


Stockton Unified School District

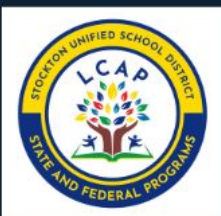


**LOCAL CONTROL &
ACCOUNTABILITY PLAN
(LCAP)**

2024-2027

A THREE YEAR DISTRICT PLAN

IT TAKES ALL OF
SUSD
TO GET IT DONE!



56 S. Lincoln Street, Stockton, CA 95203



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

In 2023-2024, SUSD had 32,448 students (excluding independent and dependent charter schools) enrolled in the district. SUSD's student population is culturally and linguistically diverse: 70.80% are Hispanic, 8.30% are African American/Black, 8.70% are Asian, 3.90% are White, 3.30% Filipino, 3.70% are Multiple Races, .60% are American Indian/Alaskan Native, and .50% are Native Hawaiian/Other Pacific Islander. (DataQuest, 2023-24 Enrollment by Ethnicity and Grade)

English Learners comprise 24.20% (7,846), followed by 19.20% (6,232) Redesignated Fluent English Proficient (RFEP) and 2.30% (760) Initial Fluent English Proficient. (DataQuest, 2023-24 Enrollment by English Language Acquisition Status (ELAS) and Grade Report) SUSD's 5 primary languages other than English are: Spanish (39.92% or 15,460 students), Hmong (.85% or 330 students), Khmer (Cambodian) (.85% - 328 students), Filipino (Pilipino or Tagalog) (.63% or 244 students), and Punjabi (.56% or 215). There are 40 languages represented in SUSD schools. (DataQuest, 2023-24 Language Group Data – Districtwide Report).

SUSD's student population identified as unduplicated pupils is 81.81%. The enrollment percentage of 75.75% (24,141) socio-economically disadvantaged, 24.18% (7,705) English Learners, and 0.74% (237) foster youth which places them at risk for educational disparities, as reported by CALPADS - 1.17 Report. SUSD provides educational support and resources to 14.67% (4,759) Students with Disabilities, as reported by DataQuest.

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

Mission:

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

District Focal Targets:

SUSD is dedicated to providing high quality first instruction, rigorous curriculum, and supporting academic achievement and social-emotional development supported by Multi-Tiered System of Supports (MTSS). Three focal targets guide the work within the District:

1. Every child by the end of third grade will read and comprehend at the proficient level.
2. Every child will have access to high quality rigorous first instruction and by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
3. Every child, by the end of 12th grade, will graduate and be college or career ready.

Reflections: Annual Performance

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

Reflecting on the annual performance of Stockton Unified School District (SUSD) based on the California School Dashboard and local data provides a comprehensive overview of the district's strengths and areas needing improvement. The California School Dashboard evaluates schools on various indicators including academic performance, graduation rates, college/career readiness, and student engagement metrics such as chronic absenteeism and suspension rates. Here's an analysis of SUSD's performance:

Success - Academic Performance - English Language Arts (ELA): SUSD has shown some improvement in ELA scores over the past year, but the district still falls below the state average. Efforts to improve literacy programs and professional development for teachers have been initiated, showing positive early results but indicating a need for continued focus.

Graduation Rates and College/Career Readiness - Graduation Rates: The graduation rate for SUSD has seen a slight increase, reflecting the district's initiatives to support students through credit recovery programs, mentorship, and enhanced career and technical education (CTE) pathways. However, disparities exist among different student subgroups, necessitating tailored strategies to ensure equity in graduation outcomes.

College/Career Readiness: The Dashboard indicates that college and career readiness has improved, with more students completing CTE pathways, Advanced Placement (AP) courses, and dual enrollment programs. Continued investment in these programs is crucial for maintaining and accelerating this positive trend.

Suspension Rates: Suspension rates have decreased, indicating progress in creating a more inclusive and supportive school environment. Restorative justice programs and positive behavioral interventions have contributed to this decline, suggesting that these strategies should be expanded and refined.

Equity and Access - Equity Focus: SUSD has placed an emphasis on equity, aiming to close the achievement gaps among its diverse student population. Programs targeting English learners, students with disabilities, and socio-economically disadvantaged students are in place, but the data shows that achievement gaps persist. Continuous monitoring and adaptation of these programs are necessary to ensure they effectively meet student needs.

Challenges -

Academic Performance - Mathematics: Math scores have remained relatively stagnant and also trail the state average. This suggests a need for targeted interventions such as enhanced math curricula, tutoring programs, and increased teacher support in mathematical instruction.

Student Engagement - Chronic Absenteeism: Chronic absenteeism remains a significant challenge for SUSD. Despite efforts to address this through family engagement initiatives, improved school climate, and support services, the rates have not decreased substantially. This highlights a need for more robust interventions, such as increased mental health support, transportation solutions, and addressing socio-economic barriers.

Local Data Insights - Local Assessments:

~ Local assessments provide more granular data on student performance and can highlight areas that state assessments might not fully capture. For instance, local data might reveal specific skill gaps in early literacy or numeracy that can be addressed through targeted interventions.

~ Parental and student feedback collected through surveys indicates areas of satisfaction and concern, helping to guide district priorities. Engagement with the community remains a critical component of the district's strategy to improve educational outcomes.

Observations/Insights -

Local Data Insights - Local Assessments: Local assessments provide more granular data on student performance and can highlight areas that state assessments might not fully capture. For instance, local data might reveal specific skill gaps in early literacy or numeracy that can be addressed through targeted interventions. Parental and student feedback collected through surveys indicates areas of satisfaction and concern, helping to guide district priorities. Engagement with the community remains a critical component of the district's strategy to improve educational outcomes.

Conclusion and Recommendations -

Reflecting on the annual performance of SUSD reveals both progress and persistent challenges. The district has made strides in certain areas such as college/career readiness and reducing suspension rates, but still faces significant hurdles in academic performance and chronic absenteeism. To build on these improvements, the following activities are embedded with the LCAP's broad goals and actions:

- ~ Goal 1, Action 7, 8, 9 and Goal 2, Action 8 - Enhance Professional Development: The district continues to invest in ongoing training for teachers, particularly in areas where student performance is lagging, such as mathematics.
- ~ Goal 2, Actions 5, 6, 7, 12, 13, 14, 15 and Goal 3, Actions 1, 2, 3, 4, and Goal 4, Action 4 - Expand Support Programs: The district has increased and restructured activities and support services that address the root causes of chronic absenteeism and low academic performance, including mental health services and family engagement initiatives.
- ~ Goal 2, Action 1, 2, 3 - Focus on Equity: The district continues to refine and expand programs targeting underserved populations to ensure that all students have access to high-quality education and support. The district is underway in the development of an "equity audit" and action plan to clearly identify activities to promote student's agency, sense of belonging, and connections with staff and the school.
- ~ Goal 1, Action 10 - Utilize Local Data: Although the district leverages local assessment data to inform instruction and intervention strategies, ensuring they are responsive to the specific needs of the student population - it also supports activities in Research & Accountability that builds capacity in both department staff and school leadership.
- ~ Goal 4, Actions 1, 2, 3, 4 - Engage Stakeholders: The district acknowledges and embraces the relationships between staff and educational partners through maintaining open lines of communication with parents, students, and the community to align efforts and resources with the most pressing needs.

By strategically addressing these areas, SUSD can continue to improve and provide a more equitable and effective educational experience for all its students.

Reflections: Technical Assistance

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

Stockton Unified has multiple student groups eligible for differentiated assistance (DA), based on the 2023 CA Dashboard:

- * English Learner students
 - ~ Priority 4 (Academics) for ELA and Math
 - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- * Foster Youth students
 - ~ Priority 4 (Academics) for ELA and Math
 - ~ Priority 5 (Engagement) for Graduation Rate
 - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- * Homeless students
 - ~ Priority 6 (Climate) for Suspension
 - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- * Students with Disabilities
 - ~ Priority 4 (Academics) for ELA and Math
 - ~ Priority 5 (Engagement) for Graduation Rate
 - ~ Priority 6 (Climate) for Suspension
 - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator

- * American Indian/Alaska Native
- ~ Priority 4 (Academics) for ELA and Math
- ~ Priority 5 (Engagement) for Chronic Absenteeism
- ~ Priority 6 (Climate) for Suspension

A priority focus will be made to support student groups eligible in DA, SUSD will continue to work SJCOE implement a professional development plan and the implementation of a Student Success Plan tool. These plans are intended to increase access for grades as early as 7th/8th. Plans provide students with the choice and control of their education, for example ensure AP course and dual enrollment offerings are not duplicate or restricting the choice. Further explanation of this work can be found in Goal 1, Actions 1-6, 12, 15, 16; Goal 2, Action 11, and Goal 5, Actions 1-8.

Stockton Unified School District is currently in preliminary consultation with the San Joaquin County Office of Education (SJCOE) and California Collaborative of Educational Excellence (CCEE) to determine if assistance from the CCEE is necessary, SUSD worked with the San Joaquin County Office of Education to review performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined the primary focus will be for our Students with Disabilities based on a literacy pilot of four schools that are identified based on data points, i.e. SIPPS. Actions will also be tied to the district's Compliance improvement Monitoring (CIM) plan focusing on Tier 1 and data analysis. Through the CIM plan activities reached into five specific areas: 1) major/minor, 2) check-in/check-out, 3) requests for support, 4) MTSS improvement plan, and 5) culturally responsive pedagogy.

Comprehensive Support and Improvement

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

Schools Identified

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

Stockton Unified has 9 K-8 schools identified in school year 2023-2024 as eligible* for Comprehensive Support and Improvement (CSI) based on "lowest-performing 5% of Title I schools."

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

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

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

- ~ Merlo
- ~ Jane Frederick
- ~ Stockton High

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

Support for Identified Schools

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

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

Notification of Eligibility:

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

Data, Comprehensive Needs Assessment, and Resource Inequities:

Research and Accountability and State and Federal Programs staff provided overview support in large group meetings, then more targeted technical support during office hours, and individualized responses for sites as they navigated, analyzed, and applied the data through the comprehensive needs assessment framework. The data elements distributed through the interactive Data Dashboards consisted of:

- * student demographic data
- * teacher assignment/demographics
- * academic achievement data (CORE data, iReady, CAASPP, CAST)
- * completion rates data (graduation, dropout, Golden State Seal, Seal of Biliteracy)
- * reclassification data
- * attendance rates
- * suspension referrals
- * expulsion records
- * college and career readiness

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

Not only was this information essential in the development of the comprehensive needs assessment, it also lent nicely to the site's annual review of strategies/activities already in place as a result of the 2023-2024 School Plan for Student Achievement (SPSA). Therefore, the data and insights garnered from the annual review supported as data to be incorporated into the site's comprehensive needs assessment.

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

School Site Supports:

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

Timeline and Structure:

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

Support and Resources:

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Progression into the next school year, the district plans to continue support in the collection data, monitoring frequencies, and evaluation of implementation and effectiveness of the CSI site plans to support student and school improvement is as follows:

- Collecting and analyzing data from all professional development opportunities provided to staff through survey data and feedback comments that are analyzed
- Providing CSI planning teams with current student data aligned with the California School Dashboard data (ELA & Math achievement data, student attendance data, discipline data, English learner assessment results on standardized and curriculum-based assessments, levels of parent involvement/engagement in site meetings)

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SUSD Educational Partners (All Public)	<p>The LCAP team extended communication on a district-wide and community level using our mass communication messaging system for pre-recorded messages, emails, and text messaging. The messaging occurred every couple of weeks in announcement of the LCAP Engagement Session and participation of the LCAP survey. Communication for LCAP Spotlights held in May extended communication through the direct mailing of the event flyer.</p> <p>LCAP Team: In January 2024, the district hired a Director, LCAP and State & Federal, which dedicates staff to support the development of LCAP and bridge engagement connections with the district’s educational partners. In addition, the district finalized the hiring of 4 Family Engagement Specialists, with 1 assigned to support LCAP and connects regularly to other Family Engagement Specialists.</p> <p>Engagement/Events: The district hosted several workshops/trainings to support and spread the LCAP message and provide opportunity for feedback and comments.</p> <p>~ LCAP Engagement sessions consisted of 7 sessions held both in the morning (virtual) and evening (in-person). The in-person sessions were held at school sites throughout the district. Virtual sessions were recorded and posted on the LCAP webpage. The 7 sessions focused on different topics:</p> <p>* November 28, 2023 - Introduction: LCAP Fundamentals</p>

	<ul style="list-style-type: none"> * December 4, 2023 - Current District Priorities – 2023-2024 School Year * January 19, 2024 - LCAP Mid-Year Update and Funding * February 9, 2024 - Data Analysis / District Areas of Need * February 16, 2024 - Budget Projections * March 5 2024 - Survey Results and Key Findings * March 8, 2024 - Identified District Goals/Activities <p>~ LCAP Spotlight sessions were held on May 6, 2024 and May 14, 2024 providing educational partners an opportunity to review the draft LCAP, communicate with district program staff, provide feedback/comment through and in-person interactive engagement.</p> <p>In addition to LCAP dedicated meetings, the Superintendent facilitated five Meet and Greet events, five Town Halls, eleven Listening sessions, forty-three site visits, 13 "Conversations with the Superintendent", and 235 comments through "Let's Talk". These events empowered educational partners to express their concerns and needs. The information was then compiled and further presented at the State of the District Address and the development of the Public Accountability Dashboard supporting the identified 44 priority recommendations.</p>
<p>Bargaining Units</p>	<p>Bargaining Units were contacted and invited to participate in the district's LCAP Engagement Sessions and general LCAP updates to bargaining unit leaders and/or members.</p> <p>The LCAP team met with the Stockton Teacher's Association leadership team to discuss the feedback and comments on needs. As a result of a comment, the LCAP team shared a newly developed draft infographic of the current 2023-2024 LCAP. Subsequently the infographic has been released and provided on the district's LCAP webpage. The LCAP team was invited and presented LCAP updates at a general STA meeting.</p> <p>The LCAP team presented at a CSEA 318 general meeting, providing an overview the LCAP and a recap of the LCAP Engagement Sessions.</p>

	<p>All presentations and communications encouraged educational partner voice through the LCAP survey, emails, or comments during the presentations.</p> <p>Communication Highlights:</p> <ul style="list-style-type: none"> * November 2023 - LCAP Team sent emails to all bargaining teams * December 2023 - LCAP Team sent emails to all bargaining teams * March 26, 2024 - STA Via Zoom Conversation * April 10, 2024 - Stockton Transportation Charter #885 Presentation * April 19, 2024 - CSEA 821 Presentation * May 8, 2024 - STA Presentation
Other School Personnel	<p>SUSD's Superintendent's weekly message has shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team met with the LCAP Project & District Leadership staff to provide an overview of the LCAP, LCAP survey, and the status of LCAP actions. The LCAP Project & District Leadership staff also received a project survey to complete that informed the development of the mid-year update.</p>
Parents/Guardians	<p>The LCAP team maintained the district's LCAP webpage, developed a brochure, and attended various parent/students events sharing communication about LCAP and its actions.</p> <p>The district hired 4 Family Engagement Specialists, with 3 assigned to support Parent Advisory Committees and 1 to support/bridge the connection of LCAP and educational partners. The Family Engagement Specialists have supported LCAP by attending LCAP sponsored events, reaching out to school sites, and communicating with educational partners.</p> <p>The LCAP team met with most Parent Advisory Committees (PACs) on a monthly basis, in addition to attending events hosted/sponsored by the PACs, for example, Drum and Dance and Cinco de Mayo events.</p> <p>Communication Highlights:</p>

	<ul style="list-style-type: none"> * January 25, 2024- Latino PAC * February 1, 2024 General PAC * February 7, 2024 – AAB PAC * February 15, 2024 Latino PAC * Feb 28, 2024 – Community Resource Partners PAC * March 7, 2024 General PAC * March 13, 2024 AAB PAC * March 28, 2024 – Latino PAC * April 1, 2024 – Native American Indian Center – Spring gathering * April 11, 2024 – General PAC * April 17, 2024 – DLAC * April 18, 2024 Preschool PAC
Principals/Administrators	<p>The LCAP team extended communication through district emails encouraging school site messaging in the announcement of the LCAP Engagement Sessions, event, and the participation of the LCAP survey.</p> <p>SUSD’s Superintendent’s weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team presented to principals attending the district’s New Administrator’s University providing an overview of LCAP and the linkage to their school site and School Plan for Student Achievement (SPSA).</p>
SELPA	<p>The LCAP team attended and presented at the SELPA meetings providing an overview of the LCAP and garnering feedback/comments.</p> <p>Communication Highlights:</p> <ul style="list-style-type: none"> * February 29, 2024- Community Resource Partners PAC - Presentation * March 27, 2024 - SELPA Local Plan Meeting - Presentation
Students	<p>The LCAP team presented to the Superintendent’s Student Advisory Committee, on March 27, 2024, providing a general overview of the</p>

	<p>LCAP and funding. Students engaged in an interactive activity consisting of a review goals (of their choice) and resulting in an opportunity to be heard through written and verbal comments.</p>
Teachers	<p>The LCAP team extended communication on district-wide level using our mass communication messaging system for pre-recorded messages, emails, and text messaging announcing LCAP Engagement Sessions, events, and encouraging the participation of the LCAP survey.</p> <p>SUSD's Superintendent's weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p>
Board of Trustees	<p>The LCAP team presented the 2023-2024 LCAP Mid-Year Update report on February 27, 2024, which provided a pulse check on the activities identified in the LCAP. The mid-year update provided specific details on available metrics, accomplishment/barriers, and fiscal expenditures.</p> <p>On June 11, 2024, a Public Hearing was held on the draft 2024-2027 LCAP. This Public Hearing officially provide educational partners the opportunity to record their comments in a public setting.</p> <p>On June 25, 2024, the 2024-2027 LCAP was adopted by the Board of Trustees.</p>
Equity Multiplier - Site Specific	<p>Each Equity Multiplier School conducted a comprehensive needs assessment (CNA) to support decision making and planning for strategies that support student learning. The CNA was completed using school site educational partners in the review of several data protocols, such as evaluations of program implementation and effectiveness, surveys, empathy interviews, and the analysis of data. The development of the CNA progress was communicated through School Site Council (SSC) meetings. Using the information from the CNA that created a baseline of identified need, educational partners met to solidify the strategies and actions for Equity Multiplier funding.</p>

	<p>~ Adams Elementary - Meetings were held on January 28, 2024, February 15, 2024, April 18, 2024, May 9, 2024, and in June 2024.</p> <p>~ El Dorado Elementary - Meetings were held on February 14, 2024, March 7, 2024, April 18, 2024, May 23, 2024, and in June 2024.</p> <p>~ Madison Elementary - Meetings were held on January 25, 2024, March 7, 2024, May 23, 2024, May 30, 2024, and in June 2024.</p> <p>~ Van Buren Elementary - Meetings were held on January 29, 2024, February 26, 2024, March 25, 2024, and in June 2024.</p> <p>~ Jane Frederick Elementary - Meetings were held on February 27, 2024, May 14, 2024, May 21, 2024, and in June 2024</p> <p>~ Stagg High - Meetings were held on January 16, 2024, February 13, 2024, March 12, 2024, April 9, 2024, May 14, 2024, and in June 2024.</p> <p>~ Stockton High - Meetings were held on January 31, 2024, February 28, 2024, March 27, 2024, April 24, 2024, May 29, 2024, and in June 2024.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Stockton Unified School District (SUSD) Local Control and Accountability Plan (LCAP) was shaped by our educational partners through their responses via surveys, community presentations, and advisory group discussions.

A top priority has been on readability. Comments received by educational partners said the LCAP and presentations were too technical, goals need to be clearer, actions and outcomes need to be explained better, and the length of plan is overwhelming.

- The entire LCAP has been reviewed and changed to use plain language and reduce technical and complex phrasing. The district will transfer the complete LCAP into an infographic and a summary guide for parents by September 2024.
- The goals were reviewed and updated to include the reflection of students:
 - o Goal 1 – Added a short title to officially recognize the goal is focused on Student Academic Achievement.
 - o Goal 2 – Added a short title to officially recognize the goal is focused on the whole child.
 - o Goal 3 – Inserted a new goal that focuses on student passions, interests, and talents.
 - o Goal 4 – Added a short title to officially recognize the goal is focused on meaningful partnerships.
 - o Goal 5 - Added a short title to officially recognize the goal is focused on the success of students with disabilities (different abilities)

student group.

- o Goal 6 - Added a short title to officially recognize the goal is focused on the success of African American/Black student group.

- The actions under each goal were reviewed for clarity and alignment with intended outcomes.

