The LCAP team has attended and presented at the SELPA meetings providing an overview of the LCAP and garnering feedback/comments.</p> <p>Communication Highlights:</p>

DRAFT #1 - April 2024

	<p>* February 29, 2024- Community Resource Partners PAC - Presentation</p> <p>* March 27, 2024 - SELPA Local Plan Meeting - Presentation</p>
Students	<p>The LCAP team presented to the Superintendent's Student Advisory Committee providing a general overview of the LCAP and funding. Students were able to engage in an interactive activity that provided students with the ability to review goals of their choice and an opportunity to be heard through written and verbal comments.</p> <p>Communication Highlight:</p> <p>* March 27, 2024 - Superintendent's Student Advisory Presentation</p>
Teachers	<p>The LCAP team has extended communication on district-wide and level using our mass communication messaging system for pre-recorded message, emails, and text messaging. The messaging occurred every couple of weeks in announcement of the LCAP Engagement Session and participation of the LCAP survey.</p> <p>SUSD's Superintendent's weekly message has shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) for Stockton Unified School District (SUSD) was profoundly shaped by the feedback and input provided by its educational partners. Here's how their contributions influenced the final plan:

****Engagement Sessions**:** SUSD hosted multiple LCAP engagement sessions, both virtual and in-person, covering a range of topics such as LCAP fundamentals, district priorities, data analysis, budget projections, and survey results. These sessions provided educational partners with a platform to voice their opinions, concerns, and suggestions, directly influencing the development of the LCAP.

****Spotlight Sessions**:** In addition to regular engagement sessions, SUSD conducted LCAP spotlight sessions where educational partners had the opportunity to review the draft LCAP, communicate with district staff, and provide feedback through interactive engagement. This direct interaction ensured that partner input was incorporated into the plan.

****Superintendent Engagement**:** SUSD's Superintendent facilitated various events such as meet and greet sessions, town halls, listening sessions, and site visits. These engagements provided educational partners with direct access to district leadership, allowing them to

express their concerns and needs, which were then considered in the development of the LCAP. These events lead to the development of 44 priority recommendations. These priority recommendations have been cross-referenced with the district's LCAP actions supporting the voice of educational partners.

****Bargaining Units Engagement****: SUSD actively engaged with bargaining units, inviting them to participate in LCAP engagement sessions and maintaining communication to inquire about LCAP presentations. Feedback received from bargaining units, such as the Stockton Teacher's Association, directly influenced the refinement of the LCAP, including the development of informational materials like infographics.

****Parent/Guardian Engagement****: SUSD employed various communication channels, including mass messaging systems, emails, and text messages, to engage parents and guardians. The district also hired Family Engagement Specialists to support Parent Advisory Committees (PACs) and attended PAC events to gather feedback. This ensured that the perspectives and needs of parents and guardians were considered in the LCAP.

****Principals/Administrators Engagement****: LCAP presentations were conducted for principals and administrators, providing them with an overview of the plan and its implications for their respective schools. This engagement ensured alignment between the district-level priorities outlined in the LCAP and the goals of individual school sites.

****Other Educational Partners Engagement****: SUSD extended engagement efforts to other educational partners such as the Special Education Local Plan Area (SELPA) and the Superintendent Student Advisory group. Feedback gathered from these stakeholders helped to ensure that the LCAP addressed the diverse needs of all students within the district, particularly identifying the following key findings: preparing students for college and career readiness, addressing academic struggles, ensuring equity and inclusion, supporting teachers through training and resources, and promoting mental health and wellness.

****LCAP Survey****: Feedback from the 2023-2024 LCAP survey has resulted in the following key findings: Community Engagement and Partnerships, Continuous Professional Development, Cultural Awareness and Sensitivity, Inclusive Education and Activities, Student Input and Engagement, and Teacher Training and Staffing.

The feedback provided by educational partners led to the review and evaluation of the 2023-2024 LCAP's eight goals. It was determined the goal statements needed to be updated to strengthen and reflect the voice and needs of our students; therefore, goal 1, goal 2, goal 4, goal 5 were revised. In addition, after further reflection of our educational partner voice and need, the district developed a goal focusing on the "Passions, Interest and Talents of the Modern Student" which will address student engagement in Career Technical Education, Multilingual Education, and the Arts, among other student activities and interests.

Overall, the adopted LCAP for SUSD was a collaborative effort that incorporated feedback and input from a wide range of educational partners. By actively engaging stakeholders at every level, SUSD ensured that the final plan reflected the collective vision and priorities of the entire school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>[A description of what the LEA plans to accomplish.] Student Academic Achievement</p> <p>Increase student academic achievement, aligned with the modern student, by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) and to graduate every single youth college, career, community, and life ready for all student groups performing in the lowest performance level one or more of the state indicators on the California Dashboard.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	(1B) Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)					
1.2	(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)					
1.3	<p>(2A) Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>					
1.4	<p>(2A) Self reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable</p>					

DRAFT #1 - April 22, 2024

	<p>ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>					
1.5	<p>(2B) Percentage of English learners provided with designated and integrated English Language Development (ELD).</p> <p>(Data Source: ELD Master Schedule)</p>					
1.6	<p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards.</p>					

	(Data Source: CAASPP)				
1.7	(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)				
1.8	(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)				
1.9	(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady Data)				
1.10	(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data				

	<p>is displayed as points above (+) or below (-) meeting standard.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>					
1.11	<p>(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.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>					
1.12	<p>(4A) The percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST).</p> <p>(Data Source: CAST)</p>					
1.13	<p>(4B) Percentage of students who meet CSU/UC a-g college entrance requirements</p>					

DRAFT #1 - April 22, 2024

	(California Schools Dashboard)					
1.14	<p>(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.</p> <p>(California School Dashboard)</p>					
1.15	<p>(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).</p> <p>(California Schools Dashboard)</p>					
1.16	(4E)					

DRAFT #1 - April 22, 2024

	<p>Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC.</p> <p>(Data Source: CA School Dashboard)</p>					
1.17	<p>(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.</p> <p>(Data Source: Dataquest)</p>					
1.18	<p>(4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.</p> <p>(Data Source: DataQuest)</p>					
1.19	<p>(4G) Number of students who take at least one</p>					

DRAFT #1 - April 22, 2024

	<p>Advanced Placement (AP) courses.</p> <p>(Data Source: SUSD AP Course Enrollment Local Data, Synergy)</p>					
1.20	<p>(4G) Percent of Advanced Placement (AP) courses passed by students.</p> <p>(Data Source: CALPADS)</p>					
1.21	<p>(4G) Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher.</p> <p>(Data Source: CollegeBoard)</p>					
1.22	<p>(4H) 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.</p> <p>(Data Source: CAASPP)</p>					

DRAFT #1 - April 22, 2024

1.23	<p>(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).</p> <p>(Data Source: All Terms MDTP assessment data)</p>					
1.24	<p>(5D) High school dropout rate - the percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school</p> <p>(Data Source: DataQuest)</p>					
1.25	<p>(5E) High school graduation rate - the percentage of students in a four-year cohort who meet Stockton USD graduation requirements.</p> <p>(Data Source: CA School Dashboard, DataQuest)</p>					
1.26	(7A)					

DRAFT #1 - April 22, 2024

	<p>Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>					
1.27	<p>(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. SUSD will implement these programs and</p>					

DRAFT #1 - April 22, 2024

	<p>services as verified by district and school site implementation records.</p> <p>(Data Source: CALPADS)</p>					
1.28	<p>(8A) Number of students earning a Seal of Biliteracy.</p> <p>(Data Source: Dataquest and Local Data)</p>					
1.29	<p>(8A) Number of students earning a Golden State Seal Merit Diploma.</p> <p>(Data Source: Dataquest and Local data)</p>					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness and A-G Supports	<p>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 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, 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 programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.</p> <p>Career Center Development & Resources: Resources and services provided to students on high school campuses at the career centers supported by guidance technicians focused on increasing or improving student academic achievement.</p> <p>High School Student Data Support: Student data technician support at the high schools in support of family outreach and student schedule and data support focused on increasing or improving student academic achievement.</p> <p>Engineering Career Pathways and STEM Resources and Support: Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or improved</p>		Yes

		<p>access to hands-on learning experiences for students. Increased unduplicated student access to Career Technical Education (CTE) pathways focused on increasing student's meeting college and career readiness upon graduation from high school. Partner with Greater Stockton Chamber of Commerce Business Education Alliance.</p> <p>College Entrance Exams Administration and Access: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In- school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities.</p> <p>Career Exploration Software and Programs: Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.</p> <p>College and Career Readiness Student Services & Support: College and career resources, training and professional development, events, field trips, Ontrack Spotlight report to all high school students, and a Student Assistance Program chair to help lead and facilitate district wide college and career focused services for students, families, and staff focused on increasing or improving student academic achievement.</p> <p>Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.</p> <p>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.</p>		
1.2	English Language Development and Primary Language Support	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		Yes

		<p>Language Development Office staff to increase or improve services for student achievement.</p> <p>Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>English Language Development Coaching & Instructional Support: To provide increased or improved professional development and learning supports provided by Language Development Office Instructional Coaches focused on supporting teachers providing high quality designated and integrated English Language Development.</p> <p>English Language Proficiency Professional Development: Professional development and implementation of the English learner master plan and Instructional Specialist direct support services, leading to increased or improved services student achievement.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Language Development Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Language Development Office purchase of supplemental bilingual books and reference materials for students/parents and translation services.</p>		
1.3	Educator Development and Implementation of Professional Learning Communities	<p>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.</p> <p>Teacher Collaboration, Professional Development, & Academic Support: Teacher collaboration time, professional development, academic</p>		Yes

		<p>conferences, resource days, and family learning events focused on increasing or improving student academic achievement.</p> <p>School Site Administrators Leadership Professional Learning Development: Professional development for school site administrators focused on instructional leadership and professional learning communities focused on increasing or improving student academic achievement.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Research and Assessment Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Examples include Research staff to analyze and prepare assessment data.</p> <p>Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation: Training and professional development focused on high quality first instruction, data team cycles, common formative assessments, curriculum implementation, and professional learning communities focused on increasing or improving student academic achievement.</p>		
1.4	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	<p>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, capture learning loss, and implementation of recovery programs that focus on increasing and/or improving services for unduplicated pupils.</p> <p>Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.</p> <p>Reading and Math Intervention Support: Reading Intervention support using Read 180 and Math 180 to increase and improve student reading</p>		Yes

proficiency and mathematics literacy for unduplicated pupils who have special education needs.

