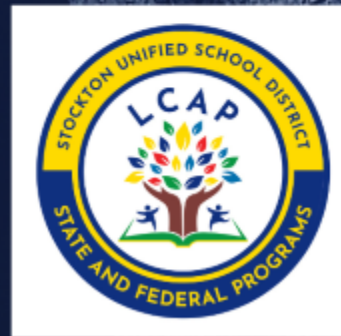


JUNE 2024

2023-2024 Local Control & Accountability Plan (LCAP)

Annual Update



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stockton Unified School District	Michelle L. Rodriguez, Ed.D. Superintendent of Schools	lcap@stocktonusd.net 209-933-7000

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1B) Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	Maintain 100%
(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD. (Data Source: Professional Development attendance data and Language	100% (2020-2021)	100% (2021-2022)	100% (2022-2023)	100% (2023-2024)	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development Office data)					
(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. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2020-2021)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2021-2022)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2022-2023)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2023-2024)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(2A) Self reflection rating on Question 2 of the Implementation of SBC 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>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2020-2021)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2021-2022)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2022-2023)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2023-2024)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Lang.: 5</p>
<p>(2B) Percentage of English learners provided with designated and</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>	<p>100%</p> <p>(2022-2023)</p>	<p>100%</p> <p>(2023-2024)</p>	<p>Maintain 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
integrated English Language Development (ELD). (Data Source: ELD Master Schedule)					
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	ALL: 30.28% FY: NA% EL: 2.77% SED: 27.82% SWD: 7.68% AA: 19.52% AI: 30.54% AS: 43.55% FI: 54.17% HI: 28.01% HOM: NA% MR: 34.73% PI: 36.04% WH: 36.65% (2019-2020)	N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	ALL: 26.04% FY: 12.99% EL: 6.14% SED: 23.85% SWD: 6.49% AA: 16.48% AI: 31.01% AS: 39.97% FI: 49.19% HI: 23.81% HOM: 14.01% MR: 29.18% PI: 26.32% WH: 29.86% (2021-2022)	ALL: 27.08% FY: 11.88% EL: 33.21% SED: 24.47% SWD: 6.80% AA: 26.07% AI: 48.28% AS: 48.44% FI: 53.27% HI: 32.22% HOM: 12.27% MR: 31.03% PI: 36.12% WH: 28.53% (2022-2023)	ALL: 40% FY: NA% EL: 15% SED: 35% SWD: 15% AA: 28% AI: 40% AS: 52% FI: 60% HI: 34% HOM: NA% MR: 42% PI: 44% WH: 45%
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)	ALL: 20.85% FY: NA% EL: 3.2% SED: 18.8% SWD: 6.23% AA: 10.58% AI: 16.72% AS: 34.39% FI: 41.21% HI: 18.66% HOM: NA%	N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	ALL: 14.51% FY: 5.26% EL: 4.71% SED: 12.75% SWD: 4.97% AA: 6.41% AI: 11.81% AS: 26.63% FI: 34.03% HI: 12.60% HOM: 5.03%	ALL: 16.38% FY: 6.06% EL: 19.71% SED: 14.24% SWD: 6.26% AA: 13.94% AI: 24.13% AS: 32.40% FI: 46.10% HI: 20.24% HOM: 6.00%	ALL: 25% FY: NA% EL: 8% SED: 25% SWD: 12% AA: 18% AI: 22% AS: 42% FI: 50% HI: 25% HOM: NA%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MR: 28.06% PI: 24.32% WH: 26.58% (2019-2020)		MR: 18.15% PI: 13.69% WH: 17.97% (2021-2022)	MR: 21.45% PI: 30.56% WH: 30.73% (2022-2023)	MR: 32% PI: 30% WH: 34%
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. * = sample size too small for reporting results (Data Source: iReady Data)	ALL: 31% FY: 25% EL: 15.8% SED: 30% SWD: 12.83% AA: 26% AI: 34% AS: 43.62% FI: 60% HI: 30% MR: 40% PI: 36.61% WH: 38% (Winter 2020)	ALL: 22.80% FY: NA% EL: 19.81% SED: 22.78% SWD: 7.31% AA: 17.38% AI: 17.86% AS: 31.87% FI: 45.14% HI: 20.34% MR: 32.91% PI: 22.15% WH: 30.19% (Winter 2021)	ALL: 25.80% FY: NA% EL: 11.70% SED: 15.50% SWD: 9.50% AA: 20.80% AI: 25.50% AS: 37.30% FI: 47.90% HI: 23.30 MR: 33.30 PI: 24.60% WH: 32.20% (Winter 2022)	ALL: 25.7% FY: NA% EL: 10.3% SED: 16% SWD: 10.9% AA: 20.6% AI: 24.3% AS: 37.1% FI: * % HI: 23.3% MR: 33.3% PI: 44.1% WH: 32.4% (Winter 2023)	ALL: 40% FY: 34% EL: 28% SED: 40% SWD: 20% AA: 35% AI: 42% AS: 50% FI: 68% HI: 40% MR: 48% PI: 44% WH: 48%
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. * = sample size too small for reporting results (Data Source: iReady Data)	ALL: 18% FY: 17% EL: 16% SED: 24% SWD: 10.99% AA: 16% AI: 24% AS: 33.84% FI: 43% HI: 22% MR: 28% PI: 23% WH: 29%	ALL: 16.33% FY: 0% EL: 30.02% SED: 13.32% SWD: 5.58% AA: 10.08% AI: 14.39% AS: 22.97% FI: 36.67% HI: 14.48% MR: 20.78% PI: 13.38% WH: 19.20%	ALL: 17.6% FY: NA% EL: 8.40% SED: 11.10% SWD: 6.80% AA: 11.30% AI: 16.50% AS: 30.20% FI: 41.40% HI: 15.50% MR: 23.50% PI: 19.30% WH: 30%	ALL: 17.0% FY: * % EL: 3.6% SED: * % SWD: 7.0% AA: 9.9% AI: 16.0% AS: 31.1% FI: * % HI: 14.7% MR: 24.6% PI: 17.0% WH: 19.0%	ALL: 30% FY: 25% EL: 25% SED: 32% SWD: 25% AA: 28% AI: 32% AS: 40% FI: 55% HI: 35% MR: 40% PI: 25% WH: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Winter 2020)	(Winter 2021)	(Winter 2022)	(Winter 2023)	
(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -53.70 FY: -78.20 EL: -74.50 SED: -59.30 SWD: -124.20 AA: -84.70 AI: -55 AS: -21.70 FI: 1.60 HI: -58.50 HOM: -94.60 MR: -43.20 PI: -40.50 WH: -40.90 (2018-2019)	Academic Indicator not computed this year. (2020-2021)	ALL: -63.40 FY: -104.10 EL: -89.60 SED: -69.00 SWD: -129.3 AA: -101.00 AI: -64.00 AS: -25.80 FI: -3.20 HI: -68.60 HOM: -118.30 MR: -56.70 PI: -63.40 WH: -60.10 (2021-2022)	ALL: -63.9 FY: -112.4 EL: -99.3 SED: -71.6 SWD: -130.3 AA: -92.8 AI: -76.2 AS: -22.6 FI: 2.9 HI: -70.8 HOM: -117.4 MR: -51.9 PI: -42.2 WH: -55.6 (2022-2023)	ALL: -33 FY: -58 EL: -60 SED: -40 SWD: -110 AA: -70 AI: -35 AS: -4 FI: 4 HI: -40 HOM: -80 MR: -24 PI: -28 WH: -20
(4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -81.20 FY: -110 EL: -95 SED: -86 SWD: -149.90 AA: -119 AI: -100.10 AS: -45.70 FI: -27.10 HI: -85.20 HOM: -120.70 MR: -65.30 PI: -75.30 WH: -67.90	Academic Indicator not computed this year. (2020-2021)	ALL: -102.8 FY: -145.4 EL: -121.20 SED: -108.50 SWD: -157.50 AA: -139.50 AI: -127.80 AS: -65.30 FI: -43.70 HI: -108.20 HOM: -150.40 MR: -90.1 PI: -93 WH: -94.50	ALL: -98.9 FY: -146.9 EL: -122.3 SED: -105.9 SWD: -158.8 AA: -134.1 AI: -132.3 AS: -57.3 FI: -33.4 HI: -105.6 HOM: -150.8 MR: -85.7 PI: -80.9 WH: -85.7	ALL: -70 FY: -90 EL: -85 SED: -76 SWD: -136 AA: -108 AI: -84 AS: -34 FI: -12 HI: -74 HOM: -108 MR: -58 PI: -65 WH: -57

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2018-2019)		(2021-2022)	(2022-2023)	
(4A) The percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST). (Data Source: CAST)	12.19% (2018-2019)	N/A - testing population too small. (2020-2021)	12.41% (2021-2022)	13.58% (2022-2023)	21%
(4B) Percentage of students who meet CSU/UC a-g college entrance requirements (California Schools Dashboard)	ALL: 33.5% FY: 6.5% EL: 19.8% SED: 32.8% SWD: 8.5% AA: 28.3% AI: 11.4% AS: 47.7% FI: 63% HI: 30.7% HOM: 12.1% MR: NA% PI: 18.2% WH: 30.6% (2019-2020)	ALL: 21% FY: 0% EL: 10% SED: 20% SWD: 4.6% AA: 16.2% AI: 21.6% AS: 33.7% FI: 44.2% HI: 19.4% HOM: 8.0% MR: 14.0% PI: 22.2% WH: 19.9% (2020-2021)	ALL: 20.1% FY: 5.3% EL: 9.0% SED: 18.5% SWD: 6.8% AA: 15.0% AI: 22.9 AS: 32.3% FI: 55.2% HI: 17.6% HOM: 8.8% MR: 22.2% PI: 7.7% WH: 16.8% (2021-2022)	ALL: 20.7% FY: 4.9% EL: 11.4% SED: 19.8% SWD: 5.0% AA: 18.8% AI: 11.6% AS: 36.6% FI: 39.0% HI: 18.8% HOM: 6.3% MR: 11.3% PI: 5.9% WH: 13.7% (2022-2023)	ALL: 38% FY: 11% EL: 24% SED: 37% SWD: 13% AA: 33% AI: 16% AS: 53% FI: 68% HI: 35% HOM: 17% MR: 0% PI: 23% WH: 35%
(4C) Percentage of students who successfully complete a course sequence or program of study that	ALL: 5.93% FY: 0% EL: 3.30% SED: 5.67% SWD: 2.33% AA: 2.17%	ALL: 5.5% FY: 2.9% EL: 4.2% SED: 5.6% SWD: 2.2% AA: 4.2%	ALL: 10.7% FY: 5.3% EL: 4.2% SED: 9.6% SWD: 7.0% AA: 6.8%	ALL: 14.2% FY: 2.4% EL: 6.3% SED: 13.4% SWD: 9.2% AA: 9.6%	ALL: 25% FY: 15% EL: 25% SED: 20% SWD: 10% AA: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligns with SBE-approved Career Technical Education (CTE) standards and frameworks. (California School Dashboard)	AI: 2.86% AS: 7.39% FI: 10.19% HI: 6.38% HOM: 1.01% MR: 0% PI: 0% WH: 3.53% (2019-2020)	AI: 5.4% AS: 6.1% FI: 2.9% HI: 5.9% HOM: 3.7% MR: 11.6% PI: 5.6% WH: 2.6% (2020-2021)	AI: 2.9% AS: 10.9% FI: 5.3% HI: 11.1% HOM: 2.7% MR: 2.8% PI: 7.7% WH: 9.7% (2021-2022)	AI: 20.9% AS: 24.1% FI: 27.0% HI: 12.5% HOM: 7.4% MR: 17% PI: 17.6% WH: 17% (2022-2023)	AI: 40% AS: 30% FI: 25% HI: 30% HOM: 25% MR: 25% PI: 10% WH: 15%
(4D) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks). (California Schools Dashboard)	ALL: 3.95% FY: 0% EL: 2.20% SED: 3.68% SWD: 1.55% AA: 1.63% AI: 0% AS: 5.11% FI: 8.33% HI: 4.10% HOM: 0% MR: 0% PI: 0% WH: 2.35% (2019-2020)	ALL: 2.10% FY: 0% EL: 1.8% SED: 2.2% SWD: 0.3% AA: 1.5% AI: 2.7% AS: 4.1% FI: 1.9% HI: 2.0% HOM: 0.6% MR: 2.3% PI: 0.0% WH: 0.9% (2020-2021)	ALL: 4.5% FY: 2.6% EL: 0.9% SED: 4.1% SWD: 0.8% AA: 1.7% AI: 2.9% AS: 4.7% FI: 18.1% HI: 4.2% HOM: 1.6% MR: 2.8% PI: 7.7% WH: 4.4% (2021-2022)	ALL: 5.1% FY: 0.0% EL: 1.4% SED: 4.6% SWD: 0.6% AA: 3.4% AI: 2.3% AS: 12.8% FI: 12.0% HI: 4.3% HOM: 0.0% MR: 1.9% PI: 0.0% WH: 2.4% (2022-2023)	ALL: 35% FY: 15% EL: 15% SED: 30% SWD: 7% AA: 20% AI: 12% AS: 45% FI: 60% HI: 30% HOM: 15% MR: 30% PI: 25% WH: 28%
(4E) Percentage of English Learner students who make progress toward	43.6% (2019-2020)	Due to the COVID-19 pandemic, state law has suspended the reporting of state	51.00% (2021-2022)	44.8% (2022-2023)	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard)		indicators on the 2021 California School Dashboard. (2020-2021)			
(4E) Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC. (Data Source: Dataquest)	N/A (2019-2020) Data was incorrectly reported as 17.8%	6.73 (2020-2021) Data was incorrectly reported as 14.59%	10.17% (2021-2022)	13.05% (2022-2023)	34%
(4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient. (Data Source: DataQuest)	12.1% (2019-2020)	6.73% (2020-2021) Data was incorrectly reported as 5.6%	10.17% (2021-2022)	19.1% Synergy Local (2022-2023)	25%
(4G)	1,799	1,463	835	915	1,945