Educational partner feedback influenced the development of the LCAP in the following ways:

- Student Centered – Students (and their parents/families) conveyed an overwhelming response during our listening sessions, town halls, information sessions, and advisory groups the importance of activities and instruction that supports their passions, interests, and talents. Students expressed how inclusive and relevant activities and learning programs/topics help connect them to identify and sense of belonging. Through direct conversations with students, the “modern student” was presented by students as they described who they are and how they learn and supports for college and career readiness.

- o Within the LCAP (Goal 1, 2, 5, 6), goals have been updated to reflect this student-centered connection and clearly spells out this student focus. LCAP actions have also been reviewed and updated to better reflect the supports being provided to students to further their experiences and instruction.

- o Added a new goal (Goal 3) addressing the passions, interests, and talents of students. Specific actions were moved from other goals that now allows the district to fully focus on student centered activities.

- Academic Focused – In response to academic data shared with educational partners, they have expressed the need for academic supports for struggling students. They also shared the desire for students to receive hands on experiences through field trips and events that make learning relatable and relevant.

- o Within the LCAP (Goals 1, 3, 5, 6), actions have been reviewed to confirm that activities that support the requests of the educational partners. Actions continue to augment the activities that provide hands on learning through high school pathways and expanding the continuum beginning in the primary grades. School sites are provided opportunities to support student learning by identifying hands on learning experiences, events, and intervention supports (i.e. intervention programs, applications, and tutoring) based on their school site’s student needs. These are identified in greater detail in the school’s School Plan for Student Achievement, which is aligned to the district’s LCAP and supported by the appropriate district department.

- School Environment and Safety – Educational partner feedback through the district’s Facility Master Plan (FMP) development clearly identified needs and repairs school buildings, grounds, and playgrounds. Through other engagement opportunities, educational partners responded with the need for better supports and resources to enhance campus safety and supervision.

- o Within the LCAP (Goal 1 and 2), the district continues to support the improvement of facilities that leads to increased access and opportunities for learning, specifically with early childhood education playgrounds. Significant actions have been made to address safety concerns, within the LCAP goal 2 includes an action that provides for supplemental supports and resources that work in tandem with the campus safety measures implemented. Also, within the LCAP, the district is specifically addressing training supports to enhance school site staff with student connectedness and safety.

- Teacher and Staff Development – Parents/families specifically addressed the need at several engagement sessions the need to increase availability of training for classified staff and apply strategies learned from training in the classroom or with interactions of the students.
 - o Within the LCAP (Goal 2), actions include professional development opportunities for teachers and staff to learn and hone instructional strategies/techniques that enhances a student’s ability to grasp and master the concepts being taught. The district will continue to connect the professional learning communities (PLC) model in the application of professional development on various topics, where staff take the knowledge learned and apply it to the teaching and interactions with students.
- Equity and Access – Both students and parents/families have communicated the importance to improve cultural awareness and sensitivity through culturally relevant instruction and practices.
 - o Within the LCAP (Goals 2, 3, 5, and 6), the district has continued to include specific actions supporting inclusive and culturally responsive practices and learning. A major importance that needs to be stressed is that inclusiveness and culturally responsive practices are not just a specific action item, but who we are. We demonstrate this through every decision we make and interaction we have. It is who we are, not what we do.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Student Academic Achievement</p> <p>Increase student academic achievement, aligned with the modern student, by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) and to graduate every single youth college, career, community, and life ready.</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure SUSD students are provided with high quality first instruction and the needed supports and services to access the educational program in order to increase academic achievement and improve students’ levels of preparedness for college, career, community, and life readiness. The reevaluation of this goal led updates to include a short title reference: Student Academic Achievement. This short title expands the clarity of the goal. Additionally, the revised goal adds “aligned with the modern student”, “and life ready”. These additions support the commitment of the district being student centered and focusing on activities within the actions that are meeting student needs through how students learn and access and opportunities that enhance their educational experiences.

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

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

implementation of state adopted academic and performance standards to graduate every single youth college, career, community, and life ready.

Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2A & 2B - State Standards - Q1	<p>Implementation of State Standards and services for ELs</p> <p>Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation</p>	<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2023-2024)</p>			<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4</p>	

	<p>5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>					
<p>2A & 2B - State Standards - Q2</p>	<p>Implementation of State Standards and services for ELs</p> <p>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):</p> <p>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>Q2: 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 (2023-2024)</p>			<p>Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p>	

4A - Statewide Assessments ELA - Meet or Exceed	<p>Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CAASPP Website)</p>	<p>ALL: 27.08% FY: 11.88% EL: 33.21% LTEL: 3.12% SED: 24.47% SWD: 16.80% 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)</p>			<p>ALL: 37.08% FY: 21.88% EL: 43.21% LTEL: 13.12% SED: 34.47% SWD: 16.80 AA: 36.07% AI: 58.28% AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53%</p>	
4A - Statewide Assessments Math - Meet or Exceed	<p>Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners</p>	<p>ALL: 16.38% FY: 6.06% EL: 19.71% LTEL: .59% SED: 14.24% SWD: 6.26% AA: 13.94% AI: 24.13% AS: 32.40% FI: 46.10%</p>			<p>ALL: 26.38% FY: 16.06% EL: 29.71% LTEL: 1.59% SED: 24.24% SWD: 16.26% AA: 23.94% AI: 24.13% AS: 42.40% FI: 56.10%</p>	

	<p>SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CAASPP Website)</p>	<p>HI: 20.24% HOM: 6.00% MR: 21.45% PI: 30.56% WH: 30.73% (2022-2023)</p>			<p>HI: 30.24% HOM: 16.00% MR: 40.56% PI: 29.61% WH:40.73%</p>	
<p>4A - Statewide Assessments Science - Meet or Exceed</p>	<p>Percentage of students grades 5, 8, 11 and 12 participating in the CA Science Test assessment.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless</p>	<p>ALL: 30.18% FY: 8.77% EL: 2.32% LTEL: 1.22% SED: 19.32% SWD: 8.70% AA:14.16% AI: 20.16% AS: 60.59% FI: 48.91% HI: 18.88% MR: 44.54% PI: 19.86% WH: 45.31% (2022-2023)</p>			<p>ALL: 40.18% FY: 18.77% EL: 12.32% LTEL: 11.22% SED: 29.32% SWD: 18.70% AA: 14.26% AI: 30.16% AS: 70.59% FI: 58.91% HI: 28.88% MR: 54.54% PI: 29.86% WH: 55.31%</p>	

	<p>MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CAASPP Website)</p>					
<p>4A - State Assessments ELA - Distance from Standard</p>	<p>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.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p>	<p>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)</p>			<p>ALL: -53.9 FY: -102.4 EL: -89.3 SED: -61.6 SWD: -120.3 AA: -82.8 AI: -66.2 AS: -12.6 FI: 0.0 HI: -60.8 HOM: -107.4 MR: -41.9 PI: -32.2 WH: -45.6</p>	

	(Data Source: CA School Dashboard, CAASPP)				
4A - Local Assessment iReady ELA Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White (Data Source: iReady Data)	ALL: 25.7% FY: NA% EL: 10.30% SED: 16.0% SWD: 10.90% AA: 20.60% AI: 24.30% AS: 37.10% FI: 0.00% HI: 23.30% MR: 33.30% PI: 44.10% WH: 32.40% (Winter 2023)			ALL: 35.7% FY: NA% EL: 20.3% SED: 26% SWD: 20.9% AA: 30.6% AI: 34.3% AS: 47.1% FI: 0.00% HI: 33.3% MR: 43.3% PI: 54.1% WH: 42.4%
4A - Local Assessment iReady Math Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment.	ALL: 17.0% FY: 0.00% EL: 3.60% SED: 0.00% SWD: 7.00% AA: 9.90% AI: 16.00% AS: 31.10%			ALL: 27.0% FY: 0.00% EL: 13.6% SED: 0.00% SWD: 17.0% AA: 19.9% AI: 26.0% AS: 41.1%

	<p>EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: iReady Data)</p>	<p>FI: 0.00% HI: 14.70% MR: 24.60% PI: 17.00% WH: 19.00% (Winter 2023)</p>			<p>FI: 0.00% HI: 24.7% MR: 34.6% PI: 27.0% WH: 29.0%</p>	
<p>4A - State Assessments Math - Distance from Standard</p>	<p>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>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native</p>	<p>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 (2022-2023)</p>			<p>ALL: -88.9 FY: -136.9 EL: -112.3 SED: -95.9 SWD: -148.8 AA: -124.1 AI: -122.3 AS: -47.3 FI: -23.4 HI: -95.6 HOM: -140.8 MR: -75.7 PI: -70.9 WH: -75.7</p>	

	<p>AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>					
4B - A-G Completion	<p>Percentage of students who meet CSU/US a-g college entrance requirements</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CA School Dashboard -</p>	<p>ALL: 20.70% FY: 4.90% EL: 11.40% SED: 19.80% SWD: 5.00% AA: 18.80% AI: 11.60% AS: 36.60% FI: 39.00% HI: 18.80% HOM: 6.30% MR: 11.30% PI: 5.90% WH: 13.70% (2022-2023)</p>			<p>ALL: 30.7% FY: 14.90% EL: 21.40% SED: 29.80% SWD: 15.00% AA: 28.80% AI: 21.60% AS: 46.60% FI: 49.00% HI: 28.80% HOM: 16.30% MR: 21.30% PI: 15.90% WH: 23.70%</p>	

	College/Career Levels Measures Data & Report)					
4C - Career Technical Education (CTE)	<p>Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)</p>	<p>ALL: 29.80% FY: 0.00% EL: 18.50% SED: 27.60% SWD: 42.90% AA: 25.80% AI: 40.00% AS: 37.00% FI: 54.50% HI: 25.70% HOM: 22.20% MR: 33.30% PI: 33.30% WH: 19.00% (2022-2023)</p>				<p>ALL: 39.8% FY: 10.0% EL: 28.5% SED: 37.6% SWD: 52.9% AA: 35.8% AI: 50.0% AS: 47.0% FI: 64.5% HI: 35.7% HOM: 32.2% MR: 43.3% PI: 43.3% WH: 29.0%</p>

4D - A-G and CTE Completion	<p>Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks).</p>	<p>ALL: 5.10% FY: 0.00% EL: 1.40% SED: 4.60% SWD: 0.60% AA: 3.40% AI: 2.30% AS: 12.80% FI: 12.00% HI: 4.30% HOM: 0.00% MR: 1.90% PI: 0.00 WH: 2.40% (2022-2023)</p>			<p>ALL: 15.10% FY: 10.00% EL: 11.40% SED: 14.60% SWD: 10.60% AA: 13.40% AI: 12.30% AS: 22.80% FI: 22.00% HI: 14.30% HOM: 10.00% MR: 11.90% PI: 10.00 WH: 12.40%</p>	
<p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p>						
<p>(Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)</p>						

4E - EL Progress	<p>Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC.</p> <p>(Data Source: CA School Dashboard - English Learner Indicator (ELPI))</p>	44.80% (2022-2023)			54.80%	
4E - EL Summative EPAC	<p>Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC.</p> <p>(Data Source: CAASPP Website)</p>	16.50% (2022-2023)			26.50%	
4E - EL Acquisition Results	<p>The percentage of current EL students who:</p> <ul style="list-style-type: none"> • ELs who Decreased at Least One ELPI Level • ELs who Maintained ELPI Level 1,2L,2H,3L,3H 	<ul style="list-style-type: none"> • ELs who Decreased at Least One ELPI Level: 18.90% • ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 26.30% 			<ul style="list-style-type: none"> • ELs who Decreased at Least One ELPI Level: 28.90% • ELs who Maintained ELPI Level 1,2L,2H,3 	

	<ul style="list-style-type: none"> • ELs who Maintained ELPI Level 4 • ELs who Progressed at Least One ELPI Level <p>(Data Source: CA School Dashboard - English Learner Indicator (ELPI))</p>	<ul style="list-style-type: none"> • ELs who Maintained ELPI Level 4: .0.30% • ELs who Progressed at Least One ELPI Level: 44.50% <p>(2022-2023)</p>			<ul style="list-style-type: none"> • L,3H: 36.30% • ELs who Maintained ELPI Level 4: .10.30% • ELs who Progressed at Least One ELPI Level: 54.50% 	
4F - EL Reclassification Rate	<p>Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.</p> <p>(Data Source: DataQuest)</p>	19.20% (2023-2024)			29.20%	
4G - AP Exams - Courses Taken	<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>	473.00 (2023-2024)			573.00	
4G - AP Exams -	<p>Percent of Advanced Placement (AP) courses passed by students.</p>	99.00% (2023-2024)			100.00%	

Course s Passed	(Data Source: CALPADS)					
4G - AP Exams - Course s Passed Score 3+	Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher. (Data Source: CollegeBoard)	24.00% (2022-2023)			34.00%	
4H - College Prepare dness - Early Assess ment Progra m	Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math. (Data Source: CAASPP)	ELA: 55.41% Math: 27.35% (2022-2023)			ELA: 65.41% Math: 37.35%	
4H – College Prepare dness - MDTP	Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP). (Data Source: All Terms MDTP assessment data)	9th: 38.10% 10th: 19.60% 11th: 20.70% (2023-2024 - All Terms)			9th: 34.1% 10th: 29.6% 11th: 30.7%	

5E - High School Graduation Rate	<p>The percentage of students in a four-year cohort who meet Stockton USD graduation requirements.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White</p> <p>(Data Source: CA School Dashboard, DataQuest)</p>	<p>ALL: 82.10% FY:58.50% EL: 73.90% SED: 81.70% SWD: 65.40% AA: 76.80% AI: 81.40% AS: 88.30% FI: 86.00% HI: 82.40% HOM: 69.50% MR: 79.20% PI: 82.40% WH: 76.60% (2023-2024)</p>			<p>ALL: 92.10% FY:68.50% EL: 83.90% SED: 91.7% SWD: 75.40% AA: 86.80% AI: 91.40% AS: 98.30% FI: 96.00% HI: 92.40% HOM: 79.50% MR: 89.20% PI: 92.40% WH: 86.60%</p>	
(7A) Broad Course of Study)	<p>Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules,</p>	<p>Grades K-8: 100% Grades 9-12: 100% (2022-2023)</p>			<p>Grades K-8 100% Grades 9-12 100% (2022-2023)</p>	

	<p>as verified through a course/master schedule audit.</p> <p>(Data Source: SUSD Course and Master Schedules)</p> <p>Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>					
8A - Seal of Biliteracy	<p>Number of students earning a Seal of Biliteracy.</p> <p>(Data Source: DataQuest and Local Data)</p>	514 students (2023-2024)			614 students	
8A - Golden State Seal Merit	<p>Number of students eligible a Golden State Seal Merit Diploma.</p>	497 students eligible (2023-2024)			597 students eligible	

Diplom a	(Data Source: DataQuest and Local data)					
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career Technical Education (CTE) Pathways	Career Pathways and STEM Resources and Support: Expand Career Technical Education (CTE) Pathways and Science, Technology, Engineering, Math (STEM) access for unduplicated students across the district through the purchase of instructional materials and supplies, Project Lead The Way (PLTW) licenses, and the contract with the University of the Pacific MESA program, staffing, and additional compensation. Activities also include Career Technical Education (CTE) Pathway participation and	\$1,969,829.00	Yes

		completion, student apprenticeships with local business, and partnerships with the Greater Stockton Chamber of Commerce Business Education Alliance. These activities are intended to increase or improve access to hands-on learning experiences for students and focused on increasing student's meeting college and career readiness upon graduation from high school.		
1.2	College Readiness	<p>College Readiness includes resources and services to high school career centers providing students with direct staffing support via guidance technicians.</p> <p>College Entrance Exams Administration and Access: Pupil fee support of college and in-school college entrance exams support and access provided to 8th grade and high school students to increase or improve access to college entrance exam opportunities.</p> <p>Career Exploration Software and Programs: Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.</p> <p>College and Career Readiness Student Services & Support: College and career resources, training and professional development, events, field trips, Ontrack Spotlight report to all high school students, and a Student Assistance Program chair to help lead and facilitate district wide college and career focused services for students, families, and staff focused on increasing or improving student academic achievement.</p> <p>Dual enrollment course offerings and other other college preparatory programs (e.g., Honors, Advanced Placement, and IB pathways) that support student access to assessments and course content that support college readiness and admissions.</p>	\$1,822,404.00	Yes

1.3	A-G High School Courses	<p>A-G high school course access is supported by direct staffing (student data technician) at high schools by providing family outreach and student schedule and data support focused on increasing or improving student academic achievement.</p> <p>Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.</p> <p>resources and supports that promote A-G eligibility upon graduation, leadership programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.</p>	\$345,226.00	Yes
1.4	Bilingual instructional support	<p>Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. Bilingual Assistants assist school sites within the classroom to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of student to increase and improve access of educational achievement for unduplicated pupils under the direction of the classroom teacher/specialist.</p>	\$46,515.00	Yes
1.5	English Learner Professional Development	<p>English Language Development Coaching & Instructional Support: To provide increased or improved professional development and learning supports provided by Language Development Office Instructional Specialists focused on supporting teachers providing high quality designated and integrated English Language Development.</p> <p>Professional development and implementation of the English learner master plan and Instructional Specialist direct support services, leading to increased or improved services student achievement.</p>	\$985,220.00	Yes

1.6	Restructure English Learner Program and Supports for Newcomers and Long-term English Learners	<p>English Language Proficiency Supports: Services, resources, bilingual books and reference materials, and materials for students/parents</p> <p>Translator and Interpreter Specialist Services: District translator and interpreter specialists that provide increased or improved services to ensure documents, meetings, outreach, and communication can be accessed by families and families are provided with inclusive multi-lingual services.</p>	\$2,005,141.00	Yes
1.7	Teacher Collaboration, Professional Development, & Academic Support	Teacher collaboration time, professional development, academic conferences, resource days, and family learning events focused on increasing or improving student academic achievement.	\$5,365,047.00	Yes
1.8	School Site Administrators Leadership Professional Development	Professional development for school site administrators focused on instructional leadership and professional learning communities focused on increasing or improving student academic achievement.	\$533,570.00	Yes
1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Training and professional development focused on high quality first instruction, data team cycles, common formative assessments, curriculum implementation, and professional learning communities focused on increasing or improving student academic achievement.	\$598,443.00	Yes
1.10	Data Analysis and Evaluation	<p>Research staff to analyze and prepare assessment data. Activities of staff include providing training on data, monitoring, and analysis protocols to support school site data decision making process to bridge the gap in student performance.</p> <p>Research & Accountability staff continuously: * work with school site staff in the administration of the state and local assessments</p>	\$375,824.00	Yes

		<p>* Create performance dashboards and share survey data to support staff accountability in improving student learning outcomes</p> <p>* Evaluate site and department performance based on established key performance indicators (KPIs).</p>		
1.11	Early Childhood Education	<p>Early Childhood Education program services, resources, and staff to support teachers in review of data and instructional strategy support.</p> <p>Activities include providing support for literacy and access to playground structures and outdoor learning spaces to enhance and support foundational learning.</p>	\$3,391,540.00	Yes
1.12	Acceleration of Learning	<p>Acceleration of Instructional Supports: Services, resources, and staff to build capacity through evidence-based instructional practices. These include providing instructional coaches, intensive intervention teachers, and paraprofessionals will provide/support high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum. Activities will extend support through evidence-based supplemental applications and curriculum to enhance student learning, engaging student learning through hands-on experiential learning within the classroom augmenting instruction, and access to additional resources and materials that facilitate the deepening of learning in the mastery of concepts and application of instruction.</p>	\$5,772,097.00	Yes
1.13	Literacy and Library Supports	<p>Curriculum Office services, resources, and/or staff will focus on curriculum supports including literacy and libraries. Activities will include district-wide library support and literacy ensuring access facilitated by the district librarian and library media assistants.</p> <p>Library Media Assistant staff support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use</p>	\$1,233,116.00	Yes

		<p>of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Student Access To Ebooks: Online eBook library that allows students to access high interest and multilingual books using their laptops or other technology devices without any late fees focused on increasing or improving student academic achievement.</p> <p>Evidence-based literacy curriculum and resources including training increase access to instructional learning and are integrated throughout the courses and enhance student learning.</p>		
1.14	AVID	<p>Educational Services to focus on providing services, resources, and/or staff will focus on supports to extend access and opportunities for students to participate in a broad course of study. Activities include Advancement via Individual Determination Program (AVID). AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p>	\$1,056,261.00	Yes
1.15	Recapture Learning Loss	<p>Educational Services and school sites will focus on providing services, resources, and/or staff to support intervention in reading and math based on review and analysis of student performance and growth data. Reading and math intervention support is intended to increase and improve student reading proficiency and mathematics literacy closing the achievement gap.</p> <p>Instructional Interventions and Academic Supports For Students At Small High Schools: Instructional interventions and supports unduplicated pupils provided with resource educational support.</p> <p>Learning and High School Credit Recovery Support & Programs: Credit recovery and dropout recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.</p>	\$6,126,405.00	Yes

1.16	Outdoor Education/Science Camp	Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp. Activities include transportation, additional compensation, and pupil fees associated with the hands-on experiential learning opportunity. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.	\$900,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner feedback and review of school climate data continues to highlight the need to develop learning environments that are inclusive and culturally responsive. The reevaluation of this goal led updates to include a short title reference: Centering Around the Whole Child. This short title expands the clarity of the goal.