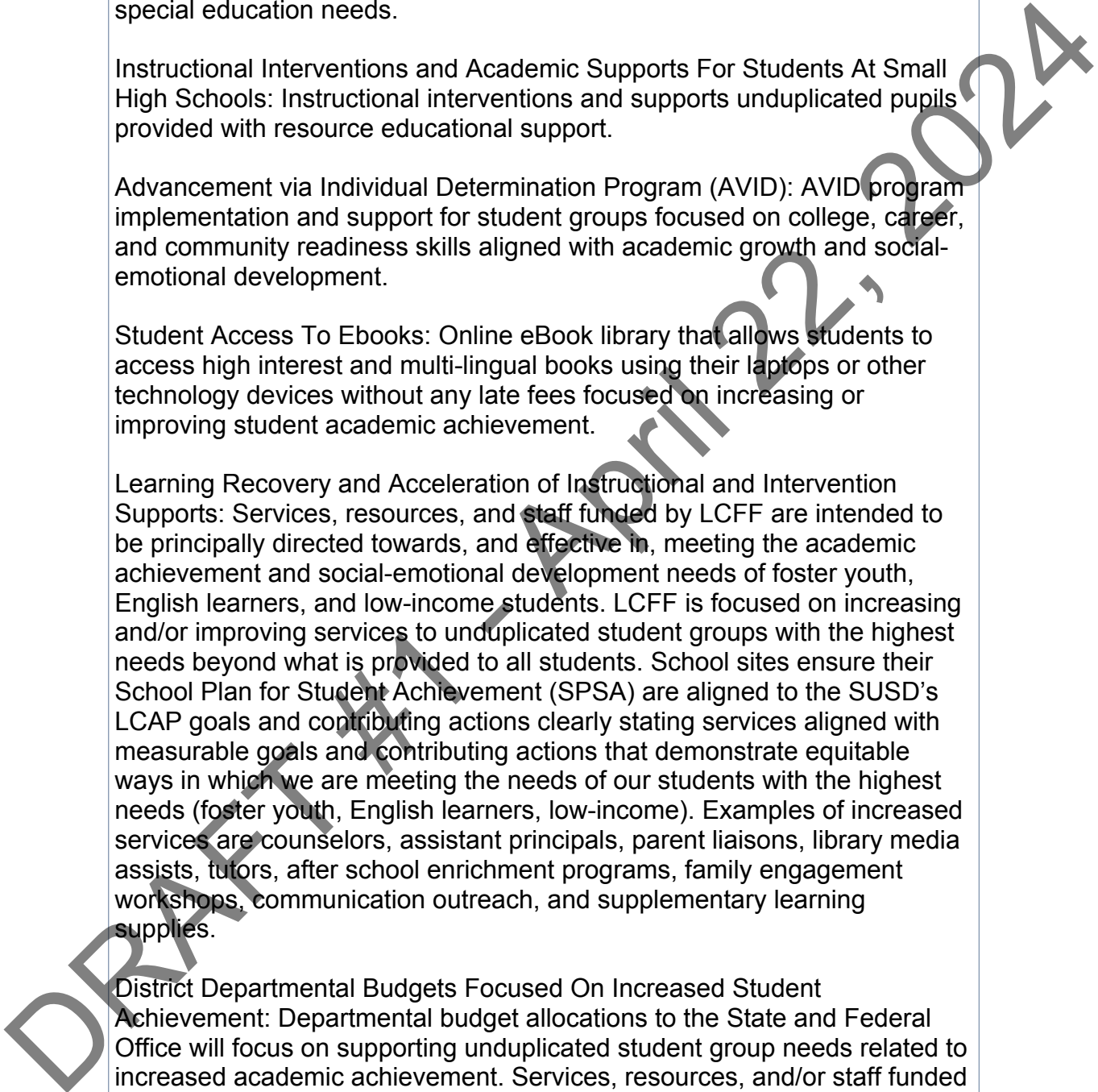
Instructional Interventions and Academic Supports For Students At Small High Schools: Instructional interventions and supports unduplicated pupils provided with resource educational support.

Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.

Student Access To Ebooks: Online eBook library that allows students to access high interest and multi-lingual books using their laptops or other technology devices without any late fees focused on increasing or improving student academic achievement.

Learning Recovery and Acceleration of Instructional and Intervention Supports: Services, resources, and staff funded by LCFF are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. LCFF is focused on increasing and/or improving services to unduplicated student groups with the highest needs beyond what is provided to all students. School sites ensure their School Plan for Student Achievement (SPSA) are aligned to the SUSD's LCAP goals and contributing actions clearly stating services aligned with measurable goals and contributing actions that demonstrate equitable ways in which we are meeting the needs of our students with the highest needs (foster youth, English learners, low-income). Examples of increased services are counselors, assistant principals, parent liaisons, library media assists, tutors, after school enrichment programs, family engagement workshops, communication outreach, and supplementary learning supplies.

District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the State and Federal Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards,



and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Examples include State and Federal Department support professional development, teacher additional compensation for tutoring.

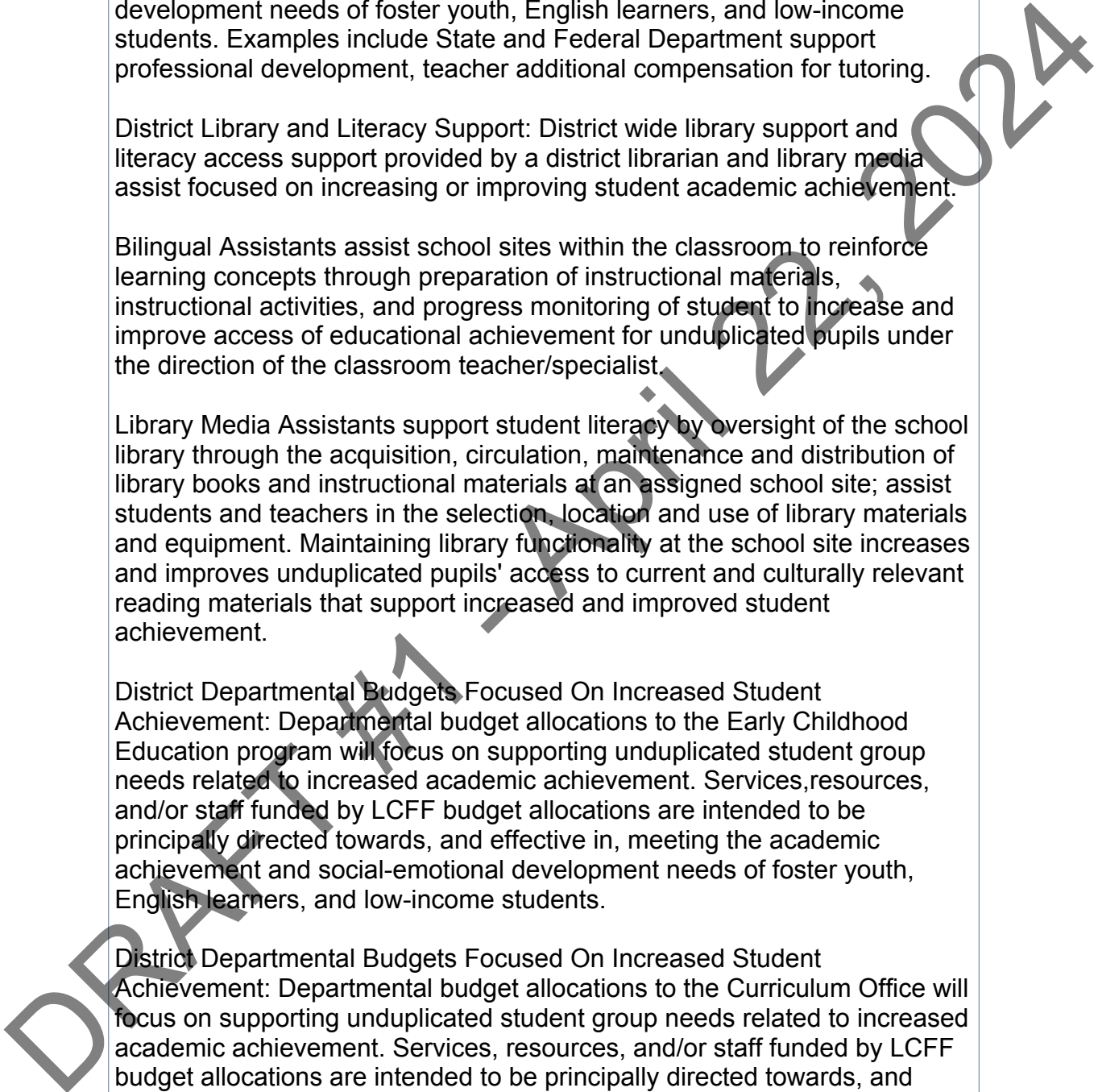
District Library and Literacy Support: District wide library support and literacy access support provided by a district librarian and library media assist focused on increasing or improving student academic achievement.

