Local Control Accountability Plan and Annual Update (LCAP) Template

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Located in the city of Stockton, Stockton Unified School District (SUSD) sits alongside the San Joaquin River in California's Central Valley. According to the California Department of Finance, in 2017 Stockton ranked as the 13th largest city in California and the 63rd largest city in the United States with a population of over 320,000. SUSD is the largest of twelve districts serving PK-12 students in San Joaquin County.

Stockton Unified School District considers students our most valuable resource and together with our community, we have an obligation to provide our students with a world-class education. It is our solemn responsibility to provide every student with high-quality instruction, a well-rounded educational experience, and the support necessary to succeed.

SUSD serves approximately 37,459 TK-12th grade students (exclusive of dependent charter schools) and approximately 1,909 preschool students. The district is comprised of forty-two K-8 schools, thirty-seven Head Start Classes, fifty-three State Preschool Classes, five First 5 Preschool Classes, four comprehensive high schools, three small high schools, an alternative high school, a special education school, an adult school, and five dependent charter schools. SUSD is proud to support the diversity of our student population that are American Indian (2%), Asian (9%), Black/African American (10%), Filipino (4%), Hispanic (66%), Two or more races (3%), Native Hawaiian/Other Pacific Islander (1%), and Caucasian (5%). Additionally, over the past several years, the number of students designated as English Language Learners has climbed steadily and currently comprise a quarter of all students. SUSD continues to revise and focus instruction in order to support the diverse academic needs of all students and student groups.

SUSD acknowledges that school readiness is a high need and prerequisite in supporting our students social and academic growth. Our Early Childhood Education/ School Readiness

department (ECE/SR) provides a comprehensive School Readiness Program through the provisions of Head Start, California State Preschool Program, First 5, and Title I funding. The ECE/SR department provides children with preschool experiences that promote healthy growth and development while preparing them for school and life in a nurturing and positive environment. The ECE department has 96 preschool classrooms located at 38 locations with a total staff of 114 teachers, 134 preschool assistants and 35 district support staff. The classrooms are equipped with teachers who are knowledgeable in early childhood developmental best practices and engage each child in projects and activities that are developmentally appropriate for each child's intellectual, physical, and social-emotional skill level.

SUSD's goals for students are: reading at a proficient level at the end of third grade, mastery of Algebra concepts and application at the end of ninth grade, and college and career readiness at the end of twelfth grade. In recent years SUSD has seen big gains in graduation rates accompanied by reductions in drop out and suspension rates. However, the district faces big challenges with chronic absenteeism and academic achievement.

The district aligns instruction, procedures, programs, practices and policies to its Blueprint for Student Achievement. The Blueprint explains the focus, expectations, alignment, and opportunities to all stakeholders, including: the SUSD Board of Education, district management, school administration, teachers, staff, parents, students and community members.

SUSD is very proud of our community and their continued partnership to support our students. We asked our community to IMAGINE Stockton Unified this year. We asked our parents and staff, business owners and community leaders, faith groups and nonprofits to picture a district where all students graduate college and career ready, a district that is respected as a leader in education, and a place we can all be proud of. Then we asked everyone to help us make that happen. First we held an evening with SUSD to fund our SUSD 1852 Foundation in order to pay for the fees and costs associated with many extracurricular activities that help students improve achievement. These are things like memberships in a club, transportation to a competition and very basic costs that our low income families cannot afford. "We have students who can, if we can get them there, compete at the very highest levels," said Mock Trial coach Russell Lewis. "But we have to even the playing field and our parents cannot afford those extra costs, those fees, that the parents in other district are paying." In fact, in a district with an 84 percent graduation rate, 77 percent of seniors say they plan to attend college after high school. Others will enlist in the military and another group is going into the trades. These students want to succeed. They need support to move ahead. So, the Foundation funded student memberships in the California Scholars Chess organization and paid for the transportation for the final competitions. We covered the costs of a number of diabetes summer camps for students who miss school due to their illness and need to get their studies back up to grade level before moving to the next grade. We helped pay for the publication of a literary magazine authored and illustrated by our high school students and covered fees for academic and drone competitions. These are costs our parents cannot absorb and yet they want their children to be able to compete. We reached out to our business community to bring their support and expertise back to our schools. They responded. The Mayor launched Stockton Scholars to provide small scholarships to every SUSD graduate for college or vocational training. The stakeholders faith in our students propelled the success of "IMAGINE Stockton Unified." We asked area business owners and nonprofits to "imagine" our district as a leader in education, a place where every student graduates college and career ready and a school district everyone can be proud of. We invited community members to a breakfast, where they were seated with principals and students. Stockton Mayor Michael Tubbs, two college presidents and other community leaders talked about how critical it is to support the 40,000-plus students enrolled in SUSD schools. After all, these students will determine the city's future. We asked businesses to spend half an hour talking to students and principals and to commit to

partnerships to offer such support as internships, tutoring, mentoring, speaker bureaus, classes in financial planning. We have built a web page to report our success. The headliner: an agreement with Tesla Motors to offer our graduates paid internships after high school. That is huge, but we netted dozens of other partnerships for our schools as well. They may not cost money, but they put community leaders on campuses talking to students about their futures. We want everyone to see the stakes. We are already lining up a number of community events for next school year, including the second IMAGINE summit.

LCAP Highlights

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

The LCAP is comprised of 3 District Goals with a focus on: Student Achievement, Learning Environment, and Meaningful Partnerships. These goals overlap and build upon on each other.

The actions and services are driven by Key Performance Indicators (KPIs) and their alignment with state and local performance indicators. In addition, our data outcomes on the local and state assessments for each action/service and our progress in meeting our three goals: Stakeholder engagement is a key contributor to the LCAP development process and generated key focus areas which are inclusive of the following:

GOAL 1 – Student Achievement: SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become lifelong learners.

The highlights of Goal 1 include State Priorities 2,4,7, and 8 with supporting actions and services listed below are targeted initiatives with expanded services inclusive in our LCAP for 2018-2019:

Goal SA 2SA 2: Instructional Materials and Supplies: To provide necessary and relevant supplemental instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These materials will supplement the core curriculum by providing needed materials and resources for the classroom teacher to increase equitable access and improve instruction.The increase will enhance access to the curriculum by providing additional materials to support targeted student populations (English Learners, Low Income, Foster Youth), including tiered academic supports for our African American, Students With Disabilities, Hispanic and Homeless student groups whose academic performance on local and state data is well below grade level standards. Action/services can be found on page 162.

Goal 1-SA3:
Primary Language Support: Professional learning including principals, assistant principals, program specialists,coaches, teachers, and bilingual paraprofessionals to effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction. Provide targeted support for English

Learners to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification. Action/services can be found on page 164.

Goal 1-SA5, SA6 and SA8:
SUSD's initiative on Professional Learning Communities at every school site will continue to be a highlight for our district. Collaboration and professional learning will be a continued focus with opportunities for site administrators and teaching staff to refine their Professional Learning Communities (PLC's). We are in our fourth year and all schools have received training from either Solution Tree and/or district leadership.Teacher collaboration time will continue and additional support will be provided by district staff in the areas of training and monitoring to ensure that our staff increase their capacity on the data cycle and instructional practices for our unduplicated student groups. Action/services can be found on pages 168,170 and 175.

Goal 1-SA 8,10 and 11:
A-G initiatives will be ongoing and supported by professional development and coaching for teachers on content and instructional practices. Our Career Technical Education (CTE) programs will continue expansion at the four comprehensive high schools staff to ensure that all students graduate college and career ready, and equipped with 21st Century learning skills. SUSD's will continue to refine our monitoring system to identify students who are at-risk of being off track with meeting A-G requirements. Action/Services can be found on pages 172-174.
The Advanced Via Individual Determination (AVID) initiatives will be sustained and continuance of certifications for our AVID schools will led by the district's AVID team. Action/services can be found on page 181.

The Units of Study (SUSD's Core Curriculum) refinement and professional development on Common Core State Standards will be an ongoing priority as well as the newly adopted course of study for Social Studies/Sciences. Staff development for the Next Generation Science Standards (NGSS) to prepare for the new adoption in the 2019-2020 school year has already been launched this year and will be offered ongoing basis next year. Actions and services can be found on pages 150-151,158 and 170.

Professional development and coaching support for teachers will be a priority to support new teachers and the school sites who have the highest student needs based on local data from 2017-2018 California Dashboard results. Action and services can be found on pages 175-176 and 196.

GOAL 2 – Safe and Healthy Learning Environments: SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Highlights of Goal 2 includes State Priorities 1 and 6- LE 2.7, LE 3.1,LE 4, LE 7.1, LE 6, LE 8:

SUSD's Student Support Services under goal 2 provides support for our students, families, and staff. They will continue supporting the whole child, and this is reflected in the services offered and the data outcomes. The results of the 2018 LCAP survey showed a higher percentage of students reporting they feel safe at school than in previous years. The fall dashboard report indicates the number of students suspended has steadily declined over the last three school years. These services are highly needed for our Foster youth, English Learners, and Low Socioeconomic student groups who are most at risk of not attending school or experiencing social issues due to lack of school connectedness. Action/services can be found on pages 198 - 201.

SUSD's Technology Cadre's services will forge ahead with professional development and on-site assistance for both teachers and students on the use of instructional technology. Exploration for additional Career Technical Education programs for secondary sites will continue and new courses will be offered. Action/services can be found on page 203.

Professional development for our staff on Restorative Practices will be ongoing for next school year. A new social emotional curriculum will be embedded in to the daily instruction for students and implementation supported by our school counselors. Additional counseling support at every school site will benefit students by providing more social emotional support, particularly for our highest need students. Teachers will carry forward the training from the counseling staff within their daily program opportunities for support and training on anti-bullying, online safety, social-emotional strategies, and drug & alcohol awareness. In addition, Social Services Case Managers will increase support with additional staff at school sites and improve student attendance and social behavior. For our high risk students who require intensive services contributed by socioemotional and/or trauma increased services will be provided. With the increase in students needing specialized health care plan,s additional health services will be provided to the school sites. Actions and services can be found on pages 196-201.

SUSD and community stakeholders formed a Foster Youth Committee that will meet every 4-6 weeks to ensure we are providing needed services for our foster youth. The goal is to refine our current systems to improve upon our communications systems and delivery of service. Action and services can be found on pages 209-210.

SUSD's Community Policing Program will sustain and further promote proactive measures to increase the safety of our schools. A new program for our youth to be part of a community safety program will give our unduplicated student groups opportunities to engage in positive interactions within their community. Actions and services can be found on pages 220-222.

Goal 3 – Meaningful Partnerships: Together, SUSD, families, and the community will commit to meaningful partnerships that enhance student achievement, which is important for them to become successful members of society. Goal 3 includes

Highlights of State Priorities 3 and 5.
Action/Services MP1, MP2- Both our Parent Empowerment and Communication Relations departments will promote parent and community engagement by keeping the community and SUSD families informed of district and school events. They will continue to involve and encourage parents and community members to be a part of the decision-making process at the schools and district level. Both individual and group trainings will continue to be offered to parents on district and site-based initiatives and services. Community partnerships will increase through our Stockton Scholars and Imagine partnerships. Action and services can be found on page 240.

Peer Leaders Uniting Students (PLUS) will provide increased opportunities for students to further develop leadership skills and an elective course will be offered for students to take at the four comprehensive high schools: Chavez, Edison, Franklin and Stagg. Action and services can be found on pages 243-244.

Review of Performance

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

Greatest Progress

Based on the Fall 2017 California Dashboard outcomes SUSD's areas of greatest progress: SUSD suspension rate for all students made a positive color change from orange to yellow at 8.2% with a decline of -1.9%. All Student groups declined or declined significantly. Our Asian student group status was green, "Medium" at 4.2% with a decline of -0.5%. Our Filipino student group was also green, "Medium" at 2.9% with a decline of -1.4%; Our English Learners student group were yellow at 5.1% with a decline of -1.8%. Our Foster Youth student group made the greatest progress in reduction of the number of students suspended - yellow at 18.3% with a decline of -5.5%. Our Homeless student group was yellow at 14.4% with a decline of -3.5%. Students With Disabilities were yellow at 13.1% with a decline of -2.7%. Our African American subgroup was yellow at 19.2% with a decline of -3.2%. Our American Indian subgroup was yellow at 12.1% with a decline of -2.7%. Our Hispanic subgroup was yellow at 6.8% with a decline of -1.9%. Our Pacific Islander student group was yellow at 6.3% with a decline of -4.9%. Our white student group was orange at 10.5% with a decline of -1.8%. Our Foster Youth, English Learners, and Low Socio Economic student groups had a decrease in suspension rates. Suspensions throughout the district continued to decline and for the All Student (District Placement) totals we fall in the Medium Green level, with 2 subgroups maintaining and 6 subgroups experiencing improved (lowered) suspension rates.

The improvement in suspension rate across our school sites also resulted in the decreasing suspension rates for our unduplicated student groups. We will continue to improve and increase services directly related to supporting our students' social emotional needs. The work and contributions of our site and district staff supported the implementation of the LCAP actions and services under Goal 2 action and services-LE: 2-10 (Multi-Tiered Systems of Support (MTSS) description of services is listed below), were contributing factors to the improvement the decline in suspension rates. Specific actions/services from the LCAP plan include professional development for our staff on Restorative Practices, providing School Counselors at every school site, working with the Valley Community Counseling to provide mental health services at 34 school sites, and offering both individual and group counseling services. Additionally, every school will continue to receive opportunities for support and training on anti-bullying, online safety, social-emotional strategies, and drug & alcohol awareness. Social Services Case Managers will also be assigned to work directly with school sites to support student attendance.

SUSD has worked to promote a positive learning environment and prioritizing safety in our district. The Stockton Unified School District Police Department is one of only a handful of specialized K-12 police agencies in California. The PD Department will continue provide support services to enhance the safety and security of our students, faculty, and staff, in over 60 sites located in the greater Stockton community. Additionally, the PD Department will continue to assign School Resource Officers to each comprehensive high school in the District. A full-time staff for Gang Resistance Education and Training (G.R.E.A.T.) will be provided at various school sites throughout the district. The services will be provided as proactive measures to decrease student suspension rates.

Results of the SUSD 2017-2018 LCAP Student Survey showed that 92% of elementary students feel "safe" or "very safe" at school. The Parent Survey (English and Spanish versions) was completed by 696 of our parents with 96% of the parents rating their district and school experiences as positive,

and 93% of the staff members (455) rated their experiences as positive on the LCAP Teacher/Staff Survey.

The English Learner Progress indicator measures the percent of English Learner (EL) students' making progress toward language proficiency on the California English Language Exam (CELDT) and the number of EL students who achieved reclassification status in the prior year. Our English Learners demonstrated positive growth, earning a green performance level, which is a status of " Medium", and a change of +1.6% increase. The three-year trend (2015 through 2017) for the number of English Learners in grade K-12 making progress towards English proficiency has increased each year: 66.4%, 72.8%, 74.4%, respectively.

The services provided by our Language Development Office/Curriculum Department have been outstanding. The actions and services we are very proud of under Goal 1- SA 3.1-3.3, 3.5. and 4. These services provided by the curriculum/language development staff have consisted of professional learning at two of the major comprehensive high schools, Franklin and Edison. Our elementary specialist staff provided professional learning at Pulliam, Elmwood, and August elementary schools. In addition, staff provided professional learning at faculty meetings at the following elementary schools: King, San Joaquin, Marshall, Madison, Hoover, Rio Calaveras, and Grunsky. The professional development offerings were modeled around the teaching and learning cycle. The curriculum staff collaborated with San Joaquin County Office of Education to provide professional learning including: The California English Language Development Institute, Close Reading, Writing Across Text Types, and Argument Writing. The support for teachers and their instruction on evidence-based instructional practices have contributed to the increase in our reclassification rates for our English Learners.

The greatest progress for our district in Graduation Rate was reported for our Black/African American and English Learner subgroups, both had change levels of "increased significantly". The Graduation rate is measured by the percent of students who earn a high school diploma using cohort data (class of 2016). Our graduation rate for all Students was yellow and increased +1.1%. There was a range of results for our subgroups with 10 of 13 student groups having change levels of Increased or Increased Significantly: American Indian students increased +1.8% and Foster Youth "Increased Significantly" +25%, English Learners "Increased Significantly" +6.7% "African American" "Increased Significantly" +5.2%. Both our Foster Youth and English Learner student groups made substantial gains in their graduation rates.

SUSD attributes the growth in graduation rates for our Foster Youth and English Learners to the services under Goal 1- actions and services SA 3-7 and LE 6. The professional development and coaching provided based on best practices for teaching English Learners, credit recovery programs, and A-G counseling have been instrumental in supporting services to our unduplicated student groups. Teacher collaboration at the high schools gave teachers the opportunity to collaborate on student data and instructional practices that meet the learning needs of their students and development of plans of support. The support of A-G and college and career exploration provided by our counseling and teaching staff supported our students to remain on track for graduation.

For our English Language Arts for grades 3-8 our Filipino student group status was green at 1 point above level 3 and increased + 8.8 points. In Math, our Filipino student group continued to increase with a change of + 5.8 points and have made a 13.2-point increase over the last two years. The continued progress is an indication that our Filipino student group benefited globally from all three goals and actions/services.

The district will build on the success of our programs to decrease suspension rates, specifically for our low SES, English Learners and Foster Youth to ensure that the rate continues to decline with the

number of student suspensions. SUSD will increase social emotional support levels in counseling, Positive Behavior Intervention Support (PBIS) and social services at both the elementary and high school level to support the reduction of suspensions. To ensure our graduation percentages continue to increase, specifically for our foster youth, English Learners and low socioeconomic student groups, additional counseling support, coaching and professional development will be provided. The actions and services for our English Learners will continue with added translation and classroom bilingual support.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Results from the Fall 2017 California Dashboard for Chronic Absenteeism rates indicate that SUSD has a high Chronic Absenteeism rate for all student's grades K-12 at 19.1%, EL's 14.1%, Foster Youth 24.6%, Homeless 41.8%, Socioeconomically Disadvantaged 19.8%, Student With Disabilities 15.1%. These results further indicate that we have a great need to increase and improve upon our current services to remedy the high absenteeism rates. These results identify immediate attention for the following student groups, in addition to those mentioned above: African American at 27%, American Indian at 29.2%, Hispanic at 17.1%, White at 21.8%, and two or more races 23.2%. SUSD's high chronic absenteeism rates for our students was analyzed and discussed with stakeholders to determine the impact that current services were having on supporting student attendance. We were able to identify which actions and services were needed to be continued and/or expanded for the 2018-2019 school year to mediate the high absenteeism rates. Based on our further analyses, most of these students are included in our unduplicated student numbers. Improved upon services through our health services department and Child Welfare Department will be implemented next school year.

SUSD Fall 2017 Dashboard results for English Language Arts student performance level for all students grades 3-8 indicator was low status, orange and 68.4 points below level 3. Most the subgroups maintained their status, but we have student groups whose baseline status of red did not change from 2016. The student groups who remained in a red status are as follows: EL's, Foster Youth, Homeless, SES, Students With Disabilities, American Indian, African American, and Hispanic. Results for All students in grade 11, -58.3 points below level 3 and declined -14.4 points. The mathematics student performance level status for grade grades 3-8 was low status, orange, 79.3 points below level 3 and declined -5.3 points. Most of our student groups showed a decline in the report. Math has consistently declined over the last three years. For grade 11: 120 points below level 3 and declined -4.9 points.

Our student achievement results in math and ELA indicate a need to continue to provide intervention for students and professional development for teachers to narrow the achievement gaps, specifically for our EL's, Foster Youth, Homeless, Low Socioeconomic, Students With Disabilities, American Indian, African American, and Hispanic student groups with a status of very low, red in both areas and/or one red and/or one orange, very low and low status in ELA and/or math.

Research on focused professional development followed up with coaching shows a direct correlation to improved student achievement. SUSD was impacted by having to hire approximately 400 new teachers this school year. This prompted a higher need for coaching support in teaching the Units of Study (UOS) and classroom management than we anticipated. We are continuing to invest in

professional development for teachers on implementation of California Common Core State Standards aligned curricula and pedagogy.