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of students who take at least one Advanced Placement (AP) courses.</p> <p>(Data Source: SUSD AP Course Enrollment Local Data, Synergy)</p>	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)	
<p>(4G) Percent of Advanced Placement (AP) courses passed by students.</p> <p>(Data Source: CALPADS)</p>	97% (2019-2020)	92% (2020-2021)	90% (2021-2022)	96% (2022-2023)	98%
<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>	32% (2019-2020)	18% (2020-2021)	24.00% (2021-2022)	28.17% (2022-2023)	45%
<p>(4H) Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th</p>	<p>ELA: 38.88% Math: 14.66%</p> <p>(2018-2019)</p>	<p>ELA: 39.63% Math: 17.78%</p> <p>(2020-2021)</p>	<p>ELA: 36.56% Math: 8.29%</p> <p>(2021-2022)</p>	<p>ELA: 36.17% Math: 8.42%</p> <p>(2022-2023)</p>	<p>ELA: 43% Math: 19%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math.</p> <p>(Data Source: CAASPP)</p>					
<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>	<p>9th: 33% 10th: 18.57% 11th: 14.40%</p> <p>(2020-2021 - All Terms)</p>	<p>9th: 35.4% 10th: 18.6% 11th: 15.7%</p> <p>(2021-2022)</p>	<p>9th: 29.5% 10th: 19.9% 11th: 11.6%</p> <p>(2022-2023 - All Terms)</p>	<p>9th: 38.1% 10th: 19.6% 11th: 20.7%</p> <p>(2023-2024 - All Terms)</p>	<p>9th: 42% 10th: 30% 11th: 24%</p>
<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>5.7%</p> <p>(2019-2020)</p>	<p>14.2%</p> <p>(2020-2021)</p>	<p>11.7%</p> <p>(2021-2022)</p>	<p>12.8%</p> <p>(2022-2023)</p>	<p>1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: DataQuest)					
(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard, DataQuest)	ALL: 77.40% FY: 74.40% EL: 66.80% SED: 77.30% SWD: 43.70% AA: 72.10% AI: 71.90% AS: 85.60% FI: 90.10% HI: 77.10% HOM: 67.10% MR: 78.40% PI: 92.90% WH: 70% (2019-2020 - DataQuest)	ALL: 76.7% FY: 54.3% EL: 63.9% SED: 76.0% SWD: 54.8% AA: 71.7% AI: 73.0% AS: 86.7% FI: 92.3% HI: 75.5% HOM: 63.2% MR: 79.1% PI: 88.9% WH: 71.3% (2020-2021 - DataQuest)	ALL: 83.10% FY: 73.70% EL: 71.90% SED: 82.5% SWD: 66.70% AA: 79.50% AI: 91.40% AS: 89.6% FI: 95.7% HI: 82.6% HOM: 71.70% MR: 69.4% PI: 100% WH: 75.2% (2021-2022 - Dashboard)	ALL: 82.1% FY: 58.5% EL: 73.9% SED: 81.7% SWD: 65.4% AA: 76.8% AI: 81.4% AS: 88.3% FI: 86.0% HI: 82.4% HOM: 69.5% MR: 79.2% PI: 82.4% WH: 76.6% (2022-2023 - CA Dashboard)	ALL: 86% FY: 80% EL: 75% SED: 85% SWD: 50% AA: 78% AI: 75% AS: 90% FI: 96% HI: 82% HOM: 72% MR: 82% PI: 94% WH: 76%
(7A) Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a	ALL: 100% (2020-2021)	ALL: 100% (2021-2022)	ALL: 100%	ALL: 100% (2023-2024)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>course/master schedule audit.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>					
<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>ALL: 100% (2020-2021)</p>	<p>ALL: 100% (2021-2022)</p>	<p>ALL: 100% (2022-2023)</p>	<p>ALL: 100% (2023-2024)</p>	<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CALPADS)					
(8A) Number of students earning a Seal of Biliteracy. (Data Source: Dataquest and Local Data)	176 students (2019-2020)	171 Students (2020-2021)	146 students (2021-2022)	162 students (2022-2023)	300
(8A) Number of students earning a Golden State Seal Merit Diploma. (Data Source: Dataquest and Local data)	199 students (2019-2020)	216 students (2020-2021)	303 students (2021-2022)	252 students (2022-2023)	428

Goal Analysis

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

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

Stockton Unified School District was able to implement 9 of 9 actions in goal 1 at varied degrees that provided students with support and resources leading to improvements in their academic outcomes.

Success:

1.1 – MESA was offered at 22 school sites as an elective or an after-school program.

1.2 – High school career centers are supported by Guidance Technicians. CTE and STEM access was provided districtwide. K-8 schools were provided training and supplies/equipment/materials to support CTE and STEM programs and electives. Cross-department coordination

occurred to identify was to reach non-traditional students and to reduce master schedule barriers/conflicts. Xello was implemented at 55 sites including school for adults and the young adult program to explore career and college options as low as kindergarten. Multiple FAFSA, scholarship, college readiness, and career option workshops have been held in support of increasing the capacity for student knowledge of the steps and actions needed to access college. Four teachers were in place to support students ensuring access to general education courses. Student Support Technicians were provided at school sites ensuring the school site was functional, efficient, inclusive, and receptive to meet the needs of students.

1.3 – The Bilingual instructional program supporting K-12th grade students was implemented, through providing training and supplemental materials. School sites received instructional coaching support that focused on ELD training and academic support.

1.4 – Principal/Assistant Principal Professional Development has occurred monthly, including 4 site based coaching days, 6 coaching academy days, Pro Path Needs Assessments, and Global PD supporting Professional Learning Community implementation.

1.5 – STA Professional Development Days provided teachers and staff with over 100 sessions on a variety of topics including; curriculum implementation, instructional strategies, program implementation, classroom management, social emotional learning, early literacy, and more. Research & Accountability facilitated training and support on: State Testing System (CAASPP & ELPAC Initial and Summative), local diagnostic assessment I-Ready, PLC Data Chats, and monthly Data collaborative meetings. District Data Dashboards, Data Communication tools, and surveys were developed and revised/updated.

1.6 – Substitutes have been provided to assist teachers with case management release and to allow general education teachers to attend IEP meetings. Two Inclusion Specialists provided supports for students to participate in general education curriculum/courses with support and access to the least restrictive environment. AVID was implemented at 42 school sites. School sites have received AVID Path Training, and coaching opportunities from two AVID instructional coaches. Students and teachers had access to eBooks and audiobooks all year long.

1.7 – Read 180 and Math 180 supplemental curriculum was available at the four (4) comprehensive high schools, one (1) alternative high school and targeted elementary schools. Teachers at the small/specialty high schools provided instructional and academic support ensuring access to general education courses. School sites funded 49.60 FTE positions that provided direct student supports by one of the following positions: Program Specialist, Library Media Assistant, Instructional Assistant, Assistant Principal, Bilingual Assistant, Community Assistant, Intervention Teacher, Counselor, and Parent Liaison. Sites purchased supplemental instructional materials/supplies and instructional equipment to augment the classroom instruction. Professional Services consisting of conferences, workshops, and webinar trainings was expended to enhance instructional strategies. Consultant services and license agreements were expended to provide training or supplemental intervention supports. Expenditures supporting field trips (i.e. non-district transportation and pupil fees) provided students with hands on/experimental learning opportunities. Library services were available in all K-8 and 9-12 school sites through professional development and training, collection development for all physical and digital library catalogues, and the Destiny Database that manages all library and resource. Improved student supports within the classroom for our English learners, specifically our Newcomers, through primary language support and direct academic conversations through the retention and hiring of bilingual assistants. The three LCAP PreK playground projects were implemented. ECE Resource Teacher position was hired to support early childhood education. The Raising a Reader materials for TK was purchased.

1.8 – Extended Day/Year activities occurred and K-8 schools were given the opportunity to attend Outdoor Education.

1.9 – Chromebooks were purchased to support school sites and educational programs for learning. Teaching, classroom management, and monitoring (software) tools were purchased to support instruction through the student electronic devices.

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

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

For goal 1, the district budgeted \$69,750,910 and calculated estimated actual expenditures in the amount of \$63,105,148, which is at a 90% spend rate.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1.1 and 1.2 are determined to be effective resulting from the district's efforts in creating opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready, as demonstrated by growth from base to current year. Nearly fourteen percent of all 5th, 8th, 11th and 12th grade students met standard on the CA Science Test (CAST), (Metric 4A). Over fourteen percent of all students successfully completed a course sequence or program of study with Career Technical Education (CTE) standards and frameworks, (Metric 4C). Over five percent of all students 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), (Metric 4D). Over eighty-two percent of students in four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent of all 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, (Metric 7A). One hundred percent of all 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, (Metric 7A).

Action 1.3 was determined to be effective resulting from the district's efforts supporting English Learners through teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents, as demonstrated by growth from base to current year. One hundred percent of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD, (Metric 2A). One hundred percent of English learners provided with designated and integrated English Language Development (ELD), (Metric 2B). Over thirty-three percent of all 3rd – 8th and 11th grade English learner student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A). Nearly twenty percent of all 3rd – 8th and 11th grade English learner student CAASPP scores in Math met or exceeded standards, (Metric 4A). Almost forty-five percent of English Learner students made progress toward English Proficiency as measured by the ELPAC, (Metric 4E). Over thirteen percent 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, (Metric 4E). Over nineteen percent of English Learner (EL) students who met Stockton USD standards were redesignated as a Fluent English Proficient, (Metric 4F). Nearly seventy-four percent of English learner students in four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent of all 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, (Metric 7A).

Actions 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9 were determined to be effective resulting from the district's efforts supporting professional development on instructional supports/strategies, staffing, intervention programs focused on accelerating learning and recapturing learning loss, as demonstrated by growth from base to current year. One hundred percent of all students have sufficient access to standards aligned instructional materials, (Metric 1B). Nearly twelve percent of Foster Youth, over thirty-three percent of English Learners, and over twelve percent of Homeless Youth 3rd - 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A). Over six percent of Foster Youth, nearly twenty percent of English Learners, over six percent of Students with Disabilities, and six percent of Homeless Youth 3rd - 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). Nearly fourteen percent of all 5th, 8th, 11th and 12th grade students met standard on the CA Science Test (CAST), (Metric 4A). Nearly twelve of American Indian/Alaskan Native and Multiple Race students met CSU/UC a-g college entrance requirements, (Metric 4B). Over eighty-two percent of students in four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent of all 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, (Metric 7A). One hundred percent of all 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, (Metric 7A).