The actions within this goal are designed to promote equitable and healthy learning environments through the development and implementation of multidimensional supports that address students’ academic and social-emotional needs through the Multi-Tiered System of Supports (MTSS).

Updates 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.” These additions support the commitment of the district being student centered and focusing on activities within the actions that are meeting student needs through how students learn and access and opportunities that enhance their educational experiences.

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

Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A – Teachers Appropriately Assigned Credentialed	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers. (Data Source: SARC)	88.00% (2023-2024)			100.00% (2023-2024)	
1B – Standards Aligned Instructional Materials	Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)	100.00% 2023-2024			100.00% 2023-2024 JRM	
1C – School Facilities	Percentage of school facilities maintained in good repair or exemplary. (Data Source: FIT Report, Local Indicator PowerPoint)	7.00% (2023-2024)			17.00% (2023-2024) JRM	

5A – Social-Emotional Lessons	<p>Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>	192			TBA	
5A – Student Success Team (SST) Meetings	<p>Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students.</p> <p>(Data Source: Data reported out by the Counseling department/Synergy)</p>	1,874			TBA	
6A – Suspension Rates	<p>Percentage of students who are suspended at least once during the academic year.</p> <p>ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities</p>	<p>ALL: 6.00% FY: 12.60% EL: 4.10% SED: 6.40% SWD: 8.10% AA: 13.10% AI: 10.80% AS: 2.90% FI: 2.60% HI: 5.30% HOM:13.80% MR: 8.70%</p>			<p>ALL: 0.0% FY: 2.6% EL: 0.0% SED: 0.0% SWD: 0.0% AA: 3.1% AI: 0.8% AS: 0.0% FI: 0.0% HI: 0.0% HOM:3.8% MR: 0.0%</p>	

	AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White (Data Source: CA School Dashboard)	PI: 2.50% WH: 8.00% (2022-2023)			PI: 0.0% WH: 0.0%	
6B – Expulsion Rates	Percentage and (number) of students who are expelled from the district during the academic year. ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White	ALL: 0.10% FY: 0.00% EL: 0.00% SED: 0.10% SWD: 0.00% AA: 0.10% AI: 0.30% AS: 0.00% FI: 0.00% HI: 0.00% HOM: 0.20% MR: 0.10% PI: 0.00% WH: 0.00% (2023-2024)			ALL: 0.00% FY: 0.00% EL: 0.00% SED: 0.00% SWD: 0.00% AA: 0.10% AI: 0.00% AS: 0.00% FI: 0.00% HI: 0.00% HOM: 0.00% MR: 0.00% PI: 0.00% WH: 0.00%	

	(Data Source: DataQuest)					
6C – School Climate	Percentage of students, parents, and teachers (staff) who responded favorable to questions about school climate (Data Source: Panorama Survey)	Students Elementary 56.00 % Students Secondary 41.00% Parents: 63.00% Teachers 48.00% Staff 46.00% (2023-2024)				Students: Elementary 66.00% Secondary 51.00% Parents: 73.00% Teachers 58.00% Staff 56.00%
6C – School Climate	National percentile rank of students, parents, and teachers (staff) who responded favorable to questions about school climate (Data Source: Panorama Survey)	Students Elementary 30.00 % Students Secondary 10.00% Parents: 30.00% Teachers 20.00% Staff 20.00% (2023-2024)				Students: Elementary 40.00% Secondary 20.00% Parents: 40.00% Teachers 30.00% Staff 30.00%

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Equity, Diversity, and Inclusion	<p>To increase or improve services and support through the guidance to site leaders to increase student connectedness that will improve student achievement; close achievement gaps among student subgroups; remove barriers; and create equitable educational opportunities for students through the leadership.</p> <p>Promote access to inclusionary equitable educational opportunities will be evaluated through the ongoing use of data</p> <p>Conduct a comprehensive Equity Audit with teams from all schools to develop a three year action plan.</p>	\$675,340.00	Yes
2.2	Ethnic Studies	Ensure new and existing curriculum is culturally relevant, responsive and sustaining for students. Activities also include the purchase of instructional materials and supplies for new and existing Ethnic Studies courses ensuring access to Ethnic Studies learning experiences while engaging with students, staff, families, and the community in developing a comprehensive Ethnic Studies program and curriculum.	\$150,000.00	Yes
2.3	LGBTQ+ Equity and Inclusion	Workshops and Training: Provide training, workshops, and resources in support of increasing and improving equity and inclusion for all LGBTQ+ students.	\$38,000.00	Yes

2.4	Native American Outreach and Support	Native American and Indigenous Center provides cultural, academic, social-emotional, career and college, community, family, and many other forms of direct services and support to the Native American and Indigenous students and families within the district.	\$133,252.00	Yes
2.5	Positive Behavior Interventions and Support (PBIS)	PBIS chair to oversee and lead the district wide implementation of PBIS services and support, including applying for California State recognition; facilitating PBIS district monthly meetings (PBIS lead additional compensation); PBIS focused conferences/workshops/trainings; collaboration with administrators, certificated, and classified staff in the identification of behavior support services needs to assist in the development, implementation, and monitoring strategies to improve attendance, behavior, academic achievement, school connectedness, and social emotional wellness. Work with school sites in monitoring the Tiered Fidelity Inventory (TFI) and conducting school site common area observations with a follow-up plan of data and action plan. Build structures to expand PBIS systems to the platinum, gold and silver levels for all SUSD sites.	\$1,000,000.00	Yes
2.6	Student Assistance Program support (SAP)	Student Assistance Program support chair and resources to lead and facilitate district wide Multi-Tiered System of Supports implementation and increased or improved services to address the academic and social-emotional needs.	\$275,877.00	Yes
2.7	Behavior Support Services	To provide support, interventions, and strategies through training, consultation, and direct services. Behavior Support Services are intended to increase and improve behavioral support to address social, emotional, and behavioral needs of students, to allow them to be as successful as possible in the least restrictive learning environment. Behavior Support Services Staff provide direct services and staffing support to classrooms and schools across the district focused on addressing the behavioral needs of students by providing support early on through promoting and supporting universal intervention systems, training staff in behavioral strategies and providing direct interventions to students.	\$2,940,851.00	Yes

2.8	New Teacher Training and Support	<p>New teacher training, professional development, and ongoing learning support. Staff and mentors to support new teachers and implementation and organization of resources and services provided to new teachers. Implementation of a teacher induction program for new/beginning teachers holding a STSP/PIP/Intern or Preliminary teaching credentials. Support is provided by assigning a Site Support Teacher or Induction Mentor depending on their credential type, until a CA clear credential is obtained. The assigned support teacher or induction mentor provides new/beginning teachers with weekly "just-in time" support and guidance on completing credential requirements.</p> <p>District level ongoing professional learning opportunities and collaborative co-planning is also provided by new teacher support and curriculum staff to address needs of new/beginning teachers.</p>	\$135,999.00	Yes
2.9	Social Service Supports for Families in Transition	Social services case managers, community assists, and resources to provide increased or improved direct services to unduplicated pupils who are in foster care.	\$1,040,019.00	Yes
2.10	Central Enrollment Direct Services to Families	Central enrollment direct services to families and support focused on increasing and improving access to foster youth integrated into the enrollment experience. Staff and resources are provided focused on providing increase or improved enrollment experience for students and families that focus on connecting students and families with the school that best fits the academic and social-emotional needs of the student or students being enrolled.	\$1,957,078.00	Yes
2.11	Student Attendance and Truancy Intervention and Outreach	<p>Child Welfare and Attendance Office services, resources, and staff to identify and address chronic absenteeism.</p> <p>Student Attendance Accountability & Family Outreach: Student attendance accountability, family outreach and communication supported by office</p>	\$19,120,256.00	Yes

		<p>assistants at schools' sites to address the challenges and barriers families face in ensuring students have consistent daily attendance.</p> <p>Truancy Intervention and Outreach: Truancy intervention and outreach staff and resources to address students who are not attending school, missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention leading to increased or improved services.</p> <p>Student Support Technicians are an intermediary supplemental support at the school site that assists with ensuring the school site is functional, efficient, inclusive, and receptive to meet the needs of unduplicated pupils.</p> <p>Transportation Access for SUSD Students - Providing access to free public transportation bus passes for all students who need increased support in accessing transportation to and from school.</p>		
2.12	Health and Wellness Services and Supports	<p>Subacute Healthcare Services Response & Management: To provide increased or improved services through direct health services provided to students and families across the district by licensed vocational nurses and health care assists to address the various health and well-being needs of students and families.</p> <p>Healthy Start Coordinators: Healthy Start Coordinators manage and facilitate the resources and services provided at the Wellness Centers at all of the comprehensive high schools ensuring student and family increased or improved access to health and wellness resources and direct services.</p> <p>Community Resource Liaison Program Coordinator: Community Resource Liaison Program Coordinator supports and manages the partnerships with outside agencies and the health services provided within the District and services provided within the Wellness Centers to increase and improve student and family access to health care needs and direct services.</p>	\$4,753,481.00	Yes

		<p>Wellness Centers Staffing Support: Nurses to support the Wellness Centers at the four comprehensive high schools and support the small high school's health needs and a family nurse practitioner to facilitate increased or improved services provided at the Sutter St. Clinic located in the District Central Enrollment building.</p> <p>To increase access to instruction, audiologist services will be procured providing students with opportunities to reduce barriers to learning.</p>		
2.13	Mental Health Resources and Supports for Students	<p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Trauma-Informed Care and Responsive Schools: Trauma-informed care and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and social-emotional supports provided to students.</p> <p>School Psychologists: The increased social-emotional needs of our students are reaching new levels. Students are afraid to come to school and are students showing significant levels of anxiety while at school, acting out behaviorally, and students who are dealing with significant trauma related to losing loved ones during the pandemic and/or violence in their community. School closure prevented some of the normal teaching opportunities to build social-emotional skills. Providing psychological services and teacher consultation around these issues are some of the most important things that a school psychologist can be doing.</p>	\$242,227.00	Yes
2.14	Social Emotional and Restorative Practices and Responsive Schools	<p>Trauma-Informed Care: Trauma-informed care and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and social-emotional supports provided to students.</p> <p>School Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership</p>	\$7,012,754.00	Yes

		<p>with staff and families to address the academic and social-emotional needs.</p> <p>Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p>		
2.15	School Connectedness	Custodians, noon duty, and campus security assistant (CSA)/campus security monitors (CMS) are on the front line and an essential component that promotes a positive and welcoming school environment. They are integral to the positive connections that support unduplicated pupils in being connected to their school.	\$7,505,134.00	Yes
2.16	Assistant Principal Restoration At TK-8th Grade School Sites	Providing assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.	\$12,539,676.00	Yes
2.17	Over Formula Position School Site Support	Over formula staffing support at school sites to ensure programs and services have the staffing support needed to provide high quality educational experiences for students, staff, and families.	\$60,000.00	Yes
2.18	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning	Providing extended learning time for our transitional kindergarten, kindergarten, and middle school students.	\$10,250,068.00	Yes
2.19	Information Services	Information Services Technology Support and Resources: Information Services and Instructional Technology personnel to support and address the technology and instructional connectivity issues across the district. Activities include increasing the number of Site Techs to support site-based technology use and integration, evaluation and enhancement of the	\$2,368,279.00	Yes

		district's technology infrastructure and connectivity to support the demand with the increased/enhanced access to curriculum, instructional technologies/applications, educator/staff technology devices to ensure the educational programming is effective and meeting the demands associated with 21st century skills and interactions that directly increase and improve unduplicated pupils' access.		
2.20	Instructional Technology	<p>Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupils' safety that allows teachers to remotely monitor student learning.</p> <p>Support includes increased and/or improved access and enhancements of instructional curriculum, applications, software, and other supplemental support.</p> <p>Student Technology For Learning & Connectivity: Student laptops, laptop carts, and Wifi-hotspots to increase and improve student access to learning resources and instructional technology, including assistive technology that supports different learning modalities of students.</p> <p>Laptop Learning Monitoring Software: Laptop monitoring software for teachers that allows teachers to remotely monitor student learning on laptops and share screens focusing on increasing and improving student achievement.</p> <p>Google Monitoring System: Computer software to monitor student computer usage, provide Instructional Support student alerts of unsafe online behavior, and ensure that the system is helping students to use their instructional technology in digital civically responsible ways.</p>	\$300,000.00	Yes
2.21	Instruction and Teacher Staffing	To employ the certificated instructional staff needed to effectively run the base services provided by the District.	\$170,360,612.00	No

<p>2.22</p>	<p>Recruit, Hire, Retain Highly Qualified Staff</p>	<p>To ensure programs and services have the staffing support necessary to implement high quality educational experiences and learning.</p> <p>To implement practices and processes that ensure equitable educator assignments and reduce disparities by reviewing teaching, administrator, and paraprofessional staffing to reduce the number of misassignment instances by employing and placing staff with appropriate credentials and years of experience with relation to site achievement results and needs for specialized services to effectively run the base services by the district.</p> <p>Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff for unduplicated students.</p> <p>Budget resources and support to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists.</p> <p>Increase expectations so all staff perform at high levels with strong support.</p> <p>Conduct thorough exit interviews to understand reasons why staff are leaving the District.</p> <p>Provide Crisis Prevention Institute (CPI) training on de-escalation and crisis intervention for all staff.</p>	<p>\$20,000.00</p>	<p>Yes</p>
<p>2.23</p>	<p>School Facilities</p>	<p>To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits.</p> <p>Facilities in Good Repair – Maintenance Costs: To complete maintenance at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report.</p> <p>Transparently communicate timelines for project schedules and work in progress related to safety projects and Facility Master Plan items.</p>	<p>\$1,578,767.00</p>	<p>No</p>

		<p>Support outdoor learning and play areas, including the addition of shade structures at all schools.</p> <p>Expand Primary Years Academy grade levels for 6-8 and facility improvements.</p> <p>Complete the Facility Master Plan plan for to equitably use bond funds and scale improvements.</p>		
2.24	Student and Campus Safety	<p>Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems.</p> <p>To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety.</p> <p>To provide inclusive and equitable campus safety best practices for staff and students through infrastructure support, including a comprehensive campus safety and security system districtwide incorporating new technology, standardized communication platforms districtwide, visitor management system districtwide, access control system (cloud solution includes video, access control, and video intercom), and security fencing.</p>	\$607,252.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner feedback and review of school climate data continues to highlight the need for a specific goal that highlights the actions and supports that motivate and are meaningful for students. Student voice has been instrumental in the development of this goal and action to provide students opportunities engagement in activities within the education system that are relevant to what students see as important. This goal allows for the showcasing and commitment to implementing and integrating instruction that is aligned with global industry trends ensuring our students are better prepared for the future job markets and making their education more practical and forward-thinking. This goal also addresses and embraces through the recognition and integration of activities involving student cultural identities into their learning experience, creating a more inclusive and supportive environment; thereby, enhancing students' sense of belonging and engagement in school. Overall, the the goal aims to make day-to-day learning more aligned with the realities and opportunities of the modern world. This holistic approach not only prepares students for future careers but also nurtures their overall development and well-being.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A – School Attendance Rate	Percentage of students attending school daily on average. (Data Source: Synergy)	89.75% (2023-2024)			99.75%	
5B – Chronic Absenteeism Rate	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. ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White	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: 27.90% FY: 29.00% EL: 22.5% SED: 30.10% SWD: 36.20% AA: 40.20% AI: 39.10% AS: 14.6% FI: 11.60% HI: 27.70% HOM: 51.50% MR: 35.30% PI: 38.90% WH: 33.80%	

	(Data Source: CA Schools Dashboard)					
5C – Middle School Dropout Rate	Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school. (Data Source: CALPADS)	0.60% (2022-2023)			0.0%	
5D – High School Dropout Rate	Percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school ALL = All Students FY = Foster Youth EL = English Learners SED: Socioeconomically Disadvantaged SWD = Students with Disabilities AA = African American AI = American Indian or Alaska Native AS: Asian FI: Filipino HI = Hispanic HOM: Homeless MR: Mixed Races PI = Native Hawaiian or Pacific Islander WH = White (Data Source: DataQuest)	ALL:12.80 % FY: 27.50% EL:18.60% SED: 17.60% SWD:20.60 % AA: 17.10% AI:11.40 % AS:7.40 % FI:11.00 % HI:12.80% HOM: 15.90% MR: 11.10% PI: 17.60% WH: 17.90% (2022-2023)			ALL:7.90% FY:7.90 % EL:16.10 % SED: 8.30% SWD:24.60 % AA: 13.20% AI:8.60 % AS:1.70% FI:4.00 % HI:7.60% HOM: 20.50% MR: 10.80% PI: 7.60% WH: 13.40%	

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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Leadership Opportunities	<p>These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils' access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student</p>	\$947,182.00	Yes

		<p>activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities.</p> <p>Student Access To Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.</p>		
3.2	Youth Engagement Activities and Athletic Programs	<p>These additional services are based on identified needs are intended to increase and/or improve resources and staff to ensure that unduplicated pupils have access to participate in school athletic experiences, collaborative learning experiences, programs, and activities.</p> <p>Youth Engagement Activities: Resources and staff to ensure student are provided with increased or improved access to youth engagement activities, such as dance team, cheer, e-sports, and other non-traditional athletic programs.</p> <p>Student Athletic Programs: Resources and staff to ensure that students are provided with increased or improved access to athletic experiences and programs.</p>	\$3,000,000.00	Yes
3.3	Arts Programming	<p>Arts Activities and Resources: Provide an equitable distribution of arts programs throughout all 55 SUSD schools through activities, staff, and</p>	\$6,335,251.00	Yes

		<p>resources to increase or improve student access to music, dance, and art experiences.</p> <p>Arts Coordination: Staffing to oversee and manage scheduling, resources, and educational training to provide increased or improved supports to Arts staff district wide.</p> <p>Arts Resource Teachers: Arts resource teachers to provide increased or improved art lessons and learning experiences to students in the elementary and middle school grades.</p> <p>Music Teachers and Staff: Music teachers and staff provide increased or improved music lessons and experiences to students across the district.</p>		
3.4	Expanded Learning and Enrichment Opportunities	<p>Afterschool tutoring, homework help, and enrichment: Afterschool learning opportunities offered to students focused on providing tutoring, homework help, and enrichment activities for unduplicated student groups focused on increasing or improving student academic achievement.</p> <p>Expanded Afterschool Program Offerings: Expanded afterschool offerings supported by site facilitators and resource budgets to increase and improve access to after school opportunities and program offerings focused on increasing or improving student academic achievement.</p>	\$3,221,169.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Meaningful Partnerships</p> <p>Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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<p>3A – Parent Involvement - Q1, Q2, Q3, Q4</p>	<p>Self reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 & 4</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>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</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>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:</p>			<p>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</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in</p>	
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		4 (2023-2024)			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	
3A – Parent Involvement - Q9, Q10, Q11, Q12	Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool)	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decisionmaking: 4 Q11: Rate the LEA's progress in providing			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	

		<p>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 (2023-2024)</p>			<p>supporting family members to effectively engage in advisory groups and decisionmaking: 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</p>	
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					engagement activities at school and district levels: 3	
3A – LCAP Survey	Number of LCAP Survey Responses	All = 357 Certificated = 98 Classified = 20 Parent or Community = 108 Site/District Admin = 9 Students = 111 2023-2024			All = 457 Certificated = 18 Classified = 120 Parent or Community = 208 Site/District Admin = 109 Students = 211	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family and Community Communication, Empowerment, and Engagement	<p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site and district level to increase family and community partnerships to improve student programs, amplify voice, and expand student access.</p> <p>PAC, PSAC, CAC, LatinoPAC, MigrantPAC, AABPAC, DELACAdult Literacy and English As A Second Language Training For Families: Supported by the School For Adults, adult literacy, civics, and English As A Second Language (ESL) courses and training offered to parents, guardians, and families across the district.</p> <p>Family and Community Staffing Support: To provide staffing and resources to support and address the ongoing needs of student groups and the surrounding community related to the development and monitoring of various programs and supports made available to all students, staff and community.</p> <p>Parent, Guardian, and Family Workshops, Training, and Events: Resources, workshops, training, and events that provide increased or improved direct services, engagement, and involvement of parents, guardians, and family members.</p>	\$1,451,404.00	Yes
4.2	District Strategic Planning and Communication	District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the State and Federal Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional	\$1,628,471.00	Yes

		<p>development needs of foster youth, English learners, and low-income students. Examples include State and Federal Department support professional development, teacher additional compensation for tutoring.</p> <p>District Communication and Stakeholder Engagement: The district webmaster, Blackboard, Qualtrics, and communication outreach and engagement events supported in providing increased or improved ongoing communication, outreach, and engagement with all stakeholders.</p> <p>Translator and Interpreter Specialist Services: District translator and interpreter specialists that provide increased or improved services to ensure documents, meetings, outreach, and communication can be accessed by families and families are provided with inclusive multi-lingual services.</p>		
4.3	Community Schools Supports and Resources	To provide staffing and resources to support the develop of strategic partnerships for a range of services, like early childhood education, mental health support, academic tutoring, before and after school programming, mentorship, healthy meals and more to support students and communities. Activities will include the creation of space for families, students, and community members to have a voice in decision-making.	\$496,318.00	Yes
4.4	Parent Advisory Committee Supports and Resources	Provide opportunities, support, and resources to parent/family advisory groups to increase family and community partnerships to improve student programs, amplify voice, and expand student access through focused events, conferences/trainings, and meeting forums.	\$25,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Stockton Unified has four K-8 school sites eligible for Equity Multiplier funding, has developed this goal to address the needs at student subgroup: students with disabilities (SWD), who have been consistently low performing for at least three consecutive years (2017, 2018, 2019, 2022) on two or more indicators - ELA and Math, Chronic Absenteeism, and graduation.