The 2017-2018 LCAP had allocated resources for intervention teachers to support students who were demonstrating consistent low performance in ELA and math. SUSD experienced a teacher shortage which prompted most of these positions to remain vacant throughout the year. A need for significant improvement was identified to offer additional intervention support to students who need it throughout the school day, after school and during the summer months.

Our Student With Disabilities have been identified as needing differentiated assistance based on their very low status in ELA, Math and Graduation Rates. Goal 1-A plan has been implemented this year at all four comprehensive high schools providing students with more inclusion opportunities in core classes along with closer monitoring of their progress in these courses. Goal 2-An increase in Tier 1 academic counseling has been identified as a needed service for next school year.
Our SWD Fall 2017 Dashboard results are as follows:
- Graduation Rate was very low at 49.7% with a status of red.
- English Language Arts was very low with a status of red, a decline of -3.9%, and 134.2 below level 3.
- Mathematics was very low with a status of red, a decline of -4.5%, and 149.2 points below level 3.

SUSD's actions and services identified to support our greatest needs for the LCAP annual updates can be found in Goal 1-SA7, and SA9, Goal 2 -LE 2, 7-10 and Goal 3- MP 2,4,5, and 7. Below is a summary of services that SUSD will continue and improve upon on for next school year:
- Counseling outreach through utilizing our student assistance program/process.
- Increased family outreach and services from social services and CWA team.
- Continue with truancy services and work with community agencies to improve outreach for our most at-risk students.
- Health Services Department will increase services to support those students who are unable to come to school due to chronic health conditions.
- Professional development on the new social emotional learning curriculum for certificated and classified staff.
- Positive Behavior Intervention Support (PBIS) and Peer Leaders Uniting Students (PLUS) program, and credit recovery options of our high school students.
- Additional curriculum resources and computer programs will be purchased for core subject areas to support the implementation of the Units of Study.
- Continue with professional development on the core content, EL strategies and Units of Study Curriculum and its alignment Common Core State Standards.
- Provide increased coaching support for new and/or struggling teachers.
- Provide alternative intervention options outside the regular school day/year.
- Continue with after school programs options for enrichment and homework support.
- Continue refining the district's Multi-Tiered Systems of support in academic domain.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

SUSD has one student group that has been identified as having performance gaps and is two or more performance levels below "All Student" performance. The Fall 2017 California School Dashboard has identified Our Students With Disabilities (SWD) Graduation Rates indicate a very low status, 49.7%, performance level Red.

To address the performance gaps for our Students With Disabilities graduation rates SUSD plans for the 2018-2019 school year to improve upon our Multi-Tiered Systems of Support (MTSS). The process will consist of the district and each school site create an action plan around MTSS. SUSD will be participating in the California SUMS Initiative to receive technical assistance on Multi Tiered Systems of Support (MTSS).

SUSD will continue to monitor the action and services outlined below to identify if we have rectified the root causes based on pre-existing conditions. One of the existing causes identified was a lack of consistency among the high school programs which affected programming, planning, and staffing and the variations of consistency/quality of RSP core classes. The plan is to address the performance gaps for the 2018-2019 school year to increase access to core curriculum for Resource Students, increase Least Restrictive Environment/increase participation of Students With Disabilities in general education and increase graduation percentages for Students With Disabilities.

Based on the review of the data the following services will be expanded for the 2018-2019 school year at the four comprehensive high schools:

- Resource students will be in full inclusion in the general education core classes.
- Sites will implement a full push-in pull-out model.
- The Resource Model will be supported by a fully staffed learning center.
- Resource teachers will support general ed teachers and pull students as needed for extra support
- Study Skills courses will be taught at the high schools for support in specific areas of need (Such as Algebra, Bio, Etc.).

Items SUSD will continue in 2018-2019 to implement to ensure consistency:
- Finalize expectation for Department Chairs.
- Consistent Study Skills Curriculum.
- Core Placement determination criteria.
- Consistent data usage and monitoring to ensure students are meeting graduation requirements.

A Professional Learning Plan (PL) will continue to be implemented:
- Professional Learning each quarter with sub paid by Special Education.
- Teachers (general ed and RSP) with common prep met with instructional coach.
- Teachers receive instructional and subject base coaching.
- Teachers will have access to PLC core groups to move toward co-teaching in the 2018-19 school year.
- Training for the Assists.
- Assign a resource teacher with a department/specific Smaller Learning Community.
- Increase academic and social-emotional counseling support.

Support and services for our Students with Disabilities will continue to be implemented and expanded throughout the coming year to meet their identified needs, improve their performance levels, and close the performance gaps. Specifically, the expansion of the Positive Behavior Intervention and Supports (PBIS) program. In addition, we have identified seven of our elementary schools whose Students With Disabilities have low academic achievement outcomes. Each school will continue to identify the root causes and plan of support in their 2018-2019 Single Plan for Student Achievement.

Continued and expanded support will be provided at the beginning of the 2018-2019 school year which will entail additional reading intervention support for all of our Students With Disabilities. A reading intervention program will be provided to a variety of students in the least restrictive setting. There is a need for an equitable approach for the education of the 'disabled' by giving them a level playing field to exhibit their differential abilities, proving themselves capable enough to learn and perform alongside their typically developing peers.

In addition, technology enriched supports for Students With Disabilities and educational software will be offered to support skill building for grades 1-3, 4-6 and 7-12.

Supporting actions and services can be found on pages 150, 162, 168, 172, 175-176-177, 180-181, 186, 196-199, 203, and 225-230.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

SUSD serves a high number of low-socioeconomic students, English language learners, and foster youth. Based on the review of local and state data the following has been determined to be the most significant strategies SUSD will increase or improve services to further meet the needs of our Low Socioeconomic students, English learners, and Foster Youth:

English Learners:
SUSD will continue to increase the number professional development offerings including principals, assistant principals, bilingual assistants and teachers on high leverage English Language Development strategies. Coaching and planning time with teachers will focus on content to address language development during content lessons supporting the delivery during instruction. These services can be found under Goal 1 page 164.

Foster Youth:
A Foster Youth Committee was established this year. The participants included: current and former foster youth, SUSD employees, foster parents, and community agencies. Targeted support for our foster youth currently includes a foster youth social services position, a community liaison will be added to strengthen our collaboration with the community agencies that work with our foster youth and to assist with case management. This position/services was also recommended by our Foster Youth Committee. These services can be found under Goal 2 page 211.

Low-Socioeconomic Students (SES):
Based on local and state data counseling, health services, social services, and behavior intervention supports and coaching for teachers will be increased to support the academic and social emotional support for our SES student group. All of our unduplicated student groups represent a very high percentage of our low SES numbers. Many of our Low Socioeconomic, English Learner, and Foster Youth students are in need of social and emotional systems of supports that lead to improved academic success and college/career readiness. Increased counseling services for those students needing additional social emotional, behavioral and academic learning supports will be provided to all school sites. These services can be found under Goal 1 pages 175-176 and Goal 2 pages 213-215, 225-230.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$PENDING
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$274,963,055.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Some General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs were not included in the LCAP as they may not be included. The total General Fund Expenditures not included in the LCAP for the 2018-2019 LCAP year is $xxxxxx.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$368,539,388

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. **17-18** To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.) **Baseline** Baseline (2015-2016): 103 ELA Units of Study, 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	Data Source: SUSD Curriculum Department Unit of Study Master List All K-12 classrooms had standards-aligned Units of Study in Mathematics and English Language Arts. To ensure the implementation of the academic content and performance standards in ALL classrooms met the learning needs of students, the curriculum and instruction staff worked continuously to refine the Units of Study throughout the school year. The process entailed the following: *All ELA and Math Units of Study were reviewed by WestEd using the Equip Rubric. All K-12 Units went through a revision process in order to get an exemplar rating. In grades K-8, 95% of units in ELA were rated exemplar;

Expected	Actual
	90% of units in Math were rated exemplar. High school 100% of ELA units were rated exemplar; 88% of unit is Math were rated exemplar. *Curriculum Specialists provided ongoing site support for Units of Study. Support included facilitating collaboration time, lesson planning, selection of resources, demo lessons and continuous correspondence via email, phone and social media. *Teachers were given opportunities to provide specific feedback on Units of Study. *Teachers in grades K-2 were provided professional development, onsite demo and coaching with the Open Court Curriculum that addressed the Foundational Standards. *Transitional Kindergarten teachers were provided professional development of the Big Day curriculum, monthly collaboration meetings, and onsite monthly coaching support for new TK teachers. *High School Teams rewrote the entire English Language Development (ELD) Course 4, modeled it, and co-taught it with all Fourth grade ELD teachers throughout the district. *Elementary staff in the Language Development Office wrote ELD units to align with the ELA Units of Study and the California ELA/ELD Framework.
Metric/Indicator State Priority 2B: How the programs and services will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency? **17-18** To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	Data Source: SUSD Site Master Schedules, Synergy The Language Development department monitored each school's ELD instructional minutes to ensure that a minimum of thirty minutes of instruction was provided daily for ELD instruction. The target of 100% was met. Grades K-6 received a minimum of 30 minutes designated ELD daily, grades 7th & 8th received a 50 minute block of designated ELD daily, and grades 9-12 had a 55 minute period daily of designated ELD. This designated time focused on the ELD standards while also giving support to ELs to access the content and standards taught the rest of the integrated day. Integrated ELD was built in to the other periods of instruction and delivered in all subject areas. The High School master schedules were reviewed. All classes were considered Integrated, allowing all ELD students to attend classes to assist them with their A-G requirements. Designated ELD classes remain with the

Expected	Actual
Baseline Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	same course code, and have not changed their title. Students are placed in ELD classes based on their overall CELDT score. Elementary schools provided their master schedules listing with the times that designated ELD was offered in every class at every school site ensuring the minimum designated requirement was attained.
Metric/Indicator State Priority 4A: Statewide Assessments **17-18** To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.) **Baseline** Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math Data Source: CAASPP, SUSD Illuminate by PT School	Data Source: CAASPP-SBAC Results : SBAC: Grades 3-8, 11. ELA 2016-2017 24.65%; Math 2016-2017 19.39% SBAC: Grades 3-8, 11. ELA 2015-2016 25%; Math 2015-16 20% ELA from 2015-16 and 2016-17 decreased by 5% Math from 2015-16 and 2016-17 increased by 2%
Metric/Indicator State Priority 4B: The Academic Performance Index **17-18** The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education. **Baseline** Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.	N/A

Expected	Actual

Metric/Indicator
State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or Career Technical Education sequences or programs of study that align with state board-approved Career Technical Education standards and frameworks.

17-18
To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved Career Technical Educational standards and framework. (Verified by CALPADS.)

Baseline
Baseline (2015-2016): 26%
Data Source: CALPADS

Data Source:CALPADS
The data for A-G completion: 2016-2017- 32% , an increase of 6%

Metric/Indicator
State Priority 4D: The percentage of English Learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.

17-18
To increase the percentage of English Learners that make progress toward English proficiency. (CELDT and Verified by California School Dashboard English Learner Progress Indicator.)

Baseline
Baseline (2015-2016):
AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.
Data Source: CALPADS, CELDT

Fall 2017 Dashboard:
English Learner Progress: Percent EL students who are making progress toward language proficiency on the CELDT and the number of EL students who achieved reclassification status in the prior year. Decrease by -1.6%.

2015: 66.4%
2016: 72.8%
2017: 74.4%

Metric/Indicator
State Priority 4E: The English Learner reclassification rate.

Baseline (2015-2016) was reported incorrectly should be 10.6%
Data Source: Dataquest

	Expected	Actual

Expected	Actual
17-18 To increase the English Learner reclassification rate. (Verified by Dataquest.) **Baseline** Baseline (2015-2016): 8% English Learners redesignated Data Source: Dataquest	2016-2017 data: 17.1 % Data Source: Dataquest Increased by 6.5%
Metric/Indicator State Priority 4F: The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher. **17-18** To increase the overall percentage of students who have passed at least one Advanced Placement (AP) examination with a score of 3 or higher. (Verified by College Board AP Exam.) **Baseline** Baseline (2015-2016): 32% Data Source: College Board AP Exam	Baseline (2015-2016): 32% was incorrect. Correction - 22% Data Source: College Board AP Exam Recent data 2016-2017: 19.6% (324 of 1,653) of exams with a score of 3 or higher. Prior year data: 22 % (361 of 1,1638) of exams with a score of 3 or higher. Source: College board Description of change: Decreased by 2.5%
Metric/Indicator State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. **17-18** To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)	Datasource: Fall 2017 California Dashboard College and Career Indicator: percent of students in the four year graduation cohort who are prepared College Ready: 4 ELA 2016 -11% 2017 -11.24% Increased +0.24% Math 2016- 4% 2017- 3.66% Decreased -0.34% Conditionally Ready: 3 ELA 2016 - 29% 2017 - 23.9% Decreased -5.1% Math 2016- 12% 2017- 14.83% Increased +2.83%

Expected	Actual

Baseline
Baseline (2015-2016):
31% SBAC/EAP ELA
13% SBAC/EAP Math
Data Source: CALPADS, SBAC/EAP in ELA and Math

Metric/Indicator
State Priority 7A:
A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.

17-18
To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)

Baseline
Baseline (2015-2016): Yes

Data Source: CALPADS

Data Source: CALPADS
For 2017-2018 school year the following board adopted course of study was offered to all students: English, Mathematics, Science, Social Sciences, Visual Performing Arts, Health, and Physical Education.

Metric/Indicator
State Priority 7B: Programs and services developed and provided to unduplicated pupils.

17-18
To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)

Data Source: CALPADS
For the 2017-2018 school year the following adopted broad course of study was offered to all students: English, Mathematics, Science, Social Sciences, Visual Performing Arts, Health, and Physical Education.

Expected	Actual

Baseline
Baseline (2015-2016): Yes
Data Source: CALPADS

Metric/Indicator
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.

17-18
To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)

Baseline
Baseline (2015-2016): Yes

Data Source: CALPADS

Actual:
Data Source: CALPADS
For the 2017-2018 school year the following adopted broad course of study is offered to all students: English, Mathematics, Science, Social Sciences, Visual Performing Arts, Health, and Physical Education.

Metric/Indicator
State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

17-18
To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)

To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)

Actual:
Data Source: MAP

MAP: Grade 3, Spring Reading 2016-2017, 19% (2016-2017 MAP Summary Report); SBAC: Grade 3 ELA 21%
MAP: Grade 3, Spring Reading 2015-2016, 16% (2016-2017 MAP Summary Report);
SBAC: Grade 3 ELA 2015-16, 19%
MAP: Grade 3, Spring Reading from 2015-2016 and 2016-2017 increased by 3%; SBAC: Grade 3 ELA from 2015-16 and 2016-17 increased by 2%

MAP: Grade 9, Spring Math 2016-2017, 19% (2016-2017 MAP Summary Report)
MAP: Grade 9, Spring Math 2015-2016, 18% (2016-2017 MAP Summary Report)
MAP: Grade 11, Spring Math from 2015-2016 and 2016-2017 decreased by 1%

	Expected	Actual
	Baseline Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 1: Student Technology To enhance student access to information technologies that promote increased learning and academic achievement. SA 1.1: Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students	SA 1.1 : In 2017-18, we ordered 4244 Chromebooks along with 155 carts. This was part of the round 1 out of 2 orders to have us reach 1 to 1 device to student ratio.	4000-4999: Books And Supplies 0100 LCFF Supp/Conc $0.00	SA 1.1: Student Chromebooks 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $1,440,592

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 2: Instructional Materials and Supplies To provide necessary and relevant instructional materials and supplies	SA 2.1: Each core/academic teacher was provided $500 allocation for instructional materials to support	4000-4999: Books And Supplies 0100 LCFF Supp/Conc $986,500	SA 2.1: Units of Study Teacher Allocation 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $811,780

to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

SA 2.1: Increase classroom supplies and resources to teachers
SA 2.2: High School Science Equipment & STEM Classroom Materials

their instruction. PE and VAPA teachers were given an allocation of $200.
In addition, one time funding was used to provide additional resources for teachers to support the necessary materials needed to teach the Units of Study. Some of the materials included specific sets of Math Manipulatives for over 900 elementary teachers grades K-8, as well as nearly 100 Algebra and Geometry kits at the high school level. These supplemental materials and supplies provided each teacher the discretion to utilize resources that benefited and aligned to the needs of the students in their classroom who were low SES, Foster Youth and/or EL students.

SA 2.2:
Vernier Probeware was purchased, distributed, and utilized at all high schools for Next Generation Science Standards implementation.

SA 2.1: Math Manipulatives 4000-4999: Books And Supplies 1100 Unrestricted Lottery $295,974

SA 2.2: HS Science Equip 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $5,259

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 3: - Primary Language Support To provide appropriate intervention and supplemental support to students and their families that	SUSD offered two Bilingual Programs under the LCAP – One Dual Immersion and one Developmental Model at Hong	1000, 2000, 3000 0100 LCFF Supp/Conc $485,185	SA 3.1: Bilingual Asst 1000, 3000 0100 LCFF Supp/Conc $311,102

values their native language and culture while fostering academic success in English Language Development.

SA 3.1: Bilingual Instructional Program
SA 3.2: Professional Learning of Integrated and Designated ELD Strategies and Coaching
SA 3.3: Training and Implementation of the EL Instructional Program and Master Plan
SA 3.4: Translation Services

Kingston/Valenzuela and McKinley.
Our Bilingual Teachers met once a month to strengthen the program to ensure we were implementing each model correctly. They met this year by grade level with a consultant to ensure that the Units of Study were implemented. Approximately four teachers from each of the three schools attended the ADLEE or CABE Conferences to build capacity and network with other schools to strengthen our programs

SA 3.1:
Thirty bilingual assistants were placed at the school sites to support the daily instructional program for our EL students.

SA 3.2 and SA 3.3:
The Language Development Office provided professional learning at two of the major comprehensive high schools, Franklin and Edison. Elementary staff were provided professional learning at Pulliam, Elmwood, and August. In addition, staff provided professional learning at faculty meetings at the following schools: King, San Joaquin, Marshall, Madison, Hoover, Rio Calaveras, and Grunsky. These professional learnings were modeled around the teaching and learning cycle.
SUSD collaborated with San Joaquin County Office of Education to provide professional learning including California ELD

SA 3.2: Coaching 1000, 3000 0100 LCFF Supp/Conc $75,389

SA 3.3: EL Specialist 2000, 3000 0100 LCFF Supp/Conc $263,174

SA 3.4: Translation Services 2000, 3000 0100 LCFF Supp/Conc $168,640

Institute, Close Reading, Writing Across Text Types, and Argument Writing. Language Development Office staff followed up with coaching, lesson study, and demo lessons for teachers.