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

Goal 1 has been updated to include a short title reference: Student Academic Achievement. Additionally, the revised goal adds “aligned with the modern student”, “and life ready”, and “for all student groups performing in the lowest performance level of one or more state indicators on the California Dashboard”.

Actions 2, 3, 5, 7, 8, and 9 removed “sub action” reference details in the description field, which will be provided in a supplemental document.

Action 1 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action 4 was removed as the activities are reflected and funded in another action.

Action 6 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Actions remaining were renumbered for the 2024-2025 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1A) Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers. (Data Source: SARC)	87.87% (2020-2021)	89% (2021-2022) SARC data not published; local calculation provided using SARC definitions.	88% (2022-2023) - Human Resources SARC data not published; local calculation provided.	88.00% (2023-2024) SARC data not published; local calculation provided.	100%
(1C) Percentage of school facilities maintained in good repair or exemplary. (Data Source: FIT Report, Local Indicator PowerPoint)	67.3% (2020-2021)	94.3% (2021-2022)	Correction: (29.1%)58.4% (2022-2023)	7.3% (2023-2024)	100%
(6A) Suspension rates - the percentage of	ALL: 5.5% FY: 13.70% EL: 4.40%	ALL: 0% FY: 0.5% EL: 0.0%	ALL: 4.8 FY: 17.1% EL: 3.7%	ALL: 6% FY: 12.6% EL: 4.1%	ALL: 4% FY: 7% EL: 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who are suspended at least once during the academic year. (Data Source: Dataquest or CA School Dashboard)	SED: 6.50% SWD: 9.10% AA: 14.70% AI: 7.80% AS: 2.90% FI: 1.50% HI: 5.20% HOM: 13% MR: 7.30% PI: 5.20% WH: 6.10% (2019-2020 - DataQuest)	SED: 0.0% SWD: 0.1% AA: 0.1% AI: 0.0% AS: 0.1% FI: 0.0% HI: 0.0% HOM: 0.1% MR: 0.0% PI: 0.0% WH: 0.0% (2020-2021 - DataQuest) Due to COVID-19 pandemic, data is not reliable.	SED: 5.1% SWD: 7.70% AA: 10.6 AI: 10.5% AS: 2.0% FI: 1.70% HI: 4.3% HOM: 9.3% MR: 6.5% PI: 3.7% WH: 6.0 (2021-2022 – Dashboard)	SED: 6.4% SWD: 8.1% AA: 13.1% AI: 10.8% AS: 2.9% FI: 2.6% HI: 5.3% HOM: 13.8% MR: 8.7% PI: 2.5% WH: 8.0% (2022-2023- Dashboard)	SED: 3% SWD: 5% AA: 7% AI: 4% AS: 1% FI: 0.5% HI: 3% HOM: 7% MR: 4% PI: 3% WH: 3%
(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year. (Data Source: Dataquest)	ALL: 0.08% (29) FY: 0.58% (3) EL: 0.02% (2) SED: 0.07% (27) SWD: 0.06% (3) AA: 0.22% (9) AI: 0% (0) AS: 0.06% (2) FI: 0% (0) HI: 0.06% (14) HOM: 0.40% (8) MR: 0% (0) PI: 0% (0) WH: 0.20% (4) (2019-2020)	ALL: 0.0% (0) FY: * EL: * SED: * SWD: * AA: 0.0 (0) AI: 0.0% (0) AS: 0.0% (0) FI: 0.0% (0) HI: 0.0% (0) HOM: * MR: 0.0% (0) PI: 0.0% (0) WH: 0.0% (0) (2020-2021) *Per Dataquest, subgroup data is less than 5 and standard	ALL: 0.10% (19) FY: 0.00% (0) EL: 0.00% (2) SED: 0.10% (18) SWD: 0.0% (1) AA: 0.10% (4) AI: 0.30% (1) AS: 0.00% (1) FI: 0.00% (0) HI: 0.00% (12) HOM: 0.20% (*) MR: 0.10% (1) PI: 0.00% (0) WH: 0.00% (0) (2021-2022)	ALL: 0.1% (21) FY: 0.0% (0) EL: 0.1% (6) SED: 0.1% (17) SWD: 0.1% (3) AA: 0.1% (3) AI: 0.0% (0) AS: 0.1% (2) FI: 0% (0.0) HI: 0.1% (14) HOM: 0.3% (5) MR: 0.1% (1) PI: 0.0% (0) WH: 0.1% (1) (2022-2023)	ALL: less than 1% (10) FY: 0% (0) EL: 0% (0) SED: less than 1% (8) SWD: 0% (0) AA: 0% (0) AI: 0% (0) AS: 0% (0) FI: 0% (0) HI: 0% (0) HOM: 0% (0) MR: 0% (0) PI: 0% (0) WH: 0% (0)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>procedure is to protect student privacy.</p> <p>Due to COVID-19 pandemic, data is not reliable.</p>			
<p>(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe.</p> <p>Data Source: CalSCHLS - Parents & Teachers 2020-2021 - 2022-PLUS Survey - Students</p>	<p>Students: 82.67% Parents: 60% Teachers (Staff): 58% (2020-2021)</p>	<p>2020-2021 is most recent administration</p>	<p>Students: 46% Middle School 56% High School Parents: 39% Teachers (Staff): 32% (2022-2023)</p>	<p>Students: 63.82% Middle School 70.64% High School (2023-2024)</p> <p>Parents & Teachers 2022-2023 is most recent administration</p>	<p>Students: 87% Parents: 65% Teachers (Staff): 63%</p>
<p>(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school.</p> <p>(Data Source: CalSCHLS - Parents & Teachers, PLUS Survey - Students)</p>	<p>Students: 80.67% Parents: 34% Teachers (Staff): 49% (2020-2021)</p>	<p>2020-2021 is most recent administration</p>	<p>Students: 73% Gr 4-5 57% Gr 6-8 61% Gr 9-12 Source Plus Climate</p> <p>Parents: 40% Teachers (Staff): 32%</p> <p>Source CalSCHLS (2022-2023)</p>	<p>Students: 87.17% Gr 4-5 76.21% Gr 6-8 80.86% Gr 9-12 Source Plus Climate (2023-2024)</p> <p>Parents & Teachers 2022-2023 is most recent administration</p>	<p>Students: 85% Parents: 39% Teachers (Staff): 54%</p>

Goal Analysis

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

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

Stockton Unified School District was able to implement 12 of 12 actions in goal 2 at varied degrees that provided students with support and resources that continues to promote educational equity, diversity, inclusion and access to the Multi-Tiered System of Supports (MTSS) throughout the district.

Success:

2.1 – The Director of Diversity, Equity, and Family Engagement was hired and has been reviewing the district’s equity landscape. Ethnic Studies committee developed additional Ethnic Studies courses for submission and approval. Instructional materials for these new courses were purchased. Six (6) LGBTQ+ Workshops/professional development opportunities were provided to teachers and staff. Direct services were provided to students that focused on academic, social, and cultural supports for Native American students.

2.2 – Facilitated and expanded PBIS practices district wide, including PBIS district monthly meetings, monitoring incentives aimed to improve attendance, behavior, academic achievement, school connectedness, and social emotional wellness, monthly CHAMPS trainings (classroom management), and conducted school site common area observations with a follow-up plan of data and action. Substitute teachers were provided to support Student Assistance Program interventions of CARE team and SST teams as well as other PBIS/MTSS activities. The Behavioral Intervention Team (BIT) provided supports and interventions within the Multi-Tiered System of Support (MTSS) district-wide. Mental Health Clinicians (MHC) on the BIT team continued to train, implement, support and monitor the MHCs role within the Protocol for Responding to a Mental Health Crisis district-wide. Expanded the “On Call” Mental Health Clinician role that offers immediate consultation and response if the site-assigned MHC is unavailable. MHCs continue to train, consult and support site administrators, teachers, mental health professionals, and campus safety teams in the Threat Inquiry (TH-INQ) Protocol district-wide. The Board Certified Behavior Analysts (BCBAs) continued to provide consultation, assessment and behavior planning, and Behavior Intervention Services (BIS) on IEP’s to specialized programs serving students with special needs in the areas of social-emotional, behavioral, mild/moderate and moderate/severe disabilities.

2.3 – Instructional Coaches provided support to both new and veteran teachers in the coaching improvement cycle, site-based professional development, facilitated PLC meetings, engaged in the data cycle, supported lesson planning, and provided classroom management support.

2.4 – New/beginning teachers were assigned a Site Support Teacher or Induction Mentor that provided “just in time” support, guidance, and professional learning. Curriculum staff provided job-embedded professional development and individualized support to new/beginning teachers.

2.5 – Provided students with enrollment, educational support, supplies, resources, and services to students/families in transition, unaccompanied youth, unsheltered and homeless youth.

2.6 – Provided students with enrollment, educational support, supplies, resources, and services to students/families in transition, unaccompanied youth, unsheltered and homeless youth.

2.7 – Health Care Assistants and Licensed Vocational Nurses provided medical procedures for students in the school setting. Healthy Start Coordinators coordinated services and referrals to services. The Community Resource Coordinator oversaw operations the high school wellness centers and community agency partnerships. School nurses supported high school wellness centers by providing students with health support and individualized case management to youth with medical needs and youth with disabilities. Mental Health Clinicians (MHCs) continued to direct services to students. MHCs provided professional development staff and parents. Purchased materials and

supplies to support school Calm Centers, Social-Emotional Learning (SEL) curriculum to TK and suicide prevention to K-6. Provided ASIST Suicide Intervention Trainings. School Counselors provided direct support to students who need additional strategic interventions (MTSS). Twelve (12) Restorative Practices professional development sessions were provided to teachers and staff. Two (2) FTE School Psychologists were funded.

2.8 – Assistant Principal positions were funded beyond the based formula to provide enhance supports at school sites. An additional staff person was funded to provide school site support. Provided for additional pay to teachers as the district's instructional minutes are more than the state's minimum.

2.9 – Funds were provided to pay base salary and benefits for teaching staff.

2.10 – Network Technicians provided technology support ensuring staff and students have access to instructional content.

2.11 – Maintenance costs for school site work orders are reflected in the plan.

2.12 – Custodian staff continued to provide direct benefits to students.

Challenges:

2.1 – The Director of Diversity, Equity and Family Engagement was on-boarded February 2024. Recruitment and hiring efforts were not successful for the Cultural Assistant position.

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

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

For goal 2, the district budgeted \$274,685,066 and calculated estimated actual expenditures in the amount of \$157,562,042, which is at a 57% spend rate. The reason for this is due to the inability to fill vacant positions and other one-time funds covered the cost of expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.1, 2.2, 2.5, 2.6, and 2.7 are determined to be effective resulting from the district's efforts in creating opportunities and access that are culturally relevant and inclusive practices, Multi-Tiered Systems of Support (MTSS), and supports/resources that promote student health and wellness, as demonstrated by growth from base to current year. Nearly half of identified student groups reported a decrease in the percentage of students who were suspended at least once during the academic year, (Metric 6A). One third of identified student groups reported a decrease in the percentage of students who expelled from the district during the academic year, (Metric 6B). Over eighty-seven percent of students in grades 4-5, over seventy-six percent of students in grades 6-8, and nearly eighty-one percent of students in grade 9-12 feel connected (supportive/inviting) to the school, (Metric 6C*).

Actions 2.3, 2.4, 2.8, and 2.9 are determined to be effective resulting from the district's efforts ensuring students have access to basic instructional and teaching staff, highly specialized support staff, and professional development that builds capacity of highly qualified staff, as demonstrated by growth from base to current year. Eighty-eight percent of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers, (Metric 1A).