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.

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.

District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Early Childhood Education program will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students.

District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Curriculum Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional



		<p>development needs of foster youth, English learners, and low-income students.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Educational Services Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students.</p>		
1.5	<p>Expanded Learning Opportunities: Extended Day/Year Programs</p>	<p>These additional services that are based on identified need are intended to increase and/or improve unduplicated pupils 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.</p> <p>Afterschool tutoring, homework help, and enrichment: Afterschool learning opportunities offered to students focused on providing tutoring, homework help, and enrichment activities for unduplicated student groups focused on increasing or improving student academic achievement.</p> <p>Expanded Afterschool Program Offerings: Expanded afterschool offerings supported by site facilitators and resource budgets to increase and improve access to after school opportunities and program offerings focused on increasing or improving student academic achievement.</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.</p>		Yes

<p>1.6</p>	<p>Educational Technology, Software, & Technical Support</p>	<p>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.</p> <p>Student Technology For Learning & Connectivity: Student laptops, laptop carts, and Wifi-hotspots to increase and improve student access to learning resources and instructional technology.</p> <p>Laptop Learning Monitoring Software: Laptop monitoring software for teachers that allows teachers to remotely monitor student learning on laptops and share screens focusing on increasing and improving student achievement.</p> <p>Google Monitoring System: Computer software to monitor student computer usage, provide Instructional Support student alerts of unsafe online behavior, and ensure that the system is helping students to use their instructional technology in digital civically responsible ways.</p>		<p>Yes</p>
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DRAFT #1 April 22, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Centering Around the Whole Child:</p> <p>Provide equitable and healthy learning environments that strengthen the identity, belonging, and agency of all students that will result in a meaningful impact of their social-emotional and academic learning.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 6: School Climate (Engagement)</p>
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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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	(1A)					

	<p>Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers.</p> <p>(Data Source: SARC)</p>					
2.2	<p>(1C) Percentage of school facilities maintained in good repair or exemplary.</p> <p>(Data Source: FIT Report, Local Indicator PowerPoint)</p>					
2.3	<p>(6A) Suspension rates - the percentage of students who are suspended at least once during the academic year.</p> <p>(Data Source: Dataquest or CA School Dashboard)</p>					
2.4	<p>(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year.</p>					

DRAFT #1 - April 22, 2024

	(Data Source: Dataquest)					
2.5	(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe (Data Source: CaSCHLS - Parents & Teachers, PLUS Survey - Students)					
2.6	(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school. (Data Source: CaSCHLS - Parents & Teachers, PLUS Survey - Students)					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Equity, Diversity, and Inclusion	<p>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.</p> <p>Educational Equity Staff: To increase or improves services and supports through the guidance to site leaders to increase student connectedness that will improve student achievement; close achievement gaps among student subgroups; remove barriers; and create equitable educational opportunities for students through the leadership.</p> <p>Ethnic Studies: To lead and facilitate the increased and improved access to Ethnic Studies learning experiences while engaging with students, staff, families, and the community in developing a comprehensive Ethnic Studies program and curriculum.</p>		Yes

		<p>LGBTQ+ Equity and Inclusion Workshops and Training: Provide training, workshops, and resources in support of increasing and improving equity and inclusion for all LGBTQ+ students.</p> <p>Native American Outreach and Support: Native American and Indigenous Center provides cultural, academic, social-emotional, career and college, community, family, and many other forms of direct services and support to the Native American and Indigenous students and families within the district, leading to increased or improved services.</p>		
2.2	Multi-Tiered System of Supports	<p>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.</p> <p>Positive Behavior Interventions and Support (PBIS): PBIS chair to oversee and lead the district wide implementation of PBIS services and support.</p> <p>Student Assistance Program support (SAP): Student Assistance Program support chair and resources to lead and facilitate district wide Multi-Tiered System of Supports implementation and increased or improved services to address the academic and social-emotional needs.</p> <p>Behavior Intervention Team Services: Behavior Intervention Team leadership and services that provide increased or improved direct services and staffing support to classrooms and schools across the district focused on addressing the behavioral and mental health needs of students and creating systems and implementing strategies in support of student groups accessing their learning while developing behavioral age appropriate strategies to regulate their well-being and behavior while in the classroom and at school.</p>		Yes

2.3	Development of High- Quality Teachers, Substitutes, Administrators, and Staff	<p>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.</p> <p>New Teacher Training: New teacher training, professional development, and ongoing learning support.</p> <p>Instructional Coaches: Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.</p> <p>New Teacher Support: Staff to support new teachers and implementation and organization of resources and services provided to new teachers.</p>		Yes
2.4	Transitional Student & Family Support	<p>Social Service Supports: Social services case managers, community assists, and resources to provide increased or improved direct services to unduplicated pupils who are in foster care.</p> <p>Central Enrollment Direct Services To Families: Central enrollment direct services to families and support focused on increasing and improving access to foster youth integrated into the enrollment experience. Staff and resources are provided focused on providing increase or improved enrollment experience for students and families that focus on connecting students and families with the school that best fits the academic and social-emotional needs of the student or students being enrolled.</p>		Yes
2.5	Building Strong Schools & Healthy Communities	<p>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.</p>		Yes

District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Child Welfare and Attendance Office will focus on supporting unduplicated student group needs Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Examples include Child Welfare and Attendance counselors extended outreach and coordination of social-emotional supports for students.

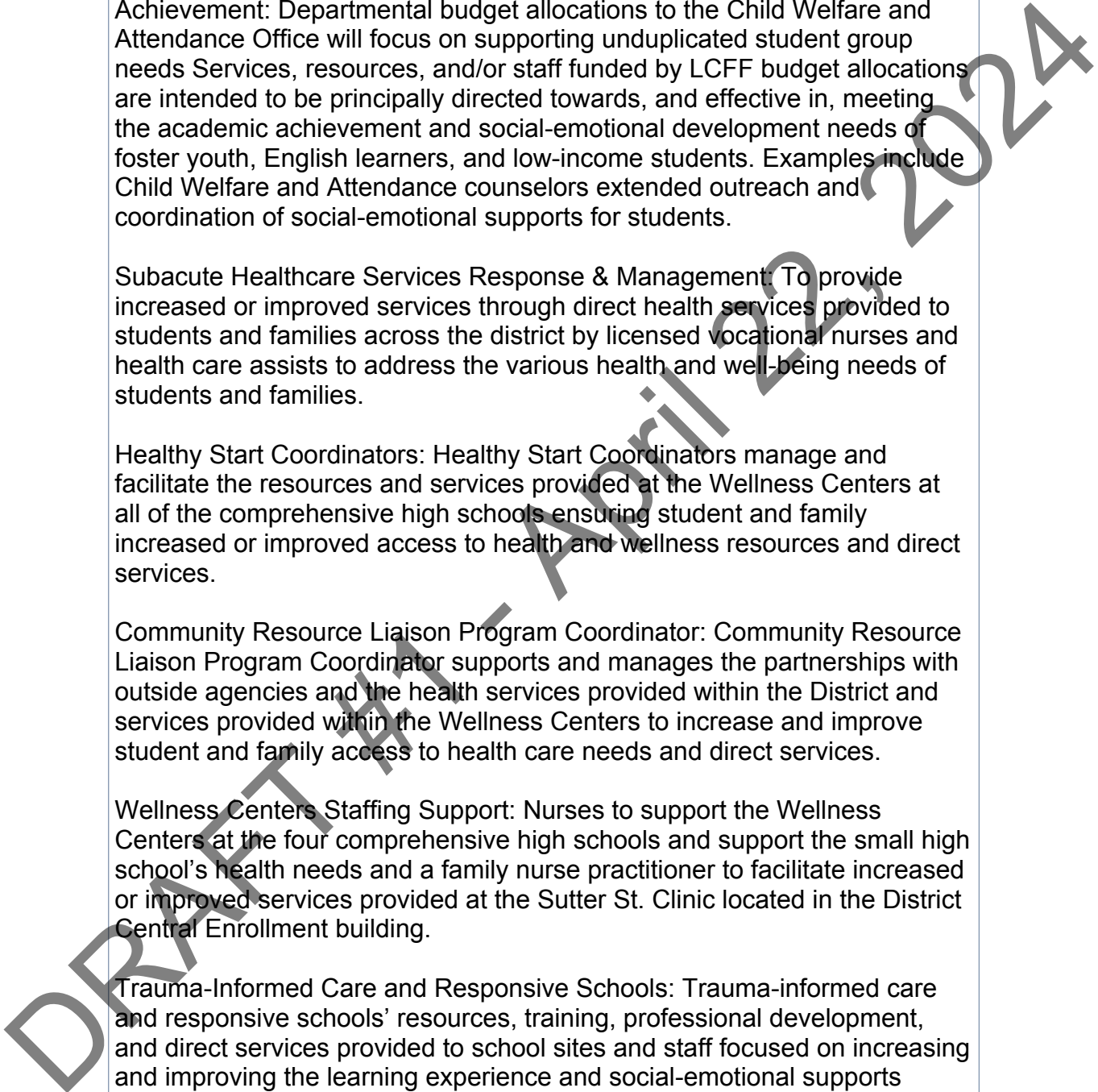
Subacute Healthcare Services Response & Management: To provide increased or improved services through direct health services provided to students and families across the district by licensed vocational nurses and health care assists to address the various health and well-being needs of students and families.