SA 3.4:
Translation services were provided to staff, families and community members at both the district and individual school sites. Both written and verbal translation has been offered to support parent meetings, letters/documents, and presentations.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 4: Professional Learning for SUSD Staff and Parents To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their students' academic success. SA 4.1: Inactive SA 4.2: Inactive	SA 4.1: Inactive SA 4.2: Inactive	No cost due to inactive status	No cost due to inactive status None None $0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

SA 5: Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. SA 5.1: Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. (USA PD Day and 2017-2018 STA, plus 3 days)	SA 5.1: Every school site was allocated 1.5 hours every other week of teacher collaboration time and built a yearly schedule to support teacher planning and data review. Teachers were provided professional development opportunities throughout the year to support their instructional practices and lesson planning. The site leadership at the schools held academic conferences and/or data review sessions with their staff at a minimum of twice per year to support them in the development of lessons that supported students who were not meeting grade level standards. The conference data reviewed was inclusive of our unduplicated student groups.	1000, 3000 LCFF, Other $11,184,130	SA 5.1: STA 5.5% 1000, 3000 0100 LCFF Supp/Conc $7,286,250
			SA 5.1: Teacher +3 PD Days 1000, 3000 0100 LCFF Supp/Conc $3,240,794
			SA 5.1: USA 2 PD Days 1000, 3000 0100 LCFF Supp/Conc $141,107
			SA 5.1: USA PD 1000, 3000, 5000 0100 LCFF Supp/Conc $114,481

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 6: Implementation of Professional Learning Community (PLC) strategies To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. SA 6.1: Training in Professional Learning Communities (PLCs)	SA 6.1: SUSD continues to be deeply committed to the Professional Learning Communities (PLC) model. We have recognized this model as a highly effective way to impact students and empower teachers to work together rather than in isolation. All of our school sites were required to utilize the Professional Learning Community model at their sites. They were offered ongoing training on their PLC implementation, both by	1000, 3000 4035: TitleIIPartA-ImpvTchrQuality $630,000	SA 6.1: PLC Strategies 5000-5999: Services And Other Operating Expenditures 4035: TitleIIPartA-ImpvTchrQuality $15,025

	district staff and attendance at conferences. Teachers met weekly and utilized their access to student grades, attendance, curriculum and achievement data to collaborate and plan instruction.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 7: Student Intervention Strategies and Support To provide students with appropriate and relevant intervention that supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement. SA 7.1: Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers SA 7.2: Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency SA 7.3: Credit Recovery and Dropout Recovery Programs SA 7.4: Inactive SA 7.5: Inactive SA 7.6: Resources for Teacher Participation in IEP Meetings	SA 7.1: Due to the teacher shortage the hiring of intervention teachers was limited to a few schools utilizing long-term substitutes for part of the school year. The district will be re-evaluating our intervention model, we will not be able to implement an intervention pull-out model during the school day. The teacher shortage has impacted this initiative. More tutoring options and extended school year programs will be offered to support student intervention needs. SA 7.2: Every elementary school was provided access to computer-based instructional programs to support ELA and math. Imagine Learning was the program utilized to support ELA and ST Math to support math. Imagine Learning staff provided support to sites via email and/or on-site as needed. The Spanish module of the program was added to McKinley and Hong-Kingston.	1000, 3000 0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality $3,323,665	SA 7.1: Intervention Teachers 1000, 3000 3010: IASA-Title 1 Basic Grants-Low $0 SA 7.2: Imagine Learning 5000-5999: Services And Other Operating Expenditures 3010: IASA-Title 1 Basic Grants-Low $1,200,000 SA 7.3: Credit Recovery & Drop Out Program 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $845,901 SA 7.4: No cost due to inactive status None None $0 SA 7.5: No cost due to inactive status None None $0 SA 7.6: Teacher Participation in IEP Meetings 1000, 3000 0100 LCFF Supp/Conc $7,296

	SA 7.3: SUSD offered two on-line credit recovery programs at all high schools and the School For Adults: Number of Courses Passed for Credit Recovery School Cyberhigh Apex Chavez 69 0 Edison 101 78 Franklin 249 0 Frederick 5 0 Stagg 26 0 Stockton 0 2,145* Weber 26 0 Total: 48 2,230 Overall Total courses passed= 2,713 *Stockton High primarily uses Apex curriculum. SA 7.4-7.5: Inactive SA 7.6: Substitute teachers were hired throughout the school year at various school sites to cover the classroom to release the general education teacher to attend/ participate in their student's Individualized Educational Program (IEP) meeting, (125 IEP's were covered by substitutes).

Action 8

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
SA 8: Instructional Coaching To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. SA 8.1: Instructional Coaches SA 8.2: Inactive	SA 8.1: The district supported 31 coaches at 31/42 of K-8 schools, we were only able to sustain one coach at a High School (we lost 2 coaches to administrative positions) The school sites who did not have an official coach assigned received support from Curriculum Staff. New teachers received support from a school site coach as well as the district curriculum staff. Instructional coaches received professional development quarterly. Newly hired coaches received coaching on coaching support (individualized) Overall data for 2017-18: Instructional coaches were assigned to schools, in almost all cases one coach per site, at two sites 0.5 per site. Effectiveness was not evident in test scores. A teacher survey was conducted of new teachers pertaining to the support they received from the coaches. The data reflected that site principals provided a higher level of in-class support than the coaches. The survey results are as follows: 2017-18 Beginning Teacher Support Survey (K-8) 1. Indicate the frequency of in classroom support that you received from the following district staff: a. Instructional Coach	1000, 3000 0100 LCFF Supp/Conc $2,593,647	SA 8.1: Instructional Coaches 1000, 3000 0100 LCFF Supp/Conc $2,524,090 SA 8.2: No cost due to inactive status None None $0

None = 23%, Monthly = 27%, Every other week 10%, Weekly to daily = 40% (n=105)
b. Site Administrator
None = 19%, Monthly = 32%, Every other week 12%, Weekly to daily = 37% (n=105)

SA 8.2: Inactive

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 9: Extended Day/Year Programs To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. SA 9.1: After School Program Homework Assistance, Tutoring and Enrichment SA 9.2: Inactive SA 9.3: Inactive SA 9.4: Maintain After School Site Facilitators for Non After School Program Grant Supported Schools Sites SA 9.5: Extended Year Programs	SA 9.2 and 9.3 are inactive SA 9.1 and SA 9.4: Elementary After School Programs and Academic Support: Every elementary school in SUSD has an after school program. Thirty-nine of the sites had After School Education and Safety grant funds to help fund the cost of the programs. Kohl and Skills were totally funded from LCFF funds, including both After School Program Facilitators. Kohl served 120 students and Skills served approximately 150 students a day. All of the sites received the benefit of LCFF funds. Additional staffing (teachers and partner staff), intramural sports, music, and other enrichment activities were available due to LCFF funds. Each school reviewed student data and recommended students to attend the after school program and/or the Academic Hour	1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $2,298,447	SA 9.1: After School Program 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,011,720
			SA 9.2: No cost due to inactive status None None $0
			SA 9.3: No cost due to inactive status None None $0
			SA 9.4: After School Facilitators 2000, 3000 0100 LCFF Supp/Conc $100,851
			SA 9.5: After School Program 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $283,739

provided 3 days a week after school. The Academic Hour Teacher Coordinator along with the site principal put together a proposal for an intervention program(s) to serve the needs of the identified students. Site principals recruited teachers tutor the proposed programs. This year 282 teachers tutored, and a total of 4,169 students were served. Most sites used Imagine Learning to support students in ELA.

Additional support for AVID was provided for 7 & 8 grade students two days a week with University of the Pacific's Center for Community Involvement's trained AVID tutors. The tutors were trained using district strategies and supported by District AVID coordinators. Select schools were chosen due to the AVID program in the schools scheduled later in the school day. This provided a bridge between the school day program and after school at Cleveland, Washington, Victory, Fillmore, Huerta, Peyton, Pittman, McKinley, and the Asian-Pacific Self-Development and Residential Association (APSARA).

Girls Who Code:
We partnered with Girls Who Code and the City of Stockton to bring free computer science opportunities to Middle and High School girls across our district. This program targeted 6-12th grade girls to use computer

science to impact their community and join a sisterhood of supportive peers and role models across the US. This program provided 120+ hours of curriculum and activity sets. Club girls learned the concepts of loops, variables, conditionals, and functions that form the basis for all programming languages — whether they want to build a website, an app, or a robot. The following schools had official clubs: Chavez, Edison, Franklin, Franklin IB, Stagg, Stagg PSA, Nightingale and Weber.

Intramural Sports Program:
An Athletic Director was supposed to be hired this year to help coordinate an intramural sports program in addition to other duties. Since hiring this position was postponed, the program did not officially begin until the beginning of 2018. STEP UP After School Coordinators met with K-8 PE teachers and identified coaches, developed a plan of action, and scheduled games for soccer. Transportation was provided. Soccer started in January with 224 students participating. There were 13 teams, and 36 games in a five week period. The following school sites participated: Elmwood, Fremont, Hamilton, Harrison, Hazelton, Huerta, Marshall, Monroe, Nightingale, Rio Calaveras, San Joaquin, Tyler, and Van Buren. Teams for Track & Field were formed for the preparation of the the Kennedy

Games. There were 11 interested teams and 3 meets scheduled. New equipment for Track and Field was purchased, as well as team shirts for each school site.

Other Enrichment offered
• Music (band, Mariachi, drums) at Franklin and Huerta
• Newspaper class
• Family Nights featuring activities in diversity & cultures, compassion and responsibility.
• Girl Scouts and Boy Scouts
• Humane Education, a curriculum promoting kindness to animals.

High School After School and Enrichment:
High School After School support was funded through LCFF. Credit Recovery software application licenses were purchased from Cyber High and Apex Learning. Counselors reviewed student transcripts to identify students in need of credit recovery and recommended they enroll after school into an online program. In addition, the comprehensive high schools provided Homework Centers and tutoring for students to drop in and get assistance as needed. This year 49 teachers provided support after school.

SA 9.5:
Extended Year- SUSD had 16 elementary sites offer an extended school year program. All four

comprehensive high schools, Jane Frederick, Merlo, Stockton, and Weber High school offered credit recovery programs.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 10: Site Allocation To provide individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their students. SA 10.1: School Site Allocation (Expenditures approved by School Site Council) SA 10.2: Department Allocation and Centralized Services	SA 10.1: All schools received an allocation of funding based on their CBED student numbers to provide them the autonomy to make site-based decisions that would support the needed services for increasing student achievement. Allowing school level decision-making provided the sites the autonomy needed to provide services (aligned to the LCAP) that met the needs our Foster Youth, English Learners, and Low-Socioeconomic student groups within their school community. The school sites utilized their funding i.e. program specialists, library media assistants, bilingual assistants, instructional assistants, instructional materials, parent liaisons, community assistants, counselors, and additional assistant principal support. SA 10.2: Centralized support was provided to all schools to manage the use of Supplemental and Concentration funds that were allocated to the sites. Expenditures were based upon specific site needs as	1000, 2000, 3000, 4000, 5000, 6000 0100 LCFF Supp/Conc $14,204,787	SA 10.1: LCFF School SIte Allocations 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $8,458,365 SA 10.2: LCFF Department Allocations 1000, 2000, 3000, 4000, 5000 0091: LCFF English Learners $381,057 SA 10.2: LCFF Department Allocations 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $1,703,273

	identified in individual school sites' needs assessment.		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 11: College and Career Preparatory Opportunities To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. SA 11.1: Continue National Academy Foundation - Merlo/Chavez SA 11.2: Continue and support AVID programs at each comprehensive high school area SA 11.3: Reestablish and expand career centers and provide a technician at the high schools SA11.4: Computer mini-labs in comprehensive high school career centers and small high schools. SA 11.5: Student Data Technicians - Comprehensive High Schools SA 11.6: Support Career Technical Education (CTE) by funding career pathways and foundational programs SA 11.7: Mathematics, Engineering, Science Achievement (MESA) Program	SA 11.1: The National Academy Foundation program was implemented at two high schools, Merlo and Chavez. Chavez utilized two pathways and Merlo one pathway in the implementation of the National Academy Foundation model: resources were provided to the sites to cover membership fees and conference attendance. Both schools worked on NAF programming and courses, which helped them to develop as an academy, develop/align curriculum, facilitate advisory board involvement and establish work based learning structures. Merlo fully embraced the essential elements and had ongoing monthly advisories throughout the school year. Thanks to the Band assist funded by the LCAP, the Franklin High school Yellow Jacket Marching Band has been reborn. This year they not only performed at the footballs games but competed and marched in several parades.The assist was an alumni of the band and has played an important role in not only helping to bring new students into the music program, but also getting support from other alumni. The program	1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low $3,569,770	SA 11.1: NATIONAL ACADEMY FNDN 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $243,668
			SA 11.2: AVID 1000, 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $849,430
			SA 11.3: Guidance Technicians 2000, 3000 0100 LCFF Supp/Conc $801,777
			SA 11.4: HS Career Centers None None $0
			SA 11.5: HS Student Data Tech 2000, 3000 0100 LCFF Supp/Conc $230,132
			SA 11.6: CTE Support 1000, 3000 0100 LCFF Supp/Conc $98,747
			SA 11.7: MESA 5000-5999: Services And Other Operating Expenditures 3010: IASA-Title 1 Basic Grants-Low $98,300
			SA 11.8: Public Safety Academy 1000, 3000 0100 LCFF Supp/Conc $158,623
			SA 11.9: Project Lead the way & Career Exploration (SA 11.14)

SA 11.8: Stockton Public Safety Academy
SA 11.9: Engineering Career Pathways (Project Lead the Way) for grades K-12
SA 11.10:C Teacher
SA 11.11: College Entrance Examinations
SA 11.12: Tutoring Activities to Support AP, IB, and Dual Enrollment Students
SA 11.13: Partner with Greater Stockton Chamber of Commerce Business Education Alliance.
SA 11.14: Career Exploration Software and Programs for grades K-12

has grown from 25 in 2015 to 86 in 2018. Enrollment numbers look to be almost 100 next year.
Along with this program, each High school hosts "Zone Concerts". These concerts consist of busing all of the instrumental elementary students in the attendance zone of that high school to the high school for a rehearsal. In the evening after the rehearsal, parents and students returned for the concert. This allows students to visit the high school campuses, meet students and teachers from that high school as well as meet other elementary musicians. Not only has this increased student participation in the high school programs, it has increased community involvement.

In cooperation with The Mexican Heritage Center, Visual Arts students in grades 7-12 exhibited artwork as part of a SUSD Visual Arts Showcase. This art show ran the whole month of April 2018. Throughout the year, various schools hosted Arts nights. For example: In January 2018, Fremont had over 150 parents attend their Arts night. Not only was student artwork on display, but parents were able to do painting.

McKinley, Rio Calaveras, August, Cleveland, Victory, Stockton Skills, and King Elementary are just a few of the schools that

1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $509,909

SA 11.10: JROTC Teacher 1000, 3000 0100 LCFF Supp/Conc $83,776

SA 11.11: College Entrance Exams 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $68,518

SA 11.12: After School Tutoring AP/IB None 0100 LCFF Supp/Conc $0

SA 11.13: Partners Stockton BEA 4000, 5000 0100 LCFF Supp/Conc $80,170

SA 11.14: Career Exploration (See SA 11.9) 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $0

hosted music concerts throughout the year.

In co-operation with the Delta College Theater Department, theater students from Edison, Franklin and Chavez, attended at special workshop and production of Meena's Dream last Fall.

Dance students from Elmwood, Fremont and Chavez high school had the opportunity to perform together in May 2018.

SA 11.2:
Variations of the AVID strategies were implemented at the various school sites to support the improvement of student achievement and address the specific needs of student groups (Foster Youth, English Learners, and Low-Socioeconomic students), in order to close achievement gaps that exist within each school.

- Completed 2017 AVID Summer Institute cycle, training: 344 SUSD employees attended 20 hours of training in research based practices for at-risk youth and English Language Learners.
- Edison revalidated/recertified as a demonstration school
- Edison held 2 showcases (state wide) and a collaborative meeting with other showcase schools.
- Onsite training was held with over 150 SUSD

employees attending (i.e. Critical Reading, AVID
Foundations 3-6, Art of Inquiry, Academic Language
and Literacy, Culturally Relevant Teaching).
- Fillmore Elementary School became a showcase school (hosted one in district showcase and state wide showcase)
- AVID District Coordinators provided differentiated professional development at various SUSD sites (i.e. Inquiry to Increase Rigor, Critical Reading Elementary, AVID for ALL, Using Collaborative Study Groups, Designing WICOR-Based Lessons) to train approximately 300 SUSD K-12 teachers in areas of school assessed needs.
- Completed action walks, WICOR walk throughs with principals at multiple AVID sites
- STA PD days in August and November
- Partnered with local AVID districts and San Joaquin County Office of Education (SJCOE) and organized and implemented two region-wide Professional Development days at SJCOE. Site Administration and leadership attended these trainings.
- Created a WICOR rubric and completed at all phase 1 and 2 sites.
- Completed visits to school sites to provide support on new

- coaching and certification instrument
- Hired and trained 30 new tutors in AVID's Tutorology System, bring the total in SUSD to 80 tutors working approximately 450 hours per week
- Partnered with University of Pacific and hired over 30 tutors for various sites to run tutoring during elective and after school tutoring.
- Sent a team to visit a Dual Immersion AVID Showcase School (Napa Valley Language Academy)
- Completed 2017 certification visits (34 sites) resulting in approximately 200 hours of collaboration and coaching with artifacts for school site instruction, systems, leaderships, and culture.
- Scheduled 2018 certification and coaching visits (40 sites).
- Selected SUSD school sites participated in pilots of AVID's new Elementary Certification and Coaching Instrument (ECCI) and Focused Notes.

SA 11.3:
Continued to re-establish career centers and provided a technician at nine high schools: All 9 high school sites had at least one full-time Guidance Technician and fully functional college and career centers. Low-Socioeconomic, Foster Youth, and Homeless

Students were provided information on fee waivers available through the college application process (SAT/ACT fees, college application fees). Foster Youth and Homeless students received assistance with the FAFSA and Chafee programs. Thirteen full time Guidance Technicians were maintained at 9 high schools. They provided the following services as of February 28, 2018:

- 11, 685 Sign-ins to the Career Centers
- 722 12th grade Students received fee waivers for SAT/ACT test and college applications from Guidance Technicians and Counselors
- Over 2000 Students in the 12th. grade received information on the FAFSA
- 37% of 12th grade students completed the FAFSA/CA Dream Act applications for post-secondary financial aid
- Of those that applied, 73% were awarded/qualified for a Cal Grant.

SA 11.4:
SUSD added computer mini-labs at the 4 comprehensive high school career centers and small high schools. High school college and career centers were fully functional and fully furnished. The services provided within the labs entailed increased student access to college and financial aid, application fee waivers and

assistance, scholarship opportunities, and career exploration. As of February 2018, there have been 11,685 logins at the Career Centers.

SA 11.5:
Student Data Technicians were hired at the Comprehensive High Schools to support data entry on student grades and transcripts. The information they provided supported the counselors and instructional staff with getting the most updated student information to ensure students were getting the academic counseling support to be on track for graduation and/or meeting A-G requirements.

SA 11.6:
Supported Career Technical Education (CTE) by funding career pathways and foundational programs:
Career Technical Education (CTE) in Stockton Unified School District represented 10 of 15 Industry Sectors and there were 25 pathways offered at nine schools. Using local labor information, CTE pathways were designed based on industry needs. Facilities were renovated at Franklin High School for the Welding and Construction pathways. Agriculture is a huge industry in San Joaquin County so students (construction trade) built a greenhouse structure on Stagg High School campus to support instruction for students in Horticulture.

SUSD's transportation program at Weber Institute offered 14 ASE/NATEF certifications which allowed students to graduate and go directly into industry. The Masonry pathway at Jane Frederick High School promoted forklift certification, a benefit if going into a warehouse-related job. Health Careers Academy encouraged students to earn industry certification in Medical Assisting. SUSD worked diligently to prepare students for the work world through 21st Century Skills and Industry Certification. Internally, SUSD enhanced the high school transcript to demonstrate both academic accomplishments and Industry Certification. The new transcript truly represented College and Career in Stockton Unified School District. In addition, many SUSD Career Technical Education courses were articulated with San Joaquin Delta College allowing students to earn credits toward a college degree. Many CTE teachers revamped their courses to prepare for the 2018-2019 school year and SUSD Board approved 15 new CTE courses. To support attainment of a post-secondary degree in a timelier manner, for the summer of 2019, San Joaquin Delta College offered three classes for students, throughout the district.

One of the elements of a highly effective CTE program is a Career

Technical Student Organization (CTSO). All of our high schools with CTE programs were involved in either SkillsUSA, Health Occupation Students of America (HOSA), or Future Farmers of America (FFA). Students completed regionally, statewide, and nationally in SkillsUSA and HOSA which demonstrated their competence in CTE related skills. Stagg High School has established a FFA chapter.

SA 11.7:
The University of Pacific(UOP) supported Stockton Unified's Mathematics, Engineering, Science Achievement (MESA) program by providing technical support for up to twenty schools in the participation of MESA Day competitions. MESA advisors received training and materials through UOP.

SA 11.8:
Stockton Public Safety Academy (SPSA) hired an Assistant Principal III. The position coordinated many programs and services for the SPSA which had an impact on every aspect of the program. SPSA had 140 5th-9th grade students enrolled for the 2017-2018 school year. SPSA provided resource services for Special Education cadets. In addition, SPSA provided English Language Development (ELD) classes for English Learner students.

Some of the duties accomplished this year through the support of this position were:

- School website management & SPSA Facebook page was launched.
- Created, managed, and maintained SPSA Handbook, brochures, advertisement, etc.
- SPSA Advisory Committee (hosted meetings, utilized partners for support and input).
- Sought additional partners to support academy growth.
- Managed Purchase Order budgets for equipment, uniforms, and various academy needs.
- Recruited students and conducted interviews to accept new students.