Action 2.10, 2.11, and 2.12 are determined to be effective resulting from the district's efforts safe and functional learning environments, as demonstrated by growth from base to current year. Over seven percent of school facilities maintained in good repair or exemplary, (Metric 1C). Over eighty-seven percent of students in grades 4-5, over seventy-six percent of students in grades 6-8, and nearly eighty-one percent of students in grade 9-12 feel connected (supportive/inviting) to the school, (Metric 6C*).

*Metric is unable to report on parent and teacher (staff) as the survey was not administered in years two and three for these groups.

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

Goal 2 has been updated to include a short title reference: Centering Around the Whole Child. Additionally, the revised goal rephrases wording to better capture the focus of student needs, to "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."

Actions 1-12 removed "sub action" reference details in the description field, which will be provided in a supplemental document.

Action 3 was removed as the activities are reflected and funded in another action.

Action 5 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action 12 activity description was moved and incorporated into Action 5 – Building Strong Schools & Healthy Communities.

Actions remaining were renumbered for the 2024-2025 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) Self reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 & 4 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 3 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 4 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Local Indicator, Priority 3 Reflection Tool)	languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2020-2021)	languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2021-2022)	languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2022-2023)	languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2023-2024)	languages, and goals for their children: 5 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5
(3A) Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 3 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4 - Full Implementation</p> <p>5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4</p> <p>(2020-2021)</p>	<p>groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2021-2022)</p>	<p>groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2022-2023)</p>	<p>groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2023-2024)</p>	<p>groups and decision-making: 5</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 5</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 5</p>
<p>(3A)</p> <p>Number of parent, guardian, family district committee</p>	<p>36</p> <p>(2020-2021)</p>	<p>46</p> <p>(2021-2022)</p>	<p>20</p> <p>(2022-2023)</p>	<p>28</p> <p>(2023-2024)</p>	<p>48</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>meetings held for the following parent groups: Parent Advisory Committee (PAC), African American Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (Latino PAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC)</p> <p>(Data Source: Family Engagement and Education Office and Language Development Office)</p>					
<p>(3A) 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</p>	<p>180 (2020-2021)</p>	<p>154 (2021-2022)</p>	<p>247 (2022-2023)</p>	<p>340 (2023-2024)</p>	<p>180</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Training/Workshops, Data from Educational Services and Student Support Services Departments)					
(3A) Number of English as a Second Language courses offered to families across the district. (Data Source: Local Data of ESL courses offered and at what school sites)	5 (2019-2020)	5 (2021-2022)	5 (2022-2023)	5 (2023-2024)	10
(3A) Number of parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD. (Data Source: beamentor.org data)	48 Active 37 New (2020-2021) Data was incorrectly reported as 1,151	320 Active 227 New (2021-2022) Data was incorrectly reported as TBA * (*Data not accessible at the time of report completion.)	3760 Active 358 New 556 New Applicants (2022-2023)	4238 Active 484 New (2022-2023)	1,200
(3A) Number of parent, guardian, family college and career focused events and or	386 (2020-2021)	217 (2021-2022)	247 (2022-2023)	Not Measured (2023-2024)	400

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>					
<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>	<p>10 (2020-2021)</p>	<p>33 (2021-2022)</p>	<p>31 (2022-2023)</p>	<p>1412 Not Measured (2023-2024)</p>	<p>30</p>
<p>(5A) School attendance rate - the percentage</p>	<p>91.73% (2020-2021)</p>	<p>86.63% (2021-2022)</p>	<p>89.75% (2022-2023)</p>	<p>Elementary Schools 91.38%</p>	<p>93%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>of students attending school daily on average.</p> <p>(Data Source: Synergy)</p>				<p>High School/Special School 88.61%</p> <p>Continuation- Jane Frederick 75.26%</p> <p>(2023-2024)</p>	
<p>(5A) Parent, Guardian, Family training and workshops held focused on mental health and healthy well-being</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>	<p>68 (2020-2021)</p>	<p>35 (2021-2022)</p>	<p>27 (2022-2023)</p>	<p>340 (2023-2024)</p>	<p>80</p>
<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</p>	<p>2,992 (2020-2021)</p>	<p>374 (2021-2022)</p>	<p>124 (2022-2023)</p>	<p>192 (2023-2024)</p>	<p>3,000</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Health department reported data)					
(5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students. (Data Source: Data reported out by the Counseling department/Synergy)	3,271 (2020-2021)	1,080 (2021-2022)	2,281 (2022-2023)	1,874 (2023-2024)	3,300
(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)	ALL: 18% FY: 21.70% EL: 16.24% SED: NA% SWD: 24.73% AA: 27.94% AI: 28.90% AS: 8.59% FI: 7.77% HI: 17.42% HOM: 42.34% MR: 20.91% PI: 17.73% WH: 21.12% (2019-2020)	ALL: 24.8% FY: 39.7% EL: 20.1% SED: 25.8% SWD: 27.8% AA: 40.30% AI: 31.77% AS: 15.8% FI: 9.30% HI: 23.80% HOM: 56.9% MR: 31.2% PI: 24.6% WH: 29% (2020-2021)	ALL: 43.20% FY: 55.90% EL: 41.30% SED: 45.00% SWD: 52.20% AA: 51.30% AI: 51.70 AS: 29.60% FI: 21.20% HI: 43.90% HOM: 65.80% MR: 49.90% PI: 57.70% WH: 47.80% (2021-2022)	ALL: 37.90% FY: 39.00% EL: 32.5% SED: 40.10% SWD: 46.20% AA: 50.20% AI: 49.10% AS: 24.6% FI: 21.60% HI: 37.70% HOM: 61.50% MR: 45.30% PI: 48.90% WH: 43.80% (2022-2023)	ALL: 13% FY: 16% EL: 11% SED: NA% SWD: 19% AA: 22% AI: 23% AS: 3% FI: 4% HI: 12% HOM: 37% MR: 15% PI: 12% WH: 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable. District used a local calculation following the chronic absenteeism definition.				
(5C) Middle school dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school. (Data Source: CALPADS)	0.0009% (2019-2020)	.43% (2020-2021)	1.2% (2021-2022)	0.0% (2022-2023)	0%

Goal Analysis

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

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

Stockton Unified School District was able to implement 7 of 7 actions in goal 3 at varied degrees that provided students with support and resources leading to increased attendance and parent/community engagement.

Successes:

3.1 – Multilevel ESL (English as a Second Language) courses for parents were implemented at 5 district school sites.

3.2 – Community School support staff (at two school sites) continued providing direct supports to students and parents. Family engagement events (such as grocery distribution, trainings, literacy nights, and multi-cultural activities) were implemented throughout the year. Family engagement staff continued to provide direct support to parents/families through support to school sites and to district parent advisory committees. The district's Webmaster has continued to maintain the district's website and social media accounts. Translation services were provided to support students and families.

3.3 – Transportation services for students from grade 7-12 were provide through bus passes/access.

3.4 – Truancy Outreach Specialists provided outreach services to students who were identified as chronically absent. Targeted interventions were provided to student through student attendance initiatives.

3.5 – Students were provided the opportunity attend and competed in SkillsUSA, regional events, State Conferences, and VEX Robotics completions. Peers Uniting Student Leaders (PLUS) was implemented at 50 school sites which supported the implementation of strategies for student engagement such as: student-led forums, student surveys, cross-age mentoring and tutoring, rewards and acknowledgement systems, classroom presentations and lessons, regularly scheduled lunch time activities, and prevention efforts for ATOD (Alcohol, Tobacco, and other Drugs) use. Five (5) Black Student Union (BSU) teams attended the Black Students of California United Conference.

3.6 – Students participated in sports.

3.7 – Arts programming was overseen by a coordinator and was implemented district-wide through the distribution of Arts resources, field trips activities and instructional staffing.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

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

For goal 3, the district budgeted \$18,373,022 and calculated estimated actual expenditures in the amount of \$15,722,977, which is at an 86% spend rate.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1 and 3.2 are determined to be effective resulting from the district's efforts in creating opportunities and access to supports, resources, communication, and partnerships that increase community and parent involvement through awareness and connection between school and families, as demonstrated by growth from base to current year. Twenty-eight parent advisory group meetings were held, (Metric

3A). Three hundred forty parent, guardian, and family training/workshops were offered and held across the district, (Metric 3A). Five English as a Second Language courses were offered to families across the district, (Metric 3A).

Actions 3.3 and 3.4 are determined to be effective resulting from the district's efforts ensuring students have access to supports, resources, and staff to improve attendance, as demonstrated by growth from base to current year. Over ninety-one percent of elementary students and nearly eighty-nine percent of high schools were attending school daily on average, (Metric 5A). Three hundred forty parent, guardian, family training and workshops were held focused on mental health and healthy well-being, (Metric 5A). One hundred ninety-two social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs, (Metric 5A). One thousand eight hundred seventy-four Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students, (Metric 5A).

Actions 3.5, 3.6, and 3.7 are determined to be effective resulting from the district's efforts to provide access to student engagement and leadership opportunities, experiences and student clubs and activities, athletics, and Arts programs, as demonstrated by growth from base to current year. Over ninety-one percent of elementary students and nearly eighty-nine percent of high schools were attending school daily on average, (Metric 5A).

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

Goal 3 has been updated to include a short title reference: Meaningful Partnerships.

Actions 1-7 removed "sub action" reference details in the description field, which will be provided in a supplemental document.

Action 1 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action 3 was removed as the activities are reflected and funded in another action.

Action 7 replaced "Visual and Performing Arts" and "VAPA" language with "Arts".

Goal 3 has shifted to be referenced as Goal 4. (Goals 3, 4, 5, 6 from the 2023-2024 LCAP are shifting for the insert of a new goal.)