Healthy Start Coordinators: Healthy Start Coordinators manage and facilitate the resources and services provided at the Wellness Centers at all of the comprehensive high schools ensuring student and family increased or improved access to health and wellness resources and direct services.

Community Resource Liaison Program Coordinator: Community Resource Liaison Program Coordinator supports and manages the partnerships with outside agencies and the health services provided within the District and services provided within the Wellness Centers to increase and improve student and family access to health care needs and direct services.

Wellness Centers Staffing Support: Nurses to support the Wellness Centers at the four comprehensive high schools and support the small high school's health needs and a family nurse practitioner to facilitate increased or improved services provided at the Sutter St. Clinic located in the District Central Enrollment building.

Trauma-Informed Care and Responsive Schools: Trauma-informed care and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and social-emotional supports provided to students.



		<p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools’ resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>School Psychologists: The increased social-emotional needs of our students are reaching new levels. Students are afraid to come to school and are students showing significant levels of anxiety while at school, acting out behaviorally, and students who are dealing with significant trauma related to losing loved ones during the pandemic and/or violence in their community. School closure prevented some of the normal teaching opportunities to build social-emotional skills. Providing psychological services and teacher consultation around these issues are some of the most important things that a school psychologist can be doing.</p> <p>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.</p>		
<p>2.6</p>	<p>Extended Learning Time, Educator, and Staffing Supports</p>	<p>These additional services are based on identified needs intended to increase and/or improve to unduplicated pupils’ access 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.</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Over Formula Position School Site Support: Over formula staffing support at school sites to ensure programs and services have the staffing support needed to provide high quality educational experiences for students, staff, and families.</p>		<p>Yes</p>

		Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning: Providing extended learning time for our transitional kindergarten, kindergarten, and middle school students.		
2.7	Technology Infrastructure and Support	<p>These additional services are based on identified needs intended to increase and/or improve access to technology, connectivity, and infrastructure that supports unduplicated pupils across the district.</p> <p>Support includes increased and/or improved access and enhancements of instructional curriculum, applications, software, and other supplemental support.</p> <p>Information Services Technology Support and Resources: Information Services and Instructional Technology personnel to support and address the technology and instructional connectivity issues across the district.</p>		Yes
2.8	Basic Instructional and Teacher Staffing	<p>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.</p> <p>Staffing Support Resources For High Needs Specialized Positions: Budget resources and supports to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists.</p> <p>Instruction and Teacher Staffing: To employ the certificated instructional staff needed to effectively run the base services provided by the District.</p>		No
2.9	Facility & Campus Safety Support	<p>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</p>		No

school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety.

Facilities in Good Repair – Maintenance Costs: To complete maintenance at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report.

Student and Campus Safety: To provide inclusive and equitable campus safety best practices for staff and students through infrastructure support, including a comprehensive campus safety and security system districtwide incorporating: A. New technology (Panic button capabilities worn by staff.), B. Standardized communication platforms districtwide., C. Visitor management system districtwide., D. Access control system (cloud solution includes video, access control, and video intercom.), F. Hire more CSM and CSA'S., G. Security fencing.

DRAFT #1 - April 23, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Passions, Interest and Talents of the Modern Student</p> <p>Provide systemic and innovative programming influenced by student voice, aspirations, and emerging global industry trends to ensure that their day to day learning aligns with their cultural identity, passions, interests, and talents, including Career Technical Education, Multilingual Education, and the Arts.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>(5A) School attendance rate - the percentage of students attending school daily on average.</p> <p>(Data Source: Synergy)</p>					
3.2	(5B)					

	<p>Chronic absenteeism rates - the percentage of students K-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.</p> <p>(Data Source: Dataquest)</p>				
3.3	<p>(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.</p> <p>(Data Source: CALPADS)</p>				
3.4	<p>(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 participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.</p>				

	(Data Source: SUSD Course and Master Schedules)					
3.5	<p>(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. SUSD will implement these programs and services as verified by district and school site implementation records.</p> <p>(Data Source: CALPADS)</p>					

DRAFT #1 - April 22, 2024

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Leadership Opportunities	<p>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.</p> <p>Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.</p>		Yes

		<p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities.</p> <p>Student Access To Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.</p>		
3.2	Youth Engagement Activities and Athletic Programs	<p>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.</p> <p>Youth Engagement Activities: Resources and staff to ensure student are provided with increased or improved access to youth engagement activities, such as dance team, cheer, e-sports, and other non-traditional athletic programs.</p> <p>Student Athletic Programs: Resources and staff to ensure that students are provided with increased or improved access to athletic experiences and programs.</p>		Yes
3.3	Arts Programming	<p>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.</p> <p>Arts Activities and Resources: Arts activities, staff, and resources to increase or improve student access to music, dance, and art experiences.</p>		Yes

		<p>Arts Coordination: Staffing to oversee and manage scheduling, resources, and educational training to provide increased or improved supports to Arts staff district wide.</p> <p>Arts Resource Teachers: Arts resource teachers to provide increased or improved art lessons and learning experiences to students in the elementary and middle school grades.</p> <p>Music Teachers and Staff: Music teachers and staff provide increased or improved music lessons and experiences to students across the district.</p>		
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DRAFT #1 - April 22, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Meaningful Partnerships</p> <p>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.</p>	

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	<p>(3A) Self reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 & 4</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase</p>					

	<p>2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>					
4.2	<p>(3A) Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>					
4.3	<p>(3A) Number of parent, guardian, family district committee meetings held</p>					

DRAFT #1 - April 22, 2024

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)
- Migrant Parent Advisory Committee (Migrant PAC)
- Community Advisory Committee (CAC)
- Parent Student Advisory Committee (PSAC)

(Data Source: Family Engagement and Education Office and Language Development Office)

DRAFT #1 - April 22, 2024

4.4 (3A)

	<p>Number of parent, guardian, and family training/workshops offered and held across the District.</p> <p>(Data Source: Family Engagement and Education Calendar, District Calendar of Family Training/Workshops, Data from Educational Services and Student Support Services Departments)</p>					
4.5	<p>(3A) Number of English as a Second Language courses offered to families across the district.</p> <p>(Data Source: Local Data of ESL courses offered and at what school sites)</p>					
4.6	<p>(3A) Number of parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD.</p> <p>(Data Source: beamentor.org data)</p>					

DRAFT #1 - April 22, 2024

4.7	<p>(3A) Number of parent, guardian, family college and career focused events and or informational meetings offered annually.</p> <p>(Data Source: Local data, counselor department reported data, and district event calendar of events and informational meetings offered)</p>					
4.8	<p>(3A) Number of parent, guardian, family trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated & Integrated ELD.</p> <p>(Data Source: Language Development Office and Family Education and Engagement Office reported data)</p>					
4.9	<p>(5A) Parent, guardian, family training and workshops held focused on mental</p>					

DRAFT #1 - April 22, 2024

	<p>health and healthy well-being</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>				
4.10	<p>(5A) Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>				
4.11	<p>(5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students.</p> <p>(Data Source: Data reported out by the Counseling department/Synergy)</p>				

DRAFT #1 - April 22, 2024

4.12	(5B) Chronic absenteeism rates - the percentage of students K-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)					
4.13	(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)					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family and Community Communication, Empowerment, and Engagement	<p>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.</p> <p>Provide 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 all students, staff and community.</p> <p>Adult Literacy and English As A Second Language Training For Families: Supported by the School For Adults, adult literacy, civics, and English As A Second Language (ESL) courses and training offered to parents, guardians, and families across the district.</p> <p>Family and Community Staffing Support: To provide increased or improved services through supplemental Parent liaison and resources support to</p>		

		<p>address the ongoing needs of student groups and the surrounding community related to the development of family resource centers on school campuses to address student and family needs.</p> <p>Parent, Guardian, and Family Workshops, Training, and Events: Resources, workshops, training, and events that provide increased or improved direct services, engagement, and involvement of parents, guardians, and family members facilitated by the Family Engagement and Education Office leadership and parent liaisons.</p> <p>District Communication and Stakeholder Engagement: The district webmaster, Blackboard, Qualtrics, and communication outreach and engagement events supported in providing increased or improved ongoing communication, outreach, and engagement with all stakeholders.</p> <p>Translator and Interpreter Specialist Services: District translator and interpreter specialists that provide increased or improved services to ensure documents, meetings, outreach, and communication can be accessed by families and families are provided with inclusive multi-lingual services.</p>		
4.2	Student Attendance and Accountability	<p>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.</p> <p>Student Attendance Accountability & Family Outreach: Student attendance accountability, family outreach and communication supported by office assistants at schools' sites to address the challenges and barriers families face in ensuring students have consistent daily attendance, leading to increase or improved student academic achievement.</p>		Yes

DRAFT - APRIL 2024

Truancy Intervention and Outreach: Truancy intervention and outreach staff and resources to address students who are not attending school, missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention leading to increased or improved services.