SA 11.9:
Engineering Career Pathways (Project Lead the Way) for grades K-12 provided support and Science, Technology, Engineering, and Mathematics (STEM) curriculum across all grade levels for fifteen schools. Twenty-one schools provided programs serving nearly 7000 students with the opportunity to have access to the curriculum.

SA 11.10:
A Junior Reserve Officers Training Corps (JROTC) Teacher was hired at Edison High School.

SA 11.11:

In 2017-2018 PSAT 8/9 was administered to 2,597 grade 8 students and PSAT/NMSQT was administered to 2,253 students in grades 10. (2016-17 PSAT 8/9: 2,469 grade 8; PSAT/NMSQT: 2,352 grade 10). The PSAT suite measured what students learned in school and what they needed to succeed in college.

SA 11.12:
After school and weekend tutorials supporting Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment classes - increased A-G course completion rate. Dual Enrollment courses were offered at the high schools.

SA 11.13:
Partnered with Greater Stockton Chamber of Commerce Business Education Alliance: Stockton Unified School District (SUSD) made a concerted effort to improve Industry partnerships through industry related gatherings. SUSD worked with the Chamber of Commerce to organize the BEA Symposium in which education and Industry come together to determine how we can best serve our students and Industry's future work force. In addition, SUSD organized the Imagine Breakfast where Industry and educators gathered to develop partnerships, internships, and work experience opportunities. Recently, SUSD Board Trustees approved three additional Work Experience

Educators to facilitate the development of internships with local Industry partners. Many of SUSD secondary sites held Career Fairs inviting Industry to come on campus, set up booths, or speak in classrooms to educate students on the career possibilities after high school. Stockton Unified has also purchased access to Xello (formerly Career Cruising) to allow SUSD K-12 students to explore careers, related colleges, and scholarship information.

SA 11.14:
Career Exploration Software and Programs for grades K-12: Stockton Unified successfully developed a daily data transfer with Career Cruising from Synergy. Subscription and student file issues were corrected. District administration continues to develop standards/milestones for student profiles. Career Cruising has been updated to a new program called Xello. There has been 17,623 logins as of March 2018.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 12: Special Education Assistive Opportunities To provide students with assistive technology to meet their needs to achieve academic success.	SA 12.1: Special Education Assistive Technology: Purchased IPads and Laptop Computers to support assistive technology in Mod/Severe Classrooms. The	4000, 5000 0100 LCFF Supp/Conc $100,000	SA 12.1: Sp Ed Assistive Technology 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $99,094

SA 12.1: Special Education Student Assistive Technology and Support	technology supported the Attainment Curriculum for students with moderate to severe intellectual disabilities or autism, ages 6-22.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

State Priorities 2, 4 ,7 and 8:
The overall implementation of the action and services were

SA 1: SUSD strived to ensure every student has access to their own computer throughout their school day. By having 1:1 computers, our teachers were able to offer the students the benefits of the Internet and technology. The students have been able to access Google Classroom and engage in collaboration for assignments, access their curriculum, and do research as needed.

SA 2: By providing teachers with the discretion to order supplemental materials that support their instruction of the Units of Study (core program). They were able to determine the materials needed to best meet the unique needs of their students.

SA 2.2: High school science equipment was given to the schools to provide Low-Socioeconomic students, Foster Youth and EL's the opportunity to have hands-on materials through the use of technology. Such additional tools made it possible to analyze data and improve their understanding of science concepts. These materials directly support the National Science Education Standards.

SA 3: English Learners (EL) performed well on the Dashboard English Learner Progress Indicator. EL students made progress toward language proficiency on the California English Language Development Test (CELDT) and achieved reclassification status in the prior year. A three-year trend of SUSD's reclassification rates (California Dashboard Fall 2017) indicated that our EL's are making consistent progress towards language proficiency. 2015: 66.4%, 2016: 72.8%, 2017: 74.4%. SUSD's Language Development Department and Curriculum staff have made a concerted effort to provide professional development on the highest leverage strategies to support English Learners (EL's). The on-site coaching and monitoring of the program has made an impact on the progress EL's are making. The coaches support 30 bilingual assistants in professional learning and ensure they are providing the needed support of our EL's. They consult with the San Joaquin County Office of Education (SJCOE) to ensure students have been provided with the highest leverage instructional strategies and resources. They also provide translation services fin all languages to support parent and community meetings.

SA 5 and 6: The district is in its second year of supporting teacher collaboration time. This year, the district has developed a Professional Learning Communities (PLC) implementation Rubric to be used by teacher teams. the rubric includes: collected data on PLC trainings from all sites in order to measure PLC implementation, developed PLC training framework to guide training of teacher teams, and trained seven teams in PLC process. The outcomes of our English Language Arts (ELA) and Math Dashboard outcomes are reviewed below. The impact that the collaboration time for teachers is having on student achievement is more qualitative than quantitative at this time. SUSD's 2017-2018 LCAP survey for district employees surveyed response regarding SUSD's investments and outcomes of PLC's are as follows: Question- The district's investment in staff collaboration and Professional Learning Communities is of real value to advancing learning in the schools.

Results:

Answer:	Percent	Number
1 Strongly agree	30.12%	150
2 Somewhat agree	34.54%	172
3 Neither agree nor disag	16.06%	80
4 Somewhat disagree	13.86%	69
5 Strongly disagree	5.42%	27
Total	100%	498

Currently, 64.66% believe in the PLC allocated time for teachers. SUSD will continue to provide the needed time and resources for professional learning on PLC's to ensure the outcomes have a stronger impact on increasing student achievement.

SA 7-11:
SUSD made great progress on curriculum development for Common Core State Standards (CCSS). Units of Study (UOS) were improved upon and/or revised in all core subject areas. For materials, the district was able to purchase what was needed for math and ELA supplemental materials. The California Dashboard outcomes for ELA in grades 3-8 over a three-year trend indicated that SUSD's progress has remained constant. Grade 11 students have consistently decreased in their percentage of students meeting grade level standards. Most student groups, except the Filipino student group who met grade level standards, are performing low and/or very low in ELA. In Math, there has been a steady decline for most of the student groups, with the exception of the Filipino student group who are performing much higher than all other subgroups. Measurable outcomes will be added to align to additional and/or revised actions and services to identify services that are more directly related to increasing academic achievement for all students. The support of instructional coaches at the school sites has provided teachers with on-site coaching support on content, Common Core State Standards, and instructional practices. With the addition of approximately 400 new teachers, the coaching needs have increased at the school sites. The district has re-evaluated its coaching model and the allocation of time for new teachers will be prioritized for the 2018-2019 and the 2019-2020 school years. There were many professional development (PD) offerings this year for all staff, but SUSD had a substitute shortage. This impacted the number of participants who were able to attend the PD offerings; however, SUSD was able to offer many of the professional development sessions after staff contract hours and on weekends. The district made great progress on curriculum development for CCSS. Units of Study were improved upon and/or revised in all core subject areas. For materials, the district was able to purchase what was needed for math and ELA supplemental materials.

The after school programs offered at all of the TK-8 school sites have provided students who attended additional homework help, tutoring, and opportunities for intramural sports.

SUSD's graduation rates have steadily increased over the last three years based on the California Dashboard. Graduation rates, which is the percent of students who earned a high school diploma (high school diploma; adult education high school diploma; passed the California High School Proficiency Exam) were as follows: cohort data 2014: 78.9%, 2015: 82.9%, 2016: 84%. SUSD has increased graduation rates by 8% over the last three years. Some of the district' s services that have contributed to these increases are: A-G counseling support, online credit recovery programs, extended year summer programs, A-G course offerings and monitoring, college and career programs, and teacher collaboration time allocated for teachers to better monitor student progress and instructional planning. Career Technical Education (CTE) in Stockton Unified School District has provided more options and pathways for students to help them engage in school at higher levels. SUSD has increased coherent and well-articulated programs and course pathways within and across all grade levels. Carefully created master schedules guaranteed access to A-G courses which lead to increased graduation rates and college/career readiness for all high school students and all student groups. Based on the lack of progress on our Dashboard outcomes, intervention materials and additional supports need more exploration next school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall implementation of the actions and services listed below were consistent with the Local Control Accountability Plan (LCAP):

SUSD was effective in ensuring all K-12 classrooms/students had full access to the Units of Study and Common Core State Standards. Services were supported by our Curriculum and Professional Development Department. ELA/Math teachers were trained by the Curriculum Office in collaboration with WestED to deliver Common Core standards-based instruction in ELA/Math in the classroom. Demo lessons involving multiple classes were done followed by calibrations of writing and grading of student essays. The Curriculum Office will continue to collaborate with WestED to provide on-going training on standards and instructional strategies as well as revising the ELA/Math Units of Study. Elementary staff in the Language Development Office collaborated with the Curriculum Specialists to write ELD units that aligned with the ELA Units of Study and the California ELA/ELD Framework.

Based on the 2017 Fall California Dashboard Report our English Learner progress increased by 1.6% and the 2016-2017 report from Data Quest indicated reclassification rates increased by 6.5%. SUSD was very successful on ensuring integrated ELD was delivered in all subject areas all day long (based on SUSD Site Master Schedules). Grades K-6 received a minimum of 30 minutes of designated ELD daily; 7th & 8th grades have a 50 minute block of designated ELD daily. Grades 9-12 have a 55 minute period daily of designated ELD. The designated time is focused on the ELD standards while also giving support to ELs to access the content and standards taught the rest of the integrated day.

Based on our 2016-2017 SBAC results SUSD had a decease -5% for ELA for grades 3-8 and grade 11 and for Math overall decrease of -2%. Results for our Student Groups ELA and Mathematics measured as distance from level 3 (DF3) were:
ELA Student Performance (Status):

All Students: 68.4 points below level 3
English Learners: 79.8 points below level 3
Foster Youth: 109.9 points below level 3
Homeless: 108.6 points below level 3
Socioeconomically Disadvantaged: 73.4 points below level 3
Students With Disabilities: 134.2 points below level 3
African American: 95.2 points below level 3
American Indian: 76.9 points below level 3
Asian: 39.4 points below level 3
Filipino: 1 point above level 3
Hispanic: 73.7 points below level 3
Pacific Islander: 58.7 points below level 3
Two or More Races: 60.7 points below level 3
White: 59.1 points below level 3

Mathematics Student Performance (Status):
All Students: 79.3 points below level 3
English Learners: 87.5 points below level 3
Foster Youth: 124.1 points below level 3
Homeless: 128.9 points below level 3
Socioeconomically Disadvantaged: 83.8 points below level 3
Students With Disabilities: 149.2 points below level 3
African American: 114.6 points below level 3
American Indian: 86.7 points below level 3
Asian: 44.2 points below level 3
Filipino: 11.5 points below level 3
Hispanic: 84.3 points below level 3
Pacific Islander: 65.9 points below level 3
Two or More Races: 66.3 points below level 3
White: 71.1 points below level 3

Description of change: Decreased by 2.5%
Overall, SUSD has not been effective in supporting all students in meeting grade level standards. Our Homeless, Foster Youth and Students With Disabilities have the largest discrepancy. The data outcomes for the African American/Black students group is well below grade level for both ELA and Math. Individual school reports vary, but a high percentage of them follow the district trend. Further analysis has been done and will continue to further identify and mitigate the student achievement gap in ELA and Math. In addition, a stronger program evaluation process will be implemented next school year to ensure the services we are implementing are effective in increasing student achievement.

The following services/actions were implemented this school year to close the achievement gap:
- Advanced Via Individual Determination (AVID) program was implemented district-wide
- Technology enhancements supported all school sites: SUSD is close to goal of 1 computer per student and providing assistive technology support for Students With Disabilities
- Implemented Multi-Tiered Systems of Support at the school and district level to enhance instructional practices and identify intensive needs
- Offered professional learning for all subject matter/content areas around Common Core State State Standards (CCSS)
- Supported site-based professional learning through Professional Learning Communities (PLCs)
- Expanded opportunities and resource support for students to access: Science, Technology, Engineering, and Mathematics (STEM), Mathemathematics, Engineering, Science Achievements (MESA) and Project Lead the Way (PLTW) programs
- Expanded college and career programs
- Refined core curriculum (UOS)
- Completed Social Studies adoption grades 1-8 and 10-12
- Launched programs to support the Next Generation Science Standards (NGSS)
- Improved access to and use of our credit recovery programs
- Provided after school tutoring and extra-curricular activities at all elementary schools
- Offered college and career exploration programs through the Xello online career exploration and planning program
- Provided increased opportunities to access and pass college entrance exams

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SA 1.1: LCFF Supplemental and Concentration - Originally the intent was not to order Chromebooks in 2017-18 because in 2016-17 the purchase was doubled to include 2017-18. However, there was a need to order after all.
SA 6.1: Title II - Anticipated expenditures did not materialize because of the additional Educator Effectiveness funding.
SA 7.1: Title I - Intensive Intervention Teaching positions were unfilled due to the staffing needs of classroom teachers.
SA 10.1: LCFF Supplemental and Concentration - Due to unspent funds of LCFF School Site Allocations.
SA 10.2: LCFF Supplemental and Concentration - Due to unspent centralized funds of LCFF Department Allocations.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes made to this goal, expected outcomes, metrics, and actions and services to achieve this goal as a result of the analysis and the analysis of the LCFF Evaluation Rubric:

For the 2018-19 LCAP: Expected Outcomes/Metrics were expanded to include student groups for statewide assessments with a criteria for measuring growth.

Modified Goal 1: Student Achievement
SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities). Page 149.

State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. The actions and services have been revised to continue to refine K-12 Units of Study as an integrated model of literacy and mathematics to focus on alignment to the Common Core State Standards. Ensure teacher implementation at each school site. Professional development and coaching will be provided to support the Common Core State Standards and the Units of Study. The verification will be changed to SUSD Curriculum Department through Grade Level Unit Reviews and school site PLC Data. Page 150.
SA 7.9 - Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program. (Verified by coaching logs and professional development sign in sheets and survey data.) Page 150 and 173.

State Priority 2B: How the programs and services will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English Language proficiency?
To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards for elementary and middle and high school 50 minutes per day. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.) There will be a change to reflect the minimum minutes for grades K-6 receive a minimum of 30 minutes designated ELD daily, grades 7th & 8th receive a 50 minute block of designated ELD daily, and grades 9-12 a 55 minute period daily of designated ELD. Page 152.

State Priority 4A: Statewide Assessments - To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports). SUSD Illuminate by PT School reports will no longer be used to report student achievement in ELA and Math. Rather, overall percentages will be pulled from official CAASPP results and the CA Dashboard will be used to report student group performance. In addition, the percentage of students meeting or exceeding standards will increase by 5% for the district (overall) and all students groups. Pages 152-154.
CA Dashboard Fall 2017: Student Groups ELA and Mathematics measured as distance from level 3 (DF3):
New Baseline ELA Student Performance (Status):
All Students: 68.4 points below level 3
English Learners: 79.8 points below level 3
Foster Youth: 109.9 points below level 3
Homeless: 108.6 points below level 3

Socioeconomically Disadvantaged: 73.4 points below level 3
Students With Disabilities: 134.2 points below level 3
African American: 95.2 points below level 3
American Indian: 76.9 points below level 3
Asian: 39.4 points below level 3
Filipino: 1 points above level 3
Hispanic: 73.7 points below level 3
Pacific Islander: 58.7 points below level 3
Two or More Races: 60.7 points below level 3
White: 59.1 points below level 3

New Baseline ELA Student Performance (Status):
Mathematics Student Performance (Status):
All Students: 79.3 points below level 3
English Learners: 87.5 points below level 3
Foster Youth: 124.1 points below level 3
Homeless: 128.9 points below level 3
Socioeconomically Disadvantaged: 83.8 points below level 3
Students With Disabilities: 149.2 points below level 3
African American: 114.6 points below level 3
American Indian: 86.7 points below level 3
Asian: 44.2 points below level 3
Filipino: 11.5 points below level 3
Hispanic: 84.3 points below level 3
Pacific Islander: 65.9 points below level 3
Two or More Races: 66.3 points below level 3
White: 71.1 points below level 3
Baseline (2015-2016): 32% was incorrect. Correct is 22%. Page

State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or Career Technical Education sequences or programs of study that align with state board-approved career technical education standards and frameworks. Will include the growth measure to increase by 6% of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved Career Technical Educational standards and framework. (Verified by CALPADS.) Pages 154-155.

State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher.. (Verified by CollegeBoard AP Exam.) Baseline (2015-2016): 32% was incorrect. Correction of 22% (Data Source: College

Board AP Exam). New criteria for growth was added: will be and increase 5% who have passed at least one advanced placement exam. Pages 155-156.

State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.) New criteria for growth was added: will be an increase of 5% of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. Page 156.

State Priority 7A, 7B, 7C: A broad course of study that includes all of the subject areas described in CA Ed Code Section 51210 and Section 51220(a) to (i), as applicable. To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts. In addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support (Verified by CALPADS). Priority was modified to maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education and to maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign Language or Languages, Physical Education, Science,Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education (Verified by CALPADS). Pages 155-158.

State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. New growth criteria was added: To increase the 3% of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP).To increase 3% of grade 9 students meeting grade level proficiency in Algebra Concepts. Metric change:Verified by CAASPP and CALPADS. Pages 158-159.

Expanded language was added to the actions/services for SA 1-3 and 5-13. Page numbers160-189.

New and modified Action/Service SA1 - Student Technology
To enhance student access to information technologies that promote increased learning and academic achievement. Many of our Low-Socioeconomic, English Learners, and Foster Youth and Homeless student groups have limited access to technology for educational purposes outside the school day. Students will have increased access to technology in order to individualize instruction, gain technology skills embedded in the Units of Study and other coursework, reinforce 21st century skills, and ensure equity and access to technology for unduplicated student groups.
SA 1.1: Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students will continue with funding adjustments.
SA 1.2: Software that allows teachers to remotely monitor student activities in their classrooms on Chromebooks and Windows machines. Page 160.

Modified Action/Service:
SA 2.1: Increase classroom supplies and resources for student access to materials that support the differentiated needs of our students. These materials will supplement the core curriculum by providing needed materials and resources for the classroom teacher to increase equitable access and improve instruction. The increase will enhance equitable access to curriculum by providing additional materials to support targeted student populations (ELs, Low Income, Foster Youth), including tiered academic supports for our African American, Students With Disabilities, Hispanic and Homeless student groups whose academic performance on local and state data is well below grade level standards. Identified resources, but not inclusive are leveled readers, a structured writing program that supports students who require strategic and intervention support, and hands on science materials. Page 162.

New action under SA 2.3 to provide Professional Development (PD) in the state standards through use of: Page 162.
* Units of Study
* Trainer of Trainer
* Site Leadership training
* UOS embedded assessments
* Common Formative Assessments
* Data access and analysis to identify students needing tier 2 and tier 3 support.
* New Social Studies adoption
* NGSS Standards
* Site-based academic coaches to ensure equal access to core for Low-Socioeconomic, EL's, and Foster Youth and Homeless, and Students With Disabilities.
* Instructional Technology
* Differentiating instruction and tier 2 and tier 3 supports for our English Learners, Foster Youth and Low-Socioeconomic students.
(Verified by PD registration, sign in sheets, and survey outcomes.)

Additional language was added : SA 3: Primary Language Support
SA 3.1: Bilingual Instructional Program: Provide support for dual immersion model at Hong/Kingston Elementary. McKinley schools' developmental model K-5, with the goal of going to K-6. .
SA 3:.2   Professional Learning of Integrated and Designated ELD Strategies and Coaching: professional learning including Principals, Assistant Principals, Program Specialists, Coaches, Teachers, and Bilingual Paraprofessionals to effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction. Provide targeted support for English Learners to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification.Through the San Joaquin County Office of Education and Language Development Department staff, offer the California ELD Standards Institute, which is an interactive professional learning opportunity designed to familiarize participants with the California English Language Development Standards and their alignment to the Common Core State Standards for ELA/Literacy. Participants engage in activities designed to deepen their understanding of the language, concepts, and research supporting the ELD standards and most importantly how they may be applied to integrated and designated ELD. A variety of strategies can be readily applied to classroom instruction.