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

Goals and Actions

Goal

Goal #	Description
4	Provide differentiated systems of support with key actions and investments that will increase student participation, remove academic barriers; increase student opportunities; and expand resources and access in order to address identified performance gaps and inequities of ELA and Math, chronic absenteeism, and graduation rates among Students with Disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	N/A – Due to COVID 19 pandemic, local ELA assessments were administered for 3rd- 8th grade in place of CAASPP (2019-2020) Data was reported incorrectly as 7.68%	39.43% All 6.45% Students with Disabilities (2020-2021) Data was reported incorrectly as: N/A - Due to COVID- 19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP.	26.04% All 6.49% Students with Disabilities (2021-2022)	27.08% All 6.80% Students with Disabilities (2022-2023)	40.00% All 15.00% Students with Disabilities
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math	N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP.	17.68% All 1.90% Students with Disabilities (2020-2021)	14.51% All 4.97% Students with Disabilities (2021-2022)	16.38% All 6.26% Students with Disabilities (2022-2023)	25.00% All 12.00% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meeting or exceeding standards. (Data Source: CAASPP)	(2019-2020) Data was reported incorrectly as 6.23%	Data was reported incorrectly as: N/A - Due to COVID- 19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)			
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	31% - All 12.83% - Student with Disabilities (Winter 2020)	22.80% - All 7.31% - Student with Disabilities (Winter 2021)	25.80% - All 9.50% - Student with Disabilities (Winter 2022)	24.0% - All 9.00% - Student with Disabilities (Winter 2023)	40% - All 20% Students with Disabilities
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady Data)	18% - All 10.99% Students with Disabilities (Winter 2020)	16.33% - All 5.58% Students with Disabilities (Winter 2021)	17.6% - All 6.8% Students with Disabilities (Winter 2022)	17.0% - All 7.0% Students with Disabilities (Winter 2023)	30% - All 25% Students with Disabilities
(4B) Percentage of students who meet	33.5% All 8.5% Students with Disabilities	28.4% All 13.5% Students with Disabilities	25.0% All 10.8% Students with Disabilities	25.4% All 6.9% Students with Disabilities	38% All 13% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSU/UC a-g college entrance requirements (Data Source: Dataquest)	(2019-2020)	(2020-2021)	(2021-2022)	(2022-2023)	
(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks. (Data Source: CALPADS UC/CSU; Synergy CTE)	14.0% All 2.33% Students with Disabilities (2019-2020)	5.50% All 2.20% Students with Disabilities (2020-2021)	10.7% All 7.0% Students with Disabilities (2021-2022 - Dashboard)	29.8% All 42.9% Students with Disabilities (2022-2023 - Dashboard)	25% All 10% Student with Disabilities
(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	13.6% All 1.55% Student with Disabilities (2019-2020)	2.10% All 0.30% Student with Disabilities (2020-2021)	10.7% All 7.0% Student with Disabilities (2021-2022 - Dashboard) Correction: 4.5% All .8% Students with Disabilities	5.1% All .6% Students with Disabilities (2022-2023 - Dashboard)	35% All 7% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>technical education standards and frameworks).</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>			(2021-2022 - Dashboard)		
<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>	<p>All ELA: 46.35% Math: 23.62%</p> <p>Students with Disabilities ELA: 7.44% Math: 1.96%</p> <p>(2020-2021)</p>	New measure.	<p>All ELA: 36.56% Math: 8.29%</p> <p>Students with Disabilities ELA: 3.91% Math: .51%</p> <p>(2021-2022)</p>	<p>All ELA: 36.17% Math: 8.42%</p> <p>Students with Disabilities ELA: 5.60% Math: 1.90%</p> <p>(2022-2023)</p>	<p>All ELA: 43% Math: 19%</p> <p>Students with Disabilities ELA: 10% Math: 7%</p>
<p>(5A) Percentage of students with disabilities attending school daily on average (school attendance rate)</p> <p>(Data Source: Synergy)</p>	<p>64.52%</p> <p>(2022-2023)</p>	New measure.	<p>64.52%</p> <p>(2022-2023)</p>	<p>99.38% - Elementary 98.61% - High School/Special School 85.26% - Continuation - Jane Frederick</p> <p>(2023-2024)</p>	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>	<p>Due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable. District used a local calculation following the chronic absenteeism definition.</p> <p>(2019-2020)</p>	<p>24.8% All 28.5% - Students with Disabilities</p> <p>(2020-2021)</p>	<p>43.2% - All 52.2% - Students with Disabilities</p> <p>(2021-2022)</p>	<p>38.2% - All 45.9% - Students with Disabilities</p> <p>(2022-2023)</p>	<p>13% - All 19% - Students with Disabilities</p>
<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>	<p>76.6% - All 43.70% - Students with Disabilities</p> <p>(2019-2020 – DataQuest)</p>	<p>77.0% - All 55.2% - Students with Disabilities</p> <p>(2020-2021 – DataQuest)</p>	<p>83.1% - All 66.7% - Students with Disabilities</p> <p>(2021-2022 - Dashboard)</p>	<p>81.9% - All 64.3% - Students with Disabilities</p> <p>(2022-2023 - DataQuest)</p>	<p>ALL: 86% SWD: 70%</p>
<p>(6A) Percentage of students with disabilities who are</p>	<p>ALL: 5.5% SWD: 8.6%</p> <p>(2019-2020)</p>	<p>ALL: 0% SWD: 0.1%</p> <p>(2020-2021)</p>	<p>ALL: 4.8% SWD: 7.7%</p> <p>(2021-2022)</p>	<p>ALL: 6.2% SWD: 8.3%</p> <p>(2022-2023)</p>	<p>ALL: 4% SWD: 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
suspended at least once during the academic year. (Data Source: Dataquest)		Due to COVID-19 pandemic, data is not reliable.			
(6B) Percentage of students with disabilities who are expelled from the district during the academic year. (Data Source: Dataquest)	ALL: 0.08% SWD: 0.06% (2019-2020)	ALL: 0.0% SWD: * *Per Dataquest, subgroup data is less than 5 and standard procedure is to protect student privacy. Due to COVID-19 pandemic, data is not reliable. (2020-2021)	ALL: 0.10% SWD: 0.00% (2021-2022)	ALL: 0.10% SWD: 0.10% (2022-2023)	ALL: less than 1% (10) SWD: 0% (0)
(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	ALL: 100% SWD: 100% (2021-2022)	New measure.	ALL: 100% SWD: 100% (2021-2022)	ALL: 100% SWD: 100% (2022-2023)	ALL: 100% SWD: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>academic four-year plan.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>					
<p>(Local 1) Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p> <p>(2022-2023)</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p> <p>New measure.</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p> <p>(2022-2023)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p> <p>(2023-2024)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p>
<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>Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0%</p> <p>(2022-2023)</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p> <p>New measure.</p>	<p>Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0%</p> <p>(2022-2023)</p>	<p>Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0%</p> <p>(2023-2024)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Curriculum Training Reports)					
(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. (Data Source: Special Education Information System (SEIS))	SWD: 91% (2022-2023)	SWD: N/A New measure.	SWD: 91% (2022-2023)	SWD: 83.33% 2023-2024	SWD: 95%
(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 (Data Source: Data Tools Dashboard:	a. 50.70% b. 28.28% c. 3.93% (2022-2023)	a. N/A b. N/A c. N/A New measure.	a. 50.70% b. 28.28% c. 3.93% (2022-2023)	A. 50.74% B. 28.52% C. 7.0% (2023-2024)	a. 55% b. 33% c. 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improvement Data Center)					

Goal Analysis

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

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

Stockton Unified School District was able to implement 8 of 8 actions in goal 4 at varied degrees that provided Students with Disabilities with expanded MTSS approaches, access to more courses, and providing Special Education (SPED) personnel with professional development to help accelerate learning for our Students with Disabilities.

Successes:

4.1 - Cross-department collaboration was conducted to develop the MTSS Synergy Module intended to monitor interventions prior to referral.

4.2 - Collaboration was completed with 8th grade teachers regarding transition to high school to minimize failing grades during the 9th grade year and to inform the teachers and students of the expectations for high school.

4.3 - Incoming 8th graders i-Ready scores are disseminated and reviewed by high school department chairs, high school special education program specialists and inclusion specialists to collaborate around schedules for the incoming students.

4.4 - Provided training to teachers, paraprofessionals, staff, and parents focused on functional communication to reduce aggression, increase redirection techniques, and reduce traumatic experiences in the classroom setting.

4.5 - Provided students with opportunities to engage in hands on/vocational experiences. Maintained partnerships with agencies supporting vocational connections.

4.6 - Participated in hiring fairs, local colleges/universities events, and community outreach activities to hire specialized positions certificated and classified positions within the district.

4.7 - Established practices/systems to increase communication with educational partners on special education laws and best practices for all students.

4.8 - Multi-department collaboration was conducted resulting in increased communication among SPED department and CWA department to foster relationships with students, families and support personnel. The newly defined common understanding of practices/systems were communicated across departments throughout the district.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

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

For goal 4, the district budgeted \$333,000 and calculated estimated actual expenditures in the amount of \$333,000, which is at a 100% spend rate.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 4.1, 4.2, 4.3, and 4.4 are determined to be effective resulting from the district's efforts in creating optimal conditional for learning through Multi-Tiered Systems of Support (MTSS), access to courses and alternative diploma pathways, the acceleration of learning, and instruction and instructional practices that are culturally responsive, as demonstrated by growth from base to current year. Nearly seven percent of Students with Disabilities 3rd – 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A). Over six percent of Students with Disabilities 3rd – 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). Nearly forty-three percent of Student with Disabilities who successfully completed a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks, (Metric 4C). Nearly one percent of Student with Disabilities 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), (Metric 4D). Over sixty-four percent of Students with Disabilities in a four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent 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, (Metric 7A). One hundred percent staff (teachers, counselors, administrators and classified) have been trained in content standards to enable Students with Disabilities to access the academic content standards, (Local 1). State Performance Indicators: a. More than fifty percent of Students with Disabilities inside the regular classroom received 80% or more in an instructional day; b. More than twenty-eight percent of Students with Disabilities inside the regular classroom received less than 40% in an instructional day; c. Seven percent of Students with Disabilities received instruction in a separate setting, (Local 4).

Actions 4.5, 4.7, and 4.8 are determined to be effective resulting from the district's efforts to provide access to meaningful student experiences and opportunities and outreach and communication supports/resources for student and parent involvement, as demonstrated by growth from base to current year. Over ninety-nine percent of elementary, over ninety-eight percent of high school/special school, and over eighty-five percent of continuation (Jane Frederick) students with disabilities were attending school daily on average, (Metric 5A). Three percent of students with disabilities were suspended at least once during the academic year, (Metric 6A).

Actions 4.6 are determined to be effective resulting from the district's efforts to recruit, hire, and retain diverse staffing, as demonstrated by growth from base to current year. One hundred percent staff (teachers, counselors, administrators and classified) have been trained in

content standards to enable Students with Disabilities to access the academic content standards, (Local 1). State Performance Indicators: a. More than fifty percent of Students with Disabilities inside the regular classroom received 80% or more in an instructional day; b. More than twenty-eight percent of Students with Disabilities inside the regular classroom received less than 40% in an instructional day; c. Seven percent of Students with Disabilities received instruction in a separate setting, (Local 4).

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

Goal 4 has been updated to include a short title reference: Success for Students with Disabilities. Additionally, the revised goal rephrases wording to better capture the focus of student needs, to “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.”

Goal 4 has shifted to be referenced as Goal 5. (Goals 3, 4, 5, 6 from the 2023-2024 LCAP are shifting for the insertion of a new goal.)