Universal Transportation Access For SUSD Students: Providing access to free public transportation bus passes for all students who need increased support in accessing transportation to and from school.

DRAFT #1 - April 22, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	<p>Success for Students with Disabilities</p> <p>Provide access and opportunities for students with disabilities to ensure success through high expectations, inclusive practices, and multi-tiered systems of support (MTSS), by providing necessary resources, supports, and levels of services based on individual student need.</p>	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Initially, SUSD added this additional required goal to address the student subgroup: students with disabilities (SWD), who have been consistently low performing for at least three consecutive years (2017, 2018, 2019, 2022) on two or more indicators - ELA and Math, Chronic Absenteeism, and graduation.

However, through engaging conversations between general education and special education departments, it was determined the initial development and expansion of this goal was an ideal opportunity to ensure students with disabilities are provided with access and inclusion in the least restrictive environment through the development and modification of district systems and procedures. In addition, educational partners feedback has been received for support and resources that lead to a student with disabilities graduation and extension of access to college and career opportunities.

The actions within this goal are designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students with disabilities to receive high quality first instruction in the least restrictive environment through consistent and faithful implementation of Universal Design for Learning (UDL). From the UDL lens and framework strategies will be identified and designed to support teaching and learning that helps students with disabilities access an equal opportunity to succeed. This will also help educators prepare our students with disabilities to access college and career academic programs that will provide the necessary skills for success to achieve graduation and success beyond. These actions include supplemental interventions that bridge the foundational learning gaps to meet their needs. The actions will also expand compliance practices that promote collaboration and connection of general education teachers and SPED teachers to 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 by collecting and reviewing chronic absenteeism rates, 4 year cohort graduation rates, local metrics: student academic 4 year plan, staff professional development, staff cross training, and parent referrals, and inclusion rates in the least restrictive environment 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)					
5.2	(4A) The average of all 3rd <ul style="list-style-type: none"> 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)					
5.3	(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter					

	<p>ELA iReady assessment.</p> <p>(Data Source: iReady Data)</p>					
5.4	<p>(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment.</p> <p>(Data Source: iReady Data)</p>					
5.5	<p>(4B) Percentage of students who meet CSU/UC a-g college entrance requirements.</p> <p>(Data Source: Dataquest)</p>					
5.6	<p>(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.</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>					

DRAFT #1 - April 22, 2024

5.7	<p>(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).</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>					
5.8	<p>(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.</p> <p>(Data Source: CAASPP)</p>					
5.9	<p>(5A) Percentage of students with disabilities attending</p>					

DRAFT #1 - April 22, 2024

	<p>school daily on average (school attendance rate).</p> <p>(Data Source: Synergy)</p>					
5.10	<p>(5B) Chronic absenteeism rates - the percentage of students K-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.</p> <p>(Data Source: Dataquest)</p>					
5.11	<p>(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements.</p> <p>(Data Source: CA School Dashboard, DataQuest)</p>					
5.12	<p>(6A) Percentage of students with disabilities who are suspended at least once during the academic year.</p>					

DRAFT #1 - April 22, 2024

	(Data Source: Dataquest)					
5.13	(6B) Percentage of students with disabilities who are expelled from the district during the academic year. (Data Source: Dataquest)					
5.14	(7A) Percentage of high school students with disabilities who have access to a broad course of study as deemed appropriate 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)					
5.15	(Local 1) Percentage of staff (teachers, counselors, administrators and classified) who have					

DRAFT #1 - April 22, 2024

	<p>been trained in content standards to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>					
5.16	<p>(Local 2) Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in Special Education to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>					
5.17	<p>(Local 3) The number of parent referrals held in a timely manner as measured by the date district received parent written consent on the district's offered assessment plan.</p> <p>(Data Source: Special Education Information System (SEIS))</p>					

DRAFT #1 - April 22, 2024

5.18	<p>(Local 4) State Performance Indicators: a. Rate of SWD inside the regular classroom 80% or more in an instructional day b. Rate of SWD inside the regular classroom less than 40% in an instructional day c. Rate of SWD receiving instruction in a Separate Setting</p> <p>(Data Source: Data Tools Dashboard: Improvement Data Center)</p>					
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DRAFT - April 22, 2024

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	<p>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.</p> <p>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.</p> <p>Incorporate the use of the newly implemented MTSS Module in the district's Student Information System platform that allows users to identify at risk students, monitor student progress, provide positive behavioral intervention and support, document student incidents, assign classroom behavior points and it helps district administrators understand in real time what is working and what is not in terms of students who are at risk. The Synergy MTSS module helps to identify if there are gaps in the curriculum and helps identify if additional specialists or professional development assistance is needed.</p> <p>Analysis of instructional settings and system practices will be conducted to identify barriers and resolutions to ensure students have access to academic resources and supports through intentional collaboration of planning time between general education and special education collaborators, resulting in students with disabilities having the same</p>		No

		<p>challenging opportunities to learn the curriculum alongside students without disabilities via identified tiered supports.</p> <p>Increase coaching models and experiences via a Curriculum Specialist to bridge the supports and resources from special education and general education. This will provide school site staff (instructional – certificated and classified), district program and department staff, educational partners, and students with a foundational and common understanding of a student’s right to a least restrictive environment, resulting in inclusive instructional practices within the general education setting.</p> <p>The district will conduct an analysis of systems, practices, protocols, and compliance requirements to identify barriers that negatively impact instructional staff from adhering to balancing compliance and instructional requirements.</p> <p>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.</p>		
<p>5.2</p>	<p>Maximize course access and alternate diploma pathways</p>	<p>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.</p> <p>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.</p>		<p>No</p>

		Identify and implement steps to development of plan beginning in the 8th grade that allow for students and parents to be adequately informed of graduation milestones as the student promotes/transitions from grade levels and life levels. Identify and recognize student accomplishments through recognition ceremonies.		
5.3	Accelerate Learning for all SPED students	<p>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).</p> <p>Coordinate and develop systems and protocols that support quarterly data team reviews at the department and school site levels to drive sustainability.</p> <p>Facilitate practices that promote collaboration between 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.</p> <p>Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure inclusion and access of student applicable supports.</p>		No
5.4	Culturally Responsive Professional Development	<p>Provide meaningful professional development for teachers, paraprofessionals, administrators, and school teams that focus on skill set building and implementing high quality culturally responsive units of instruction, restorative practices, trauma-informed practices, redirection techniques, anti-aggression techniques, and culturally responsive curriculum.</p> <p>Meaningful professional development maybe provided by district staff or outsourced to vendor(s) deemed expert qualified on the subject matter.</p>		No
5.5	Meaningful Student Experiences and Opportunities	Build integrated systems and protocols that leads to meaningful student enrichment experiences through college visits, guest speakers (on student led identified topics), hands-on experiential learning opportunities (field		No

		trips), life skills coaching and alternative learning approaches, and other enrichment activities that extends students with access and opportunities for develop leadership, promotes student attendance/engagement, and enhances student's academic achievement.		
5.6	Recruit, Hire, and Retain Student Support Personnel	<p>Through the support and leadership of Human Resources, continue efforts to hire, recruit, and retain diverse staffing that is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's population and student's needs.</p> <p>Foster partnerships to enhance recruitment efforts for special education and specialized positions.</p> <p>Develop training modules for new hires to learn specialized skills sets supporting students with disabilities differentiated based on supporting positions.</p>		No
5.7	Parent and Family Supports and Resources	<p>The district will conduct assessment of existing special education parent/family outreach practices, protocols, and structures to determine gaps and solutions, including funding availability, staffing capacity, and potential duplication and/or consolidation of services.</p> <p>Focus on improving existing outreach and communication bridging involvement and engagement opportunities between parent, students, and district staff.</p> <p>Practices, protocols, and structures to ensure staff are knowledgeable in special education, alternative learning environments, and prompting outreach including trainings/workshops on topics such as special education laws, testing/assessments, parent rights, etc.</p>		No
5.8	Enhancing School Engagement and Attendance for Students With Disabilities	<p>The district will identify a team of educational professionals (general education and special education) and educational partners to develop an attendance and student engagement plan focusing on students with disabilities.</p> <p>The attendance component of the plan will include the contributing factors to absenteeism including pre- and post-pandemic adverse childhood experiences and adverse community environments. Initially, the analysis of</p>		No

data at deeper levels by reviewing student absences at the disability category level as well as by the settings in which students with disabilities are being served. The plan will also include the identification of wellness-centered, trauma-sensitive approaches to attendance and the subsequent removal and/or reduction of the identified barriers and improve school attendance for students with disabilities.

The plan that will include three tiers of interventions focusing on practices and protocol strategies; early detection/triggers; and virtual and/or instructional barriers focusing on identified factors contributing to absenteeism.