SA 3.3: Training and Implementation of the EL Instructional Program and Master Plan: Staff will collaborate with Site Coordinators to train them on the current strategies on Integrated and Designated ELD, English Learner Roadmap, Blueprints for Effective Leadership, Instruction for our English Learners' future B.E.L.I.E.F. Modules, ELPAC, and Seal of Biliteracy. Pages 164-165.

SA 3.4: Inactive and moved to MP. Page 165 to 240.

Additional language was added: SA 5: Teacher Collaboration, Monitoring and Support
Additional language: To provide educators with opportunities to collaborate within grade level (PLCs) and cross grade level to review relevant and appropriate data to support and enhance effective instructional strategies.Teachers will have the opportunity to analyze student data outcomes as the content focus and determine students needs and set goals, focus on instructional strategies and assessments. Student who are most at-risk of not meeting grade level standards are our Students With Disabilities, English Learners, Foster Youth, Homeless, and Low-Socioeconomic student groups. All of the following student groups are inclusive in our unduplicated student counts: Hispanic, African-American, American Indian, and White which make up a high percentage of our Low-Socioeconomic student numbers. The benefits of teachers having time to collaborate and identify the learning needs of their unduplicated student groups will provide opportunities for them to offer differentiated instruction based on tier 2 and 3 interventions. School Leaders are an integral part of the PLC model and collaboration with teachers. They will be responsible for monitoring collaboration and student learning outcomes for the unduplicated student groups, and offering support while monitoring use of collaboration time. (USA PD Day and 2017-2018 STA, plus 3 days) Page
SA 5.2: Added language: Instructional Leadership & Professional Learning Communities is an integral part of the teacher collaboration and support. Pages 168-169.

New Action/Service SA 7: Three Inclusion Specialist that support our Students With Disabilities in the core program to ensure they have increased success with the broad course of study. An addition of one inclusion specialist. Pages 172-174.

New Action/Service SA 7.8:Addition of Reading Intervention Supplemental Materials (Read 180 - Read Naturally). Pages 173-714.

New Action/Service SA 8: Action and services increased through Instructional coaching for new teachers and further supported by six additional positions to support our new teachers with Common Core Standards/ Units of Study (UOS) implementation and classroom management. Pages 175-176.

New Action/Service SA 8: Centralize coaching and added new service to support teacher servicing special education and Foster Youth. Pages 175-176.

SA 9.5: Extended Year Programs was moved to item SA 9.1 to consolidate services. Page 177.

Increased Action/Service SA 9.4: Increased support for after school programs at various school sites. There will be an addition of two After School Facilitators. Page 177.

Increased Action/Service SA11.6: Support Career Technical Education (CTE) by funding career pathways and foundational programs. Three new education pathways will be added for next year up 8 sections/classes to support the addition of Education Pathways. Pages 181-183.

Increased Action/Service SA 12: Added four additional general education teachers at the 4 comprehensive high schools will be hired to reduce class sizes in the general education courses. Pages 186-187.

Budget change SA13: Library Support- Librarian added to Supplemental and Concentration funding. New Action/Service SA13: Library Support -rotation catalog Ebooks for grade 7-12 and online research data base for comprehensive high schools. Pages 187-188.

New SA14: LCAP Program Evaluator added to strengthen program evaluation for the supporting actions and services within the LCAP. Page 189.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. **17-18** To increase upon the number of teachers of the school district that are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. (Verified by SUSD Human Resource reports.) **Baseline** Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	SUSD was successful at increasing their number of teachers that are appropriately assigned and fully credentialed in the subject areas and for the pupils they were teaching. Baseline for 2016-2017- 86% and for 2017-2018 - 88%, resulting in a 2% increase.

Expected	Actual
Metric/Indicator State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials. **17-18** To maintain the percentage of students that will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.) **Baseline** Baseline (2015-2016): 100% Data Source: SUSD District Textbook Sufficiency Resolution	The outcomes from the 2016-2017 William's report -SUSD District Textbook Sufficiency Resolution Report - The schools that were reviewed for sufficient textbooks and instructional materials provided all students with sufficient access to instructional materials and textbooks to use in class or take home.
Metric/Indicator State Priority 1C: School facilities are maintained and in good repair. **17-18** To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC). **Baseline** Baseline (2015-2016): 61.1% Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)	FIT Outcomes: 2016-2017 - 59.3% Resulting in a -1.8% decrease in the number of facilities in good repair.
Metric/Indicator State Priority 6A: Pupil suspension rates. **17-18** To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.) **Baseline** Baseline (2015-2016): 9.4% suspension rate Data Source: SUSD Student Information System, CALPADS	Data Source: Data Quest 2015-2016 - 9.4% 2016-2017 - 7.6% pupil suspension rate (inclusive of SUSD dependent charters). There was a decline of 1.8%. In addition, Fall California Dashboard Results for Suspension rate: percent of unduplicated students suspended during the academic year were: 2015: 10% 2016: 10.1% 2017: 8.2% (exclusive of charters) All Students 37,638 Very High 8.2% Declined -1.9%

	Expected		Actual

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Metric/Indicator
Disproportionate student suspension rate of all significant subgroups will continue to decrease.

17-18
To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline
Baseline (2015-2016):
6,165 Total Suspensions (students)
49.78% Hispanic
30.53% African American
7.72% Caucasian
3% Other
.58% American Indian/Alaskan Native
5.04% Asian
Data Source: SUSD Student Information System, CALPADS

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Data Source: DataQuest

Question/Concern: not able to duplicate data that was reported in the past.

Dataquest: inclusive of all charters (unable to parse out); unduplicated 2017-2018

Ethnicity	Suspension Rate
African American	17.2%
American Indian or Alaska Native	11.7%
Asian	3.9%
Filipino	2.8%
Hispanic or Latino	6.3%
Pacific Islander	6.3%
White	9.3%
Two or More Races	9.3%
Not Reported	0.8%

In addition, California Dashboard 2017-2018 number of students suspended:
Student Group Results: 2016-17
Student Performance Number of Students Status Change
All Students 37,638 Very High 8.2% Declined -1.9%, English Learners 10,649 High 5.1% Declined -1.8%, Foster Youth 458 Very High 18.3% Declined Significantly -5.5% ,Homeless 1,019 Very High 14.4% Declined Significantly -3.5%, Socioeconomically Disadvantaged 31,912 Very High 8.6% Declined Significantly -2.1% ,Students With Disabilities 4,164 Very High 13.1% Declined Significantly -2.7% ,African American 4,301 Very High 19.2% Declined Significantly -3.2%, American Indian 734 Very High 12.1% Declined Significantly -2.7%, Asian 3,413 Medium 4.2% Declined -0.5%, Filipino 1,476 Medium 2.9% Declined -1.4%, Hispanic 24,245 High 6.8% Declined -1.9%, Pacific Islander 205 High 6.3% Declined Significantly -4.9% ,Two or More Races 1,016 Very High 9.8% Declined -1.1%, White 2,237 Very High 10.5% Declined -1.8%

Changed to Dashboard report

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Metric/Indicator
State Priority 6B: Pupil expulsion rates.

17-18
To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

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Datasource: Dataquest 2016-2017
Expulsion Count: 20; Percent: .05%. There was a decrease of .03%

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Expected	Actual

Baseline
Baseline (2015-2016):
.08% expulsion rate
Data Source: SUSD Student Information System, CALPADS

Metric/Indicator
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.

17-18
To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline
Baseline (2015-2016):
51 Total Expulsions (students)
47.06% Hispanic
37.25% African American
5.88% Caucasian
1.96% Other
1.96% American Indian/Alaskan Native
5.88% Asian
Data Source: SUSD Student Information System and CALPADS

The total expulsion count reported for SUSD in 2016-2017 was 20, resulting in a decrease of 31 expulsion incidents.

The student group expulsion rates will be reported as the percent of unduplicated students expelled and the total cumulative enrollment. The expulsion rate is inclusive of all schools affiliated with SUSD as reported on DataQuest.

Data source: Dataquest 2016-2017

African American 0.22%
American Indian or Alaska Native 0.00%
Asian 0.08%
Filipino 0.00%
Hispanic or Latino 0.02%
Pacific Islander 0.00%
White 0.00%
Two or More Races 0.16%
Not Reported 0.00%

Metric/Indicator
State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

17-18
To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).

Baseline
Baseline (2014-2015):
82%
Data Source: California Healthy Kids Survey (CHKS)

Data Source: School Climate Report Card (CHKS)
District School Climate Report Card (Middle School)—2016-2017
District: Stockton Unified Date Prepared: 24 Jul 2017

CHKS Average Response Rate for 2015-2016 and 2016-2017. Note: The target sample differed for 2015-2016 and 2016-2017 for all grades reported.

Average Response Rate: 2015-2016
Grade 5: 67%
Grade 7: 88%
Grade 9: 60%
Grade 11: 42%

Average Response Rate: 2016-2017
Grade 5: 42%

Expected	Actual
	Grade 7: 82% Grade 9: 61% Grade 11: 61% Changes in Average Response Rate: 2015-2016 and 2016-2017 Grade 5: decrease 25% Grade 7: decrease 6% Grade 9: increase 1% Grade 11: increased 19% The percent of students reporting school connectedness (high) in 2016-2017 are: Grade 5: 44% Grade 6: 54% Grade 7: 49% Grade 9: 43% Grade 11: 38%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 1: Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing. LE 1.1: Windows XP computer replacement LE 1.2: Information Services Technology Support	Technology Infrastructure and Support LE 1.1: Windows XP computer replacement. Teacher laptop replacements were completed. LE 1.2: Information Services Technology Support staff were hired and provided technology support to	2000, 3000, 4000 0000 LCFF Base $1,338,976	LE 1.1: Computer Replacements (Windows XP) 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $0
			LE 1.2: Technology Support Staff 2000, 3000 0100 LCFF Supp/Conc $317,439

	school and district sites throughout the district.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 2: - High-Quality Teachers, Substitutes, Administrators and Staff To obtain, retain, train and support educators to be high quality and well-rounded role models that embody the vision that every student will succeed academically, socially, emotionally, and able to learn in a safe and supportive school climate. LE 2.1: Improve teacher, speech language pathologists and psychologists hiring timelines, incentives and credentialing LE 2.2: Training for Developing and Maintaining High- Quality Employees LE 2.3: Positive Behavior Intervention Support (PBIS) framework LE 2.4: Inactive LE 2.5: Inactive LE 2.6: Student Success Teams (SST) and Student Assistance Program (SAP) development LE 2.7: Behavior Intervention Team (BIT) development LE 2.8: Administrative Staff and Assistant Principals for K-8 LE 2.9: Educational Equity and Cultural Diversity	LE 2.1: The human resources department attended recruitment fairs to hire new certificated staff. SUSD was successful in hiring approximately four hundred new teachers to fill vacancies at the beginning of the school year. Incentives were offered to newly hired speech and language pathologists and psychologists. LE 2.2: Substitute training was provided in July of 2017 for approximately 100 substitutes. It entailed one full day of professional development. LE 2.3: Positive Behavior Intervention Support (PBIS) framework:The purpose of the Positive Behavior Intervention and Supports framework is to support student learning and high quality instruction by providing multi-tiered supports to support a safe and healthy learning environment for all students (universal), provide staff with skills and strategies for students who are in need of additional support (strategic), and provide high quality evidence based interventions to meet	1000, 2000, 3000, 4000, 5000 0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 3312 – 3332 Special Education, 4035 TitleIIPartA-ImpvTchrQuality, 6512 – Special Education $5,341,516	LE 2.1: Highly Qualified Staff None None $0
			LE 2.1: SLP & Psychologist Incentives 1000, 3000 0100 LCFF Supp/Conc $365,769
			LE 2.1: HR Labor Relations Analyst 2000, 3000 0000 LCFF Base $141,055
			LE 2.2: Training High Quality Substitutes 1000, 3000 4035: TitleIIPartA-ImpvTchrQuality $9,530
			LE 2.3: PBIS 1000, 2000, 3000, 4000, 5000 3312: SpEdLocAsstPrtBSec611 CEIS $1,283,038
			LE 2.3: PBIS 1000, 3000 0100 LCFF Supp/Conc $153,429
			LE 2.4 & LE 2.5: No cost due to inactive status None None $0
			LE 2.6: Student Assist Program 1000,2000,3000,5000 0100 LCFF Supp/Conc $46,247

student needs and reduce barriers to learning (strategic and intensive). PBIS is an evidence based, research validated best practice supported at both the national and state level. The emphasis is on implementing proactive strategies for schools to develop caring relationships and safe environments and address the barriers to learning experienced by students in our priority populations of Low-Socioeconomic background, English Language Learners, and Foster Youth.

CHAMPs is part of the PBIS training and is a Proactive & Positive Approach to Classroom Management. It was provided to certificated staff throughout the school year. CHAMPs is part of the Safe & Civil Schools series of materials designed to be a systematic guide for classroom teachers who want to improve their current classroom management plans. It is considered a professional development training for Tier 1, universal prevention practices for teachers, administrators and other support services staff, district-wide. CHAMPs training was given over a two-day time period provided by SUSD Behavior Support Specialists, members of the Behavior Intervention Team (BIT).

Additional training to support positive learning environment

LE 2.7: Behavior Intervention Team (BIT) 1000,2000,3000,5000 0100 LCFF Supp/Conc $494,037

LE 2.7: Behavior Intervention Admin 1000, 3000 6512 (Spec Ed Mental Health) $160,519

LE 2.8: Assistant Principal Restoration 1000, 3000 0100 LCFF Supp/Conc $2,689,366

LE 2.9: Educational Equity 2000, 3000 0100 LCFF Supp/Conc $184,419

called Take the Time (T3) was provided by SUSD Student Services. The training focused on positive student/staff relationships, as well as prevention and de-escalation of challenging behavior in the classroom. The target objectives are Environmental Considerations, Building Positive Staff and Student Relationships, Antecedent Interventions, Stress Model and De-Escalation Strategies, Staff Self Control, and Defusing Common Behavior Problems. Take the Time (T3) was a professional development training for Tier 1, universal prevention practices for teachers, administrators and other certificated and classified staff, district-wide. There was a one-day workshop provided by a Behavior Support Specialist, and a Program Specialist during their regular work days. Trainings are a collaborative with San Joaquin County Office of Education (SJCOE).

PBIS Action/Services 2017-2018
- Held monthly District PBIS Leadership Team meetings
- Held monthly Foundations trainings/meetings with Assistant Principals
- Collected District-wide School Climate data for 2017- 2018
- Increased the number of Restorative Practices Trainings and Restorative Practices Overview Sessions

- Conducted Semi-Annual Site fidelity visits for PBIS implementation
- Continued Youth Mental Health First Aid (YMHFA) Trainings for staff
- Continued Applied Suicide Intervention Skills Training (ASSIST) for crisis team members to intervene with students dealing with suicide
- Began first round for staff-Trauma 101: Introduction to Trauma Responsive Schools trainings
- CHAMPs Training was provided for teachers in classroom management
- T3 Training was provided to school sites:Take the Time de-escalation strategies for challenging behaviors in the classroom

PBIS Outcome Data for 2017-2018
- 53 schools had an active PBIS Team
- Held 7 Monthly PBIS Meetings with all site PBIS Coordinators
- 11 SUSD Employees were trained as trainers by the International Institute of Restorative Practices (IIRP) to provided ongoing training and support to school sites
- 363 SUSD Employees were trained in Restorative Practices (July 2016-April 2018)
- 340 SUSD employees attended Restorative Practices Overview sessions to build

Restorative Practices awareness
- 49 schools issued PLUS School Climate Surveys to their 4th-12th grade students THREE (3) times in 2017-2018

Number of Staff Participants trained in Grades 4-5:
Fall= 3963   Spring= 4196
# Participants in Grades 6-8   Fall= 5219   Spring= 5737   # Participants in Grades 9-12 Fall= 3143   Spring= 3804

- 53 School sites were visited by dedicated district PBIS team leaders as support and to monitor implementation fidelity
- 12 members on the district PBIS Leadership Team
- 7 District PBIS Leadership Team meetings
- 25 employees were trained in ASSIST to provide suicide intervention for students.
- 132 employees were trained in Youth Mental Health First Aid (YMHFA).
- 150 employees were trained in Trauma 101: Intro to Trauma Responsive Schools.
- 10 monthly Counselor PLC meetings were held to and discussed PBIS, Social Emotional Learning (Tier 1) and responsive services in Tier 2 & 3).
- 30 District Administrators attended Energy Bus Leadership development for building positive school cultures.

- 347 employees were trained in CHAMPS classroom management strategies.
- 52 employees were trained in Take the Time (T3) prevention and de-escalation strategies for challenging behaviors in the classroom.

LE 2.4 and 2.5: Inactive

LE 2.6:
Student Assistance Program (SAP) and Student Success Team (SST) were a required process for all school sites to support our students. A referral process was established at each site. 41 Site SAP/CARE teams were developed and meeting schedules were finalized for each site team. Site SAP coordinators attended on-going district coordination training and have consultation services available via phone, email and on-site by request. Budget accounts have been identified and made available to fund substitutes to release teachers to attend SAP, and CARE team and SST meetings. Substitute teachers were provided to allow teachers to participate in these meetings during the contractual day. SUSD experienced a substitute shortage this year so this action/service was not accessed to its fullest extent. Many of the meetings had to take place after school.

LE 2.7:

Behavior Intervention Plan (BIP) Training focused on the development of a comprehensive, function-based Behavior Intervention Plan (BIP) with effective and efficient positive behavioral interventions and efficient, meaningful progress monitoring and data collection/presentation. The training included a review of the Multi-Tiered System of Support (MTSS) and SAP process including universal interventions used for all students.

BIP Training included a one-day workshop provided by a Behavior Support Specialist II (a member of the BIT Team).
- 55 employees were trained on how to effectively write a Behavior Intervention Plan (BIP)

BIT provided the following tiered services/supports:
- Site staff consultations: 25 cases
- Teacher/Class Consultations: 15
- Intensive Intervention cases: 13
- Transition Support cases: 5

BIT-Intensive Intervention resulted in 6 completed cases this year:
- 4 maintained their current placement after our intervention
- 1 transitioned to a lower level of care

- 1 transitioned to a higher level of care
- 0 were expelled

In addition, of the 6 completed BIT-Intensive Intervention cases this year, the following represents 2 months after the close of the case:
- 5 maintained their current placement after our intervention
- 1 transitioned to a lower level of care
- 0 transitioned to a higher level of care
- 0 were expelled

BIT-Intensive Intervention currently has 3 student cases in process and 4 on the waiting list.

LE 2.8:
At the Elementary Schools, Assistant Principals were added/restored for all schools. Half-time Assistant Principals were allocated to schools with approximately four hundred students or less, and the remaining schools received a full-time assistant principal.

LE 2.9:
Diversity Coordinator: A Director of Educational Equity was hired. The Director established the Department of Educational Equity. Department goals were developed to ensure that there is equity in education for all students, promote equitable practices, work in

partnership with All SUSD stakeholders to increase the academic proficiency of students close achievement gaps and remove barriers so that all students can thrive and achieve their greatest potential.