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

The actions within this goal are designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students with disabilities to receive high quality first instruction in the least restrictive environment through consistent and faithful implementation of Universal Design for Learning (UDL). From the UDL lens and framework strategies will be identified and designed to support teaching and learning that helps students with disabilities access an equal opportunity to succeed. This will also help educators prepare our students with disabilities to access college and career academic programs that will provide the necessary skills for success to achieve graduation and success beyond. These actions include supplemental interventions that bridge the foundational learning gaps to meet their needs. The actions will also expand compliance practices that promote collaboration and connection of general education teachers and SPED teachers to ensure interventions for student achievement and social emotional student needs.

We will monitor and evaluate the systems and procedures developed/modified as identified in the actions by collecting and reviewing chronic absenteeism rates, 4 year cohort graduation rates, local metrics: student academic 4 year plan, staff professional development, staff cross training, and parent referrals, and inclusion rates in the least restrictive environment as well as solicit educational partners feedback throughout the year that will provide evidence of the impact of the actions on academic achievement and social-emotional needs.

Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. All = All Students SWD = Students with Disabilities (Data Source: CAASPP)	ALL: 27.08% SWD: 6.80% (2022-2023)			ALL: 37.08% SWD:16.80%	
4A - Statewide Assessments Math - Meet or Exceed	The average of all 3rd <ul style="list-style-type: none"> 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. 	ALL: 16.38% SWD: 6.26% (2022-2023)			ALL:26.38% SWD:16.26%	

	<p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CAASPP)</p>					
<p>4A - Local Assessment iReady ELA Grade Level</p>	<p>Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: iReady Data)</p>	<p>ALL: 25.70% SWD: 10.90% (Winter 2023)</p>			<p>ALL: 35.70% SWD: 20.90%</p>	
<p>4A - Local Assessment iReady Math Grade Level</p>	<p>Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: iReady Data)</p>	<p>ALL: 17.00% SWD: 7.00% (Winter 2023)</p>			<p>ALL: 27.00% SWD: 17.00%</p>	
<p>4B - A-G Completion</p>	<p>Percentage of students who meet CSU/UC a-g college entrance requirements.</p>	<p>ALL: 20.70% SWD: 5.00% (2022-2023)</p>			<p>ALL: 30.70% SWD: 15.00%</p>	

	<p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: DataQuest)</p>					
4C - Career Technical Education (CTE)	<p>Percentage of students who successfully complete a course sequence or program of study that aligns with SBE- approved Career Technical Education (CTE) standards and frameworks.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>	<p>ALL: 14.20% SWD: 9.20% (2022-2023)</p>			<p>ALL: 24.2% SWD: 19.2%</p>	
4D - A-G and CTE Completion	<p>Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE- approved career technical education standards and frameworks).</p>	<p>5.10% All .60% SWD (2023-2024)</p>			<p>10.10.7% All 1.60% SWD</p>	

	<p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>				
4H - College Preparedness - Early Assessment Program	<p>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>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CAASPP)</p>	<p>ELA 41.10% All 5.60% Student with Disabilities (2023-2024 - Dashboard)</p> <p>Math 11.73% All 1.90% SWD (2023-2024)</p>			<p>ELA 51.10% All 15.60% Student with Disabilities</p> <p>Math 21.73% All 11.90% SWD</p>
5A – School Attendance Rate	<p>(5A) School attendance rate - the percentage of students attending school daily on average.</p> <p>(Data Source: Synergy)</p>	<p>Elementary Schools 91.38%</p> <p>High School/Special School 88.61%</p> <p>Continuation- Jane Frederick 75.26% (2023-2024)</p>			<p>Elementary Schools 99.38%</p> <p>High School/Special School 98.61%</p> <p>Continuation- Jane Frederick 85.26% (2023-2024)</p>
5B – Chronic	<p>Percentage of students K-12 identified as</p>	<p>ALL: 37.90% SWD: 46.20%</p>			<p>ALL: 27.90% SWD: 36.2%</p>

Absenteeism Rate	<p>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>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CA School Dashboard)</p>	(2022-2023)				
5E - High School Graduation Rate	<p>Percentage of students in four-year cohort who meet Stockton USD graduation requirements.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 82.10% SWD: 65.40% (2022-2023)</p>			<p>ALL: 92.10% SWD: 75.40%</p>	
6A – Suspension Rates	<p>Percentage of students with disabilities who are suspended at least once during the academic year.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 6.00% SWD: 8.10% (2022-2023)</p>			<p>ALL: 3.00% SWD: 4.10%</p>	

6B – Expulsion Rates	<p>Percentage of students with disabilities who are expelled from the district during the academic year.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: DataQuest)</p>	<p>ALL: 0.10% SWD: 0.00% (2023-2024)</p>			<p>ALL: 0.00% SWD: 0.00%</p>	
7A - Broad Course of Study - SWD	<p>Percentage of high school students with disabilities who have access to a broad course of study as deemed appropriate through meetings with counseling staff to review course completion status and college/career opportunities and update the student academic four-year plan.</p> <p>All = All Students SWD = Students with Disabilities</p> <p>(Data Source: SUSD Course and Master Schedules)</p>	<p>ALL: 100.00% SWD: 100.00% (2023-2024)</p>			<p>ALL: 100.00% SWD: 100.00%</p>	
Local 1 - Trained	<p>Percentage of staff (teachers, counselors, administrators and</p>	<p>Teachers: 100.00% Counselors: 100.00%</p>			<p>Teachers: 100.00%</p>	

In Content Standards	classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports)	Administrators: 100.00% Classified: 100.00% (2023-2024)			Counselors: 100.00% Administrators: 100.00% Classified: 100.00%	
Local 2 - Cross-Trained in Special Education	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. (Data Source: Curriculum Training Reports)	Teachers: 0.00% Counselors: 0.00% Administrators: 0.00% Classified: 0.00% (2023-2024)			Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%	
Local 3 - Parent Referrals	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. SWD = Students with Disabilities	SWD: 91.00% (2023-2024)			SWD: 100.00%	

	(Data Source: Special Education Information System (SEIS))					
Local 4 - Classroom Instruction Rate	<p>State Performance Indicators:</p> <p>a. Rate of SWD inside the regular classroom 80% or more in an instructional day</p> <p>b. Rate of SWD inside the regular classroom less than 40% in an instructional day</p> <p>c. Rate of SWD receiving instruction in a Separate Setting</p> <p>(Data Source: Data Tools Dashboard: Improvement Data Center)</p>	<p>a. 50.70%</p> <p>b. 28.28%</p> <p>c. 3.93%</p> <p>(2023-2024)</p>			<p>a. 60.70%</p> <p>b. 38.28%</p> <p>c. 13.93%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	<p>To increase inclusionary practices through a Multi-Tiered System of Supports (MTSS) based approach that allow students with disabilities to receive high quality first instruction in the least restrictive environment through decision making and actions aimed to close equity gaps and increase cross-functional coordination across our entire educational system.</p> <p>Specifically, through the development and implementation of an academic Multi-Tiered Systems of Support that will bridge the foundational learning gaps and meet their needs using the K-12 master scheduling/rostering process, educator development for SPED personnel, and through the implementation of tools gained from the Universal Design for Learning (UDL) framework.</p> <p>Incorporate the use of the newly implemented MTSS Module in the district's Student Information System platform that allows users to identify at risk students, monitor student progress, provide positive behavioral intervention and support, document student incidents, assign classroom behavior points and it helps district administrators understand in real time what is working and what is not in terms of students who are at risk. The Synergy MTSS module helps to identify if there are gaps in the curriculum and helps identify if additional specialists or professional development assistance is needed.</p> <p>Analysis of instructional settings and system practices will be conducted to identify barriers and resolutions to ensure students have access to</p>	\$23,000.00	No

		<p>academic resources and supports through intentional collaboration of planning time between general education and special education collaborators, resulting in students with disabilities having the same challenging opportunities to learn the curriculum alongside students without disabilities via identified tiered supports.</p> <p>Increase coaching models and experiences via a Curriculum Specialist to bridge the supports and resources from special education and general education. This will provide school site staff (instructional – certificated and classified), district program and department staff, educational partners, and students with a foundational and common understanding of a student’s right to a least restrictive environment, resulting in inclusive instructional practices within the general education setting.</p> <p>The district will conduct an analysis of systems, practices, protocols, and compliance requirements to identify barriers that negatively impact instructional staff from adhering to balancing compliance and instructional requirements.</p> <p>Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrate tools and strategies to support teaching and learning that helps students with disabilities access an equitable opportunity to succeed. Instructional staff will help prepare our students with disabilities to access college and career academic programs and provide the necessary skills for success to achieve graduation and success beyond.</p>		
5.2	Maximize course access and alternate diploma pathways	Maximize course access and alternate diploma pathways by increasing access to instruction for students with disabilities through the acquisition and distribution of district adopted core and supplemental curriculum, facilitation of strategic collaborative priority course placement in the K-12 master scheduling/rostering that promotes inclusion and access in the least restrictive environment to be on track to graduate. Facilitate mutual training, planning and implementation of practices and protocols in the coordination of sections, pathways, courses, transitioning, and advising students with disabilities.	\$26,000.00	No

		<p>Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrates student Individual Education Plan (IEP) that includes the student's Individual Transition Plans (ITP) promoting graduation opportunities through access to alternative diploma pathways.</p> <p>Identify and implement steps to development of plan beginning in the 8th grade that allow for students and parents to be adequately informed of graduation milestones as the student promotes/transitions from grade levels and life levels. Identify and recognize student accomplishments through recognition ceremonies.</p>		
5.3	Accelerate Learning for all SPED students	<p>Accelerating Learning for all SPED students by targeting instructional practices, learning recovery and providing SPED students with the intervention materials and supports to accelerate learning. Through this action, increased coordination with school sites in the development of strategies/actions with the school site's plan (SPSA).</p> <p>Coordinate and develop systems and protocols that support quarterly data team reviews at the department and school site levels to drive sustainability.</p> <p>Facilitate practices that promote collaboration between SPED personnel, counselors, and general education teachers from K- 8 through high school to ensure best practices and interventions that will accelerate student achievement and to target any social emotional needs.</p> <p>Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure inclusion and access of student applicable supports.</p>	\$24,000.00	No
5.4	Culturally Responsive Professional Development	<p>Provide meaningful professional development for teachers, paraprofessionals, administrators, and school teams that focus on skill set building and implementing high quality culturally responsive units of instruction, restorative practices, trauma-informed practices, redirection</p>	\$50,000.00	No

		<p>techniques, anti-aggression techniques, and culturally responsive curriculum.</p> <p>Meaningful professional development maybe provided by district staff or outsourced to vendor(s) deemed expert qualified on the subject matter.</p>		
5.5	Meaningful Student Experiences and Opportunities	Build integrated systems and protocols that leads to meaningful student enrichment experiences through college visits, guest speakers (on student led identified topics), hands-on experiential learning opportunities (field trips), life skills coaching and alternative learning approaches, and other enrichment activities that extends students with access and opportunities for develop leadership, promotes student attendance/engagement, and enhances student's academic achievement.	\$50,000.00	No
5.6	Recruit, Hire, and Retain Student Support Personnel	<p>Through the support and leadership of Human Resources, continue efforts to hire, recruit, and retain diverse staffing that is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's population and student's needs.</p> <p>Foster partnerships to enhance recruitment efforts for special education and specialized positions.</p> <p>Develop training modules for new hires to learn specialized skills sets supporting students with disabilities differentiated based on supporting positions.</p>	\$35,000.00	No
5.7	Parent and Family Supports and Resources	The district will conduct assessment of existing special education parent/family outreach practices, protocols, and structures to determine gaps and solutions, including funding availability, staffing capacity, and potential duplication and/or consolidation of services.	\$75,000.00	No

		<p>Focus on improving existing outreach and communication bridging involvement and engagement opportunities between parent, students, and district staff.</p> <p>Practices, protocols, and structures to ensure staff are knowledgeable in special education, alternative learning environments, and prompting outreach including trainings/workshops on topics such as special education laws, testing/assessments, parent rights, etc.</p>		
5.8	<p>Enhancing School Engagement and Attendance for Students With Disabilities</p>	<p>The district will identify a team of educational professionals (general education and special education) and educational partners to develop an attendance and student engagement plan focusing on students with disabilities.</p> <p>The attendance component of the plan will include the contributing factors to absenteeism including pre- and post-pandemic adverse childhood experiences and adverse community environments. Initially, the analysis of data at deeper levels by reviewing student absences at the disability category level as well as by the settings in which students with disabilities are being served. The plan will also include the identification of wellness-centered, trauma-sensitive approaches to attendance and the subsequent removal and/or reduction of the identified barriers and improve school attendance for students with disabilities.</p> <p>The plan that will include three tiers of interventions focusing on practices and protocol strategies; early detection/triggers; and virtual and/or instructional barriers focusing on identified factors contributing to absenteeism.</p> <p>The engagement component will include an analysis of student engagement in the three categories: 1) emotional engagement, 2) behavioral, and 3) cognitive engagement.</p> <p>The plan will include school site and district level analysis of the correlation of barriers to access and participation of academic programs, feasibility and fiscal impact for additional staffing and areas.</p>	\$50,000.00	No

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Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

The creation and implementation of this plan is a joint effort shared across SUSD and our educational partners. We will hold each other accountable for the realization of the African American/Black Student Achievement Plan (AABSAP). The plan will serve as a dynamic

document, adjustments made based on its responsiveness to black students, parents and their communities. Adjustments will be made based on formative and summative data. This LCAP goal has been established to increase progress monitoring transparency of intensive intervention supports and practices to focus on and improve chronic absenteeism, suspension rates, and academic achievement of African American students. This will be captured in the strategic planning documents like the AABSAP and the Educator Gap Equity Plan.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	Percentage of all students and African American (AA) students who meet or exceed standard for grades 3-8 and 11 in ELA and Math. All = All Students AA = African American Students (Data Source: CAASPP)	ELA ALL: 27.08% AA: 26.07% (2022-2023) Math ALL: 16.38% AA: 13.94% (2022-2023)			ELA ALL: 37.08% AA: 36.07% Math ALL: 26.38% AA: 26.94%	
4B - A-G Completion	Percentage of all students and African American (AA) students who meet CSU/UC A-G college entrance requirements.	ALL: 20.70% AA: 18.80% (2022-2023)			ALL: 28.60% AA: 25%	

	<p>All = All Students AA = African American Students</p> <p>(Data Source: CA School Dashboard – Additional Reports)</p>					
5B – Chronic Absenteeism Rate	<p>Percentage K-8 students and African American (AA) students) identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.</p> <p>All = All Students AA = African American Students</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 37.90% AA: 50.20% (2022-2023)</p>			<p>ALL: 47.90% AA: 60.20%</p>	
6A - Suspension Rates	<p>Percentage of All students and African American (AA) students who are suspended at least once during the academic year.</p> <p>All = All Students AA = African American Students</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 6.00% AA: 13.10% (2022-2023)</p>			<p>ALL: 16.00% AA: 23.10%</p>	

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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Student Achievement Plan	<p>African American/Black Student Achievement Plan (AABSAP) development, coordination, and implementation.</p> <p>Develop an African American/Black Student Achievement Plan (AABSAP) that will identify structural supports leading to the coordination and implementation of evidence-based strategies and activities addressing culturally responsive unit development and instruction, fostering partnerships with community-based organizations focusing on success, and identifying and/or increasing staffing support to address the academic and social-emotional needs of African American/Black students.</p>	\$250,000.00	No

		<p>At a minimum the AABSAP will include the following elements and documented alignment with the district’s Local Control and Accountability Plan (LCAP) and site level School Plan for Student Achievement (SPSA):</p> <ul style="list-style-type: none"> • School Selection & Criteria & Phasing Supports • District Goals • Current Data/Metrics of African American/Black students • Student Success Metrics • AABSAP Definition of Success & Theory of Action • AABSAP Tenets • “Open” Data Dashboard • Local Control and Accountability Plan – Goal 5 inclusion and alignment • Committee (governed by By-Laws) • External Evaluation <p>Development of the AABSAP will initiate with district staff developing a Request for Proposal seeking an experienced and qualified vendor to guide the process within a reasonable timeframe resulting in the completion of the AABSAP. The AABSAP must obtain recommendation to present for board approval by the district African American/Black Parent Advisory Committee Board approval will be obtained.</p>		
<p>6.2</p>	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p>	<p>Schools sites through the development of their School Plan for Student Achievement (SPSA) will incorporate newly added required LCAP goals 4, 5, and 6 explicitly addressing African American/Black student achievement.</p> <p>School sites will establish an African American/Black Student Achievement Professional Learning Community (AABPLC) that will meet monthly. These monthly meetings will include the following activities:</p> <ul style="list-style-type: none"> • Reviewing curriculum supporting culturally responsiveness • Reviewing data to guide implementation and modification of evidence-based instruction <p>The AABPLC will report out at each School Site Council meetings.</p>	<p>\$250,000.00</p>	<p>No</p>

<p>6.3</p>	<p>Educator Gap Equity Plan</p>	<p>The district will review the current Educator Gap Equity Plan components and modify as appropriate the inclusion of recruitment, hiring, placement, and retention practices supporting diverse staffing.</p> <p>Diverse staffing is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site’s African American/Black student population.</p> <p>The district will solidify the development and consolidation of components of the Educator Gap Equity Plan through the initiation of a Request for Proposal seeking an experienced and qualified vendor to guide the process of updating, coordinating, and memorializing district processes/practices. The Educator Gap Equity Plan will be completed as a document within a reasonable timeframe. The Educator Gap Equity Plan must obtain recommendation to present for board approval by the district’s Equity Board Sub-Committee. Board approval will be obtained.</p>	<p>\$200,000.00</p>	<p>No</p>
<p>6.4</p>	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p>	<p>In order to improve Black student achievement in the California content standards, BSAP school principals will leverage teacher professional development and planning time for culturally responsive unit development and individual student needs assessment.</p> <p>This action reflects administrative support for BSAP school principals.</p> <p>First, for culturally responsive unit development, BSAP school principals will analyze their curriculum to determine the extent to which the curriculum is responsive to Black students. They will develop at least two units of instruction each semester aligned with culturally responsive tenets. Administration and school teams observe implementation of the units and continue to refine based on student performance.</p> <p>Second, for individual student needs assessment, recognizing that every student has unique areas of strength and challenge, in order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool.</p>	<p>\$587,144.00</p>	<p>No</p>

6.5	BSAP Community Partnerships	<p>In order to improve metrics, each Community of Schools for BSAP Group 1 and Group 2 schools receive partnership allocations based on their Black student total count. Each Community of Schools Administrator (CoSA) will use these funds to collaborate with site principals to identify specific root causes for Black student under- performance.</p> <p>In addition, this action also reflects the BSAP Teacher University Residency Development Pipeline effort.</p>	\$542,456.00	No
6.6	Development of an African American Studies Course	<p>In order to improve access to culturally responsive curriculum, student diversity, and increase the number of students meeting A-G requirements (including students with disabilities), each secondary school in Group 1 and Group 2 will receive an auxiliary period to add a Social Studies course aligned with African-American culture, literature, and history to the master schedule. A team of teachers across Regions working with the Division of Instruction will collaborate to build the course and apply for future A-G approval.</p> <p>Selected teachers for the course will receive planning time to increase their understanding of the content and continue to develop their understanding of culturally responsive instructional practices.</p>	\$565,169.00	No
6.7	BSAP School Climate & Wellness Personnel Support	<p>In order to improve 16 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites.</p> <p>Secondary Counselors</p> <ul style="list-style-type: none"> * Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents; * Participate in data reviews with the BSAP site team every grade period; * Participate in multidisciplinary teams, such as Student Success Team (SST), Coordination of Services Team (COST), Resource Coordinating 	\$1,891,544.00	No

Team (RCT), and Crisis Team to identify necessary support services (e.g., counseling, assessment, and interventions); and
* Work with academic counselors and the BSAP team to identify intervention, enrichment, or prevention opportunities for Black students.