The engagement component will include an analysis of student engagement in the three categories: 1) emotional engagement, 2) behavioral, and 3) cognitive engagement.

The plan will include school site and district level analysis of the correlation of barriers to access and participation of academic programs, feasibility and fiscal impact for additional staffing and areas.

DRAFT #1 - April 22, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	<p>African American/Black Students Thrive</p> <p>Provide positive learning conditions and experiences through time, attention, and resources that disrupt and remove instructional, institutional, and cultural barriers for African American/Black student groups so they may thrive through academic success, sense of belonging, and culturally relevant education.</p>	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SUSD is adding this additional required goal to address the student subgroup: African American (AA), who have been consistently low performing for at least three consecutive years (2018, 2019, 2022) on two or more indicators - ELA and Math, Chronic Absenteeism, and suspension

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 to focus on and improve chronic absenteeism, suspension rates, and academic achievement of African American students. This will be captured in 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	(4A) Percentage of all students and African American (AA) students who meet or exceed standard for grades 3-8 and 11 in ELA and Math. (Data Source: CAASPP)					
6.2	(4B) Percentage of all students and African American (AA) students who meet CSU/UC A-G college entrance requirements. (Data Source: CA School Dashboard – Additional Reports)					

6.3	<p>(5B) Chronic absenteeism rates - the percentage K-8 students and African American (AA) students 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.</p> <p>(Data Source: CA School Dashboard)</p>					
6.4	<p>(6A) Suspension rates - the percentage of All students and African American (AA) students who are suspended at least once during the academic year.</p> <p>(Data Source: CA School Dashboard)</p>					
6.5	<p>(Local A) Percent of administrators at each site that have completed culturally responsive unit design professional development.</p>					
6.6	<p>(Local B) Percent of administrators that are incorporating</p>					

DRAFT #1 - April 22, 2024

	culturally responsive units in their classrooms for both semesters.					
6.7	(Local C) Percent of schools that participated in the individual student support structure professional development.					
6.8	(Local D) Percent of schools that are implementing individual student support structures within the school day.					
6.9	(Local E) Percent of schools that will complete the culturally responsive professional development series.					
6.10	(Local F) Percent of BSAP Survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy. As new data becomes available moving forward, these progress monitoring measures are subject to change.					

DRAFT #1 - April 22, 2024

6.11	(Local G) Percent of schools with new community partnerships.					
6.12	(Local H) Collect student outcome data aligned to the BSAP success metrics that each community partnership targets.					
6.13	(Local I) Mid-year evaluation reports collected for community partnerships.					
6.14	(Local J) Percent of BSAP Survey respondents agreeing that community organization presence has increased.					
6.15	(Local K) Percent of schools that included African-American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings.					
6.16	(Local L) Numbers of students enrolled in African-					

DRAFT #1 - April 22, 2024

	American Studies (high school) and Ethnic studies (middle school).					
6.17	(Local M) Observational feedback to ensure alignment with the intended scope and sequence of the courses.					
6.18	(Local N) Percent of schools with full School Climate and Wellness teams.					
6.19	(Local O) Participation of teams in BSAP professional development.					
6.20	(Local P) Percent of BSAP Survey respondents agreeing that every student has an advocate.					
6.21	(Local Q) Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources.					
6.22	(Local R)					

DRAFT #1 - April 22, 2024

	Percent of BSAP Survey respondents agreeing that levels of parent and family engagement have increased.					
6.23	(Local S) Percent of BSAP Survey respondents agreeing that students have increased participation in extracurricular activities at school.					
6.24	(Local T) Completion data for the individual Black Student Success Plans (BSSPs).					
6.25	(Local U) School Experience Survey data.					

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Student Achievement Plan	<p>African American/Black Student Achievement Plan (AABSAP) development, coordination, and implementation.</p> <p>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.</p> <p>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):</p> <ul style="list-style-type: none"> • 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 • Committee (governed by By-Laws) • External Evaluation 		No

		<p>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 Board approval will be obtained.</p>		
6.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	<p>Schools sites through the development of their School Plan for Student Achievement (SPSA) will incorporate newly added required LCAP goals 4, 5, and 6 explicitly addressing African American/Black student achievement.</p> <p>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:</p> <ul style="list-style-type: none"> • Reviewing curriculum supporting culturally responsiveness • Reviewing data to guide implementation and modification of evidence-based instruction <p>The AABPLC will report out at each School Site Council meetings.</p>		No
6.3	Educator Gap Equity Plan	<p>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.</p> <p>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.</p> <p>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.</p>		No

6.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	<p>In order to improve Black student achievement in the California content standards, BSAP school principals will leverage teacher professional development and planning time for culturally responsive unit development and individual student needs assessment.</p> <p>This action reflects administrative support for BSAP school principals.</p> <p>First, for culturally responsive unit development, BSAP school principals will analyze their curriculum to determine the extent to which the curriculum is responsive to Black students. They will develop at least two units of instruction each semester aligned with culturally responsive tenets. Administration and school teams observe implementation of the units and continue to refine based on student performance.</p> <p>Second, for individual student needs assessment, recognizing that every student has unique areas of strength and challenge, in order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool.</p>		No
6.5	BSAP Community Partnerships	<p>In order to improve metrics, each Community of Schools for BSAP Group 1 and Group 2 schools receive partnership allocations based on their Black student total count. Each Community of Schools Administrator (CoSA) will use these funds to collaborate with site principals to identify specific root causes for Black student under- performance.</p> <p>In addition, this action also reflects the BSAP Teacher University Residency Development Pipeline effort.</p>		No
6.6	Development of an African American Studies Course	<p>In order to improve access to culturally responsive curriculum, student diversity, and increase the number of students meeting A-G requirements (including students with disabilities), each secondary school in Group 1 and Group 2 will receive an auxiliary period to add a Social Studies course aligned with African-American culture, literature, and history to the master schedule. A team of teachers across Regions working with the Division of Instruction will collaborate to build the course and apply for future A-G approval.</p>		No

		<p>Selected teachers for the course will receive planning time to increase their understanding of the content and continue to develop their understanding of culturally responsive instructional practices.</p>		
<p>6.7</p>	<p>BSAP School Climate & Wellness Personnel Support</p>	<p>In order to improve 16 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites.</p> <p>Secondary Counselors</p> <ul style="list-style-type: none"> * Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents; * Participate in data reviews with the BSAP site team every grade period; * Participate in multidisciplinary teams, such as Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), and Crisis Team to identify necessary support services (e.g., counseling, assessment, and interventions); and * Work with academic counselors and the BSAP team to identify intervention, enrichment, or prevention opportunities for Black students. <p>Pupil Services & Attendance Counselors</p> <ul style="list-style-type: none"> * Monitor Black student attendance and academic progress to support early identification and intervention with at-risk students; * Collaborate with PSWs to determine Black Student Success Plan (BSSP) caseload; and * Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents. <p>Restorative Justice Teachers</p> <ul style="list-style-type: none"> * Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations; and * Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice. <p>Psychiatric Social Workers</p>		<p>No</p>

DRAFT APRIL 22, 2024

		<p>* Promote Black student achievement and well-being by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being.</p> <p>School Climate Advocates</p> <ul style="list-style-type: none"> * Collaborate with school site personnel in implementing multi-tiered systems of support and the District's school-site safety policies to build positive school climates; * Support school personnel with student mediation and conflict resolution; and * Provide direct support to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction. * Note that this reflects School Climate Advocates overseen by the BSAP team. <p>The BSAP Teacher University Residency Development Pipeline work to build a diverse workforce so our students see themselves in their teachers is also included in this action.</p>		
6.8	BSAP Community - Based Safety Pilots	<p>In order to improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will:</p> <ul style="list-style-type: none"> * Allow schools to receive support from the District's established city partnership and increase community-based organizations' partnerships on school campuses. The partnerships will help ensure Safe Passage for students and families to commute to and from school safely. Students will also benefit from community-based partnerships to enhance youth development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement and attendance. * Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators. 		No