The areas focused on for the Department of Educational Equity were:

- Worked with stakeholders to identified opportunity and achievement gaps and implemented strategies to close the gaps and promote student success
- Coordinated and provided trainings for district staff designed to promote equitable practices district wide (i.e. Implicit Bias, Diversity and Inclusion, Culturally Responsive Instruction and Pedagogy, LGBTQ Awareness and Inclusive Practices)
- Worked with stakeholders to identify gaps and barriers for English Learners and implement strategies to close the gaps
- Worked in partnership with the Curriculum and Instruction Department to ensure the integration of Culturally Relevant Curriculum materials districtwide
- Worked with stakeholders to address disproportionality in discipline practices within student groups and to

	implement strategies to eliminate these practices • Coordinated District 504 program • Supported the Native American Indian Center

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 3: Instructional Technology Solutions To provide educators with technologically appropriate instructional resources to deliver high quality and relevant instruction to students. LE 3.1: Inactive	Inactive	No cost due to inactive status	No cost due to inactive status None None $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 4: Financial & Human Resources Application Solutions To update and maintain vital technological software and application solutions to effectively conduct all district business related activities to meet the needs of staff and educators. LE 4.1: Inactive	Inactive	No cost due to inactive status	No cost due to inactive status None None $0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 5: Facility Support To provide students and educators with facilities that are clean and functional to receive and deliver instruction. LE 5.1: Custodial/Maintenance Services Gap Restoration LE 5.2: Deferred Maintenance LE 5.3: Environmental Compliance and Building Safety Oversight and Response	LE 5.1: Custodial/Maintenance Services Gap Restoration was achieved in year 1 as 10% of custodial Staff who were laid-off in previous years were hired back. LE 5.2: SUSD continued to perform Routine Maintenance, on-going Deferred Maintenance, Modernization, and New Construction throughout the District. Deferred Maintenance: Completed construction documents Wilson and Monroe Fire Alarm; Taft, Hoover and Van Buren HVAC Replacements; Washington Roofing; and Weber Paving. Bidded projects as documents and scheduled permitted. The Monroe Fire Alarm documents were DSA approved and the project was bidded and awarded by the Board on March 13 and preliminary construction was started. Wilson Fire Alarm Bids documents were DSA approved, however, the bids for the project were rejected and the project is being rebid. Van Buren HVAC Replacement documents were DSA approved and the project was bidded and awarded February 27 with	2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $3,679,705	LE 5.1: Custodial Restoration 2000, 3000 0100 LCFF Supp/Conc $1,873,654 LE 5.2: Deferred Maintenance 7000-7439: Other Outgo 0100 LCFF Supp/Conc $2,000,000 LE 5.3: Environmental & Safety 2000, 3000 0100 LCFF Supp/Conc $163,305

construction initiated. Taft HVAC was delayed in DSA approval. Hoover HVAC documents were DSA approved. However, due to the increased construction costs, work will need to be delayed until 2019. Washington Roofing documents were completed and the project was bidded and awarded by the Board on April 10. Weber Paving bidding process was initiated.
Each project improved the overall physical learning environment for each child both from a classroom comfort level as well as the overall safety level at the site.

LE 5.3:
Environmental Compliance and Building Safety Oversight and Response: SUSD continued to monitor all sites within the district to ensure Environmental Compliance and make improvements for the future.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 6: Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. LE 6.1: Basic Instruction and Teacher Staffing	LE 6.1: The staffing ratios for each grade level for 2017-2018 school year were: Tk & K = 24:1, grades 1st – 3rd = 27:1 The staffing ratio for the 2018 - 2019 school year are: Tk & K = 24:1, grades 1st – 3rd = 25:1.	1000, 3000 0000 LCFF Base $134,929,035	LE 6.1: Base Instructional Program 1000, 3000 0000 LCFF Base $167,907,661

| | Staffing ratios have been maintained and are compliant per required grade span adjustments. | | |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 7: Parent and Community Relations To provide parents and students (including Homeless and Foster Youth) with the resources necessary to enhance relationships that create safe and healthy learning environments. LE 7.1: "Whole-Family" Response and Resources	A full-time Social Services position was hired to support Foster Youth students. SUSD's approximate total Foster Youth numbers are 300 students. The services provided to support our Foster Youth included the following: At the High Schools: • Met with all high school Foster Youth • Completed an intake form • Monitored their attendance • Provided guidance and support on planning for college after high school work. • Reviewed student's transcript to identify needed courses. • Facilitated AB167, AB12, ILSP, Foster Youth Services on college campuses • Provided guidance on college admission, financial aid, scholarships, SAT/ACT, fee waivers, college/career research. • Verified with CPS (social work case status) • Emailed high schools counselors with a list of Foster Youth on their campuses • Updated Foster Youth list, the list is very fluid	2000, 3000 0100 LCFF Supp/Conc $515,842	LE 7.1: Social Services / Parent Liaison 2000, 3000, 5000 0100 LCFF Supp/Conc $386,123

- Printed transcripts and attendance after each semester
- Provided information on SJCOE college tours
- Provided community resources
- Arranged transportation for special day class students
- Provided bus pass when needed
- Conducted home visits

Elementary School- as needed
- Met with students
- Monitored attendance
- Attended SST, IEP, SARB

Collaboration with stakeholders:
- School counselors-assisted with AB167 eligibility transcript review
- CPS/Probation agencies- provided copies of attendance, transcripts, IEPs, Ed Rights, information on enrollment, and school zone
- SJCOE Foster & Homeless Youth Services- participated in quarterly meetings, followed up regarding Foster Youth recently enrolled in SUSD

Districtwide
- Attended SST, IEP, Expulsion, and SARB meetings
- School staff answered questions on Foster Youth enrollment/inactivation
- Worked on a policy and procedure for Foster Youth transportation – new ESSA regulation

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 8: Health Services To provide student and families with appropriate health services interventions to be healthy and more able to learn. LE 8.1: Subacute Health Care Services Response and Management LE 8.2: Healthy Start Program	LE 8: Acronyms: PAAC-Pre School Assessment Autism Center AED-Automated External Defibrillator CWA- Child Welfare and Attendance EIC-Early Intervention Center MAA-Medicaid Administrative Activities ECE-Early Childhood Education SUSD-Stockton Unified School District LE 8.1: Health Services and Human Resources embarked on a project to increase compliance of District personnel who had CPR as a job requirement. This project identified almost 800 classified staff members who were not in compliance. Health Services staff and ProCPR (a contracted agency) certified 638 employees for CPR, in addition to the 58 who were certified by an SUSD preschool nurse for ECE. There were an additional 350 individuals scheduled for classes, with an additional 375 classified staff that have been identified as needing the class.	1000, 2000, 3000 0100 LCFF Supp/Conc $638,854	LE 8.1: Health Care Asst & LVN 2000, 3000 0100 LCFF Supp/Conc $456,458 LE 8.2: Healthy Start 2000, 3000 0100 LCFF Supp/Conc $78,547

List of services completed for 2017-2018 school year:

- CPR/CPR AED training for Staff (over 1000 this year)
- Immunization clinics for students
- Flu program for students & Staff
- Individual Health Plans for Case management of all student with chronic illness
- Diabetic care for over 90 diabetic students
- Crisis management team members
- Tuberculosis (TB) Assessments for staff, subs and volunteers
- Participated in CWA efforts to reduce chronic absenteeism secondary to illness
- Maintenance of multiple contracts with community health agencies
- Mandated screening for vision and hearing
- Nursing services for PAAC
- Nursing services for District Walton Special Center Site
- Nursing services for District EIC program
- Nursing services for District pre-school programs
- Management of District Lice program
- Vision program for uninsured students

Data outcomes:

- 19,310 Specialized Health Care Procedures Annually
- 1,430 Health Care Plans

- 750 CPR certifications
- 616 TB Assessments
- 132 Onsite Dental Clinics
- 37 Smart Moves (Childhood Obesity classes)
- 104 Student Nurses precepted
- 5 Kids sent to Diabetic Camp
- 6 Immunization Clinics
- Onsite Flu Clinics
- Managed the Medi-Cal/MAA program
- Provided nurses for 54 sites and 7 specialty programs
- 890 Sports Physicals through SBHC
- Consulted with CWA for Home Instruction and Chronic Absenteeism of children with health related issues

LE 8.2:
The objective of the Healthy Start Program (at Stagg High School) was to maintain a service delivery with the support of a Healthy Start coordinator. The Healthy Start Coordinator organized peer conflict mediation trainings and sports physicals. Students self-referred and/or were referred by parents, teachers, counselors, and/or administrators. The Healthy Start Coordinator received the referrals and then provided case management for each student to ensure the proper service delivery system was accessed and utilized. Services were available to and accessed by all factions of the student population, including English Learners and Foster Youth. Services were a huge

benefit to low income families, as all services were free regardless of insurance status.

The types of services delivered at the Healthy Start Center: Medical Care, Mental Health Services, Teen Pregnancy Prevention Services, Substance Abuse Counseling, Anger Management Interventions, Peer Conflict Mediation.

Number of individual students served: 537

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 9: Community Oriented Policing Program To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.	LE 9.1: Visible Support of Safe and Secure Campuses: 35 Campus Security Monitors were assigned to the comprehensive high schools and 51 Campus Safety Assistants were assigned to the K-8 sites. These services supported a positive school climate for all schools, served as a visual presence to deter problems, and provided opportunities for students to report concerns and feel safe. Campus security staff were highly visible across all sites and at school events. Additionally, campus security staff were all properly trained pursuant to SB 1626. Campus safety monitors and assistants served at all schools	2000, 3000, 4000, 5000 0000 LCFF Base $3,598,249	LE 9.1: CSA / CSM 2000, 3000 0100 LCFF Supp/Conc $842,437
LE 9.1: Visible Support of Safe and Secure Campuses			LE 9.2: Police Dept Staffing Adjustment 2000, 3000 0000 LCFF Base $825,574
LE 9.2: Community Oriented Policing Program LE 9.3: Project Evaluator/Crime Data Analyst			LE 9.3: Crime Analyst 2000, 3000 0100 LCFF Supp/Conc $31,790
LE 9.4: Purchase District-wide Security Camera/Alarm System			LE 9.4: District Wide Security Camera System 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $2,446,824
LE 9.5: Emergency Preparedness and Response Solutions LE 9.6: Support of Drug-Free Campuses			LE 9.5: Emergency Services 2000, 3000 0100 LCFF Supp/Conc $177,011
LE 9.7: Training to Support of Safe and Secure Campuses			LE 9.6: Canine Officer 2000, 3000 0000 LCFF Base $88,335

LE 9.8: Strengthening School and Stakeholder Connections through Training

LE 9.9: Data Analysis Tools and Software to achieve safe and secure campuses

LE 9.10: Equipment to Support Safe and Secure Campuses

LE 9.11: Safe and Supportive Special Events and Outreach

LE 9.12: At-Risk Program

across our district in a multitude of roles – as our first line of defense, conflict mediators and problem solvers, monitors, and mentors.

*All 86 full time campus safety and 59 part time substitute personnel completed all 24 hours of required initial SB 1626 training.

*24 noon duty personnel completed all 24 hours of required initial SB 1626 training. 69 noon duty personnel are pending training that will occur prior to the end of FY 17/18.

LE 9.2:
Community Oriented Policing Program: Officers were involved in community outreach events throughout the year such as open house events at schools and the police department, back to school nights and provision of security at athletic events.
Staff participated in more than 300 community related outreach events, such as:
- Kennedy Games
- PLUS Advisors Meeting; Tailgate and Summit
- Human Trafficking & Gang Awareness (multiple presentations)
- Trunk or Treat events
- Walk to School: Van Buren and Henry
- Henry School – Self Defense Training
- Huerta Fall Carnival
- Cleveland School Remembers

LE 9.7: Campus Safety Training 4000, 5000 0100 LCFF Supp/Conc $7,757

LE 9.7: Campus Safety Supervision 2000, 3000 0000 LCFF Base $174,965

LE 9.8: Staff Dev & Training 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $38,892

LE 9.9: Police Tracking & Accountability 4000, 5000 0100 LCFF Supp/Conc $55,134

LE 9.10: Equipment Safe & Secure Campuses 4000, 5000 0100 LCFF Supp/Conc $247,965

LE 9.11: Safe & Supportive Spec Events / Outreach 2000, 3000 0100 LCFF Supp/Conc $3,438

LE 9.12: At Risk Program None 0100 LCFF Supp/Conc $0

- Kindness Counts- El Dorado
- Bicycle Rodeo at Taft, Roosevelt, and Henry
- Coffee w/Cops – King
- SAFE Kids Events
- National Night Out
- Barnes & Noble Literacy Events – Rio and Hong Kingston
- Literacy Day at the Park
- Children's Museum
- Community Fair- Van Buren
- Spot the Dog Reading Event
- Welcome Event - PYA
- Public Safety Event
- Asparagus Festival
- Carnival Night – Bush
- Multi-Cultural Faire - Fremont
- Dia de los Muertos – Primary Years Academy
- Girls Empowerment Team Mentoring Events; Boys Empowerment Team Mentoring Events - Pittman
- Music Outreach Events – McKinley
- Tracy Bulldog Presentation – Rio
- Imagine Summit
- Special Olympics – Stagg
- Powderpuff & Flag Football Games – Edison
- Summer School Training Presentations & Outreach
- Public Safety Academy events

Staff officers provided community outreach and engagement, enhancing public awareness of public safety. They promoted positive police interactions and

non-enforcement contacts. Some of the examples of public awareness included multiple special events, oversight of the Stockton Public Safety Academy, involvement in Stockton Crime Stoppers, School Resource Officers, and BET/GET Mentoring. A fingerprint clerk conducted printing and processing of SUSD parent-volunteer applicants.

LE 9.3:
Project Evaluator/Crime Data Analyst (PE/CA): The project evaluator/crime analyst produced several extensive summary reports on District Police activities. Report findings were presented to the District Police, Management Team, staff and SUSD School Board, and feedback was solicited. In addition, the project evaluator/crime analyst (PE/CA) fulfilled internal and external requests on crime and police operations, and developed assessment indicators for the implementation of the District Police Strategic plan. The PE/CA provided evidence-based recommendations for the police department to direct its personnel and resources to students based on need, such as unduplicated pupils in special populations. The PE/CA produced a multi-year database on District Police student arrests and reported findings on analysis of District Police activities. The PE/CA updated a multi-year database on District Police student arrests to incorporate updated

requirements by the Civil Rights Data Collection program, reported on District Police arrests and non-enforcement contracts, and fulfilled internal and external data requests.

Utilization of "big data" is the current best practice for any organization to more effectively track its impact and remain accountable to its mission and stakeholders. Crime Data Analyst (CDA) was responsible for tracking police performance and community impact through the management and analysis of Dept. and District data. CDA provided a variety of tactical, operational, and strategic analyst supports describing crime and CFS strengthening situational awareness: supported PD to proactively respond to increased incidences, track and deploy traffic/other enforcement (25 officers vs. 59 campuses); responded to data requests; provided empirical analysis to address questions from community/government stakeholders; assisted with strategic planning by conducting analyses relevant to policy decision making and implementation evaluation; compiled all data and drafted the Department's annual end of year report for Board approval and public distribution.

LE 9.4:

Purchased District-wide Security Camera/Alarm System: Video surveillance systems were installed at every SUSD school site.

LE 9.5:
Emergency Preparedness and Response Solutions:
- Updated REMS guide to include all disaster plans and developed a bomb threat stand-off chart for schools and department buildings
- Developed and delivered emergency preparedness training to all District personnel; Conducted drills to emergency plan effectiveness throughout the school year
- Supported, managed, and coordinated live emergency and crisis response activities. Initiated crisis team activations and responses
- Managed Share 911 Program (District wide emergency notification) and provided ongoing training and drills on its use
- Managed emergency services program throughout District to ensure safety and preparedness at all sites; includes: completion/update oversight of Emergency Disaster Plans (REMS) and related training/drills; training, management and administration of Share 911; Crisis Response Team member deployed for critical

incidents; and Threat Assessment Inquiry

2017-2018 Outcomes
- 47 SHARE911 activations
- 7 drills
- More than 50 training sessions – total of 1852 staff/teachers
- 10 Site inspections
- 2 Crisis Team Call Outs
- 4 Threat Inquiries
- 54 Disaster preparedness reports reviewed

Added three new procedures for 2017-2018:
- Water outage contamination procedure
- Room Clear procedure
- Shelter-in-Place procedure
- Threat assessment finalized 2018-19 school year

LE 9.6:
Support of Drug-Free Campuses: The K-9 Program supported a safe school climate for all students by conducting searches for illegal narcotics and black powder as well as providing educational presentations for drug deterrence to all SUSD schools.
District K-9 Teams provided education-based training and presentations to students on drug awareness and the impact of drug use, and the teams were utilized as a positive outreach for students.

K9 Teams have attended ongoing, weekly POST required training

(per K9 Guidelines) by K9 trainer/vendor.

Community Oriented Policing Program, K9 Teams have:
- Provided 47 educational presentations at schools throughout the District
- Facilitated community outreach events to include Adopt-A-Family for the Holidays and numerous education related outreach activities throughout the District
- Conducted 31 searches for illegal narcotics/contraband

LE 9.7:
CSM and CSA training to comply with SB 1626 was completed.

LE 9.8:
District Police Officers attended training on school resource officer related topics..
District Police Officers have attended training covering the following topics:
- Procedural Justice
- Implicit Bias
- Restorative Justice
- Crisis Intervention
- Mental Health First Aid
- Take the Time (De-Escalation Techniques)
- Safe Talk (Suicide Prevention)
- School Resource Officer Training on Juvenile and Case Law
- Annual Campus Safety Conference

- Annual Safe Schools Conference
- Trauma Informed Training
- Campus Law Enforcement

LE 9.9:
Data Analysis Tools and Software to Achieve Safe and Secure Campuses: Share 911 Data Analysis Software was purchased. Share 911 - a digital emergency network that connects SUSD — all the workplaces and the people — so everyone can share information as quickly as possible during an emergency, and provide immediate and shared notifications of school safety precautions including lock downs, training or drills, etc.

LE 9.10:
Equipment to Support Safe and Secure Campuses: Equipment necessary for police services / operations in support of safe and secure campuses was provided throughout the year.
Fingerprint equipment – Live scan (fingerprint) mobile and portable machines, ID cards and printer for SUSD parent volunteers and staff was provided throughout the year.

LE 9.11:
Safe and Supportive Special Events and Outreach Officers worked after hours at special events such as athletic activities, back to school nights, etc. to ensure safety and security at SUSD campuses.

LE 9.12:
The original concept not fully developed and not implemented this year.

At-Risk Program: Development of a Youth Explorer Program to provide services for local youth with a focus on SUSD students; events and activities will occur after school hours (evenings and weekends); participation in local competitions and collaboration with other local Explorer teams.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 10: School Counseling To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.	LE 10.1: Counseling Services for Social Emotional, Behavioral, Academic learning supports & A-G completion: The intent of the SUSD school counseling program is to lower the pupil/ counselor ratio on every SUSD school site by increasing the number of counseling days to every student. Counselors have worked to develop a comprehensive school counseling program providing services to students, parents, teachers and administrative staff with high quality counseling supports and services based on the American School Counselor Association (ASCA) Model of School Counseling.	1000, 3000 0100 LCFF Supp/Conc $3,596,441	LE 10.1: School Counselors 1000, 3000 0100 LCFF Supp/Conc $4,330,186
LE 10.1: Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion LE 10.2: Continue and expand gender/LGBT diversity training for staff			LE 10.2: LGBT Diversity 1000, 2000, 3000 0100 LCFF Supp/Conc $10,475
			LE 10.2: LGBT Diversity (TUPE) 1000, 2000, 3000, 4000, 5000 Other $65,000

SAP Chairpersons/Lead Counselors accomplished the following:
*Placed a well-trained counselor at each site.
*Provided orientation to the district's expectations, role responsibilities, policies, procedures pertaining to SUSD School Counseling, and SAP coordination.
*Conducted monthly counselor coordination and support meetings.
*Provided ongoing consult, training and support as site needs data dictated.
*Supported counselors in order to provide a comprehensive, multi-tiered counseling program including classroom guidance lessons, individual and group interventions and supports, and support of Student Assistance Program. Documentation of services has been entered into the student information system.
*The 32 PK-8 Counselors documented over 40,000 student contacts through February 2018. 30.6 High School Counselors documented over 90,000 student contacts through February 2018. These contacts included referrals, parent conferences, academics (D/F lists, A-G monitoring), attendance monitoring, and referral to other district services. The data for A-G completion: Class of 2017 was 32% and Class of 2018 38% (on track).

*Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion SUSD assigned placement of 38 elementary school counselors to provide services at the 41 elementary schools. School counselors were provided orientation to the district guidelines and expectations and were given access to consultation on practices and procedures.

*Counselors meet monthly for PLC meetings. SAP Chairpersons provided training, guidance and consultation on district programs, initiatives, procedural and legal aspects of the profession regulating school counseling, such as, Student Assistance Program (SAP), Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS) & 504 planning services.

*Counselors provided a comprehensive program, including classroom guidance lessons, individual and group interventions and supports, and support of the Student Assistance Program.

*Counselors were hired with qualifications to provide comprehensive School Counseling services in the areas of socio-emotional, academic, and college/career domains.