Pupil Services & Attendance Counselors

* Monitor Black student attendance and academic progress to support early identification and intervention with at-risk students;
* Collaborate with PSWs to determine Black Student Success Plan (BSSP) caseload; and
* Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents.

Restorative Justice Teachers

* Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations; and
* Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice.

Psychiatric Social Workers

* Promote Black student achievement and well-being by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being.

School Climate Advocates

* Collaborate with school site personnel in implementing multi-tiered systems of support and the District's school-site safety policies to build positive school climates;
* Support school personnel with student mediation and conflict resolution; and
* Provide direct support to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction.
* Note that this reflects School Climate Advocates overseen by the BSAP team.

		The BSAP Teacher University Residency Development Pipeline work to build a diverse workforce so our students see themselves in their teachers is also included in this action.		
6.8	BSAP Community - Based Safety Pilots	<p>In order to improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will:</p> <p>* Allow schools to receive support from the District's established city partnership and increase community-based organizations' partnerships on school campuses. The partnerships will help ensure Safe Passage for students and families to commute to and from school safely. Students will also benefit from community-based partnerships to enhance youth development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement and attendance.</p> <p>* Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators.</p>	\$713,687.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	<p>Literacy Success of the Modern K-8 Student</p> <p>Within three years, all modern students, and particularly modern English Learner students, at Adams Elementary, El Dorado Elementary, Madison Elementary, and Van Buren Elementary will demonstrate growth towards meeting or exceeding standards in ELA, through access to high quality culturally relevant literacy instruction, inclusive student engagement, and family interactive resources using Multi-Tiered System of Supports (MTSS), as measured by CAASPP test results and local benchmark assessments.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Stockton Unified and the identified school sites developed this goal in support of enhancing literacy success for modern K-8 students, with a particular emphasis on English Learner (EL) students. The goal is designed to improve overall academic outcomes. Mastery of ELA skills is foundational for success in all subject areas. By ensuring students meet or exceed ELA standards, the LEA is setting the stage for broader academic success.

Through the data-driven decision making process involving detailed data from the California School Dashboard, each identified school in collaboration with Research & Accountability and Educational Services, identified a commonality of the four K-8 school sites. The first commonality identified English Language Arts (ELA) as the content area each school's academic performance is lowest or Red. Further review identified the common student group within the ELA academic performance indicator is English learner.

Using the Data-Driven Decision Making process, in collaboration between the district's Research & Accountability Department, the school site's furthered the analysis with its educational partner in the development of their comprehensive needs assessment. This needs assessment incorporated other data points not reported by the California School Dashboard that introduced possible root causes for the low academic performance in English Language Arts for English learners.

Each K-8 school site has a passion and dedication to provide students with educational access and opportunities to improve their academic outcomes. In doing so, each school identified academic achievement disparities that are likely leads to achievement gaps in English

Language Arts (ELA) between different student groups, particularly among English Learners, who may face additional challenges in literacy due to language barriers. By focusing on culturally relevant literacy instruction and inclusive engagement, the each school site aims to create an educational environment where all students, regardless of their background, have the opportunity to succeed. Stockton Unified and the identified schools support a diverse student population. Recognizing the diverse cultural backgrounds of students, each school site aims to provide instruction that is relevant and meaningful to their student's (specifically English learners) experiences through culturally relevant literacy instruction. This approach not only enhances engagement but also validates students' identities and backgrounds within the learning process.

To close the academic achievement gap strong literacy skills are essential for the future of English learner students, both academically and career opportunities. Through the work described in the action each English learner student will move closer to being proficient in ELA as it will prepare them for the demands of higher education and the workforce.

Educational partner engagement does not stop at the development of this goal and applicable actions, but instead through consistent and persistent community and family engagement opportunities and through family involvement. Research has demonstrated that engaging families through authentic and meaningful connection aides in the literacy development process and is crucial and connecting instruction and families through access to interactive resources will help create a supportive learning environment at home, reinforcing the skills taught in school and fostering a community-wide culture of literacy.

By setting this comprehensive goal, the district and identified Equity Multiplier school sites demonstrates a commitment to improving literacy outcomes through inclusive, equitable, and culturally responsive practices, ensuring that every student has the support and resources necessary to succeed in ELA.

Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - CAASP P ELA Meet Exceed	4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts	Adams Elementary School ALL:18.61 % EL: 6.00% LTEL:8.33 %			Adams Elementary School ALL:28.61% EL: 12.00% LTEL16.33%	

	<p>meeting or exceeding standards.</p> <p>All = All Students EL = English Learner LTEL = Long Term English Learner</p> <p>(Data Source: CAASPP)</p>	<p>(2022-2023)</p> <p>El Dorado Elementary School ALL:15.47 % EL: 4.00% LTEL:0.00% (2022-2023)</p> <p>Madison Elementary School ALL:22.76 % EL:10.45 % LTEL:0.00% (2022-2023)</p> <p>Van Buren Elementary School ALL:13.96% EL:1.87 % LTEL0.00% (2022-2023)</p>			<p>El Dorado Elementary School ALL:25.47% EL: 20.45% LTEL10.00%</p> <p>Madison Elementary School ALL:32.76% EL: 20.45% LTEL10.00%</p> <p>Van Buren Elementary School ALL:23.96% EL: 11.87% LTEL 10.00%</p>	
<p>4A - iReady ELA Grade Level</p>	<p>(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.</p> <p>All = All Students EL = English Learner</p> <p>(Data Source: iReady Data)</p>	<p>Adams Elementary School ALL: 20% EL: 3.2% (Winter 2023)</p> <p>El Dorado Elementary School ALL: 15.3% EL: 6.1% (Winter 2023)</p> <p>Madison Elementary School ALL: 21.0%</p>			<p>Adams Elementary School ALL30.00% EL: 13.20%</p> <p>El Dorado Elementary School ALL:25.30% EL: 16.10%</p> <p>Madison Elementary School ALL:31.00%</p>	

		EL: 7.5% (Winter 2023) Van Buren Elementary School ALL: 18.2% EL: 10.2% (Winter 2023)			EL: 17.50% Van Buren Elementary School ALL:28.20% EL: 30.20%	
4A - CAASP P ELA Distance	(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. All = All Students EL = English Learner (Data Source: CA School Dashboard)	Adams Elementary School ALL:-91.8% EL:-114.3 % (2022-2023) El Dorado Elementary School ALL:-86.5% EL:-107.8 % (2022-2023) Madison Elementary School ALL:-65.0% EL:-75.8 % (2022-2023) Van Buren Elementary School ALL:-98.3% EL: -107.9% (2022-2023)			Adams Elementary School ALL:-81.8% EL: -104.3% El Dorado Elementary School ALL:-76.50% EL: -97.80% Madison Elementary School ALL:-55.00% EL: -65.80% Van Buren Elementary School ALL:-88.30% EL: -97.90%	
4E - Progress English Proficiency	4E) Percentage of English Learner students who make progress toward English Proficiency as	Adams Elementary School 51.7 (2022-2023)			Adams Elementary School 61.7%	

	<p>measured by the ELPAC.</p> <p>(Data Source: CA School Dashboard)</p>	<p>El Dorado Elementary School 46.7 (2022-2023)</p> <p>Madison Elementary School 47.9 (2022-2023)</p> <p>Van Buren Elementary School 33.8 (2022-2023)</p>			<p>El Dorado Elementary School 56.7%</p> <p>Madison Elementary School 57.9%</p> <p>Van Buren Elementary School 43.8%</p>	
4E - Level 4 ELPAC	<p>(4E) Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC.</p> <p>(Data Source: ELPAC)</p>	<p>Adams Elementary School 9.89% (2022-2023)</p> <p>El Dorado Elementary School 11.83% (2022-2023)</p> <p>Madison Elementary School 14.63% (2022-2023)</p> <p>Van Buren Elementary School 7.41% (2022-2023)</p>			<p>Adams Elementary School 19.89%</p> <p>El Dorado Elementary School 21.83%</p> <p>Madison Elementary School 24.63%</p> <p>Van Buren Elementary School 17.41%</p>	
4F - RFEP Percent age	<p>(4F) Percentage of English Learner (EL) students who meet Stockton USD</p>	<p>Adams Elementary School 6.60% (2022-2023)</p>			<p>Adams Elementary School 16.60%</p>	

	standards to be redesignated as a Fluent English Proficient. (Data Source: DataQuest)	<p>El Dorado Elementary School 6.80% (2022-2023)</p> <p>Madison Elementary School 7.00% (2022-2023)</p> <p>Van Buren Elementary School 8.50% (2022-2023)</p>			<p>El Dorado Elementary School 16.80%</p> <p>Madison Elementary School 17.00%</p> <p>Van Buren Elementary School 18.50%</p>	
7A - Broad Course of Study Add Support	(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>Adams Elementary School 100% (2022-2023)</p> <p>El Dorado Elementary School 100% (2022-2023)</p> <p>Madison Elementary School 100% (2022-2023)</p> <p>Van Buren Elementary School 100% (2022-2023)</p>			<p>Adams Elementary School 100%</p> <p>El Dorado Elementary School 100%</p> <p>Madison Elementary School 100%</p>	

	(Data Source: CALPADS)					
8A - Seal of Biliteracy	(8A) Number of students eligible a Golden State Seal Merit Diploma. (Data Source: DataQuest and Local data)	497 students eligible (2023-2024)			507 students eligible	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	High Quality Literacy Instruction and Resources for English Learner students at Adams Elementary	<ul style="list-style-type: none"> * Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading. * Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction. * Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students. * Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English learners. * Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities. * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom. * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expanded access to the school library and promoting student's love of reading. * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families. * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home. * Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs. 	\$657,882.00	No

7.2	High Quality Literacy Instruction and Resources for English Learner students at El Dorado Elementary	<ul style="list-style-type: none"> * Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading. * Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction. * Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students. * Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English learners. * Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities. * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom. * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expanded access to the school library and promoting student's love of reading. * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families. * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home. 	\$706,302.00	No

		<ul style="list-style-type: none"> * Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs. 		
7.3	High Quality Literacy Instruction and Resources for English Learner students at Madison Elementary	<ul style="list-style-type: none"> * Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading. * Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction. * Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students. * Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English learners. * Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities. * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom. * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expanded access to the school library and promoting student's love of reading. * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families. 	\$870,509.00	No

		<ul style="list-style-type: none"> * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home. * Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs. 		
7.4	High Quality Literacy Instruction and Resources for English Learner students at Van Buren Elementary	<ul style="list-style-type: none"> * Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPP, LETRS, Science of Reading. * Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction. * Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students. * Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English learners. * Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities. * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom. * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expanded access to the school library and promoting student's love of reading. 	\$679,986.00	No

		<ul style="list-style-type: none">* Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.* Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs.		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
8	<p>Graduating Career and Life Ready at Alternative High Schools</p> <p>Within three years, all students, and particularly low income (socio-economically disadvantaged - SED) students, at Jane Frederick High and Stockton High will graduate career and life ready as demonstrated by their commitment through completion of a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks; thereby, increasing, supported by access to high quality culturally relevant career focused instruction and access to inclusive student experiences, using Multi-Tiered System of Supports (MTSS), as measured by the California School Dashboard results, local benchmark assessments, and graduation rate.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to ensure the our students, specifically low-income (Socioeconomically Disadvantaged - SED) student, who are engaging in an alternative high school setting receive access to course content and core foundational concepts that they can apply in their career focused choices.

In review of the California School Dashboard and other data points, the appearance of achievement disparities exist, as SED students often have lower proficiency rates in mathematics, including algebra, compared to their peers. This goal aims to close these achievement gaps by providing targeted support and resources to these students. By focusing on SED students, Jane Frederick High and Stockton High, is committed to prioritizing equity in education, ensuring that all students, regardless of their socioeconomic status, have equal access education. This is the initial connector between the student and the school prompting to the increase granulation. to quality math education.

Enhancing academic and career readiness for students is essential as Algebra is known as a gateway subject that is critical for success in higher-level mathematics and many career paths. Mastery of algebraic concepts is essential for students' overall academic development and future opportunities. Integrating these concepts within the action aide the alignment of algebra instruction with SBE-approved CTE standards and frameworks ensures that students gain practical, career-related skills. This integration makes learning more relevant and directly applicable to real-world scenarios, thereby increasing student engagement and motivation.

Through the data-driven decision making process involving data from the California School Dashboard, each identified school in collaboration with Research & Accountability and Educational Services, identified a commonality of the two alternative high school sites. The first commonality identified Graduation Rate as the indicator at the lowest level or Red. Further review identified the common student group within the Graduation Rate indicator is low-income (Socioeconomically Disadvantaged - SED)

Using the Data-Driven Decision Making process, in collaboration between the district's Research & Accountability Department, the school site's furthered the analysis with its educational partner in the development of their comprehensive needs assessment. This needs assessment incorporated other data points not reported by the California School Dashboard that introduced possible root causes for the low graduation rate among low-income (socioeconomically disadvantaged - SED) students.

By setting this goal, the LEA is addressing critical needs and challenges faced by SED students at alternative high schools, ensuring that they have the skills and knowledge necessary to succeed in academics and beyond. This comprehensive approach promotes academic excellence, career readiness, and lifelong success for all students.

Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5E - High School Graduation Rate	(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements. ALL = All Students SWD = Students with Disabilities	Jane Frederick High School ALL:100.00% SWD:17.10% (2022-2023) Stockton High School ALL: 100.00% SWD:2.00% (2022-2023)			Jane Frederick High School ALL:100.00% SWD:27.10% Stockton High School ALL:100.00% SWD:12.00%	

	(Data Source: CA School Dashboard, DataQuest)					
4C - CTE Course Sequence	<p>Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks.</p> <p>ALL = All Students SWD = Students with Disabilities</p> <p>(CA School Dashboard)</p>	<p>Jane Frederick High School ALL:0.70% SWD:0.00% (2022-2023)</p> <p>Stockton High School ALL: 2.90% SWD: *% (2022-2023)</p>			<p>Jane Frederick High School ALL:10.70% SWD:10.00%</p> <p>Stockton High School ALL:12.90% SWD:* %</p>	
7A - Broad Course of Study	<p>(7A) Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.</p> <p>ALL = All Students SWD = Students with Disabilities</p>	<p>Jane Frederick High School ALL:100.00% SWD:100.00% (2022-2023)</p> <p>Stockton High School ALL 100.00% SWD:100.00% (2022-2023)</p>			<p>Jane Frederick High School ALL:100.00% SWD: 100.00% (2022-2023)</p> <p>Stockton High School ALL:100.00% SWD: 100.00% (2022-2023)</p>	

	(Data Source: SUSD Course and Master Schedules)					
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Goal Analysis [2023-24]

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Career Focused Instruction and Experiences for Stockton High students	To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students.	\$286,310.00	No

Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.

These additional services were based on identified needs are intended to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready. The activities connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, Honors, Advanced Placement, and IB pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.

Career Center Development & Resources: Resources and services provided to students on high school campuses at the career centers supported by guidance technicians focused on increasing or improving student academic achievement.

Engineering Career Pathways and STEM Resources and Support: Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or improved access to hands-on learning experiences for students. Increased unduplicated student access to Career Technical Education (CTE) pathways focused on increasing student's meeting college and career readiness upon graduation from high school.

These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils' access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student

		<p>activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.</p> <p>Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities.</p> <p>Student Access To Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.</p>		
8.2	Career Focused Instruction and Experiences for Jane Frederick students	<p>To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students.</p> <p>Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.</p> <p>These additional services were based on identified needs are intended to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready. The activities connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, Honors, Advanced Placement, and IB pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.</p> <p>Career Center Development & Resources: Resources and services provided to students on high school campuses at the career centers supported by guidance technicians focused on increasing or improving student academic achievement.</p>	\$338,941.00	No

		<p>Engineering Career Pathways and STEM Resources and Support: Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or improved access to hands-on learning experiences for students. Increased unduplicated student access to Career Technical Education (CTE) pathways focused on increasing student's meeting college and career readiness upon graduation from high school.</p> <p>These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils' access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.</p> <p>Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities.</p> <p>Student Access To Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.</p>		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
9	<p>Mastery of Algebraic Concepts by the Modern Asian Students at Stagg High School</p> <p>Within three years, all modern students, and particularly modern Asian students, at Stagg High will demonstrate growth towards meeting or exceeding standards in the mastery of Algebraic concepts (math) through access to high quality culturally relevant college and career focused instruction, inclusive student engagement, and family interactive resources using Multi-Tiered System of Supports (MTSS), as measured by CAASPP test results, local benchmark assessments, and graduation rate.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed in support of enhancing mastery of algebraic concepts for high school students, with a particular emphasis on Asian students. The goal is designed to improve overall academic outcomes. Mastery of algebraic skills is essential for success and graduation at high school. By ensuring students meet or exceed Math standards, the LEA is setting the stage for broader academic success and increasing the students graduating.

Using the Data-Driven Decision Making process, in collaboration between the district's Research & Accountability Department, the school site furthered the analysis with its educational partner in the development of their comprehensive needs assessment. This needs assessment incorporated other data points not reported by the California School Dashboard that introduced possible root causes for the low academic performance in Mathematics for students.

The school site has a passion and dedication to provide students with educational access and opportunities to improve their academic outcomes. In doing so, the school identified academic achievement disparities that are likely leads to achievement gaps in Mathematics between different student groups, particularly among Asian students. By focusing on culturally relevant instruction and inclusive engagement, the school aims to create an educational environment where all students, regardless of their background, have the opportunity to succeed. Stockton Unified and this school support a diverse student population. Recognizing the diverse cultural backgrounds of students, the school site aims to provide instruction that is relevant and meaningful to their student's experiences through culturally relevant instruction. This approach not only enhances engagement but also validates students' identities and backgrounds within the learning process.

To close the academic achievement gap mastery of algebraic concepts is essential for Asian students, both academically and with career opportunities. Through the work described in the action students will move closer to mastering Algebraic concepts as it will prepare them for the demands of higher education and the workforce.

Educational partner engagement does not stop at the development of this goal and applicable actions, but instead through consistent and persistent community and family engagement opportunities and through family involvement. Research has demonstrated that engaging families through authentic and meaningful connection aides in the literacy development process and is crucial and connecting instruction and families through access to interactive resources will help create a supportive learning environment at home, reinforcing the skills taught in school and fostering a community-wide culture of literacy.

By setting this comprehensive goal, the district and this identified Equity Multiplier school site demonstrates a commitment to improving literacy outcomes through inclusive, equitable, and culturally responsive practices, ensuring that every student has the support and resources necessary to succeed in Mathematics.

Select metrics will be reported for All students and specific student groups using the following abbreviations:

ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
(4H) Percent age of 9th grade student s prepare d for their currentl y enrolled	Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP). All = All Students AS = Asian Students	Stagg High School ALL: 6.99% AS: 15.63% (2022-2023)			Stagg High School ALL: 16.99% AS: 25.63%	

<p>math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP)</p> <p>(Data Source: All Terms MDTP assessment)</p>	<p>Source Local Assessment Data</p>					
<p>(4A) The average of all 11th grade student CAASP scores in Math Language Arts meeting</p>	<p>The average of all 11th grade student CAASP scores in Math Language Arts meeting or exceeding standards</p> <p>All = All Students AS = Asian Student</p> <p>Source: CASSPP Website</p>	<p>Stagg High School ALL: 5.25% AS: 7.41% (2022-2023)</p>			<p>Stagg High School ALL: 15.25% AS: 17.41%</p>	

<p>or exceeding standards.</p> <p>(Data Source: CAASP P)</p>						
<p>(4A) The average of all 11th grade student CAASP scores in Math Language Arts meeting or exceeding standards.</p> <p>(Data Source: CA School Dashboard, CAASP P)</p>	<p>The average of all 11th grade student CAASPP scores in Math Language Arts meeting or exceeding standards</p> <p>All = All Students AS = Asian Student</p> <p>Source: Ca Schools Dashboard.</p>	<p>Stagg High School ALL: -156.6 AS: -184 (2022-2023)</p>			<p>Stagg High School ALL: -145.6 AS: -174</p>	

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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Mastery of Algebraic Concepts by the Modern Asian Students at Stagg High School	<p>To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students.</p> <p>Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.</p> <p>These additional services were based on identified needs are intended to increase and/or improve access to unduplicated pupils through the creation</p>	\$2,214,692.00	No

of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready. The activities connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, Honors, Advanced Placement, and IB pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.