DRAFT - April 22, 2024

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$	\$

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
	0.00%	\$\$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: College and Career Readiness and A-G Supports</p> <p>Need: Many unduplicated student groups are not prepared for college and career readiness once they graduate from SUSD.</p>	Continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, career exploration, college application and funding documentation completion and submission support, course scheduling, and to provide opportunities for age	Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>appropriate college entrance examination and credit equivalency assessments.</p>	
<p>1.2</p>	<p>Action: English Language Development and Primary Language Support</p> <p>Need: English learners are not meeting their academic goals. English learners are not improving English proficiency and reclassification.</p> <p>Scope: LEA-wide</p>	<p>English Learner students will have increased and improved access to written English curriculum in all subject areas, providing integrated professional development focused on English Language Development instructional strategies, and school site English Learner Academic Team (ELAT) meetings discussing the supports provided and needed to implement, thus, resulting in an increased rate of English learners meeting their academic goals, and increasing their rates of English proficiency and reclassification. The bilingual assistants provide improved supports within the classroom for English learners through primary language support and direct academic conversations and supplemental direct services to students within the classroom, during lessons, and within a one-on-one or small group setting.</p>	<p>Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>
<p>1.3</p>	<p>Action: Educator Development and Implementation of Professional Learning Communities</p> <p>Need: Ongoing need for teacher collaboration time supports and enhances effective instructional strategies that are aligned with Common Core State Standards and identifying what the teachers want the students to learn, how teachers will know when the students have learned the objective of the lesson, what teachers will do to address the needs of students who have not learned the lesson content, and ways to extend learning for those</p>	<p>Increase of teachers developing and using common formative assessments, analyzing student data to inform instruction to address the learning needs of unduplicated student groups, developing integrated ELD support within core subjects, and providing teacher family conferences to discuss the academic and social-emotional growth and needs of unduplicated students. Having this time allows for increased planning to identify the academic gaps and provide evidence-based interventions that scaffold the instruction. Providing our teachers and principals collaboration time increases above and beyond the time they would normally have to analyze data, plan instruction, and determine best differentiated</p>	<p>1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students who have demonstrated proficiency in understanding the content of the lesson.</p> <p>Scope: LEA-wide</p>	<p>instruction to deliver to our low-income, foster youth, and English learners.</p>	
<p>1.4</p>	<p>Action: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports</p> <p>Need: Unduplicated pupils are performing at intensive intervention level of achievement. Unduplicated pupils need strategic support o address the performance gaps.</p> <p>Scope: LEA-wide</p>	<p>Credit recovery programs and increasing credits that are needed to be made up by high school students and that due to the impacts of the COVID-19 pandemic and levels of high school student disengagement the need for interventions and credit recovery programs has increased and will be an ongoing need to improve supplemental supports provided to unduplicated student groups. Credit recovery programs will continue to be offered at the high schools; additional allocations to explore strategic site-based initiatives for sites with high percentages of foster and homeless youth will be explored in order to provide additional tutoring and evidence-based intervention implementation opportunities.</p> <p>Academic support within A-G high school courses and reading intervention access focused on increasing student’s graduation and college and career readiness rates of performance growth. Increased support will be provided during the school year which will entail additional reading and math intervention support for our unduplicated pupils who also are identified as students with disabilities at the high school level. This action/service is principally directed towards and effective in utilizing the funds intended to help unduplicated students acquire the A-G credits needed to graduate from high school with the needed courses to be admitted in a California</p>	<p>Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A</p>

DRAFT #1

2024

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>college or university and be provided with additional support from teachers of unduplicated student groups.</p> <p>Site level supports and resources, are counselors, assistant principals, parent liaisons, library media assists tutors, after school enrichment programs, family engagement workshops, communication outreach, and supplementary learning supplies.</p>	
<p>1.5</p>	<p>Action: Expanded Learning Opportunities: Extended Day/Year Programs</p> <p>Need: Many of our unduplicated pupils do not have opportunities to engage in structured activities outside their place of residence due to environmental factors or take part in sporting leagues due to transportation, financial, or other barriers.</p> <p>Scope: LEA-wide</p>	<p>Both school site and district resources will retrieve individual student data to identify areas students who need 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.</p>	<p>Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>
<p>1.6</p>	<p>Action: Educational Technology, Software, & Technical Support</p> <p>Need: Unduplicated pupils have limited or no access to technology devices to support daily lessons.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated pupils are to be provided with a laptop so that students are able to use at school and at their place of residence; also students within these unduplicated student groups that have an ongoing need for access to the internet outside of school will be provided with a Wifi-hotspot ensuring connectivity with the desire to increase access for unduplicated students to the grade level standards-based curriculum as student data has shown full access to online curriculum resources, learning management systems used by teachers</p>	<p>Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for instruction, and curriculum and district benchmark assessments increase student engagement in their learning and leads to increased student academic achievement.	
2.1	<p>Action: Educational Equity, Diversity, and Inclusion</p> <p>Need: Increasing and/or improve 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.</p> <p>Scope: LEA-wide</p>	Providing each school with access Ethnic Studies to address the cultural and linguistically responsive teaching and learning needs aligned with providing high quality first instruction that meets the diverse needs of our unduplicated students.	Metrics: 1A, 6A, 6B, 6C
2.2	<p>Action: Multi-Tiered System of Supports</p> <p>Need: Unduplicated pupils need social- emotional and academic support in Tier 2 and 3. Unduplicated pupils are not attending school regularly. Unduplicated pupils need access to positive school culture and climate, focusing on building trauma-informed and responsive schools that improves the school experience.</p> <p>Scope: LEA-wide</p>	Use the Multi-Tiered System of Supports (MTSS) approach to providing mental health services, trauma informed care, and restorative practices, staff will be provided with the training and resources to address the need to have tailored responses and increased depths of understanding for our unduplicated pupils who have experienced trauma.	Metrics: 6B, 6C
2.3	<p>Action:</p>	Providing professional development and resources to support increasing teacher’s abilities of applying	Metrics: 1A, 6C

DRAFT #1 April 22, 2024

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Development of High- Quality Teachers, Substitutes, Administrators, and Staff</p> <p>Need: Teachers and staff need support and resources addressing differentiated instructional strategies and Tier 1 and 2 support addressing learning needs.</p> <p>Scope: LEA-wide</p>	<p>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</p>	
<p>2.4</p>	<p>Action: Transitional Student & Family Support</p> <p>Need: Unduplicated pupils are missing instructional time due to enrollment delays.</p> <p>Scope: LEA-wide</p>	<p>Provide unduplicated pupils with direct services: informational meetings, training, and workshops informing students and families of their rights, enrollment assistance and student paperwork support, case management and advocacy, school supply assistance, getting access to transportation assistance, student service referrals, and referrals to community agencies for increased access to resources and support.</p>	<p>Metrics: 6A, 6B, 6C</p>
<p>2.5</p>	<p>Action: Building Strong Schools & Healthy Communities</p> <p>Need: Unduplicated student groups are not attending school regularly. Increase in unduplicated pupils needing social emotional, behavioral, and academic learning supports.</p> <p>Scope: LEA-wide</p>	<p>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 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.</p>	<p>Metrics: 6A, 6B, 6C</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Extended Learning Time, Educator, and Staffing Supports</p> <p>Need: Unduplicated pupils need decreased student to teacher ratios to receive a higher level of attention based on the need for smaller group instruction/differentiated instruction, in turn better meet the academic and social emotional needs of unduplicated pupils.</p> <p>Scope: LEA-wide</p>	Provide instructional time beyond the state minimum and maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements focused on meeting the student achievement needs principally directed toward unduplicated pupils and benefited by all students.	Metrics: 1A, 6C
2.7	<p>Action: Technology Infrastructure and Support</p> <p>Need: District's technology infrastructure and connectivity does not meet the demand with the increased/enhanced 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 improve unduplicated pupils access.</p> <p>Scope: LEA-wide</p>	Unduplicated pupils will have access to Common Core State Standards curriculum-based lessons, Google classroom assignments that are differentiated and tiered to address the individualized learning needs of linguistically and culturally diverse students, and project-based learning experiences.	Metrics: 1A, 1C
3.1	<p>Action: Student Engagement and Leadership Opportunities</p>	providing opportunities for students to participate in youth development activities, Peer Leaders	Metrics: 5A, 5B, 5C, 7A

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Unduplicated pupils access to engaging and meaningful youth development activities is limited.</p> <p>Scope: LEA-wide</p>	<p>Uniting Students (PLUS) program, SkillsUSA, robotics, and other activities.</p>	
<p>3.2</p>	<p>Action: Youth Engagement Activities and Athletic Programs</p> <p>Need: Unduplicated pupils are not always able to partake in sports, clubs, and enrichment activities that promote athletic experiences.</p> <p>Scope: LEA-wide</p>	<p>Provide unduplicated student groups access to engaging and meaningful opportunities to be more connected to their school culture through meaningful partnerships. To provide resources and staff to ensure that unduplicated student groups are provided access to athletic experience and programs activities.</p>	<p>Metrics: 5A, 5B, 5C, 7A</p>
<p>3.3</p>	<p>Action: Arts Programming</p> <p>Need: Opportunities needs to be increase for unduplicated pupils to access the Arts to enhance integration of creativity, self-expression, and engagement with the diverse forms of culturally responsive educational experiences.</p> <p>Scope: LEA-wide</p>	<p>Increased certificated staff with arts and music credentials to provide direct services and art experiences for unduplicated students while increasing student access to diverse forms of culturally responsive educational experiences.</p>	<p>Metrics: 5A, 5B, 5C, 7A</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>4.1</p>	<p>Action: Family and Community Communication, Empowerment, and Engagement</p> <p>Need: The need for increased support and direct services provided within the school day and in connecting families with outside resources for unduplicated student groups.</p> <p>Scope:</p>	<p>Provide and maintain systems of communication that meet the needs of the school, parents/guardians, students and the community. Providing ongoing communication via the district website, robo calls, parent and community meetings and opportunities to connect with the schools are services that SUSD has in place to increase parent and community connection to our schools to build services and support for unduplicated pupils.</p> <p>Develop and foster relationships with unduplicated student group’s parents/guardians that lead to active and meaningful engagement supporting student academic success, increased daily attendance, increased foster youth, English learners, and low-income student’s rates of high school graduation.</p>	<p>Metrics: 3A, 5A, 5B, 5C</p>
<p>4.2</p>	<p>Action: Student Attendance and Accountability</p> <p>Need: Unduplicated pupils are not attending school regularly.</p> <p>Scope: LEA-wide</p>	<p>Increase and improve access to free transportation for all unduplicated pupils no matter the distance they reside from their school and allows for the students to access transportation at any given time in which they need to access transportation to and from school or any school events, no matter the distance from the student's school site, using public transit services.</p> <p>Improve and increase the direct services provided to address unduplicated student’s habitual truancy and chronic absenteeism rates and conduct student conferences, home visits, and outreach efforts to connect families with community-based resources to assist with addressing the need for increased positive attendance of unduplicated pupils.</p>	<p>Metrics: 3A, 5A, 5B, 5C</p>

DRAFT #1-22-2024

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Reduce/remove barriers and obstacles to ensure consistent school attendance and positive experiences at school, therefore, these actions/services are designed to strategically address relationship building and increase access to resources for unduplicated pupils focused on increasing their daily attendance rates, decreasing their suspension rates, and increasing their sense of feeling connected and valued at school.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

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Additional Concentration Grant Funding

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.