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

Goals and Actions

Goal

Goal #	Description
5	Provide differentiated systems of support with key actions and investments that will remove instructional and institutional barriers African American/Black student group consistently encounter resulting in persistent academic performance (ELA and Math), chronic absenteeism, and suspensions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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)	3rd grade - ELA: ALL - 21.59% AA - 14.68%	3rd grade - ELA: ALL – N/A AA - N/A	3rd grade - ELA: ALL - 21.59% AA - 14.68%	3rd grade - ELA: ALL – 22.18% AA – 16.67%	3rd grade - ELA: ALL - 27% AA - 20%
	3rd grade - Math: ALL - 22.36% AA - 10.63%	3rd grade - Math: ALL – N/A AA - N/A	3rd grade - Math: ALL - 22.36% AA - 10.63%	3rd grade - Math: ALL – 23.23% AA – 18.22%	3rd grade - Math: ALL - 28% AA - 16%
	4th grade - ELA: ALL - 19.92% AA - 12.29%	4th grade - ELA: ALL – N/A AA - N/A	4th grade - ELA: ALL - 19.92% AA - 12.29%	4th grade - ELA: ALL – 21.52% AA – 12.12%	4th grade - ELA: ALL - 25% AA - 18%
	4th grade - Math: ALL - 16.04% AA - 8.19%	4th grade - Math: ALL – N/A AA - N/A	4th grade - Math: ALL - 16.04% AA - 8.19%	4th grade - Math: ALL – 19.20% AA – 8.26%	4th grade - Math: ALL - 22% AA - 14%
	5th grade - ELA: ALL - 24.78% AA - 14.11%	5th grade - ELA: ALL – N/A AA - N/A	5th grade - ELA: ALL - 24.78% AA - 14.11%	5th grade - ELA: ALL – 25.41% AA – 16.04%	5th grade - ELA: ALL - 30% AA - 20%
	5th grade - Math: ALL - 11.9% AA - 3.63%	5th grade - Math: ALL – N/A AA - N/A	5th grade - Math: ALL - 11.9% AA - 3.63%	5th grade - Math: ALL – 13.86% AA – 6.61%	5th grade - Math: ALL - 17% AA - 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th grade - ELA: ALL - 25.98% AA - 14.78%	6th grade - ELA: ALL – N/A AA - N/A	6th grade - ELA: ALL - 25.98% AA - 14.78%	6th grade - ELA: ALL – 26.87% AA – 16.82%	6th grade - ELA: ALL - 31% AA - 20%
	6th grade - Math: ALL - 14.47% AA - 6.9%	6th grade - Math: ALL – N/A AA - N/A	6th grade - Math: ALL - 14.47% AA - 6.9%	6th grade - Math: ALL – 17.47% AA – 7.14%	6th grade - Math: ALL - 20% AA - 12%
	7th grade - ELA: ALL - 26.83% AA - 17.19%	7th grade - ELA: ALL – N/A AA - N/A	7th grade - ELA: ALL - 26.83% AA - 17.19%	7th grade - ELA: ALL – 30.43% AA – 18.09%	7th grade - ELA: ALL - 32% AA - 23%
	7th grade - Math: ALL - 14.72% AA - 8.14%	7th grade - Math: ALL – N/A AA - N/A	7th grade - Math: ALL - 14.72% AA - 8.14%	7th grade - Math: ALL – 17.37% AA – 8.59%	7th grade - Math: ALL - 20% AA - 14%
	8th grade - ELA: ALL - 29.1% AA - 17.67%	8th grade - ELA: ALL – N/A AA - N/A	8th grade - ELA: ALL - 29.1% AA - 17.67%	8th grade - ELA: ALL – 28.68% AA – 15.31%	8th grade - ELA: ALL - 35% AA - 23%
	8th grade - Math: ALL - 12.3% AA - 5.16%	8th grade - Math: ALL – N/A AA - N/A	8th grade - Math: ALL - 12.3% AA - 5.16%	8th grade - Math: ALL – 13.28% AA – 7.73%	8th grade - Math: ALL - 18% AA - 11%
	11th grade - ELA: ALL - 36.56% AA - 25.69%	11th grade - ELA: ALL – N/A AA - N/A	11th grade - ELA: ALL - 36.56% AA - 25.69%	11th grade - ELA: ALL – 36.17% AA – 28.39%	11th grade - ELA: ALL - 42% AA - 31%
	11th grade - Math: ALL - 8.29% AA - 6.41%	11th grade - Math: ALL – N/A AA - N/A	11th grade - Math: ALL - 8.29% AA - 6.41%	11th grade - Math: ALL – 8.42% AA – 1.40%	11th grade - Math: ALL - 14% AA - 12%
	(2022-2023)	New measure.	(2022-2023)	(2022-2023)	
(4B) Percentage of all students and African	ALL: 20.1% AA: 15%	ALL: N/A AA: N/A	ALL: 20.1% AA: 15%	ALL: 20.7% AA: 18.8%	ALL: 23.1% AA: 21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
American (AA) students who meet CSU/UC A-G college entrance requirements. (Data Source: CA School Dashboard – Additional Reports)	(2021-2022)	New measure.	(2021-2022)	(2022-2023)	
(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. (Data Source: CA School Dashboard)	ALL: 43.20% AA: 51.30% (2021-2022)	New measure.	ALL: 43.20% AA: 51.30% (2021-2022)	ALL: 38.2% FY: 44.6% HOM: 61.5%% (2022-2023)	ALL: 13% AA: 22%
(6A) Suspension rates - the percentage of All students and African American (AA) students who are suspended at least	ALL: 4.8% AA: 10.6% (2021-2022)	New measure.	ALL: 4.8% AA: 10.6% (2021-2022)	ALL: 6.0% AA: 13.1% (2022-2023)	ALL: 4% AA: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
once during the academic year. (Data Source: CA School Dashboard)					
(Local A) Percent of administrators at each site that have completed culturally responsive unit design professional development.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local B) Percent of administrators that are incorporating culturally responsive units in their classrooms for both semesters.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local C) Percent of schools that participated in the individual student support structure professional development.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local D) Percent of schools that are implementing individual student support structures within the school day.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local E) Percent of schools that will complete the culturally responsive professional development series.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	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.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local G) Percent of schools with new community partnerships.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local H) Collect student outcome data aligned to the BSAP success metrics that each community partnership targets.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local I) Mid-year evaluation reports collected for community partnerships.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local J) Percent of BSAP Survey respondents agreeing that community organization presence has increased.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(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.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local L) Numbers of students enrolled in African- American Studies (high school) and Ethnic studies (middle school).	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local M) Observational feedback to ensure alignment with the intended scope and sequence of the courses.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local N) Percent of schools with full School Climate and Wellness teams.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local O) Participation of teams in BSAP	0.0%	New measure.	New measure.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
professional development.	(2022-2023)				
(Local P) Percent of BSAP Survey respondents agreeing that every student has an advocate.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local Q) Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local R) Percent of BSAP Survey respondents agreeing that levels of parent and family engagement have increased.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local S) Percent of BSAP Survey respondents agreeing that students have increased participation in extracurricular activities at school.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local T) Completion data for the individual Black Student Success Plans (BSSPs).	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local U) School Experience Survey data.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

Goal Analysis

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

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

Stockton Unified School District was able to implement 8 of 8 actions in goal 5 at varied degrees that were designed to remove instructional and institutional barriers African American/Black student group consistently encounter resulting in persistent academic performance (ELA and Math), chronic absenteeism, and suspensions.

Successes:

5.1 - Implementation of the district's equity audit is underway which is a foundational component in the development of the Black Student Achievement Plan.

5.2 - Cross-department coordination and training has provided support to school sites to enhance School Plans for Student Achievement (SPSAs) to explicitly address African American/Black students resulting from a comprehensive needs assessment and through the Professional Learning Communities model.

5.3 - The district's equity audit has been begun, which includes the components of recruitment, hiring, placement, and retention practices supporting diverse staffing.

5.4 - A plan has been developed to provide administrators with comprehensive professional learning using culturally and linguistically responsive teaching (CLRT) and the brain. The Ready for Rigor Framework has been included into a reflection tool. SUSD has already included CLRT criterion during the textbook adoption processes. A needs assessment was completed through a variety of sources, including panorama survey data from Student Voices.

5.5 - A Community Partnership Interest Survey was launched and made public. Partners have begun demonstrating interest, while sites have continued to strengthening existing partnerships that meet site student needs.

5.6 - African American Ethnic Studies course has been developed and was taught at two sites.

5.7 - Cross-department coordination involving the Multi-Tiered System of Supports (MTSS) has been ongoing resulting in the implementation of an MTSS module for data and identification of intervention supports.

5.8 - Implementation of pilot at four (4) school sites focusing on literacy in support of the district's Compliance Improvement Monitoring (CIM) plan.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

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

For goal 5, the district budgeted \$4,480,293 and calculated estimated actual expenditures in the amount of \$0, which is at a 0% spend rate. It is important to note the actions identified in the LCAP addressed activities that were integrated into other processes. For example, activities relating to culturally relevant practices, ethnic studies, and MTSS did take place yet those activities were not siloed and crossed over several student group focuses as the discussion and implementation supported the whole system. Specifically, staff engaged in interdepartmental discussions with Special Education, Mental Health, and other departments regarding the implementation of an MTSS module. This was a systematic approach that did not incur or involve a specialized system to track hours to associated dollars to the activity.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 5.1, 5.2, 5.4 and 5.6 are determined to be effective resulting from the district's efforts in enhancing district and school plans enveloping African American/Black student needs, development of culturally and linguistically responsive teaching practices and curriculum, as demonstrated by growth from base to current year. African American/Black students in grades 3rd, 5th, 6th, and 7th met or exceeded standard in CAASPP scores in ELA and Math, (Metric 4A). More than eighteen percent of all students and African American/Black (AA) students met CSU/UC A-G college entrance requirements, (Metric 4B).

Action 5.3 was unable to be determined to be effective resulting from the district's efforts as the equity audit includes the review of practices and capacity in supporting diverse staffing, as demonstrated by growth from base to current year. Metrics associated with this action were not measured.

Actions 5.5, 5.7, and 5.8 are determined to be effective resulting from the district's efforts to partner with community organizations focusing on African American/Black student needs in the areas of health and wellness and student engagement and experiences, as demonstrated by growth from base to current year. Metrics associated with this action were not measured.

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

Goal 5 has been updated to include a short title reference: African American/Black Students Thrive. Additionally, the revised goal rephrases wording to better capture the focus of student needs, to “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.”

Goal 5 has shifted to be referenced as Goal 6. (Goals 3, 4, 5, 6 from the 2023-2024 LCAP are shifting for the insertion of a new goal.)

Local metrics A through U have been removed from the metric section. These local metrics are being reevaluated and will be reported through the mid-year update report.

Actions will continue; however, the activities within each action will continue to be reevaluated as the district reviews its systems and practices to accurately and adequately meet the needs of our African American/Black students.

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

Goals and Actions

Goal

Goal #	Description
6	Provide differentiated systems of support with key actions and investments that will increase student participation, remove academic barriers; increase student opportunities; and expand resources and access in order to address identified performance gaps and inequities of ELA and Math, chronic absenteeism, and suspensions among foster and homeless youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd • 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	ALL: 26.04% FY: 12.99% HOM: 14.01% (2021-2022)	New measure.	ALL: 26.04% FY: 12.99% HOM: 14.01% (2021-2022)	ALL: 27.08% FY: 11.88% HOM: 12.27% (2022-2023)	ALL: 40% FY: NA% HOM: NA%
(4A) The average of all 3rd • 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.	ALL: 14.51% FY: 5.26% HOM: 5.03% (2021-2022)	New measure.	ALL: 14.51% FY: 5.26% HOM: 5.03% (2021-2022)	ALL: 16.38% FY: 6.06% HOM: 6.00% (2022-2023)	ALL: 25% FY: NA% HOM: NA%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CAASPP)					
(5B) Chronic absenteeism rates - the percentage K-8 students and Foster Youth (FY) and Homeless (HOM) identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: DataQuest)	ALL: 43.2% FY: 55.9% HOM: 65.8% (2021-2022)	New measure.	ALL: 43.2% FY: 55.9% HOM: 65.8% (2021-2022)	ALL: 38.2% FY: 44.6% HOM: 61.5% (2022-2023)	ALL: 13% FY: 16% HOM: 37%
(6A) Suspension rates - the percentage of All students and Foster Youth (FY) and Homeless (HOM) students who are suspended at least once during the academic year. (Data Source: CA School Dashboard)	ALL: 4.8 FY: 17.1% HOM: 9.3% (2021-2022)	New measure.	ALL: 4.8 FY: 17.1% HOM: 9.3% (2021-2022)	ALL: 6% FY: 12.6% HOM: 13.8% (2022-2023)	ALL: 4% FY: 7% HOM: 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local V) At my school, there is a teacher or other adult who believes that I will be a success. (Foster Youth & homeless) (Data Source: PLUS Survey)	All: 83.4% FY: 68.8% HOM:70.4 (2022-2023)	New measure.	All: 83.4% FY: 68.8% HOM:70.4 (2022-2023)	All: 84.00% FY: 50.00% HOM:70.4 (2023-2024)	All: 86.4% FY: 71.8% HOM 73.7%
(Local W) At my school, there is a teacher or other adult who really cares about me. (Foster Youth & homeless) (Data Source: PLUS Survey)	All: 78.6% FY:58.1% HOM:68.5 (2022-2023)	New measure.	All: 78.6% FY:58.1% HOM:68.5 (2022-2023)	All: 80.86 FY:53.85% HOM:81.11% (2023-2024)	All: 81.5% FY: 61.1% HOM 71.5%:
(Local X) I feel like my voice matters to adults at my school. (Foster Youth & homeless) (Data Source: PLUS Survey)	All: 65.5% FY:53.3 HOM:53.9 (2022-2023)	New measure.	All: 65.5% FY:53.3 HOM:53.9 (2022-2023)	All: 67.64% FY:42.31% HOM:67.88% (2023-2024)	All: 68.5% FY:56.3% HOM 56.9%:
(Local Y) I feel safe in my school. (Foster Youth & homeless) (Data Source: PLUS Survey)	All: 61.5 FY:55.2% HOM:57.6 (2022-2023)	New measure.	All: 61.5 FY:55.2% HOM:57.6 (2022-2023)	All: 70.64% FY:50.00% HOM:70.83 (2023-2024)	All: 64.5% FY: 58.2% HOM 60.4%:

Goal Analysis

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

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

Stockton Unified School District was able to implement 2 of 2 actions in goal 6 at varied degrees that were designed to remove instructional and institutional barriers foster and homes youth student groups consistently encounter resulting in performance gaps and inequities of ELA and Math, chronic absenteeism, and suspensions.

Successes:

6.1 - Students and families are minimally impacted throughout the enrollment process and the student's time away from instruction was minimized.