*Counselors were trained to provide consultation in the implementation of the SAP/MTSS services. These MTSS services were specific to differentiating

instruction and supports based on student needs as well as for early identification and referral as needed for more appropriate and intensive services that meet the unique individual learning needs of each student.

LE 10.2:
Continued and expanded gender/LGBT diversity training for staff: The Student Services Department held monthly Youth Development professional development opportunities for staff who facilitate Peers Leaders Uniting Students (PLUS): Topics covered were LGBT inclusion, building Allys, and activities relating to building safe schools for all.

The breakdown of the 2017-2018 monthly training is as follows:
July:
PLUS Peer Resources Training - PLUS advisors attended a two-day workshop on how to develop a peer resource program within PLUS. Workshop topics included teaching tolerance and acceptance for LGBT youth, building inclusive schools for all students (including LGBT), and how to effectively create safe spaces for all students.

August:
PLUS Training for NEW Advisors- There was a 1 day training covering topics that create safe schools and inclusive environments. It addressed

bullying of LGBT youth, restorative community building, and how to engage youth in helping other youth.

September:
California Association of Directors of Activities (CADA) Advisors conference - Staff attended a 1 day training about meaningful activities that promote acceptance and inclusion for all students. Workshops included awareness of LGBT youth needs and how to conduct outreach to specific clubs, such as Gay- Straight Alliance (GSA).

October:
*San Joaquin PRIDE Youth Empowerment Summit & Staff Awareness Workshops- SUSD Staff participated in this one day PRIDE event about Gender Diversity awareness and inclusion practices. Workshops were led by community members and our SAP chairperson. Restorative Practices and community building circles were held to address these topics. The PLUS Program held Diversity and Inclusion trainings for staff to focus on ways staff can evaluate their inclusion practices.

December:
Diversity and Inclusion training- Interactive training for staff was held to evaluate their inclusion practices.

January:

	Diversity and Inclusion training- Entailed interactive training for staff to evaluate their inclusion practices. 320 Staff attended Gender/LGBT Diversity Trainings and Awareness events.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

State Priorities: 1 and 6

The overall implementation of the action and services provided by SUSD to support goal 2 were successful.

LE 1: This action was to update and replace the laptops for teachers was completed this year, but our was with an ongoing need to replace lost or broken computers and the hiring of new teachers.

LE 2.1: We were successful in hiring new teachers to fill the vacancies this year, with the exception of the intervention teachers which were placed back in the classrooms to ensure all classes had credentialed teachers. The high percentage of new teachers prompted an increase in professional development and on-site coaching. This was difficult to implement due to a shortage of substitutes. The district is evaluating the need to increase services and provide training outside the teachers' contractual time.

LE 2.2: This was very successful. We were able to provide a full day training for approximately 100 substitutes. Our challenges were that we had a substitute shortage and training was impacted by the turnover and/or lack of participation.

LE 2.3 and 2.6: Based on the suspension data from the fall 2017 California Dashboard (detailed report) suspension rate: percent of unduplicated students suspended during the academic year: 2015: 10%, 2016: 10.1%, 2017: 8.2%. The data indicates incremental decreases in the number of students suspended over a three-year period. The comparison results for the number of total suspensions(not students) for 2015-2016 to the 2016-2017 indicate a slight increase of 0.96 %. Our Student Services Department has provided support to our schools by training our school staff on Positive Behavior Intervention Supports (PBIS). To date 53 schools have an active PBIS Team, 11 SUSD Employees are IIRP trainers for Restorative Practices, 364 SUSD employees have been trained in Restorative Practices (July 2016-April 2018), 340 SUSD employees have attended Restorative Practices Overview sessions to build

RP awareness, 132 employees were trained in Youth Mental Health First Aid, and 150 employees were trained in Trauma 101: Intro to Trauma Responsive Schools. In addition, we increased the percentage of assistant principals at the school sites to support the on-site PBIS services. The implementation of these actions and services have provided an awareness and the needed supports to better service our students and keep them in school, rather than suspending them. ALL our student groups for the number of students suspended had either declined or declined significantly. This is a very positive trend for ALL our students. Our expulsion rates for ALL students are declining, but we have a higher percentage of Hispanic and African American/Black student groups being expelled. We are identifying the root cause(s) and will be implementing targeted supports for these student groups.

This year we have seen a high number of referrals to our Behavior Intervention Team for support for students who have exhausted the support provided through the site student support teams and the Multi-Tiered Systems of Support (MTSS) tier 1 and tier 2 resources. We were challenged with a delay in services due to not having enough staff to meet the number of referrals. There have been no BIT team referrals that have resulted in expulsions, although these students represent the high number of suspensions that are included in our 2016-2107 data. Our school counselors have coordinated support through the student assistance program (SAP) and student success team (SST) meetings providing proactive supports and counseling for students that have been served previously by the BIT team.The support helped to maintain the progress made by the student and allowed the continued success in school.

LE 2.7 and LE 8: Based on the suspension data from the fall 2017 California Dashboard (detailed report) suspension rate: percent of unduplicated students suspended during the academic year: 2015: 10%, 2016: 10.1%, 2017: 8.2%. The data indicates incremental decreases in the number of students suspended over a three-year period. Our Behavior Support Services/Behavior Intervention Team (BIT) supported students with exceptional needs to be safe, responsible, and productive, the reduction of behavioral referrals, suspensions and expulsions. BIT is a Tier 3 intensive strategies that offers assistance, support and coaching to teachers and site staff aimed to provide students with the needed structure and positive behavioral strategies to be successful in school. The BIT team provided support to schools through training of school staff on Positive Behavior Intervention Supports (PBIS), provided site classroom teacher consultation and individual intensive intervention service to identified students. To date we have provided the following training as a tier 1 support: 347 SUSD employees have been trained in CHAMPs: Positive and Proactive Classroom Management; 130 SUSD employees trained in T3: Take The Time De-escalation Strategies, and 55 SUSD employees trained in Behavior Intervention Plan Development and Implementation. To date, we have provided the following consultation and coaching tier 2 support: 25 Staff/Site Case Consultations and 15 Teacher/Classroom Consultations. The following has been provided by the BIT Team as a tier 3 individual intensive intervention support: 5 Transitional Support Cases from a higher level of care; 2 Therapeutic Case Management Cases with significant mental health needs; and 13 Individual Intensive Intervention cases. The implementation of these actions and services have provided an increased awareness and needed supports to better service our students keeping them in school rather than suspending them. Suspension of our student groups had declined or significantly declined. This is a very positive trend for all our students. Expulsion rates for all students are declining, however, we do have a higher percentage from the Hispanic and African American/Black groups being expelled. We are identifying and providing targeted interventions and supports for the root causes.

This year we have seen a high number of referrals to our Behavior Intervention Team for support for students who have exhausted the support provided through the Multi-Tiered Systems of Support (MTSS) site student support teams Tier 1 and Tier 2 resources. There have been no cases served by the BIT team that resulted in an expulsion.

LE 2.9: We hired a Director of Equity and Access at the end of last school year. This position purpose was to ensure equity in education for all students, promote equitable practices, work in partnership with all SUSD stakeholders to increase the academic proficiency of students, close achievement gaps and remove the barriers that hinder all students from thriving and achieving to their greatest potential. To date, the Equity and Access Director has worked with community & district stakeholders to analyze data, engage in conversations and identify gaps in student achievement, to strategize in ways to address disproportionality in discipline practices promote cultural understanding, competency, proficiency, and awareness, serve as a conduit between the community and District, provide leadership/advocacy and ensure equity and access for all students as it relates to district-wide practices and policies. One area of need that has been identified through this process this year is additional training and awareness for Gender/LGBT Diversity. In conjunction with Student Support Services, there were 320 trainings and awareness events. These training will continue and be on-going for next school year. The current impact of this Equity and Access position/services has been in the building of relationships increased awareness, and training for our district personnel. It is anticipated that the measurable impact of supporting our student groups will be demonstrated over time. Increased services to build the capacity and supports addressing our disproportionate numbers for student groups in discipline and academic achievement are in place for next year.

LE 5: We had a slight decrease in the percentage of facilities that are in good repair. There were many new construction projects at the various high schools over the last few years which has had was a positive impact on the each school's learning environment. Ongoing maintenance projects were completed at the targeted schools for this year.

LE 6: SUSD has seen success in decreased teacher to student ratios for grades TK-3 ensuring compliance with LCFF and with the STA contract language.

LE 7: To support our goal of providing parents and students (including Homeless and Foster Youth) with the resources necessary to enhance relationships that create safe and healthy learning environments a full-time Social Services position was hired to support our Foster Youth students. Many services have been provided this year, but through a needs assessment and recommendations from the Foster Youth Committee additional services are needed. Such services include: better communication between agencies, immediate response support when entering into a new school, increased counseling and mental health services, close academic monitoring and high school A-G counseling.

LE 8: Our Health Services Department has been instrumental in removing health and dental barriers to learning by providing health services to our students. Their support has given our most medically involved students the opportunity to come to school and have their medical needs addressed. Some of the services provided are 19,310 Specialized Health Care Procedures Annually, 132 onsite Dental Clinics, 1,430 Health Care Plans,6 Immunization Clinics, 890 Sports Physicals through SBHC. The department currently has nurses for 54 sites and 7 specialty programs. In addition, they consult with the Child, Welfare and Attendance Department (CWA) for Home Instruction and Chronic Absenteeism of children with health-related issues.
SUSD is also experiencing an increase in the numbers of students with significant chronic health issues such as diabetes, organ transplants and significant environmental/food allergies that affect student ability to safely attend school on a regular basis. This phenomenon has prompted an expanded partnership with Child Welfare and Attendance (CWA). Health-related absence is a concern for all SUSD students but is a particular concern for children in foster care, students of families in transition and diverse populations. In

the last three years, SUSD has experienced 2 sudden cardiac arrests on by students while at school. Both of these students survived the experience and are attending school. The survival of these students was in part the result of having staff certified in CPR on site when the events occurred. These events demonstrate the importance of how student safety is enhanced by CPR certified employees. The commitment to provide safe environments for SUSD students is a priority. These two issues coupled with the ongoing inability to hire additional School Nurses are the reasons a modified care model will be explored for the 2018-2019 school year and will be identified under SUSD's Goal # 2 and 3.

LE 8.2: Healthy Start Program
A challenge we had this year was that one of the mental health interns at Stagg High School left the school for a full-time position with a community agency. The departure left a gap in the student service delivery system for mental health programs. The Stagg Healthy Start Coordinator contacted local universities that we partner with to place interns. Their assistance was acquired in recruiting a replacement intern. A new therapist trainee was identified.

LE 9: SUSD's Community Policing Program has been an outstanding support to our community. They have many programs and services in place for our schools that are more proactive than in preceding years. They oversee and train our 35 Campus High School Security Monitors and 51 Elementary Campus Safety Assistants. These positions ensure there is someone present to support a positive school climate and safety concerns. They monitor the crime data and respond with additional support if the data shows a trend of increased activity. They were instrumental in ensuring every school was provided updated and/or new security and camera systems. Our Emergency Preparedness and Response Solutions is a model program and continuously provided our district with the most up to date security and proactive measures for helping keep our campuses safe. They have offered ongoing training to all district staff to ensure safety and preparedness in case of any emergencies. One of the most recent services was instituting a Threat Inquiry Team. This is a team of qualified staff who meet to discuss student cases to determine if the case is/ is not an imminent threat to our schools. Through this process, if a student is determined to need counseling and/or mental health services wrap- around services are provided. Officers have been involved in community outreach events throughout the year. To support our Drug-Free Campuses the K-9 Program supports a safe and school climate for all students by conducting searches for illegal narcotics and black powder as well as providing educational presentations for drug deterrence. A barrier we faced this year was the number of crimes that surround our schools and impact our learning environments and created challenges for maintaining safe campuses. Many of our unduplicated student groups attend the after-school programs in our district. We have been faced with many security breaches due to having to leave gates unlocked at the front of the schools and the services are usually located at the back of our campuses. Additional security options will need to be explored.

LE 10.1: SUSD 2016-2017 California Healthy Kids Survey (CHKS) was issued to students in grades 5-6, 7, 9 and 11. Results showed a positive increase of school connectedness. The implementation of our Peer Leaders Uniting Students (PLUS) program has had a huge positive impact. PLUS Program goals and outcomes support and address barriers that prevent ELL, Foster Youth, and low-income students from engaging in school: increasing school connectedness, building peer support systems, increasing opportunities for social and emotional expressive language acquisition, provide critical thinking and application opportunities, and creating safe and positive learning environments. The data for this program indicates that it has had an impact on decreasing the number of students suspended for these student groups and that there has been an increase in school connectedness. Each school has services provided

by our counselors that support programs to increase student engagement and connectedness. Our current Counseling Services have 5 SAP Chairpersons (Elementary Counseling, High School Counseling, PLUS Program, Special Projects/Grants, College & Career Readiness/A-G) our K-8 Counseling (32 FTE) has a ratio 1:966, High School Counseling (23 FTE) with a ratio of 1:412 at the comprehensive high schools. Their services have had a strong impact on supporting both the social and emotional and academic needs of our students. They provided both direct and indirect services to ensure students strive to meet A-G requirements, addressed equity and access issues for college preparation, facilitated Restorative Practices and develop Trauma Responsive Schools. We have identified areas of needed improvement. For students to receive the information and to develop the knowledge, attitude, and skills to become successful learners, our student to counselor ratios need to decrease in order to improve upon our current services to better meet the needs of some of most at-risk student groups; Foster Youth, Low-Socioeconomic, and English Learners.

Below are the social-emotional components of our Multi-Tiered System of Support (MTSS) for students. These components can be found in the actions and services listed under Goals 2 and 3. The tiered system was a compilation of the services listed above that were offered/provided to support our student's social-emotional needs and overall well-being. These services have contributed to the overall improvement in decreasing suspensions and expulsions for all of our student groups.

Tier1
- Classroom strategies to support classroom management
- Proactive approach, positive behavior/school-wide expectations at all school sites
- Positive Behavior Intervention Support (PBIS) training and support offered to teachers and administrators
- Mandated Health Screenings conducted by Health Services Department
- Professional Development for staff – Restorative practices, Trauma Informed Schools, Teacher/Staff self-care
- Peer Leaders Uniting Students (PLUS) - a student engagement program offered district-wide
- School Counselor support of PBIS/SAP early identification of academic, attendance, behavior concerns
- Career Cruising (College and Career exploration) offered to students K-12

Tier 1 and 2
- Peer Leaders Uniting Students (PLUS)
- PLUS Summit and Forums 10,025 students attended
- United Latin American Citizens (LULAC)Youth Leadership Conference
- True Hope Summit and College Career/Fairs
- Youth Development Conferences
- Yellow Ribbon week – Suicide Prevention, Red Ribbon Week
- Unity Day and Bully Prevention Month
- LGBT Youth Empowerment Summit
- SAT Prep classes and SAT/AP test fees waived
- 9th grade college trips
- After School programs
- Kelso's Choice – Conflict Management curriculum offered at various sites
- Why try – Youth Social Skills motivation program offered at various sites
- Safe and Civil Schools – Foundations program supported students with ongoing behavioral concerns
- School Counselor Support at school sites

- Small group counseling at all school sites
- Point Break Adolescent Resources – Drug Prevention, anger management, gang prevention/intervention offered at various sites
- Community Matters for Restorative Practices – training for staff
- Sow-a- Seed Mentoring offered to students at various sites
- Bully and Suicide Prevention ASSIST (Applied Suicide Interventions Training) for staff
- Stagg Wellness Works, Edison Health Center

Tier 3
- Increased support for classroom strategies
- Home visit
- School Counselor Support
- School Counselor support of positive behavior support (PBIS): Student Assistance Program (SAP) and Student Success Team (SST)
- Student Assistance Program and Care Teams
- Peers Leaders Uniting Students (PLUS) Mentoring
- Valley Community Counseling Services
- Victims of Crime (VOC) services and referral support offered if needed
- Child Abuse Prevention – held at four sites: Jane Fredrick, Franklin, Kennedy, Montezuma
- Behavior Support Services by Behavioral Support Specialists: referrals and support for decreasing high-risk behaviors
- District Attorney Office Truancy Task Force collaboration services to reduce habitual truancy
- Human Trafficking Task Force

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SUSD was successful overall with meeting the growth targets for the actions/services under goal 2 to promote a healthy and safe learning environment.

The goal of increasing the number of facilities in good repair was not met, we had a -1.8% decrease in the number of facilities in good repair. Our facilities department had many large projects and updates that required a longer duration to complete.(Data Source- FIT Report)

There were improvements overall on reduction of suspensions and expulsion for all student groups. The cited improvements reported from the 2018 Fall Dashboard for suspensions show an overall decline of 1.9% of the number of student suspensions. But, based on further analysis of data form DataQuest the percentages of suspension days our African American/Black student groups is very high at 17.2%. Improved services will be put in place for our African American/Black student group for the 2018-2019 school year. The district made slight improvement in decreasing expulsion rates by -.03%. (DataQuest 2016-2017 Report). Need to add in metric change to Data Quest and total student number

This year we experienced a high number of behavioral intervention support referrals to our Behavioral Intervention Team (BIT). We were challenged with providing the needed services in a timely manner. The data and student numbers indicate we need to continue and improve our services for students with excessive behavioral issues. Student Services, counselors and school staff provided services that were supportive and proactive that were contributing factors to the reduction in suspensions. SUSD offered training and site support on social, emotional, and behavioral support, Restorative Practices, and Positive Behavior Intervention Support (PBIS). The participating sites that followed the alternatives to suspension model had a decrease over time of student suspensions, which is reflected in their Fall 2017 Dashboard report.

Based on results from School Climate Report Card (CHKS, July 2017), SUSD was effective overall in increasing school connectedness and safety
- Improvement in the "School Climate Index" from 293 to 330 for grade 7/middle school and from 322 to 373 for high schools
- Improvement in the "Overall Supports and Engagement" from 275 to 297 for grade 7/middle school and from 288 to 307 for high schools
- Improvement in the "Overall Low Violence and Substance Use" from 312 to 357 for grade 7/middle school and from 351 to 420 for high schools
- Our middle school report card shows our district to be in the 92nd percentile with similar schools and 75th percentile for the state average
- Our high school report card shows our district to be in the 99th percentile with similar schools and 93rd percentile for the state average

SUSD was effective in supporting our students with a higher percentage of higher qualified teachers. The actions and services to increase the number of teachers that were appropriately assigned and fully credentialed increased from 84% to 86%, resulting in a 2% increase. The barriers were the late hiring later in the year due to contractual timelines and most new applicants have been taken by other districts. (2017 Human Resource Report) Having teachers who are highly qualified increased the opportunities for students to access to curriculum that is engaging and cognitively demanding. In addition, our District Sufficiency Resolution to sustain the goal at 100% student access to standards aligned-instructional materials was met. The district adoption of the Units of Study(UOS) has increased the access for students to have full access to instructional materials. The UOS were available online in print format.

Services from our Community Policing Program supported both students, staff and the community reducing high level crime from entering our schools. SUSD ensured that all schools, regardless of their student numbers had additional assistant principal services, and social services support specifically to help our unduplicated student groups with school connectedness i.e. support with college admission, community outreach support, attendance, credit recovery and tutoring.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LE 1.1: LCFF Supplemental & Concentration Funding - There was sufficient XP computers replacement on hand, and there was not a need to order additional in 2017-18
LE 6.1: BASE Funding - The increase to the BASIC Teacher expenditure is due to STA employee negotiated salary adjustments, and an increase in staffing as well as the inclusion of ALL employee compensation, which includes health & welfare insurance.
LE 9.4: LCFF Supplemental & Concentration Funding - The increased cost of the security cameras was primarily due to prior year purchase orders where the work was completed in 2017-18

LE 10.1 LCFF Supplemental & Concentration Funding - The increase was primarily due to bargaining unit negotiation agreements with the Counselors.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes made to this goal, expected outcomes, metrics, and actions and services to achieve this goal as a result of the analysis and the analysis of the LCFF Evaluation Rubric:

For the 2018-19 LCAP Year and 2019-2020 changes to the Expected Outcomes for 2018-19 and 2019-2020 years are reflected below.