Career Center Development & Resources: Resources and services provided to students on high school campuses at the career centers supported by guidance technicians focused on increasing or improving student academic achievement.

Engineering Career Pathways and STEM Resources and Support: Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or improved access to hands-on learning experiences for students. Increased unduplicated student access to Career Technical Education (CTE) pathways focused on increasing student's meeting college and career readiness upon graduation from high school.

These additional services are based on identified needs are intended to increase and/or improve unduplicated pupils' access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.

Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities.

		Student Access To Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$114,048,906.00	\$\$13,574,076.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.630%	2.319%	\$\$8,100,818.34	35.949%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Career Technical Education (CTE) Pathways</p> <p>Need: Close the gap from all students and unduplicated students who meet CTE course sequence or program of study completion rates.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing evidence-based pathway programs that support the passion, interest, and talents of students. * Providing focused and relevant college and career guidance support to students. * Providing opportunities to participate in of college and career events: such as mock interviews, guest 	<p>Metrics: 4C - Career Technical Education (CTE)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Evidence of needs includes: SUSD's 2022-23 CTE course sequence or program of study completion rate was 29.80% for all students vs. 0% for Foster Youth, 18.50% for ELs, and 27.60% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>speakers, career exploration, college application and funding documentation completion and submission support. * Providing course scheduling training that leads to greater student access. * Enhancing communication and provide opportunities for age appropriate college entrance examination and credit equivalency assessments.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready.</p>	
<p>1.2</p>	<p>Action: College Readiness</p> <p>Need: Increase college preparedness in ELA and Math.</p> <p>Evidence of needs includes: SUSD's 2022-23 Early Assessment Program (EAP) exam college preparedness rate for ELA was 55.41% for all students.</p> <p>SUSD's 2022-23 Early Assessment Program (EAP) exam college preparedness rate for Math was 27.35% for all students.</p>	<p>The following action(s) address the need(s) by: * Providing access to career exploration and career center resources * Providing access to college entrance exams * Providing access to dual enrollment and other college preparatory programs</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is great that 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready.</p>	<p>Metrics: 4H - College Preparedness - Early Assessment Program</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.3</p>	<p>Action: A-G High School Courses</p> <p>Need: Close the gap from all students and unduplicated students who meet CSU/UC a-g college entrance requirements rate.</p> <p>Evidence of need includes: SUSD's 2022-23 CSU/UC a-g college entrance requirements rate was 20.7% for all students vs. 4.90% for Foster Youth, 11.40% for ELs, and 19.80% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by: * Increasing teachers staffing at comprehensive schools</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is great that 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready.</p>	<p>Metrics: 4B - A-G Completion</p>
<p>1.7</p>	<p>Action: Teacher Collaboration, Professional Development, & Academic Support</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA and Math, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA and Math.</p> <p>Evidence of need includes: SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88%</p>	<p>The following action(s) address the need(s) by: * Providing training on instructional strategies and collaboration * Providing support and training on instructional cycles and assessments * Providing training in the analysis of student data</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services that are based on identified needs intended to increase and/or improve professional development for teachers and instructional staff focused on best practices to</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 4A - Statewide Assessments Science - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p> <p>SUSD's 2022-23 average CAASPP Math scores was 16.76% for all students vs. 6.06% for Foster Youth, 20.16% for ELs, and 14.64% for Low Income students.</p> <p>SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>enhance unduplicated pupil academic achievement.</p>	
<p>1.8</p>	<p>Action: School Site Administrators Leadership Professional Development</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA and Math, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA and Math.</p> <p>Evidence of need includes: SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88% for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing training on instructional strategies and collaboration * Providing support and training on instructional cycles and assessments * Providing training in the analysis of student data <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is great that 55 percent; therefore, these additional services that are based on identified needs intended to increase and/or improve professional development for school site administrators focused on best practices to enhance unduplicated pupil academic achievement.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 4A - Statewide Assessments Science - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SUSD's 2022-23 average CAASPP Math scores was 16.76% for all students vs. 6.06% for Foster Youth, 20.16% for ELs, and 14.64% for Low Income students.</p> <p>SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope: LEA-wide</p>		
<p>1.9</p>	<p>Action: Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA and Math, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA and Math.</p> <p>Evidence of need includes: SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88% for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p> <p>SUSD's 2022-23 average CAASPP Math scores was 16.76% for all students vs. 6.06%</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing training on Professional Learning Communities (PLCs) and collaboration * Providing support and training on instructional cycles and assessments * Providing training in the analysis of student data <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services that are based on identified needs intended to increase and/or improve professional development for school site administrators focused on best practices to enhance unduplicated pupil academic achievement.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 4A - Statewide Assessments Science - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for Foster Youth, 20.16% for ELs, and 14.64% for Low Income students.</p> <p>SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Data Analysis and Evaluation</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA and Math, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA and Math.</p> <p>Evidence of need includes: SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88% for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p> <p>SUSD's 2022-23 average CAASPP Math scores was 16.76% for all students vs. 6.06% for Foster Youth, 20.16% for ELs, and 14.64% for Low Income students.</p> <p>SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing training in the analysis of student data * Providing data dashboards addressing performance * Completing program evaluations for effectiveness * Continuing with data collection protocols focusing on improving student outcomes <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services that are based on identified needs intended to increase and/or improve professional development for school site administrators, teachers, and instructional staff focused on data analysis and evaluation protocols to enhance unduplicated pupil academic achievement.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 4A - Statewide Assessments Science - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope: LEA-wide</p>		
<p>1.11</p>	<p>Action: Early Childhood Education</p> <p>Need: Increase access to state standards.</p> <p>Evidence of need includes: SUSD's 2023-24 Access to State Standards - Question 2 was self identified as a 4 in ELA, ELD, Math, History, CTE, Health, PE, VAPA, and World Language with a 3 in NGSS.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing staffing to support teachers in review of data and instructional strategy support. * Providing opportunities to support literacy. * Providing access to playground structures and outdoor learning spaces to enhance and support foundational learning. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services that are based on identified needs intended to increase and/or improve academics and social-emotional needs of unduplicated pupils.</p>	<p>Metrics: 2A - State Standards - Q1, 2A - State Standards – Q2</p>
<p>1.12</p>	<p>Action: Acceleration of Learning</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA and Math, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA and Math.</p> <p>Evidence of need includes:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing evidence-based supplemental applications and curriculum to enhance student learning. * Engaging student learning through hands-on experiential learning within the classroom augmenting instruction. * Providing staff to support and extend instructional opportunities for student learning. * Providing access to additional resources and materials that facilitate the deepening of learning in the mastery of concepts and application of instruction. 	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 4A - Statewide Assessments Science - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88% for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p> <p>SUSD's 2022-23 average CAASPP Math scores was 16.76% for all students vs. 6.06% for Foster Youth, 20.16% for ELs, and 14.64% for Low Income students.</p> <p>SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities, instructional programming, resources, training and staff to increase ways for students increase student outcomes.</p>	
<p>1.13</p>	<p>Action: Literacy and Library Supports</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA and Math, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA and Math.</p> <p>Evidence of need includes: SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88% for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing evidence-based curriculum and instructional strategies that support foundational literacy. * Enhancing student access to culturally relevant and academically appropriate literature and books. * Integrated literacy throughout other academic programs and subjects. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities, resources, and staff to increase</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>ways for students to improve their academic outcomes.</p>	
<p>1.14</p>	<p>Action: AVID</p> <p>Need: Increase student access to a board course of study</p> <p>Evidence of need includes: SUSD's 2022-2023 percentage of students in grades K-8 with access to a broad course of study was 100%.</p> <p>SUSD's 2022-2023 percentage of students in grades 9-12 with access to a broad course of study was 100%.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by: * Providing students with academic support that fundamentally supports academic writing, inquiry, collaboration, organizational thinking, and reading using instructional strategies that promote college and career readiness across the curriculum.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of access, opportunities, hands on learning and application, resources, training, and staff to increase ways for students to graduate college and career ready.</p>	<p>Metrics: 7A - Broad Course of Study</p>
<p>1.15</p>	<p>Action: Recapture Learning Loss</p> <p>Need: Increase the percentage of students not meeting/exceeding standards ELA, Math, and Science, who are performing at intensive intervention levels of achievement and not meeting/exceeding standards in ELA, Math, and Science.</p> <p>Evidence of need includes:</p>	<p>The following action(s) address the need(s) by: * Providing evidence-based intervention curriculum and instructional strategies. * Providing professional development to teachers and paraprofessionals on intervention support and strategies. * Providing supplemental materials and supplies to enhance student learning in the application strategies and hands-on learning experiences. * Providing credit recovery support and programs to ensure students are receiving just-in-time academic support.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 4A - Statewide Assessments Science - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SUSD's 2022-23 average CAASPP ELA scores was 27.78% for all students vs. 11.88% for Foster Youth, 34.07% for ELs, and 25.13% for Low Income students.</p> <p>SUSD's 2022-23 average CAASPP Math scores was 16.76% for all students vs. 6.06% for Foster Youth, 20.16% for ELs, and 14.64% for Low Income students.</p> <p>SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of access, resources, training and staff to increase ways for students to improve student outcomes and graduate college and career ready.</p>	
<p>1.16</p>	<p>Action: Outdoor Education/Science Camp</p> <p>Need: Increase opportunities and access to hands on experiences to increase mastery of NGSS standards.</p> <p>Evidence of need includes: SUSD's 2022-23 average CAST scores was 30.18% for all students vs. 8.77% for Foster Youth, 2.32% for ELs, and 19.32% for Low Income students.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide opportunities for students to participate in hands-on experiences learning of science. * Provide teachers capacity building opportunities through support and resources, such as reteaching needs and skill master or gaps. * Provide students identified as at-risk of failing with access to expanded learning programs. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of access to science enrichment activities, and outdoor education/science experiences to increase ways</p>	<p>Metrics: 4A - CA Science Test</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	for students to improve student outcomes and graduate college and career ready.	
2.1	<p>Action: Educational Equity, Diversity, and Inclusion</p> <p>Need: Increase inclusionary practices through culturally relevant practices and instruction.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by: * Promoting access to inclusionary equitable educational opportunities will be evaluated through the ongoing use of data * Conducting a comprehensive Equity Audit with teams from all schools to develop a three year action plan.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support inclusive and culturally responsiveness to increase ways for students to feel connected and safe at school.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	<p>Action: Ethnic Studies</p> <p>Need: Increase access to inclusionary and culturally relevant instruction and curriculum.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by: * Providing students with inclusionary and culturally relevant instruction and curriculum.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support student connectedness and identity to increase ways for students to feel connected and safe at school.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p>Action: LGBTQ+ Equity and Inclusion</p> <p>Need: Increase the student connections at school and with teachers.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing students with inclusionary and culturally relevant support and resources. * Providing staff training and workshops focusing on inclusion and equity focused interactions. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support student connectedness and identity to increase ways for students to feel connected and safe at school.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	<p>Action: Native American Outreach and Support</p> <p>Need: Increase the student connections at school and with teachers.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing students with culturally relevant instructional supports including tutoring and extended day/year programming. * Providing staff to connect instructional learning in the classroom to cultural activities and traditions. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support student connectedness and identity to increase ways for students to feel connected and safe at school.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	<p>Action: Positive Behavior Interventions and Support (PBIS)</p> <p>Need: Increase positive student behaviors and student connections at school and with teachers.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing evidence-based strategies, training, and resources to support school wide expectations. * Conducting school site common area observations and the development of an action plan. * Building structures and systems to expand PBIS for all school sites and departments. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support positive behavior and choices to increase ways for students to feel connected and safe at school.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: Student Assistance Program support (SAP)</p> <p>Need: Increase the support and response for students needing behavioral interventions.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by: * Providing teacher release time to support behavioral interventions.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support Multi-Tiered System of Supports (MTSS) increase ways for students to feel connected and safe at school.</p>	<p>Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	<p>Action: Behavior Support Services</p> <p>Need: Increase the support and response for students needing behavioral interventions.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing consultation, services, and interventions directly to students. * Providing training to support the behavioral needs of students. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through the creation of opportunities to support Multi-Tiered System of Supports (MTSS) increase ways for students to feel connected and safe at school.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.8	<p>Action: New Teacher Training and Support</p> <p>Need: Increase the number of teachers who are fully credentialed.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of teachers appropriately assigned a credential was 88%.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing training and professional development to new/beginning teachers. * Ensuring new/beginning teachers have the skills and resources to obtain a clear credential. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intended to increase and/or improve access to unduplicated pupils through the retention of highly qualified teachers to increase academic outcomes.</p>	Metrics: 1A – Teachers Appropriately Assigned Credentialed
2.10	<p>Action: Central Enrollment Direct Services to Families</p> <p>Need: Increase the number of teachers who are fully credentialed.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of teachers appropriately assigned a credential was 88%.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing students and families enrollment support to ensure students are in class receiving timely instruction. * Providing referrals to services and departments to support student needs. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intended to increase and/or improve access of enrollment support and resources to unduplicated pupils maximizing access to standards aligned instructional materials to improve student outcomes.</p>	Metrics: 1B – Standards Aligned Instructional Materials, 6C – School Is Safe, 6C – Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.11</p>	<p>Action: Student Attendance and Truancy Intervention and Outreach</p> <p>Need: Increase student attendance and high-quality instruction through the reduction of suspensions/expulsions.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing students with resources and support to promote positive behavioral interactions. * Providing students and families with home visits promoting regular and consistent attendance. * Providing targeted interventions to encourage regular and consistent attendance. * Facilitate the removal of challenges and barriers students and families face that impedes regular and consistent daily attendance. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs intend to increase and/or improve access to unduplicated pupils through supports and resources and staff to improve attendance for unduplicated pupils with less than 100% attendance leading to increased student outcomes.</p>	<p>Metrics: 6A – Suspension Rates, 6B – Expulsion Rates</p>
<p>2.12</p>	<p>Action: Health and Wellness Services and Supports</p> <p>Need: Increase health and wellness services to meet individual student needs by removing barriers to the instructional setting.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41%</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing direct services to students to support the mental and physical health needs through coordination of referrals, services, and specialists. * Facilitating support and resources through community partners and district departments. * Providing targeted interventions to encourage regular and consistent attendance. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services were based on identified needs</p>	<p>Metrics: 6C – School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: LEA-wide</p>	<p>intend to increase and/or improve access and opportunities for unduplicated pupils through the reduction of mental and/or physical barriers to increase student learning and academic outcomes.</p>	
<p>2.13</p>	<p>Action: Mental Health Resources and Supports for Students</p> <p>Need: Increased referrals for consultation or assessment of student mental health services.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41%</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing direct services to students to support the mental health needs through coordination of referrals, services, and crisis response. * Providing family wellness kits which includes resources and materials to support the development of positive relationships. * Providing professional development/training to students, families, and staff on provided trauma informed practices, wellness and self-care, mindfulness, LGBTQ, grief and loss. * Encouraging trauma-informed practices and communication to expand common language and strategies for students, families, and staff. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, additional services are based on identified needs are intended to increase and/or improve the alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and</p>	<p>Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C - School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: LEA-wide</p>	<p>wellness, mental health, academic & social-emotional supports, and various well-being that are focused on increasing and improving the learning experience.</p>	
<p>2.14</p>	<p>Action: Social Emotional and Restorative Practices and Responsive Schools</p> <p>Need: Increase student support connecting caring relationships and a safe/supportive school climate.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing staff to support student social-emotional needs, career exploration experiences, and collaborative services. * Providing professional development to teachers and staff on restorative practices. * Developing restorative practice plans with pilot schools. * Providing Tier 1 supports promoting caring relationships, safe/supportive school climate, and school connectedness. * Providing Tier 2 and 3 supports for providing positive behavior interventions. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services are based on identified needs are intended to increase and/or improve the alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, culture and climate, mental health,</p>	<p>Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C - School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: LEA-wide</p>	<p>academic & social-emotional supports, and various well-being health direct services to students' families, and staff district-wide focused on increasing and improving the learning experience.</p>	
<p>2.15</p>	<p>Action: School Connectedness</p> <p>Need: Increase connection between students and school staff.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41%</p>	<p>The following action(s) address the need(s) by: * Providing direct staffing supports to promote a safe and supportive school climate.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services are based on identified needs are intended to increase and/or improve the alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff district-wide focused on increasing and improving the learning experience.</p>	<p>Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: LEA-wide</p>		
<p>2.16</p>	<p>Action: Assistant Principal Restoration At TK-8th Grade School Sites</p> <p>Need: Increase student access to instructional support and resources.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41%</p>	<p>The following action(s) address the need(s) by: * Providing staffing to support the development and implementation of school site programs, services, and resources.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services are based on identified needs intended to increase and/or improve unduplicated pupils' access to effective, well- trained, and experienced certificated and classified staff. Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff for unduplicated students.</p>	<p>Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: LEA-wide</p>		
2.17	<p>Action: Over Formula Position School Site Support</p> <p>Need: Increase student access to instructional support and resources.</p> <p>Evidence of need includes: SUSD's 2022-23 suspension rate was 6% for all students vs. 12.60% for Foster Youth, 4.10% for ELs, and 6.40% for Low Income students.</p> <p>SUSD's 2022-23 expulsion rate was .10% for all students vs. 0.00% for Foster Youth, 0.00% for ELs, and .10% for Low Income students.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41%</p>	<p>The following action(s) address the need(s) by: * Providing staffing to support the development and implementation of school site programs, services, and resources based on data driven needs.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services are based on identified needs intended to increase and/or improve unduplicated pupils' access to effective, well- trained, and experienced certificated and classified staff. Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff for unduplicated students.</p>	Metrics: 6A – Suspension Rates, 6B – Expulsion Rates, 6C – School Climate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: LEA-wide</p>		
<p>2.18</p>	<p>Action: Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning</p> <p>Need: Increase student access to instruction.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of students who have access to standards aligned instructional materials was 100%.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by: * Extending teachers' instructional minutes each day.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; therefore, these additional services are based on identified needs intended to increase and/or improve unduplicated pupils' access to effective, well- trained, and experienced certificated and classified staff. Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff for unduplicated students.</p>	<p>Metrics: 1B – Standards Aligned Instructional Materials</p>
<p>2.19</p>	<p>Action: Information Services</p> <p>Need: Increase student access to instruction.</p>	<p>The following action(s) address the need(s) by: * Providing staff to support technology needs at the school sites. * Providing technology systems and devices to enhance instruction and instructional strategies.</p>	<p>Metrics: 1B – Standards Aligned Instructional Materials</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Evidence of need includes: SUSD's 2023-24 percentage of students who have access to standards aligned instructional materials was 100%.</p> <p>Scope: LEA-wide</p>	<p>* Enhancing technology infrastructure to meet the needs of devices and student/teacher usage.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs intended to increase and/or improve access to technology, connectivity, and infrastructure that supports unduplicated pupils across the district.</p>	
2.20	<p>Action: Instructional Technology</p> <p>Need: Increase student access to instruction.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of students who have access to standards aligned instructional materials was 100%.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing instructional technology to enhance instruction and instructional strategies. * Enhancing technology infrastructure to meet the needs of devices and student/teacher usage. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs intended to increase and/or improve access to technology, connectivity, and infrastructure that supports unduplicated pupils across the district.</p>	Metrics: 1B – Standards Aligned Instructional Materials
2.22	<p>Action: Recruit, Hire, Retain Highly Qualified Staff</p> <p>Need: Increase highly qualified instructional staffing to support student needs.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of teachers appropriately assigned a credential was 88%.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Recruiting and hiring highly qualified certificated and classified staff to support instructional student needs. * Providing training and support to certificated and classified staff to ensure retention of staff. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional</p>	Metrics: 1A – Teachers Appropriately Assigned Credentialed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>services are based on identified needs intended to increase and/or improve access to ensure programs and services have the staffing support necessary to implement high quality educational experiences and learning. To implement practices and processes that ensure equitable educator assignments and reduce disparities by reviewing teaching, administrator, and paraprofessional staffing to reduce the number of misassignment instances by employing and placing staff with appropriate credentials and years of experience with relation to site achievement results and needs for specialized services to effectively run the base services by the district.</p>	
<p>2.24</p>	<p>Action: Student and Campus Safety</p> <p>Need: Create safe and secure school campuses for students, families, and staff to feel safe and connected.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p> <p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing training to students, parents/families, and staff on emergency response systems, emergency planning/management tools and protocols. * Enhancing and restoring effective and adequate communication systems and protocols. * Enhancing visitor management systems and protocols. * Promoting campus safety through security enhancements including video installation, technology infrastructure installation, fencing, signage, and other needs to create a safe and secure campus. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs intended to increase and/or improve access to safe school site campuses. ensure programs and services have the infrastructure, resources, and support that</p>	<p>Metrics: 6C – School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope:</p>	<p>alleviates students, staff, family, and community concerns pertaining to school safety.</p>	
<p>3.1</p>	<p>Action: Student Engagement and Leadership Opportunities</p> <p>Need: Increase student access to engagement and leadership opportunities.</p> <p>Evidence of need includes: SUSD's 2023-24 school attendance rate was 89.75% for all students.</p> <p>SUSD's 2023-24 chronic absenteeism rate was 49.90% for all students vs. 0% for Foster Youth, 0% for ELs, and 40.50% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by: * Provide opportunities for students to participate in youth development activities, Peer Leaders Uniting Students (PLUS) program, SkillsUSA, robotics, and other activities.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs are intended to increase and/or improve unduplicated pupils' access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p>	<p>Metrics: 5A – School Attendance Rate, 5B – Chronic Absenteeism Rate</p>
<p>3.2</p>	<p>Action: Youth Engagement Activities and Athletic Programs</p> <p>Need: Increase access to partake in sports, clubs, and enrichment activities that promote athletic experiences.</p> <p>Evidence of need includes:</p>	<p>The following action(s) address the need(s) by: * Provide access to engaging and meaningful opportunities to be more connected to their school culture through meaningful partnerships. * To provide resources and staff for access to athletic experience and program activities.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; These additional services are based on identified needs are</p>	<p>Metrics: 5A – School Attendance Rate, 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SUSD's 2023-24 school attendance rate was 89.75% for all students.</p> <p>SUSD's 2023-24 chronic absenteeism rate was 49.90% for all students vs. 0% for Foster Youth, 0% for ELs, and 40.50% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>intended to increase and/or improve resources and staff to ensure that unduplicated pupils have access to participate in school athletic experiences, collaborative learning experiences, programs, and activities.</p>	
<p>3.3</p>	<p>Action: Arts Programming</p> <p>Need: Increase access to the Arts to enhance integration of creativity, self-expression, and engagement with the diverse forms of culturally responsive educational experiences.</p> <p>Evidence of need includes: SUSD's 2023-24 school attendance rate was 89.75% for all students.</p> <p>SUSD's 2023-24 chronic absenteeism rate was 49.90% for all students vs. 0% for Foster Youth, 0% for ELs, and 40.50% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide certificated staff with arts and music credentials to provide direct services and art experiences. * Increasing student access to diverse forms of culturally responsive educational experiences. * Provide students with access to enrichment activities. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; These additional services are based on identified needs are intended to increase and/or improve resources and staff to unduplicated pupils' access of district-wide visual and performing art activities, including music, dance, and art experiences.</p>	<p>Metrics: 5A – School Attendance Rate, 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.4</p>	<p>Action: Expanded Learning and Enrichment Opportunities</p> <p>Need: Many of our low-income students, English learners, and foster youth do not have opportunities to engage in structured activities outside their place of residence due to environmental factors or take part in sporting leagues due to transportation, financial, or other barriers.</p> <p>Evidence of need includes: SUSD's 2023-24 school attendance rate was 89.75% for all students.</p> <p>SUSD's 2023-24 chronic absenteeism rate was 49.90% for all students vs. 0% for Foster Youth, 0% for ELs, and 40.50% for Low Income students.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide staffing for enrichment activities. * Provide students with access to enrichment activities. * Enhance seamless connections between the school day and beyond the bell. * Provide students with hands on experiential learning activities, field trips, materials/supplies, and equipment for exercise opportunities and intramural sports programs; providing arts, music and instructional enrichment, ensuring student interest enrichment activities are available <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services that are based on identified need are intended to increase and/or improve unduplicated pupils access to academic experiences and activities beyond the regular instructional day (before, after, intercession) and school year (summer). The expanded learning activities will be inclusive of tutoring(reading, writing, math, etc.)/homework help, enrichment activities, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p>	<p>Metrics: 5A – School Attendance Rate, 5B – Chronic Absenteeism Rate</p>
<p>4.1</p>	<p>Action: Family and Community Communication, Empowerment, and Engagement</p> <p>Need: Increase support and direct services within the school day connecting families with outside resources.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide and maintain systems of communication that meet the needs of the school, parents/guardians, students and the community. * Providing ongoing communication via the district website, robo calls, parent and community meetings and opportunities to connect with the schools are services that SUSD has in place to 	<p>Metrics: 3A – Parent Involvement - Q1, Q2, Q3, Q4, 3A – Parent Involvement - Q9, Q10, Q11, Q12. 3A LCAP Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Evidence of need includes: Educational partner feedback from parent meetings and engagements sessions, LCAP survey, and the Parent Involvement Survey indicate greater communication is needed on understanding district programs and plans.</p> <p>SUSD's 2023-24 number of LCAP survey responses was 357.</p> <p>Scope: LEA-wide</p>	<p>increase parent and community connection to our schools to build services and support. * Develop and foster relationships with parents/guardians that lead to active and meaningful engagement supporting student academic success, increased daily attendance, increased foster youth, English learners, and low-income student's rates of high school graduation.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs are intended to increase and/or improve for unduplicated pupils through staffing, training, regular communication modules and/or other resources designed to provide support, communication, and partnerships that target student and community needs throughout the city of Stockton and the San Joaquin County. The ability to grow and develop resources available to students, family and community will increase community and parent involvement, resulting in student success through access, awareness and connection between school and community.</p>	
4.2	<p>Action: District Strategic Planning and Communication</p> <p>Need: Increase educational partner engagement in the development of district strategic planning efforts.</p> <p>Evidence of need includes: Educational partner feedback from parent meetings and engagements sessions, LCAP</p>	<p>The following action(s) address the need(s) by: * Provide information on district processes, practices, and programs in a relatable and relevant manner to support and improve student outcomes. * Provide educational partners opportunities to provide authentic engagement in areas of identified needs. * Enhanced communication to educational partners to meet both traditional communication and digital communication needs.</p>	<p>Metrics: 3A – Parent Involvement - Q1, Q2, Q3, Q4, 3A – Parent Involvement - Q9, Q10, Q11, Q12, 3A - LCAP Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>survey, and the Parent Involvement Survey indicate greater communication is needed on understanding district programs and plans.</p> <p>SUSD's 2023-24 number of LCAP survey responses was 357.</p> <p>Scope: LEA-wide</p>	<p>* Provide training on district and school site strategic planning documents, processes, and data.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs are intended to increase and/or improve for unduplicated pupils through staffing, training, and/or other resources designed to provide support, communication, and partnerships that target student and community needs.</p>	
<p>4.3</p>	<p>Action: Community Schools Supports and Resources</p> <p>Need: Increase connections between parents and families and the school.</p> <p>Evidence of need includes: SUSD's 2023-24 number of LCAP survey responses was 357.</p> <p>Scope: LEA-wide</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide school sites with training connecting students, parents/families, and the school. * Empower educational partners to recruit for parent involvement. <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs are intended to increase and/or improve for unduplicated pupils through staffing, training, and/or other resources designed to provide support, communication, and partnerships that target student and community needs.</p>	<p>Metrics: 3A – Parent Involvement - Q1, Q2, Q3, Q4, 3A – Parent Involvement - Q9, Q10, Q11, Q12, 3A - LCAP Survey</p>
<p>4.4</p>	<p>Action: Parent Advisory Committee Supports and Resources</p> <p>Need:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide educational partners with training to promote parent engagement activities. * Provide educational partners with access and opportunities to promote and empower parent engagement. 	<p>Metrics: 3A – Parent Involvement - Q1, Q2, Q3, Q4, 3A – Parent Involvement - Q9, Q10, Q11, Q12, 3A - LCAP Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Increase the educational partner attendance at scheduled events.</p> <p>Evidence of need includes: SUSD's 2023-24 number of LCAP survey responses was 357.</p> <p>Scope: LEA-wide</p>	<p>* Empower educational partners to recruit for parent involvement. * Coordinate and memorialize all parent advisory committee meetings dates to ensure timely attendance.</p> <p>These action(s) are provided on a LEA-wide Basis: SUSD's unduplicated percentage is 81.81%, which is greater than 55 percent; these additional services are based on identified needs and are intended to increase and/or improve for unduplicated pupils through resources designed to provide support, communication, and partnerships that target student and community needs.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Bilingual instructional support</p> <p>Need: Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. English learners are not meeting their academic goals. English learners are not improving English proficiency and reclassification.</p>	<p>* Provide bilingual assistants supports within the classroom for English learners through primary language support and direct academic conversations and supplemental direct services to students within the classroom, during lessons, and within a one-on-one or small group setting.</p> <p>* Provide increased and improved access to written English curriculum in all subject areas</p> <p>* Providing integrated professional development focused on English Language Development</p>	Metrics: 4F - EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Evidence of need includes: SUSD's 2023-24 Redesignation rate was 19.20%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>instructional strategies, and school site English Learner Academic Team (ELAT) meetings discussing the supports provided and needed to implement.</p>	
<p>1.5</p>	<p>Action: English Learner Professional Development</p> <p>Need: Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. English learners are not meeting their academic goals. English learners are not improving English proficiency and reclassification.</p> <p>Evidence of need includes: SUSD's 2022-23 percentage of EL students making progress was 44.80%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide increased and improved access to written English curriculum in all subject areas * Provide integrated professional development focused on English Language Development instructional strategies, and school site English Learner Academic Team (ELAT) meetings discussing the supports provided and needed to implement. 	<p>Metrics: 4E - EL Progress</p>
<p>1.6</p>	<p>Action: Restructure English Learner Program and Supports for Newcomers and Long-term English Learners</p> <p>Need:</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Provide increased and improved access to written English curriculum in all subject areas 	<p>Metrics: 4E - EL Acquisition Results</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for Redesignation. English learners are not meeting their academic goals. English learners are not improving English proficiency and reclassification.</p> <p>Evidence of need includes: SUSD's 2022-23 percentage of EL students with an overall ELPAC Level 4 was 16.50%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>* Provide integrated professional development focused on English Language Development instructional strategies, and school site English Learner Academic Team (ELAT) meetings discussing the supports provided and needed to implement.</p>	
<p>2.9</p>	<p>Action: Social Service Supports for Families in Transition</p> <p>Need: Reduce the time students are out of the instructional setting when enrolling.</p> <p>Evidence of need includes: SUSD's 2023-24 percentage of students who have access to standards aligned instructional materials was 100%.</p> <p>SUSD's 2023-24 percentage of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 56% elementary and 41% secondary students, 63% for parents, 48% teachers, and 46% staff.</p>	<p>The following action(s) address the need(s) by:</p> <ul style="list-style-type: none"> * Providing students and families enrollment support to ensure students are in class receiving timely instruction. * Providing referrals to services and departments to support student needs. 	<p>Metrics: 1B – Standards Aligned Instructional Materials, 6C – School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>SUSD's 2023-24 national percentile rank of elementary and secondary students, parents, teachers, and staff responded favorable about school climate was 30% elementary and 10% secondary students, 30% for parents, 20% teachers, and 20% staff.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Not applicable.