6.2 – Cross-department collaboration reduced barriers between departments supporting student academic success.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

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

For goal 6, the district budgeted \$200,000 and calculated estimated actual expenditures in the amount of \$133,703, which is at a 67% spend rate. The reason for the unspent difference is due to other one-time funds covered the cost of expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 6.1 and 6.2 are determined to be effective resulting from the district's efforts ensuring students are enrolled and delays/interruptions in instruction are minimized, as demonstrated by growth from base to current year. Over six percent of Foster Youth and six percent of Homeless Youth 3rd, 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). Foster Youth and Homeless Youth percentage decreased who were 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, (Metric 5B). Foster Youth percentage reduced who were suspended at least once during the academic year, (Metric 6A). Fifty percent of Foster Youth and over seventy percent of Homeless Youth indicated at my school,

there is a teacher or other adult who believes that I will be a success, (Local V). Nearly fifty-four percent of Foster Youth and over eighty-one percent of Homeless Youth indicated at my school, there is a teacher or other adult who really cares about me, (Local W). Over forty-two percent of Foster Youth and nearly sixty-eight percent of Homeless Youth indicated I feel like my voice matters to adults at my school, (Local X). Fifty percent of Foster Youth and nearly seventy-one percent of Homeless Youth indicated I feel safe in my school, (Local Y).

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

Goal 6 has been removed as a specific goal for Homeless and Foster Youth is no longer required. Supplemental supports, resources, and staffing to support low-income and Foster Youth are included within the various goals and actions throughout the LCAP.

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

Goals and Actions

Goal

Goal #	Description
7	Intensive Intervention - Comprehensive Support & Improvement (CSI) – Decrease the percentage of schools with continuous four or more years of eligibility by 20%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Alexander Hamilton Elementary (4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -132.3 FY: * EL: -142.7 SED: -133.8 SWD: -210.3 AA: -152.1 AI: * AS: -99.4 FI: * HI: -130.6 HOM: -169.2 MR: -147.6 PI: * WH: * (2021-2022)	New measure.	ALL: -132.3 FY: * EL: -142.7 SED: -133.8 SWD: -210.3 AA: -152.1 AI: * AS: -99.4 FI: * HI: -130.6 HOM: -169.2 MR: -147.6 PI: * WH: * (2021-2022)	ALL: -128.5 FY: * EL: -131.2 SED: -131.4 SWD: -209.1 AA: -156.8 AI: * AS: -63.2 FI: * HI: -131.4 HOM: -156.5 MR: -100.6 PI: * WH: * (2022-2023)	ALL: -129.3 FY: * EL: -139.7 SED: -130.8 SWD: -207.3 AA: -149.1 AI: * AS: -96.4 FI: * HI: -127.6 HOM: -166.2 MR: -144.6 PI: * WH: *
Alexander Hamilton Elementary (4A) The average of all 3rd - 8th and 11th grade	ALL: -107.2 FY: * EL: -112.9 SED: -108.5 SWD: -183.5 AA: -131.9	New measure.	ALL: -107.2 FY: * EL: -112.9 SED: -108.5 SWD: -183.5 AA: -131.9	ALL: -110.5 FY: * EL: -126.2 SED: -113.7 SWD: -186.1 AA: -128.1	ALL: -104.2 FY: * EL: -109.9 SED: -106.5 SWD: -180.5 AA: -127.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>student English Language Arts 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>	<p>AI: * AS: -66.8 FI: * HI: -104.6 HOM: -150.7 MR: -116.4 PI: * WH:*</p> <p>(2021-2022)</p>		<p>AI: * AS: -66.8 FI: * HI: -104.6 HOM: -150.7 MR: -116.4 PI: * WH:*</p> <p>(2021-2022)</p>	<p>AI: * AS: -38.9 FI: * HI: -115.2 HOM: -128.1 MR: -87.4 PI: * WH:*</p> <p>(2022-2023)</p>	<p>AI: * AS: -63.8 FI: * HI: -101.6 HOM: -147.7 MR: -113.4 PI: * WH:*</p>
<p>Alexander Hamilton Elementary</p> <p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 8.60% FY: * EL: 3.0% SED: 8.3% SWD:0% AA: 0% AI: * AS: 0% FI: * HI: 1.5% HOM: 7.70% MR: 4.17% PI: * WH: *</p> <p>(2021-2022)</p>	New measure.	<p>ALL: 8.60% FY: * EL: 3.0% SED: 8.3% SWD:0% AA: 0% AI: * AS: 0% FI: * HI: 1.5% HOM: 7.70% MR: 4.17% PI: * WH: *</p> <p>(2021-2022)</p>	<p>ALL: 7.87% FY: * EL: 4.76% SED: 7.03% SWD: 0% AA: 5.00% AI: * AS: 18.51% FI: * HI: 6.54% HOM: 7.14% MR: 16.67% PI: * WH: *</p> <p>(2022-2023)</p>	<p>ALL: 11.60% FY: * EL: 6.0% SED: 11.3% SWD:3.0% AA: 03.0 AI: * AS: 3.0% FI: * HI: 4.5% HOM: 7.70% MR: 4.17% PI: * WH: *</p>
<p>Alexander Hamilton Elementary</p> <p>(4A)</p>	<p>ALL: 12.78% FY: * EL: 2.3% SED: 12.7% SWD: 2.22%</p>	New measure.	<p>ALL: 12.78% FY: * EL: 2.3% SED: 12.7% SWD: 2.22%</p>	<p>ALL: 11.74% FY: * EL: 3.42% SED: 11.04% SWD: 0%</p>	<p>ALL: 15.78% FY: * EL: 5.3% SED: 15.7% SWD: 5.22%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 18.51% MR: 16.7% PI: * WH: * (2021-2022)		AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 18.51% MR: 16.7% PI: * WH: * (2021-2022)	AA: 6.67% AI: * AS: 37.04% FI: * HI: 10.39% HOM: % MR: 20.84% PI: * WH: * (2022-2023)	AA: 14.52% AI: * AS: 23% FI: * HI: 16.13% HOM: 21.51% MR: 19.7% PI: * WH: *
EI Dorado Elementary (4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -120 FY: * EL: -123.3 SED: -121 SWD: -189.9 AA: -136.3 AI: * AS: -82.8 FI: -* HI: -121.6 HOM: -137.6 MR: -118 PI: * WH: - 87 (2021-2022)	New measure.	ALL: -120 FY: * EL: -123.3 SED: -121 SWD: -189.9 AA: -136.3 AI: * AS: -82.8 FI: -* HI: -121.6 HOM: -137.6 MR: -118 PI: * WH: - 87 (2021-2022)	ALL: -111.2 FY: * EL: -111.7 SED: -116.6 SWD: -176.9 AA: -157.3 AI: * AS: -87.2 FI: -* HI: -101.6 HOM: -146.9 MR: * PI: * WH: -102 (2022-2023)	ALL: -117 FY: * EL: -120.3 SED: -118 SWD: -186.9 AA: -133.3 AI: * AS: -79.8 FI: -* HI: -118.6 HOM: -134.6 MR: -115 PI: * WH: - 84
EI Dorado Elementary (4A) The average of all 3rd - 8th and 11th grade	ALL: - 86.5 FY: * EL: - 89.4 SED: - 88.8 SWD: -140.8 AA: -117.9	New measure.	ALL: - 86.5 FY: * EL: - 89.4 SED: - 88.8 SWD: -140.8 AA: -117.9	ALL: - 86.5 FY: * EL: - 107.8 SED: - 92.4 SWD: -139.7 AA: -127.2	ALL: - 83.5 FY: * EL: - 86.4 SED: - 85.8 SWD: -137.8 AA: -114.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>student English Language Arts 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>	<p>AI: * AS: -87 FI: * HI: -82.6 HOM: -121.6 MR: - 92 PI: * WH: -34</p> <p>(2021-2022)</p>		<p>AI: * AS: -87 FI: * HI: -82.6 HOM: -121.6 MR: - 92 PI: * WH: -34</p> <p>(2021-2022)</p>	<p>AI: * AS: -53.2 FI: * HI: -77.8 HOM: -113.4 MR: - 92 PI: * WH: -76.6</p> <p>(2022-2023)</p>	<p>AI: * AS: - 84 FI: * HI: -879.6 HOM: -118.6 MR: - 9+ PI: * WH: -31</p>
<p>EI Dorado Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 10.62% FY: * EL: 6.94% SED: 10.63% SWD: 2.08% AA: 3.23% AI: * AS: 10% FI: * HI: * HOM: 2.63% MR: 4.17% PI: * WH: *</p> <p>(2021-2022)</p>	New measure.	<p>ALL: 10.62% FY: * EL: 6.94% SED: 10.63% SWD: 2.08% AA: 3.23% AI: * AS: 10% FI: * HI: * HOM: 2.63% MR: 4.17% PI: * WH: *</p> <p>(2021-2022)</p>	<p>ALL: 11.24% FY: * EL: 6.12% SED: 10.24% SWD: 4.17% AA: 6.45% AI: * AS: 9.09% FI: * HI: 13.71% HOM: % MR: * PI: * WH: 8.33%</p> <p>(2022-2023)</p>	<p>ALL: 13.62% FY: * EL: 9.94% SED: 13.63% SWD: 5.08% AA: 6.23% AI: * AS: 13% FI: * HI: * HOM: 5.63% MR: 7.17% PI: * WH: *</p>
<p>EI Dorado Elementary (4A) The average of all 3rd - 8th and 11th grade</p>	<p>ALL: 16.85% FY: * EL: 7.58% SED: 16.72% SWD: 2.04%</p>	New measure.	<p>ALL: 16.85% FY: * EL: 7.58% SED: 16.72% SWD: 2.04%</p>	<p>ALL: 15.47% FY: * EL: 4.00% SED: 13.85% SWD: 4.17%</p>	<p>ALL: 19.85% FY: * EL: 10.58% SED: 19.72% SWD: 5.04%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>student CAASPP scores in English Language Arts meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 10.25% MR: 16.67% PI: * WH: *</p> <p>(2021-2022)</p>		<p>AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 10.25% MR: 16.67% PI: * WH: *</p> <p>(2021-2022)</p>	<p>AA: 4.76% AI: * AS: 27.27% FI: * HI: 16.81% HOM: % MR: 27.27% PI: * WH: 16.67%</p> <p>(2022-2023)</p>	<p>AA: 12.52% AI: * AS: 23% FI: * HI: 16.13% HOM: 13.25% MR: 19.67% PI: * WH: *</p>
<p>Pulliam Elementary</p> <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>	<p>ALL: -113.2 FY: * EL: -118.6 SED: -117.3 SWD: -157.7 AA: -138.5 AI: * AS: -96.4 FI: -104.2 HI: -111.8 HOM: -161.6 MR: -114.8 PI: * WH: -114.5</p> <p>(2021-2022)</p>	New measure.	<p>ALL: -113.2 FY: * EL: -118.6 SED: -117.3 SWD: -157.7 AA: -138.5 AI: * AS: -96.4 FI: -104.2 HI: -111.8 HOM: -161.6 MR: -114.8 PI: * WH: -114.5</p> <p>(2021-2022)</p>	<p>ALL: -107.8 FY: * EL: -119.1 SED: -112.8 SWD: -180.1 AA: -135.6 AI: * AS: -99.2 FI: -89.5 HI: -108.2 HOM: -164.4 MR: -85.3 PI: * WH: -18.4</p> <p>(2022-2023)</p>	<p>ALL: -110.2 FY: * EL: -115.6 SED: -114.3 SWD: -154.7 AA: -138.5 AI: * AS: -93.4 FI: -101.2 HI: -118.8 HOM: -168.6 MR: -111.8 PI: * WH: -111.5</p>
<p>Pulliam Elementary</p> <p>(4A) The average of all 3rd - 8th and 11th grade</p>	<p>ALL: -82.4% FY: * EL: -85.5 SED: -84.7 SWD: -141.4 AA: -109.2</p>	New measure.	<p>ALL: -82.4% FY: * EL: -85.5 SED: -84.7 SWD: -141.4 AA: -109.2</p>	<p>ALL: -80 FY: * EL: -96.6 SED: -82.8 SWD: -129.2 AA: -103.2</p>	<p>ALL: -79.4% FY: * EL: -83.5 SED: -81.7 SWD: -138.4 AA: -109.2</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>student English Language Arts 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>	<p>AI: * AS: -58.9 FI: -80.8 HI: -79.5 HOM: -141.7 MR: -87.5 PI: * WH: -116.1</p> <p>(2021-2022)</p>		<p>AI: * AS: -58.9 FI: -80.8 HI: -79.5 HOM: -141.7 MR: -87.5 PI: * WH: -116.1</p> <p>(2021-2022)</p>	<p>AI: * AS: -70.7 FI: -65.6 HI: -71.3 HOM: -112.8 MR: -81.5 PI: * WH: -114.6</p> <p>(2022-2023)</p>	<p>AI: * AS: -55.9 FI: -77.8 HI: -76.5 HOM: -139.7 MR: -84.5 PI: * WH: -113.1</p>
<p>Pulliam Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 8.13% FY: * EL: 5.06% SED: 6.81% SWD: 2.78% AA: 3.57% AI: * AS: 14.29% FI: 9.52% HI: 8.28% HOM: 0.0% MR: 9.09% PI: * WH: 0%</p> <p>(2021-2022)</p>	New measure.	<p>ALL: 8.13% FY: * EL: 5.06% SED: 6.81% SWD: 2.78% AA: 3.57% AI: * AS: 14.29% FI: 9.52% HI: 8.28% HOM: 0.0% MR: 9.09% PI: * WH: 0%</p> <p>(2021-2022)</p>	<p>ALL: 10.99% FY: * EL: 4.05% SED: 10.24% SWD: 8.11% AA: 2.63% AI: * AS: 15.19% FI: 15.79% HI: 8.92% HOM: % MR: 29.17% PI: * WH: 15.38%</p> <p>(2022-2023)</p>	<p>ALL: 11.13% FY: * EL: 8.06% SED: 9.81% SWD: 5.78% AA: 7.57% AI: * AS: 17.29% FI: 12.52% HI: 11.28% HOM: 3.0% MR: 12.09% PI: * WH: 3%</p>
<p>Pulliam Elementary (4A) The average of all 3rd - 8th and 11th grade</p>	<p>ALL: 18.07% FY: * EL: 4.93% SED: 17.65% SWD: 5.41%</p>	New measure.	<p>ALL: 18.07% FY: * EL: 4.93% SED: 17.65% SWD: 5.41%</p>	<p>ALL: 20.05% FY: * EL: 10.81% SED: 18.79% SWD: 7.89%</p>	<p>ALL: 21.07% FY: * EL: 7.93% SED: 20.65% SWD: 8.41%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>student CAASPP scores in English Language Arts meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>AA: 10.59% AI: * AS: 31.17% FI: 19.05% HI: 15.09% HOM: 14.81% MR: 27.73% PI: * WH: 12.5%</p> <p>(2021-2022)</p>		<p>AA: 10.59% AI: * AS: 31.17% FI: 19.05% HI: 15.09% HOM: 14.81% MR: 27.73% PI: * WH: 12.5%</p> <p>(2021-2022)</p>	<p>AA: 7.69% AI: * AS: 29.11% FI: 21.06% HI: 22.51% HOM: % MR: 25.00% PI: * WH: 7.14%</p> <p>(2022-2023)</p>	<p>AA: 13.59% AI: * AS: 34.17% FI: 22.05% HI: 18.09% HOM: 17.81% MR: 30.73% PI: * WH: 15.5%</p>
<p>Stockton High (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)</p>	<p>ALL: 34.9% FY: * EL: 25.0% SED: 31.5% SWD: * AA: * AI: * AS: * FI: * HI: 35.3% HOM: * MR: * PI: * WH: *</p> <p>(2021-2022)</p>	New measure.		<p>ALL: 42.2% FY: * EL: 43.8% SED: 42.6% SWD: * AA: 20% AI: * AS: * FI: * HI: 46.5% HOM: * MR: * PI: * WH: *</p> <p>(2022-2023)</p>	<p>ALL: 37.9% FY: * EL: 28.0% SED: 34.5% SWD: * AA: * AI: * AS: * FI: * HI: 38.3% HOM: * MR: * PI: * WH: *</p>
<p>Jane Frederick High (5E) High school graduation rate - the percentage of</p>	<p>ALL: 43.0% FY: * EL: 26.5% SED: 43.4% SWD: 16.7% AA: 31.6%</p>	New measure.	<p>ALL: 43.0% FY: * EL: 26.5% SED: 43.4% SWD: 16.7% AA: 31.6%</p>	<p>ALL: 50.7% FY: * EL: 48.9% SED: 51.1% SWD: 37.5% AA: 50%</p>	<p>ALL: 46.0% FY: * EL: 29.5% SED: 46.4% SWD: 19.7% AA: 34.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students in four-year cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard)	AI: * AS: * FI: * HI: 45.6% HOM: 39.1% MR: * PI: * WH:* (2021-2022)		AI: * AS: * FI: * HI: 45.6% HOM: 39.1% MR: * PI: * WH:* (2021-2022)	AI: * AS: * FI: * HI: 54.3% HOM: 62.5% MR: * PI: * WH: * (2022-2023)	AI: * AS: * FI: * HI: 48.6% HOM: 42.1% MR: * PI: * WH:*