<p>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.</p>
<p>The direct school site (FTE assigned and physically located at) resources and supports are:</p>

Goal 1 - Action 2: College and Career Readiness and A-G Supports

* 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 4: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports

* 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.

Goal 2 - Action 5: Building Strong Schools & Healthy Communities

* School Psychologist provides increased or improved social-emotional supports to needs of our unduplicated pupils (low-income, English Learners, foster youth), through psychological services and teacher consultation. 1 FTE School Psychologist assigned to provide .25 FTE support are targeted to each comprehensive school site with 55% or greater unduplicated pupils and high social-emotional/mental health needs.

* 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		

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 certificated staff providing direct services to students		

DRAFT #1 - April 22, 2024

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals				0.00%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$0.00						

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	College and Career Readiness and A-G Supports	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
1	1.2	English Language Development and Primary Language Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2024							
1	1.3	Educator Development and Implementation of Professional Learning Communities	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
1	1.4	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2024							
1	1.5	Expanded Learning Opportunities: Extended Day/Year Programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
1	1.6	Educational Technology, Software, & Technical Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
2	2.1	Educational Equity, Diversity, and Inclusion	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Multi-Tiered System of Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2024							
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		07/01/2024 - 06/30/2025							
2	2.4	Transitional Student & Family Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
2	2.5	Building Strong Schools & Healthy Communities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
2	2.6	Extended Learning Time, Educator, and Staffing Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
2	2.7	Technology Infrastructure and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
2	2.8	Basic Instructional and Teacher Staffing	All		No				07/01/2024 - 06/30/2025							
2	2.9	Facility & Campus Safety Support	All		No				07/01/2024 - 06/30/2025							
3	3.1	Student Engagement and Leadership Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
3	3.2	Youth Engagement Activities and Athletic Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
3	3.3	Arts Programming	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
4	4.1	Family and Community Communication, Empowerment, and Engagement	English Foster Low	Learners Youth Income			English Learners Foster Youth	All Schools	07/01/2024 - 06/30/2025							

DRAFT #1 - April 22, 2024

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
						Low Income									
4	4.2	Student Attendance and Accountability	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025							
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.2	Maximize course access and alternate diploma pathways	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.3	Accelerate Learning for all SPED students	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.4	Culturally Responsive Professional Development	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.5	Meaningful Student Experiences and Opportunities	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.6	Recruit, Hire, and Retain Student Support Personnel	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.7	Parent and Family Supports and Resources	Students Disabilities with	No				07/01/2024 - 06/30/2025							
5	5.8	Enhancing School Engagement and Attendance for Students With Disabilities	Students Disabilities with	No				07/01/2024 - 06/30/2024							
6	6.1	Student Achievement Plan	African American/Black	No				07/01/2024 - 06/30/2025							
6	6.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	African American/Black	No				07/01/2024 - 06/30/2025							
6	6.3	Educator Gap Equity Plan	African American/Black	No				07/01/2024 - 06/30/2025							
6	6.4	BSAP Academic Supports: Culturally Responsive Unit	African American/Black	No				07/01/2024 - 06/30/2025							

DRAFT #1 April 22, 2024

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Development, Individual Student Needs Assessment and Curriculum & Pedagogy													
6	6.5	BSAP Community Partnerships	African American/Black	No				07/01/2024 - 06/30/2025							
6	6.6	Development of an African American Studies Course	African American/Black	No				07/01/2024 - 06/30/2025							
6	6.7	BSAP School Climate & Wellness Personnel Support	African American/Black	No				07/01/2024 - 06/30/2025							
6	6.8	BSAP Community - Based Safety Pilots	African American/Black	No				07/01/2024 - 06/30/2025							

DRAFT #1 - April 22, 2024

2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
			0.00%		\$0.00	0.00%	0.00 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	College and Career Readiness and A-G Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.2	English Language Development and Primary Language Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Educator Development and Implementation of Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Expanded Learning Opportunities: Extended Day/Year Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	1.6	Educational Technology, Software, & Technical Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.4	Transitional Student & Family Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Building Strong Schools & Healthy Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Extended Learning Time, Educator, and Staffing Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Technology Infrastructure and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Student Engagement and Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Family and Community Communication, Empowerment, and Engagement			English Learners Foster Youth Low Income	All Schools		

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 (%)
4	4.2	Student Attendance and Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

DRAFT #1 - April 22, 2024

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$369,573,196.00	\$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)
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This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	College and Career Readiness and A-G Supports	No	\$260,809.00	
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	\$12,467,775.00	
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	\$4,504,284.00	
1	1.4	Educator Development and Implementation of Professional Learning Communities	No	\$0.00	
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	\$18,567,713.00	
1	1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	No	\$2,132,899.00	
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	\$26,346,790.00	
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs	Yes	\$3,884,640.00	

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	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	\$1,586,000.00	
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	\$1,351,394.00	
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	\$4,385,793.00	
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	No	\$5,479,346.00	
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	\$5,644,101.00	
2	2.5	Transitional Student & Family Support	No	\$655,781.00	
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	\$2,978,899.00	
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	\$22,548,564.00	
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	\$23,239,980.00	
2	2.9	Basic Instructional and Teacher Staffing	No	\$200,201,643.00	
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	\$802,403.00	
2	2.11	Facility & Campus Safety Support	No	\$2,278,749.00	
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	\$5,118,413.00	

DRAFT - April 22, 2024

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)
3	3.1	Family and Community Communication, Empowerment, and Engagement	No	\$131,071.00	
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	\$3,958,777.00	
3	3.3	Student Attendance and Accountability	No	\$400,000.00	
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	\$2,376,626.00	
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	\$2,531,702.00	
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	\$2,255,625.00	
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	\$6,719,221.00	
4	4.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	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	\$24,000.00	
4	4.4	Culturally Responsive Professional Development	No	\$50,000.00	
4	4.5	Meaningful Student Experiences and Opportunities	No	\$50,000.00	
4	4.6	Recruit, Hire, and Retain Student Support Personnel	No	\$35,000.00	

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)
4	4.7	Parent and Family Supports and Resources	No	\$75,000.00	
4	4.8	Enhancing School Engagement and Attendance for Students With Disabilities	No	\$50,000.00	
5	5.1	Student Achievement Plan	No	\$500,000.00	
5	5.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	No	\$0.00	
5	5.3	Educator Gap Equity Plan	No	\$0.00	
5	5.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	No	\$787,144.00	
5	5.5	BSAP Community Partnerships	No	\$522,749.00	
5	5.6	Development of an African American Studies Course	No	\$65,169.00	
5	5.7	BSAP School Climate & Wellness Personnel Support	No	\$1,891,544.00	
5	5.8	BSAP Community - Based Safety Pilots	No	\$713,687.00	
6	6.1	Immediate Enrollment and School Stability for Homeless Youth and Youth in Foster Care	No	\$200,000.00	

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)
6	6.2	Academic Supports, Counseling and Mental Health Support for Homeless Youth and Youth in Foster Caree	No	\$0.00	
7	7.1	Providing additional supports and resources to the base program.	No	\$1,650,905.00	
7	7.2	School-Level Strategies to Address Identified Indicators	No	\$0.00	
7	7.3	Engaging families and community partners	No	\$0.00	
7	7.4	Monitoring progress and making adjustments	No	\$0.00	
8	8.1	Providing additional supports and resources to the base program	No	\$100,000.00	
8	8.2	Engaging families and community partners	No	\$0.00	
8	8.3	Monitoring progress and making adjustments	No	\$0.00	

DRAFT #1

April 22, 2024

2023-24 Contributing Actions Annual Update Table

2023-24 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)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
	\$151,268,700.00	\$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)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	\$12,467,775.00			
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	\$4,504,284.00			
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	\$18,567,713.00			
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	\$26,346,790.00			
1	1.8	Additional and Supplemental: Expanded Learning	Yes	\$3,884,640.00			

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)
		Opportunities: Extended Day/Year Programs					
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	\$1,586,000.00			
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	\$1,351,394.00			
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	\$4,385,793.00			
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	\$5,644,101.00			
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	\$2,978,899.00			
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	\$22,548,564.00			
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	\$23,239,980.00			
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	\$802,403.00			
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	\$5,118,413.00			
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	\$3,958,777.00			
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	\$2,376,626.00			

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	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	\$2,531,702.00			
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	\$2,255,625.00			
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	\$6,719,221.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

DRAFT #1 - April 22, 2024

2023-24 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)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

DRAFT #1 - April 22, 2024

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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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