Additional Concentration Grant Funding

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

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

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

Goal 2 - Action 11: Student Attendance, Truancy Intervention and Outreach

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

Goal 2 - Action 12: Health and Wellness Service Support

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

Goal 2 - Action 15: School Connected ness

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	36.24	32.18
Staff-to-student ratio of certificated staff providing direct services to students	18.5	17.36

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$339,130,948	\$114,048,906.00	33.630%	2.319%	35.949%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$300,029,355.00	\$5,754,622.00			\$305,783,977.00	\$276,461,320.00	\$29,322,657.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Career Technical Education (CTE) Pathways	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,395,959.00	\$573,870.00	\$1,969,829.00				\$1,969,829.00
1	1.2	College Readiness	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2024	\$1,318,864.00	\$503,540.00	\$1,822,404.00				\$1,822,404.00
1	1.3	A-G High School Courses	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$345,226.00	\$0.00	\$345,226.00				\$345,226.00
1	1.4	Bilingual instructional support	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2024	\$0.00	\$46,515.00	\$46,515.00				\$46,515.00
1	1.5	English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2024 - 06/30/2025	\$985,220.00	\$0.00	\$985,220.00				\$985,220.00
1	1.6	Restructure English Learner Program and Supports for Newcomers and Long-term English Learners	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	07/01/2024 - 06/30/2025	\$1,257,412.00	\$747,729.00	\$2,005,141.00				\$2,005,141.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
						Group(s)										
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$5,365,047.00	\$0.00	\$5,365,047.00				\$5,365,047.00
1	1.8	School Site Administrators Leadership Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$533,570.00	\$0.00	\$533,570.00				\$533,570.00
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$598,443.00	\$0.00	\$598,443.00				\$598,443.00
1	1.10	Data Analysis and Evaluation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$375,824.00	\$375,824.00				\$375,824.00
1	1.11	Early Childhood Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$313,825.00	\$3,077,715.00	\$3,391,540.00				\$3,391,540.00
1	1.12	Acceleration of Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$4,058,681.00	\$1,713,416.00	\$5,772,097.00				\$5,772,097.00
1	1.13	Literacy and Library Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$1,233,116.00	\$1,233,116.00				\$1,233,116.00
1	1.14	AVID	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$311,392.00	\$744,869.00	\$1,056,261.00				\$1,056,261.00
1	1.15	Recapture Learning Loss	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$5,525,435.00	\$600,970.00	\$6,126,405.00				\$6,126,405.00
1	1.16	Outdoor Education/Science Camp	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$100,000.00	\$800,000.00	\$900,000.00				\$900,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Educational Equity, Diversity, and Inclusion	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$312,340.00	\$363,000.00	\$675,340.00				\$675,340.00
2	2.2	Ethnic Studies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2024	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00
2	2.3	LGBTQ+ Equity and Inclusion	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$38,000.00	\$38,000.00				\$38,000.00
2	2.4	Native American Outreach and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$133,252.00	\$0.00	\$133,252.00				\$133,252.00
2	2.5	Positive Behavior Interventions and Support (PBIS)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$386,780.00	\$613,220.00	\$1,000,000.00				\$1,000,000.00
2	2.6	Student Assistance Program support (SAP)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$195,877.00	\$80,000.00	\$275,877.00				\$275,877.00
2	2.7	Behavior Support Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$2,906,851.00	\$34,000.00	\$2,940,851.00				\$2,940,851.00
2	2.8	New Teacher Training and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$135,999.00	\$0.00	\$135,999.00				\$135,999.00
2	2.9	Social Service Supports for Families in Transition	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	07/01/2024 - 06/30/2025	\$891,019.00	\$149,000.00	\$1,040,019.00				\$1,040,019.00
2	2.10	Central Enrollment Direct Services to Families	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,927,078.00	\$30,000.00	\$1,957,078.00				\$1,957,078.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.11	Student Attendance and Truancy Intervention and Outreach	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$18,440,239.00	\$680,017.00	\$19,120,256.00				\$19,120,256.00
2	2.12	Health and Wellness Services and Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,753,481.00	\$0.00	\$4,753,481.00				\$4,753,481.00
2	2.13	Mental Health Resources and Supports for Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$242,227.00	\$242,227.00				\$242,227.00
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,234,630.00	\$778,124.00	\$7,012,754.00				\$7,012,754.00
2	2.15	School Connectedness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,505,134.00	\$0.00	\$7,505,134.00				\$7,505,134.00
2	2.16	Assistant Principal Restoration At TK-8th Grade School Sites	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$12,269,872.00	\$269,804.00	\$12,539,676.00				\$12,539,676.00
2	2.17	Over Formula Position School Site Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$60,000.00	\$0.00	\$60,000.00				\$60,000.00
2	2.18	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,250,068.00	\$0.00	\$10,250,068.00				\$10,250,068.00
2	2.19	Information Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,469,854.00	\$898,425.00	\$2,368,279.00				\$2,368,279.00
2	2.20	Instructional Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$300,000.00	\$300,000.00				\$300,000.00
2	2.21	Instruction and Teacher Staffing	All		No					\$170,360,612.00	\$0.00	\$170,360,612.00				\$170,360,612.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,000.00	\$0.00	\$20,000.00				\$20,000.00
2	2.23	School Facilities	All		No					\$1,578,767.00	\$0.00	\$1,578,767.00				\$1,578,767.00
2	2.24	Student and Campus Safety								\$607,252.00	\$0.00	\$607,252.00				\$607,252.00
3	3.1	Student Engagement and Leadership Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$242,207.00	\$704,975.00	\$947,182.00				\$947,182.00
3	3.2	Youth Engagement Activities and Athletic Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,312,356.00	\$1,687,644.00	\$3,000,000.00				\$3,000,000.00
3	3.3	Arts Programming	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$5,994,198.00	\$341,053.00	\$6,335,251.00				\$6,335,251.00
3	3.4	Expanded Learning and Enrichment Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$3,221,169.00	\$0.00	\$3,221,169.00				\$3,221,169.00
4	4.1	Family and Community Communication, Empowerment, and Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,294,956.00	\$156,448.00	\$1,451,404.00				\$1,451,404.00
4	4.2	District Strategic Planning and Communication	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,385,118.00	\$243,353.00	\$1,628,471.00				\$1,628,471.00
4	4.3	Community Schools Supports and Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$428,137.00	\$68,181.00	\$496,318.00				\$496,318.00
4	4.4	Parent Advisory Committee Supports and Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports	Students with Disabilities		No				07/01/2024 - 06/30/2025	\$0.00	\$23,000.00	\$23,000.00				\$23,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		to Narrow Achievement Performance Gap													
5	5.2	Maximize course access and alternate diploma pathways	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$0.00	\$26,000.00	\$26,000.00				\$26,000.00
5	5.3	Accelerate Learning for all SPED students	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$0.00	\$24,000.00	\$24,000.00				\$24,000.00
5	5.4	Culturally Responsive Professional Development	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
5	5.5	Meaningful Student Experiences and Opportunities	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
5	5.6	Recruit, Hire, and Retain Student Support Personnel	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00
5	5.7	Parent and Family Supports and Resources	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00
5	5.8	Enhancing School Engagement and Attendance for Students With Disabilities	Students Disabilities	with	No			07/01/2024 - 06/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
6	6.1	Student Achievement Plan	African American/Black		No			07/01/2024 - 06/30/2025	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00
6	6.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	African American/Black		No			07/01/2024 - 06/30/2025	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00
6	6.3	Educator Gap Equity Plan	African American/Black		No			07/01/2024 - 06/30/2025	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00
6	6.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	African American/Black		No			07/01/2024 - 06/30/2025	\$0.00	\$587,144.00	\$587,144.00				\$587,144.00
6	6.5	BSAP Community Partnerships	African American/Black		No			07/01/2024 - 06/30/2025	\$0.00	\$542,456.00	\$542,456.00				\$542,456.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.6	Development of an African American Studies Course	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$565,169.00	\$565,169.00				\$565,169.00
6	6.7	BSAP School Climate & Wellness Personnel Support	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$1,891,544.00	\$1,891,544.00				\$1,891,544.00
6	6.8	BSAP Community - Based Safety Pilots	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$713,687.00	\$713,687.00				\$713,687.00
7	7.1	High Quality Literacy Instruction and Resources for English Learner students at Adams Elementary	English Learners	No				07/01/2024 - 06/30/2025	\$0.00	\$657,882.00		\$657,882.00			\$657,882.00
7	7.2	High Quality Literacy Instruction and Resources for English Learner students at El Dorado Elementary	English Learner	No				07/01/2024 - 06/30/2025	\$0.00	\$706,302.00		\$706,302.00			\$706,302.00
7	7.3	High Quality Literacy Instruction and Resources for English Learner students at Madison Elementary	English Learner	No				07/01/2024 - 06/30/2025	\$0.00	\$870,509.00		\$870,509.00			\$870,509.00
7	7.4	High Quality Literacy Instruction and Resources for English Learner students at Van Buren Elementary	English Learner	No				07/01/2024 - 06/30/2025	\$0.00	\$679,986.00		\$679,986.00			\$679,986.00
8	8.1	Career Focused Instruction and Experiences for Stockton High students	Low Income	No				07/01/2024 - 06/30/2025	\$0.00	\$286,310.00		\$286,310.00			\$286,310.00
8	8.2	Career Focused Instruction and Experiences for Jane Frederick students	Low Income	No				07/01/2024 - 06/30/2025	\$0.00	\$338,941.00		\$338,941.00			\$338,941.00
9	9.1	Mastery of Algebraic Concepts by the Modern Asian Students at Stagg High School	Asian	No				07/01/2024 - 06/30/2025	\$0.00	\$2,214,692.00		\$2,214,692.00			\$2,214,692.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$339,130,948	\$114,048,906.00	33.630%	2.319%	35.949%	\$122,149,724.00	0.000%	36.018 %	Total:	\$122,149,724.00
								LEA-wide Total:	\$118,072,829.00
								Limited Total:	\$4,076,895.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Career Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,969,829.00	
1	1.2	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,822,404.00	
1	1.3	A-G High School Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$345,226.00	
1	1.4	Bilingual instructional support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$46,515.00	
1	1.5	English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$985,220.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Restructure English Learner Program and Supports for Newcomers and Long-term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,005,141.00	
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,365,047.00	
1	1.8	School Site Administrators Leadership Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$533,570.00	
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$598,443.00	
1	1.10	Data Analysis and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,824.00	
1	1.11	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,391,540.00	
1	1.12	Acceleration of Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,772,097.00	
1	1.13	Literacy and Library Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,233,116.00	
1	1.14	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,056,261.00	
1	1.15	Recapture Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,126,405.00	
1	1.16	Outdoor Education/Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$675,340.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Ethnic Studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.3	LGBTQ+ Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	
2	2.4	Native American Outreach and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,252.00	
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
2	2.6	Student Assistance Program support (SAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,877.00	
2	2.7	Behavior Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,940,851.00	
2	2.8	New Teacher Training and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,999.00	
2	2.9	Social Service Supports for Families in Transition	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,040,019.00	
2	2.10	Central Enrollment Direct Services to Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,957,078.00	
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,120,256.00	
2	2.12	Health and Wellness Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,753,481.00	
2	2.13	Mental Health Resources and Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$242,227.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,012,754.00	
2	2.15	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,505,134.00	
2	2.16	Assistant Principal Restoration At TK-8th Grade School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,539,676.00	
2	2.17	Over Formula Position School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.18	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,250,068.00	
2	2.19	Information Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,368,279.00	
2	2.20	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.1	Student Engagement and Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$947,182.00	
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
3	3.3	Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,335,251.00	
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,221,169.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,451,404.00	
4	4.2	District Strategic Planning and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,628,471.00	
4	4.3	Community Schools Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$496,318.00	
4	4.4	Parent Advisory Committee Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$369,573,196.00	\$237,807,364.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	College and Career Readiness and A-G Supports	No	\$260,809.00	\$67,608.00
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	\$12,467,775.00	\$24,258,864.00
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	\$4,504,284.00	\$1,297,595.00
1	1.4	Educator Development and Implementation of Professional Learning Communities	No	\$0.00	\$0.00
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	\$18,567,713.00	\$16,519,510.00
1	1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	No	\$2,132,899.00	\$850,614.00
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	\$26,346,790.00	\$18,255,499.00
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs	Yes	\$3,884,640.00	\$1,070,756.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	\$1,586,000.00	\$784,702.00
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	\$1,351,394.00	\$209,120.00
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	\$4,385,793.00	\$2,785,076.00
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	No	\$5,479,346.00	\$2,605,341.00
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	\$5,644,101.00	\$1,591,443.00
2	2.5	Transitional Student & Family Support	No	\$655,781.00	\$561,874.00
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	\$2,978,899.00	\$2,335,118.00
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	\$22,548,564.00	\$18,442,512.00
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	\$23,239,980.00	\$28,285,465.00
2	2.9	Basic Instructional and Teacher Staffing	No	\$200,201,643.00	\$82,725,323.00
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	\$802,403.00	\$675,035.00
2	2.11	Facility & Campus Safety Support	No	\$2,278,749.00	\$5,368,745.00
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	\$5,118,413.00	\$11,976,990.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Family and Community Communication, Empowerment, and Engagement	No	\$131,071.00	\$670,082.00
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	\$3,958,777.00	\$2,229,014.00
3	3.3	Student Attendance and Accountability	No	\$400,000.00	\$400,000.00
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	\$2,376,626.00	\$1,914,121.00
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	\$2,531,702.00	\$1,709,419.00
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	\$2,255,625.00	\$3,210,133.00
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	\$6,719,221.00	\$5,590,208.00
4	4.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	No	\$23,000.00	\$23,000.00
4	4.2	Maximize course access and alternate diploma pathways	No	\$26,000.00	\$26,000.00
4	4.3	Accelerate Learning for all SPED students	No	\$24,000.00	\$24,000.00
4	4.4	Culturally Responsive Professional Development	No	\$50,000.00	\$50,000.00
4	4.5	Meaningful Student Experiences and Opportunities	No	\$50,000.00	\$50,000.00
4	4.6	Recruit, Hire, and Retain Student Support Personnel	No	\$35,000.00	\$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Parent and Family Supports and Resources	No	\$75,000.00	\$75,000.00
4	4.8	Enhancing School Engagement and Attendance for Students With Disabilities	No	\$50,000.00	\$50,000.00
5	5.1	Student Achievement Plan	No	\$500,000.00	\$0.00
5	5.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	No	\$0.00	\$0.00
5	5.3	Educator Gap Equity Plan	No	\$0.00	\$0.00
5	5.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	No	\$787,144.00	\$0.00
5	5.5	BSAP Community Partnerships	No	\$522,749.00	\$0.00
5	5.6	Development of an African American Studies Course	No	\$65,169.00	\$0.00
5	5.7	BSAP School Climate & Wellness Personnel Support	No	\$1,891,544.00	\$0.00
5	5.8	BSAP Community - Based Safety Pilots	No	\$713,687.00	\$0.00
6	6.1	Immediate Enrollment and School Stability for Homeless Youth and Youth in Foster Care	No	\$200,000.00	\$133,703.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.2	Academic Supports, Counseling and Mental Health Support for Homeless Youth and Youth in Foster Caree	No	\$0.00	\$0.00
7	7.1	Providing additional supports and resources to the base program.	No	\$1,650,905.00	\$850,494.00
7	7.2	School-Level Strategies to Address Identified Indicators	No	\$0.00	\$0.00
7	7.3	Engaging families and community partners	No	\$0.00	\$0.00
7	7.4	Monitoring progress and making adjustments	No	\$0.00	\$0.00
8	8.1	Providing additional supports and resources to the base program	No	\$100,000.00	\$100,000.00
8	8.2	Engaging families and community partners	No	\$0.00	\$0.00
8	8.3	Monitoring progress and making adjustments	No	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$118,365,481.00	\$151,268,700.00	\$143,140,580.00	\$8,128,120.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