Goal Analysis

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

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

Stockton Unified School District was able to implement 4 of 4 actions in goal 7 at varied degrees that were designed to decrease the percentage of schools with continuous four or more years of eligibility.

Successes:

7.1 – CSI identified sites participated in collaborative support rooted in in plan development and revision, comprehensive needs assessment revisions and additions, budget planning, and general operational supports. Sites received guidance on best practices supporting student outcomes through periodic check ins, administrator meetings, and New Administrator University. Coaching sessions were provided for each school to further develop Professional Learning Community implementation for effective student data analysis and collaborative practices.

7.2 – Identified sites utilized iReady diagnostics to monitor student progress in ELA and Math. PLC collaboration meetings based on the data were conducted for instructional decision making and informing strategies to address subgroup needs.

7.3 – Cross-department staff provided school support in informing the community of educational partnership opportunities such as ELAC, SSC, and Parent advisory committees. Staff helped to create effective means of communication through various methods and strategies for building relationships for the recruitment of volunteers and community member participation in monitoring and implementing school programs.

7.4 – Cross-department workshops were provided that demonstrated a variety of resources and structures for analysis of student subgroup data in performance indicators. Data driven decision making process was modeled to inform instructional strategies and supports put in place to support subgroup deficiencies.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

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

For goal 7, the district budgeted \$1,650,905 and calculated estimated actual expenditures in the amount of \$950,494, which is at a 58% spend rate. The reason for the unspent difference is due to other one-time funds covered the cost of expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 7.1, 7.2, 7.3, and 7.4 are determined to be effective resulting from the district's efforts through addressing school-level instructional strategies, engagement of families and community partners, and monitoring of progress, as demonstrated by growth from base to current year.

Hamilton: The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3) reduced to -128.5 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). Nearly twelve percent of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A).

El Dorado: The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3) reduced to -111.2 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). Over eleven percent of all 3rd - 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A).

Pulliam: The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3) reduced to -107.8 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3) reduced to -80 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). Nearly eleven percent of all 3rd - 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). More than twenty percent of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A).

Stockton High: Over forty-two percent of students in a four-year cohort who meet Stockton USD graduation requirements, (Metric 5E).

Jane Frederick: Over fifty percent of students in a four-year cohort who meet Stockton USD graduation requirements, (Metric 5E).

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

Goal 7 will not continue as a specific goal for schools identified as Comprehensive Support & Improvement. Supplemental supports, resources, and staffing to support low-income students are included within the various goals and actions throughout the LCAP.

Actions 1-4 removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

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

Goals and Actions

Goal

Goal #	Description
8	Intensive Intervention - Additional Targeted Support & Improvement (ATSI) - Decrease the percentage of schools eligible for Additional Target Support & Improvement (ATSI) by 5%.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of African American students. (Data Source: CA School Dashboard)	27 ATSI Designated School Sites (2022 Dashboard)	New measure.	27 ATSI Designated School Sites (2022 Dashboard)	10 ATSI Designated School Sites (2023 Dashboard)	24 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of American Indian/Alaskan Native students. (Data Source: CA School Dashboard)	2 ATSI Designated School Sites (2022 Dashboard)	New measure.	2 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	0 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Asian students. (Data Source: CA School Dashboard)	7 ATSI Designated School Sites (2022 Dashboard)	New measure.	7 ATSI Designated School Sites (2022 Dashboard)	2 ATSI Designated School Sites (2023 Dashboard)	4 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of English Learner students. (Data Source: CA School Dashboard)	2 ATSI Designated School Sites (2022 Dashboard)	New measure.	2 ATSI Designated School Sites (2022 Dashboard)	2 ATSI Designated School Sites (2023 Dashboard)	0 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Filipino students. (Data Source: CA School Dashboard)	1 ATSI Designated School Sites (2022 Dashboard)	New measure.	1 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	0 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic	2 ATSI Designated School Sites (2022 Dashboard)	New measure.	2 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	0 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance of Foster Youth students. (Data Source: CA School Dashboard)					
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Hispanic students. (Data Source: CA School Dashboard)	13 ATSI Designated School Sites (2022 Dashboard)	New measure.	13 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	10 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Homeless students. (Data Source: CA School Dashboard)	21 ATSI Designated School Sites (2022 Dashboard)	New measure.	21 ATSI Designated School Sites (2022 Dashboard)	9 ATSI Designated School Sites (2023 Dashboard)	19 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Pacific Islander/Native Hawaiian students.	0 ATSI Designated School Sites (2022 Dashboard)	New measure.	0 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	0 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CA School Dashboard)					
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Socio-Economically Disadvantaged students. (Data Source: CA School Dashboard)	18 ATSI Designated School Sites (2022 Dashboard)	New measure.	18 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	15 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Students with Disabilities students. (Data Source: CA School Dashboard)	33 ATSI Designated School Sites (2022 Dashboard)	New measure.	33 ATSI Designated School Sites (2022 Dashboard)	8 ATSI Designated School Sites (2023 Dashboard)	30 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Multi Race students. (Data Source: CA School Dashboard)	12 ATSI Designated School Sites (2022 Dashboard)	New measure.	12 ATSI Designated School Sites (2022 Dashboard)	6 ATSI Designated School Sites (2023 Dashboard)	9 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of white students. (Data Source: CA School Dashboard)	15 ATSI Designated School Sites (2022 Dashboard)	New measure.	15 ATSI Designated School Sites (2022 Dashboard)	6 ATSI Designated School Sites (2023 Dashboard)	12 ATSI Designated School Sites

Goal Analysis

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

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

Stockton Unified School District was able to implement 3 of 3 actions in goal 8 at varied degrees that were designed to Decrease the percentage of schools eligible for Additional Target Support & Improvement (ATSI).

Successes:

8.1 - Sites received guidance on best practices supporting student outcomes through periodic check ins, administrator meetings, and New Administrator University. Coaching sessions were provided for each school to further develop Professional Learning Community implementation for effective student data analysis and collaborative practices.

8.2 – Cross-department staff provided school support in informing the community of educational partnership opportunities such as ELAC, SSC, and Parent advisory committees. Staff helped to create effective means of communication through various methods and strategies for building relationships for the recruitment of volunteers and community member participation in monitoring and implementing school programs.

8.3 – Cross-department workshops were provided that demonstrated a variety of resources and structures for analysis of student subgroup data in performance indicators. Data driven decision making process was modeled to inform instructional strategies and supports put in place to support subgroup deficiencies.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

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

For goal 8, the district budgeted \$100,000 and calculated estimated actual expenditures in the amount of \$100,000, which is at a 100% spend rate.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 8.1, 8.2, and 8.3 are determined to be effective resulting from the district's efforts through addressing school-level instructional strategies, engagement of families and community partners, and monitoring of progress, as demonstrated by growth from base to current year.

The number of school sites designated as ATSI schools decreased for each subgroup in year 3 as compared to year 2, except for English Learner student group. There continues to be two school sites designated as ATSI for the English Learner student group.

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

Goal 8 will not continue as a specific goal for student groups identified as Additional Targeted Support & Improvement. Supplemental supports, resources, and staffing to support low-income students are included within the various goals and actions throughout the LCAP.

Actions 1-3 removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

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

Goals and Actions

Goal

Goal #	Description
9	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Goals and Actions

Goal

Goal #	Description
10	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023