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

1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	\$12,467,775.00	\$24,258,864.00		
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	\$4,504,284.00	\$1,297,595.00		
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	\$18,567,713.00	\$16,519,510.00		
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	\$26,346,790.00	\$18,255,499.00		
1	1.8	Additional and Supplemental: Expanded Learning	Yes	\$3,884,640.00	\$1,070,756.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Opportunities: Extended Day/Year Programs					
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	\$1,586,000.00	\$784,702.00		
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	\$1,351,394.00	\$209,120.00		
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	\$4,385,793.00	\$2,785,076.00		
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	\$5,644,101.00	\$1,591,443.00		
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	\$2,978,899.00	\$2,335,118.00		
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	\$22,548,564.00	\$18,442,512.00		
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	\$23,239,980.00	\$28,285,465.00		
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	\$802,403.00	\$675,035.00		
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	\$5,118,413.00	\$11,976,990.00		
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	\$3,958,777.00	\$2,229,014.00		
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	\$2,376,626.00	\$1,914,121.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	\$2,531,702.00	\$1,709,419.00		
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	\$2,255,625.00	\$3,210,133.00		
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	\$6,719,221.00	\$5,590,208.00		

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$349,372,129.00	\$118,365,481.00	9.41%	43.289%	\$143,140,580.00	0.000%	40.971%	\$8,100,818.34	2.319%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023

Equity Multiplier 2024-2025

Schools	Chronic Absenteeism	El Program	Suspension Rate	Graduation Rate	College & Career	English Language Arts	Math
Adams Elementary						<ul style="list-style-type: none"> • All Students • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • African Americans • Hispanic 	<ul style="list-style-type: none"> • All Students • Socioeconomically Disadvantaged • African Americans • Asian • Hispanic
El Dorado Elementary	<ul style="list-style-type: none"> • African Americans 		<ul style="list-style-type: none"> • All Students • Homeless • Socioeconomically Disadvantaged • Students with Disabilities • African Americans • Hispanic • White 			<ul style="list-style-type: none"> • All Students • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • African Americans 	<ul style="list-style-type: none"> • Homeless • African Americans
Madison Elementary	<ul style="list-style-type: none"> • All Students • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • Hispanic • Two or More Races 		<ul style="list-style-type: none"> • Two or More Races 			<ul style="list-style-type: none"> • English Learners • Students with Disabilities 	<ul style="list-style-type: none"> • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • Hispanic
Van Buren Elementary	<ul style="list-style-type: none"> • Asian 	<ul style="list-style-type: none"> • English Learner 	<ul style="list-style-type: none"> • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • African Americans 			<ul style="list-style-type: none"> • All Students • English Learners • Socioeconomically Disadvantaged • Hispanic 	<ul style="list-style-type: none"> • All Students • English Learners • Socioeconomically Disadvantaged • Students with Disabilities • Hispanic
Jane Frederick			<ul style="list-style-type: none"> • All Students • Homeless • Socioeconomically Disadvantaged • Students with Disabilities • Hispanic • African American • Hispanic 	<ul style="list-style-type: none"> • All Students • English Learners • Homeless • Socioeconomically Disadvantaged • Hispanic 			
Stockton High				<ul style="list-style-type: none"> • All Students • Socioeconomically Disadvantaged • Hispanic 			
Stagg High			<ul style="list-style-type: none"> • White 	<ul style="list-style-type: none"> • Homeless • Students with Disabilities 			<ul style="list-style-type: none"> • Asian

Schools with Red

School	English Language Arts	Mathematics	Chronic Absenteeism	College and Career Readiness	English Language Progress Indicator	Graduation Rate	Suspension Rate
Adams Elementary	Red	Red					
Alexander Hamilton Elementary	Red		Red		Red		Red
Dolores Huerta Elementary	Red	Red					
Edison High	Red				Red		
Edward C. Merlo Institute of Environmental Studies	Red	Red			Red		
El Dorado Elementary	Red						Red
Elmwood Elementary							Red
Fillmore Elementary							Red
Flora Arca Mata			Red				Red
Franklin High	Red	Red			Red		
George W. Bush Elementary							Red
Grunsky Elementary		Red			Red		Red
Harrison Elementary							Red
Hazelton Elementary	Red				Red		Red
Hoover Elementary	Red	Red					
Jane Frederick High				Red		Red	Red
John C. Fremont Elementary	Red						
John Marshall Elementary	Red	Red			Red		Red
Kennedy Elementary	Red	Red					
Madison Elementary			Red				
McKinley Elementary	Red	Red					Red
Monroe Elementary	Red		Red				Red
Nightingale Charter					Red		Red
Pulliam Elementary	Red		Red				Red
Roosevelt Elementary	Red	Red					
Spanos (Alex G.) Elementary	Red						
Stockton High				Red		Red	
Taft Elementary	Red	Red					
Taylor Leadership Academy					Red		Red
Team Charter Academy							Red
Van Buren Elementary	Red	Red			Red		
Victory Elementary	Red	Red			Red		Red
Wilhelmina Henry Elementary	Red	Red					

Wilson Elementary	Red	Red					
Grand Total	22	15	5	2	11	2	18

School Name	State Priority	Student Group	
Adams Elementary	English Language Arts	AA	
		ALL	
		EL	
		HI	
		SED	
		SWD	
		Mathematics	
	AA		
	ALL		
	AS		
	HI		
	SED		
	Alexander Hamilton Elementary	Chronic Absenteeism	AA
			ALL
EL			
HI			
HOM			
SED			
SWD			
English Language Arts			
ALL			
EL			
HI			
SED			
SWD			
English Language Progress Indicator			
ALL			
Mathematics			
AA			
HI			
SED			
SWD			
Suspension Rate			
AA			
ALL			

		AS
		EL
		HI
		HOM
		MR
		SED
		SWD
Cesar Chavez High	College and Career Readiness	MR
		SWD
	English Language Arts	EL
	Mathematics	SWD
	Suspension Rate	AA
		EL
		HOM
		MR
Cleveland Elementary	Chronic Absenteeism	AA
		EL
		MR
		SED
		SWD
		WH
	English Language Arts	AA
	Mathematics	AA
	Suspension Rate	HOM
		SED
		WH
Commodore Stockton Skills	Chronic Absenteeism	AA
		EL
	Suspension Rate	ALL
		EL
		HI
		MR
		SED
		SWD
		WH

Dolores Huerta Elementary

English Language Arts

ALL
EL
HI
SED

Mathematics

ALL
EL
HI
SED

Edison High

College and Career Readiness

EL
HOM
SWD

English Language Arts

AA
ALL
EL
HI
HOM

English Language Progress Indicator

ALL

Mathematics

AA
EL
HOM
SED
SWD

Suspension Rate

AA
AI
MR
SWD

Edward C. Merlo Institute of Environmental Studies

English Language Arts

ALL
HI
SED

English Language Progress Indicator

ALL

Mathematics

ALL
HI
SED

El Dorado Elementary

Chronic Absenteeism
English Language Arts

AA
AA
ALL
EL
SED
SWD

Mathematics

AA
HOM

Suspension Rate

AA
ALL
HI
HOM
SED
SWD
WH

Elmwood Elementary

English Language Arts

EL
SED
SWD

Suspension Rate

ALL
HI
HOM
SED
WH

Fillmore Elementary

Chronic Absenteeism
English Language Arts
Suspension Rate

HOM
EL
ALL
EL
HI
HOM
SED
SWD
WH

Flora Arca Mata

Chronic Absenteeism

AA
ALL
HI

		HOM
		MR
		SED
		SWD
	English Language Arts	EL
		HI
		SWD
	Suspension Rate	AA
		ALL
		HI
		HOM
		SED
		SWD
Franklin High	College and Career Readiness	AA
		EL
		HOM
		SWD
	English Language Arts	ALL
		EL
		HI
		SED
		SWD
	English Language Progress Indicator	ALL
	Mathematics	ALL
		EL
		HI
		SED
		SWD
	Suspension Rate	AA
		EL
		HOM
		MR
		SWD
		WH
George W. Bush Elementary	Chronic Absenteeism	MR

English Language Arts SWD
Mathematics AA
Suspension Rate AA

ALL
HI
MR
SED

George Washington Elementary

English Language Arts

EL
HI

Grunsky Elementary

Mathematics

EL

English Language Arts

SWD

English Language Progress Indicator

ALL

Mathematics

ALL

EL

HI

SED

Suspension Rate

SWD

ALL

HI

SED

SWD

WH

Harrison Elementary

Chronic Absenteeism

WH

English Language Arts

EL

SWD

Mathematics

EL

SWD

Suspension Rate

AA

ALL

SED

WH

Hazelton Elementary

English Language Arts

ALL

EL

HI

HOM

English Language Progress Indicator
Suspension Rate

SED
ALL
AA
ALL
HI
HOM
SED
SWD

Hoover Elementary

English Language Arts

AA
ALL
EL
HI
SED
SWD
WH

Mathematics

ALL
EL
HI
SED
SWD
WH

Jane Frederick High

College and Career Readiness

AA
ALL
EL
HI
HOM
SED
SWD

Graduation Rate

ALL
EL
HI

Suspension Rate

SED
AA
ALL
HI

John C. Fremont Elementary	Chronic Absenteeism	HOM
		SED
		SWD
		AS
		WH
	English Language Arts	ALL
		EL
John Marshall Elementary		HI
		SED
	Mathematics	SWD
		EL
	Suspension Rate	SWD
		AA
		SWD
Kennedy Elementary		WH
	English Language Arts	AA
		ALL
		EL
		HI
		SED
		SWD
	English Language Progress Indicator	ALL
	Mathematics	ALL
		EL
	HI	
	SED	
	SWD	
	AA	
	ALL	
	HI	
	SED	
	AA	
	ALL	
	EL	
	HI	

	Mathematics	SED AA ALL EL
King Elementary	Suspension Rate Suspension Rate	MR AA HOM SWD
Kohl Open Elementary	Mathematics	HI SED
Madison Elementary	Chronic Absenteeism	ALL EL HI MR SED SWD
	English Language Arts	EL SWD
	Mathematics	EL HI SED SWD
Maxine Hong Kingston Elementary	Suspension Rate English Language Arts	MR AA EL
	Mathematics	AA EL
	Suspension Rate	EL SWD
McKinley Elementary	Chronic Absenteeism English Language Arts	FI ALL EL HI SED
	Mathematics	ALL

		EL
		HI
		SED
	Suspension Rate	ALL
		HI
		SED
Monroe Elementary	Chronic Absenteeism	AA
		ALL
		EL
		HI
		SED
		SWD
	English Language Arts	ALL
		EL
		HI
		SWD
	Mathematics	EL
		HI
	Suspension Rate	AA
		ALL
		EL
		SED
		SWD
Montezuma Elementary	English Language Arts	EL
	Mathematics	SWD
	Suspension Rate	SWD
Nightingale Charter	English Language Arts	EL
		SED
		SWD
	English Language Progress Indicator	ALL
	Mathematics	EL
		SWD
	Suspension Rate	AA
		ALL
		EL

Pulliam Elementary

Chronic Absenteeism

HI
SED
AA
ALL
AS
EL
HI
HOM

English Language Arts

MR
SED
SWD
WH

Mathematics

ALL
AS
EL
SED

Suspension Rate

AS
EL
SWD

Rio Calaveras Elementary

Chronic Absenteeism

AA
ALL
HOM
MR
SED
SWD
WH

English Language Arts

SWD

Mathematics

SWD
AA
SWD

Suspension Rate

HI
SWD

Roosevelt Elementary

English Language Arts

ALL
EL
HI

	Mathematics	SED ALL EL HI SED
San Joaquin Elementary	Suspension Rate Chronic Absenteeism English Language Arts	AA AS AA EL SWD
Spanos (Alex G.) Elementary	Mathematics English Language Arts	EL ALL EL HI SED SWD
Stagg Senior High	Mathematics College and Career Readiness	EL SWD AI EL FOS HOM MR SWD
	Graduation Rate	HOM SWD
Stockton High	Mathematics Suspension Rate College and Career Readiness	AS WH AA ALL EL HI SED
	Graduation Rate	ALL HI

Stockton Unified	Chronic Absenteeism	SED
		AI
	College and Career Readiness	EL
		FOS
	English Language Arts	HOM
		SWD
		AI
		EL
		FOS
	Graduation Rate	HI
SED		
SWD		
FOS		
Mathematics	SWD	
	AI	
	EL	
Suspension Rate	HI	
	SED	
	SWD	
	AA	
	AI	
Taft Elementary	English Language Arts	HOM
		MR
		SWD
		ALL
		EL
	Mathematics	HI
		SED
		SWD
		ALL
		EL
Suspension Rate	SED	
	AA	
Taylor Leadership Academy	English Language Progress Indicator	HOM
		ALL

Mathematics EL
Suspension Rate AA
ALL
HI
SED
SWD

Valentine Peyton Elementary

Chronic Absenteeism HI
WH

Van Buren Elementary

Chronic Absenteeism AS
English Language Arts ALL
EL
HI
SED

English Language Progress Indicator ALL
Mathematics ALL
EL
HI
SED
SWD

Suspension Rate AA
EL
HI
HOM
SWD

Victory Elementary

Chronic Absenteeism HOM
WH

English Language Arts AA
ALL
EL
HI
HOM
SED
SWD

English Language Progress Indicator ALL
Mathematics AA

		ALL
		HOM
		SED
		SWD
	Suspension Rate	AA
		ALL
		HI
		SED
		SWD
		WH
Wilhelmina Henry Elementary	English Language Arts	ALL
		EL
		HI
		SED
		SWD
	Mathematics	ALL
		EL
		HI
		SED
		SWD
	Suspension Rate	HOM
Wilson Elementary	English Language Arts	ALL
		EL
		HI
		SED
	Mathematics	ALL
		SED
	Suspension Rate	AA