Modified Goal 2: Safe and Healthy Learning Environments
SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. Homeless students, ethnic minorities, disproportionate students of color, and Students With Disabilities) will be addressed through MTSS targeted strategies.

State Priority 6A: Pupil suspension rates. To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.) Verification change to Dataquest for 2018-2019 and 2019-2020 and California Dashboard.
Disproportionate student suspension rate of all significant subgroups will continue to decrease. To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS). Verification change to Dataquest and California Dashboard for 2018-2019 and 2019-2020 and a criterion for decreasing suspensions was added: to decrease suspensions by 10%.

State Priority 6B: Pupil expulsion rates: To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS). Verification change to Dataquest for 2018-2019 and 2019-2020.
Disproportionate student expulsion rate of all significant subgroups will continue to decrease. To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS). Verification change to California Dashboard for 2018-2019 and 2019-2020.

State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS). Verified by California Healthy Kids Survey (CHKS) results will not be available for the 2018-2019 school year. Peer Leaders Uniting Students (PLUS) Survey will be used. Baseline data will be from winter survey results from the 2017-2018 comparison to winter 2018-2019 results.

Expanded language was added to all the following actions/services: LE1-10. Pages 194-231.

LE 2:
Increased services for Unconscious Bias/Diversity and Inclusion/Culturally responsive Strategies Training.
Increased services for Equity and Access Analysis Training.
Addition of Student Assistance Program (SAP) Chair funding change due to TUPE Grant ending.
An increase in Behavior Intervention Team support of 4 mental health clinicians, 2 behavioral specialists ll's, 5 behavioral specialists l's, 10 behavior intervention assistants (.75 FTE). BIT Data System and start-up costs new employees.
PBIS Parent Outreach and Classroom Management: Additional allocation for books and supplies, parent outreach and classroom management.
Based on site unique needs over formula positions were added for assistant principals, campus safety and teachers. Pages 196-202.

LE 3:
Instructional Technology Solutions: To provide educators with technologically appropriate instructional resources to deliver high quality and relevant instruction to students. was reactivated: LE 3.1 The EdTech Cadre consists of K-12 certificated staff in Stockton Unified. The cadre member will support school zones across the district. Zone teams range from 2-5 members and support 3-6 schools. They will provide tech sessions at the sites in their zones. Cadre members also contribute professional writing shared through a blog. The tech cadre helps disseminate information to the sites and is able to relay concerns or tech issues present at the sites. The tech cadre will work with the Instructional Technology team in Curriculum to build capacity of our cadre first, and ultimately our teachers to design lessons that integrate technology, are engaging for students, and that address Common Core, ISTE National Tech, and STEM standards. (Verified by survey data and calendar logs.). Additional computer software for Google administrators and teacher use and monitoring. Pages 202-203.

LE 6.2 Re-evaluation instructional minutes overage was added. Pages 207 and 208.

LE 7:
Addition of 5 Social Service Case Manager positions to expand home to school connection and mitigation services. The Social Worker managing the McKinney-Vento Homeless and Unaccompanied Youth program will collaborate with the social services staff on family outreach and supports. The current truancy outreach hours will be increased a .4375 FTE to .75 FTE.
Addition of a community liaison position to be assigned to the support Foster Youth Department. Pages 209-212.

LE 8:
Addition of Community Resources Liaison Program Coordinator (CRLPC) and 15 additional Health Care Assistants.
Additional training of HCA to assist in Specialized Health Care Procedures at their designated sites to expand immunizations.
Addition of a new targeted child obesity program and diabetic camp and resources for obesity prevention.
Wellness centers for comprehensive high schools - Addition of two Healthy Start Coordinator positions.
Purchase Lockable First Aid Kits. Pages 213-215.

LE 9:

Community Oriented Policing Program name was changed to:"Community Oriented Outreach Program" Page
Project Evaluator/Crime Data Analyst (PE/CA): The name was changed to: "Crime Data Analyst (CDA)/Researcher" Page
Youth Explorer Program name change from the original title of At-Risk Program. Pages 216- 222.
LE.9.13: Addition of a buzzer system on gates and all offices with cameras.
LE.9.14: Increase Threat Assessment Training. Pages 221-222.

LE: 10:Additional training materials for Restorative Practices and Trauma Responsive Schools
Increase LGBT Pride Center and Training Inclusive Practices
Increase 32 elementary counselors and 10 high school counselors (additional counselor positions will provide increased case management for our special education, Homeless and Foster Youth students) and supplies for technology.
Addition of SEL Curriculum to purchase Second Step Curriculum and provide teacher training for district-wide implementation of Tier 1 Universal SEL instruction in grades TK-8. LE 2.12: Addition of Behavior Intervention Team(BIT) Data System and start-up funds for new staff.
LE 2.10.3:Increased Restorative Practice Training Materials & Trauma Responsive Schools.
LE 10.4: Increase LGBT Pride Center & LGBT Training.
LE 10.5: Purchase Emotional Learning Curriculum.
LE 10.6: New Counselor starts-up cost. Pages 225-231.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Meaningful Partnerships
Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site. **17-18** To maintain or increase the number of opportunities for outreach, parent input and/or participation in making decisions for the school district and/or the individual school sites through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA), Parent Advisory Committee (PAC) and English Learner Parent Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC). (Verified by SUSD District and Site Participation Reports.)	Data Source: SUSD District and Site Participation Reports. The 47 school sites that were included in the LCAP held approximately 376 total School Site Council Meetings(SSC), 188 English Language Advisory Meetings(ELAC, formerly called ELPIC), 47 Title 1 meetings. Each school held various PTA, PTC and/ or PTO meetings throughout the school year (average of 3 meetings/events per site). In addition, each school held a Back to School event and a spring open house.

Expected	Actual

Baseline
Baseline (2015-2016):
All SUSD schools (the 5 dependent charter schools are not included in the count) provided at least four opportunities for parent outreach, input, and/or participation in school and/or district decision making. Some of the opportunities offered to parents at each site were participation in School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), English Learner Parent Involvement Committee (ELPIC)/English Language Advisory Committee (ELAC).
Data Source: SUSD District and Site Participation Reports

Metric/Indicator
State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.

17-18
To maintain or increase the number of opportunities for outreach, parent input, and participation in programs for unduplicated pupil populations through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), School and District English Learner Parent Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting.

(Verified by SUSD District and Site Participation Reports).

Baseline
Baseline (2015-2016):
All SUSD schools (the 5 dependent charter schools are not included in the count) have provided at least four opportunities for parental participation in programs for unduplicated pupil populations. Some of the opportunities offered to parents were participation in School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), School and District English Learner Parent Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting.
Data Source: SUSD District and Site Participation Reports

Data Source: SUSD District and Site Participation Reports.
SUSD Parent/Community Empowerment staff provided extensive 1-to-1 parent outreach. They expanded the number of Parent Ambassador cohorts and topics. Sustained the effectiveness the school level coffee hour presentations and educational training.
Parent/Community Empowerment and school staff implemented outreach activities to engage the parents/guardians of English learners, low income and foster families in a home-school-community relationships. Addressed barriers to participation and provide opportunities for parent/guardian and community participation.
* Increased our active number parent groups to 53.
* Effective leadership development training to parents.
* Ensured translation and interpretation services for groups of parents whose primary language is not English.
* Reached out to communities and provided information about parent involvement activities and topics (including outreach meetings, leadership academies, and other trainings/workshops.
* Hosted the Regional PTA training

Expected	Actual
Metric/Indicator State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs. **17-18** To maintain or increase the number of opportunities for outreach, parent input, and participation in programs for students with exceptional needs through various parent meetings/groups, such as School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (ELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. (Verified by SUSD District and Site Participation Reports, SEIS Database.) **Baseline** Baseline (2015-2016): All SUSD schools (the 5 dependent charter schools are not included in the count) provided at least four opportunities for parental participation in programs for students with exceptional needs through various parent meetings and committees. Some of the opportunities offered to parents were participation in School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (DELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. Data Source: SUSD District and Site Participation Reports, SEIS Database	Data Source: SUSD District and Site Participation Reports. All parents of students with exceptional needs have been invited to attend School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (DELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings.
Metric/Indicator State Priority 5A: School attendance rates. **17-18** To increase attendance rates. (Verified by CALPADS, Student Information Systems.)	Total reported cumulative average daily attendance percentage for 2016-2017 for SUSD: 2016-17: 93.71%

Expected	Actual

Baseline
Baseline (2015-2016):
94.37%
Data Source: SUSDs Student Information System, CALPADS

Metric/Indicator
State Priority 5B: Chronic absenteeism rates.

17-18
To decrease chronic absenteeism rates. (Verified by Student Information System, CALPADS.)

Baseline
Baseline (2015-2016):
7.95%
Data Source: SUSDs Student Information System, CALPADS

Data Source: 2017 Fall California Dashboard

Chronic Absenteeism for 2016-2017

Ethnicity	Cumulative Enrollment	CA Count	CA Rate
African American	4,357	1,253	28.8%
American Indian or Alaska Native	742	226	30.5%
Asian	3,425	357	10.4%
Filipino	1,474	148	10.0%
Hispanic or Latino	24,430	4,411	18.1%
Pacific Islander	206	41	19.9%
White	2,289	542	23.7%
Two or More Races	1,009	253	25.1%
Not Reported	106	35	33.0%

Subgroup	Cumulative Enrollment	CA Count	CA Rate
English Learners	10,730	1,517	14.1%
Foster Youth	491	121	24.6%
Homeless Youth	1,124	470	41.8%
Migrant Education	531	61	11.5%

Expected	Actual
	Socioeconomically Disadvantaged 32,309 6,402 19.8% Students With Disabilities 4,424 1,109 25.1% Name Stockton Unified 37,958 7,266 19.1% San Joaquin County 135,728 18,391 13.5% Statewide 5,739,366 605,325 10.5%
Metric/Indicator State Priority 5C: Middle school dropout rates. **17-18** To decrease middle school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): .3% Data Source: CALPADS	The 2015-2016 dropout rate was recalculated to reflect information provided by the Dropout report on DataQuest. The middle school dropout count is based on adjusted grade 7 and 8 dropout fields. Count of dropout for grade 7 and 8 are reported for SUSD,excluding all charters. Data source: Dataquest 2015-2016: count 23 2016-2017: count 17
Metric/Indicator State Priority 5D: High school dropout rates. **17-18** To decrease high school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 13% Data Source: CALPADS	The 2015-2016 dropout rate was recalculated to reflect information provided by the Dropout report on DataQuest. SUSD's dropout for grades 9-12 excludes all charters. Data source: Dataquest 2015-2016: 2.6% 2016-2017: 1.9%

Expected	Actual
Metric/Indicator State Priority 5E: High school graduation rates. **17-18** To increase high school graduation rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 81% Data Source: CALPADS	Baseline 2015-2016: 81% Data Source: CALPADS CA Dashboard results: 2016-2017: 84% increased by 3% Student Group Outcomes: CA Dashboard Fall 2017 Number of Students Status Change All Students Count-1,933 Status-Low at 84% Change-Increased+1.1% English Learners Count-516 Status-Low at 76.7% Change-Increased Significantly+6.7% Foster Youth Count-16 Status-Low at 75% Change-Increased Significantly+25% Homeless Count 91 Status-Low 70.3% Change-Increased Significantly+9% Socioeconomically Disadvantaged Count-1,797 Status-Low 84% Change-Maintained+0.8% Students With Disabilities Count-191 Status-Very Low 49.7% Change-Declined-1.5% African American Count-235 Status-Low 83% Change-Increased Significantly+5.2% American Indian Count-57 Status-Low 82.5% Change-Increased +1.8%

Expected	Actual
	Asian Count-216 Status-High 90.3% Change-Increased +2.9% Filipino Count-136 Status- High 90.4% Change-Declined - 2.8% Hispanic Count-1,146 Status-Low 83.1% Change- Declined-0.1% Pacific Islander Count-11 Status-High-90.9% Change- Increased Significantly- +14% Two or More Races Count-13 Status-Low 76.9% Change-Inreased Significantly +8.9% White Count-119 Status-Low Change-Increased +1.9%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

MP 1: Parent Empowerment To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. MP 1.1: Parent Academy MP 1.2: Inactive MP 1.3: Continue to offer Adult Education services at SUSD School Sites, Literacy training for families MP 1.4: Inactive	MP 1.1: Parent/Community Empowerment and school staff regularly provided multi-tiered parent involvement activities targeting English learners, low income and foster families (topics Family Literacy, Reading for Success, Understanding A-G Requirements, and Effective Parent-Teacher Conferences) We provided professional development to school administrators and teachers to support school-level parent involvement. We enhanced the Parent/Community Empowerment web content to provide more comprehensive educational resources, daily parenting tips, homework help and expert advice to parents and guardians. Conducted extensive 1-to-1 parent outreach, which increased participation. MP 1.2: Inactive MP 1.3: SUSD continued to offer English as a Second Language trainings/Literacy training for families faciltated by the School for Adults at School Sites. The outcome data for the Literacy trainings: • Number of offsite teaching English as a Second Language classes: 6. • Number of student enrollment at all offsite classes:	LCFF, Title I 2000, 3000, 4000, 5000 Other $271,960	MP 1.1: Parent Academy 2000, 3000, 4000, 5000, 6000 0100 LCFF Supp/Conc $6,935
			MP 1.1: Parent Liaison 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $166,302
			MP 1.2: No cost due to inactive status None None $0
			MP 1.3: Literacy Trainings - Adult Ed 1000, 3000 Other 42,709
			MP 1.4: No cost due to inactive status None None $0

221.
- Number of literacy gains/payment: 56.
- Number of English Literacy Civics Education payment points: 25.

MP 1.4 Inactive

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 2: Parent and School Communication To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. MP 2.1: Continuous improvement of system of communication with SUSD community and stakeholders.	MP 2.1: Parent and School Communication: As part of our effort to increase achievement among low income, English language learner and Foster Youth, we have improved and increased our communication-to-home and community strategies. SUSD's communications office included a communications specialist who managed all social media, the monthly parent newsletter which was published online in English and Spanish, and other projects. Parents and guardians of students from all groups targeted for improved achievement by the district's LCAP received communications making them aware of school events, deadlines for enrollment in schools or programs, information about scholarship and alerts to	2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $403,869	MP 2.1: Communications 2000, 3000 0100 LCFF Supp/Conc $189,221 MP 2.1: Parent / Communicator Services 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $92,263

scholarship events specific to low-income or English language learner or Foster Youth. Moreover the specialist designed and managed several community surveys this year, including the survey for the district's LCAP. The Spanish speaking community was consulted, along with the Parent Advisory Committee, on the questions to be included on the annual LCAP survey. Additionally, the survey was designed to be accessible and easy to take via cellular device, which most of SUSD's low income families relied on.

These SUSD families also benefited from access to the SUSD website. The SUSD webmaster constantly updated not only calendars and the homepage of the website, but each school site as well. In addition, worked on making the 29,000 pages of the district website handicap accessible under new law and this is a benefit to our families.

The SUSD website was a workhorse: in the course of one year it received more than two million views. While we had many families who did not have access to a computer at home, our surveys results indicated nearly all have cellular devices. So, our website, surveys and newsletter were designed to be attractive and clear on cellular devices.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 3: Parent and Teacher Engagement To foster the parent and teacher relationships to work in unison towards a common goal of supporting students. MP 3.1: Academic Parent-Teacher Team conferences (APTT)	MP 3.1: This allocation was for professional development for the Academic Parent Teacher Team model. West Ed holds exclusive rights to the training. We have seven schools that are utilizing the model and have already had training from West Ed. There was no accrued cost for this service. This action will be discontinued for 2018-2019 school year.	1000, 3000 4035: TitleIIPartA-ImpvTchrQuality $100,000	MP 3.1: APTT None None $0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 4: - Student Engagement and Leadership Opportunities To provide all students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success. MP 4.1: Opportunities for students to participate in CTSO- related clubs and CTE-related activities MP 4.2: Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate MP 4.3: Coordination of Districtwide Physical Education	MP 4.1: Students' extended learning opportunities through after school experiences that included Career Technical Student Organizations and other clubs were supported by Skills USA Chapter at Henry Elementary School. This included an advisor stipend, registrations, materials and transportation to the state conference. Support to other schools' entailed robotics and STEM programs. MP 4.2: The PLUS Program is a student engagement program that by design, addresses barriers that prevent ELL, Foster Youth, and low-income students from	1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $696,554	MP 4.1: Student Activities & Clubs 1000, 3000 0100 LCFF Supp/Conc $5,295 MP 4.2: PLUS 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $497,313 MP 4.3: Coordination PE/Athletics None 0100 LCFF Supp/Conc $0

Program and Intermediate Grades Athletics Program	engaging in school: increasing school connectedness, building peer support systems, no financial cost to participate, increasing opportunities for social and emotional expressive language acquisition, provide critical thinking and application opportunities, and creating safe and positive learning environments. The district's PLUS Program Lead Counselor/SAP Chairperson coordinated district wide implementation at each school site. Each school trained PLUS Advisors, a dedicated team of student PLUS Leaders, an allocated site budget for student engagement activities, as well as a school climate survey database and dedicated online student resources for program development. PLUS leaders served as the liaison between our targeted populations and the adults on a campus. PLUS leaders engaged our ELL, Foster Youth, and low-income populations and priority subgroup student populations in the Multi-Tiered Systems of Support (MTSS) by serving as a peer support resources and ensuring that planning and implementation resources were accessible to priority groups. Supporting effective implementation and program fidelity is key to continued success. These activities continued to support student engagement, meaningful participation, and student involvement in Multi-

Tiered Systems of Support (MTSS) and Positive Behavior Intervention Support (PBIS).

Quarter 1: PLUS/Peer Resource Training, New & Returning PLUS Advisor Training, Youth Summits, PLUS Forum Training, PLUS Surveys, PLUS plans & Budgets, Character Traits, Community Involvement, ATOD Prevention, A-G Accreditation Received, Restorative Practices, Conflict Resolution, LGBT Youth Summit/Awareness, Yellow Ribbon Suicide Prevention,

Quarter 2: PLUS/Peer Resource Training, Monthly PLUS Advisor Trainings, Youth Summits, PLUS Forum Trainings, PLUS Surveys, Character Traits, Community Involvement, A-G Implementation, Restorative Practices, ATOD Prevention, Unity Day, Red Ribbon Week, Bullying Prevention month

Quarter 3: PLUS/Peer Resource, Training, monthly PLUS Advisor, Training, Youth Summits, PLUS Forum Training, PLUS Surveys, Character Traits, Community Involvement, A-G Implementation, Restorative Practices, ATOD Prevention, Great Kindness Challenge, No One Eats Alone Day, PLUS University College/Career Summit

Quarter 4: PLUS/Peer Resource Training, monthly PLUS Advisor Training, Youth Summits, PLUS

Forum Training, PLUS Surveys, Character Traits, Community Involvement, A-G Course implementation, Restorative Practices, ATOD Prevention, WhiteOUT Tobacco Day, March of Dimes

Increased A-G completion and College Readiness
·15 K-8 Schools & 6 high schools with a PLUS course = greater resources available for our ELL, Foster Youth, low-income students, Homeless, ethnic minority, disproportionate students of color, and Students With Disabilities.

Student engagement and professional development opportunities this school year:
• 6,000 (approximate) students participated in a
led PLUS Forum.
• 6,555 PLUS leaders attended 31 different youth
development events.
• 1000 PLUS leaders attended the Annual PLUS
Youth Summit: PLUS University.
• 37,000 students participated in PLUS district-wide
prevention activities/events.
• 120 PLUS Advisors and other support personnel
attended professional development opportunities.
• 49 schools issued PLUS School Climate Surveys to
their 4th-12th grade students THREE (3) times in

2017-2018.

Participants in School Climate
Surveys in Grades 4-5
Fall= 3963   Spring= 4196

Participants in School Climate
Surveys in Grades 6-8
Fall= 5219   Spring= 5737

Participants in School Climate
Surveys in Grades 9-12
Fall= 3143   Spring= 3804

MP 4.3:
Coordination of Districtwide
Physical Education Program and
Intermediate Grades Athletics
Program. The intent was to hire an
Athletics Coordinator to support
our physical education programs.
The position has not been filled
this year. We will continue to seek
a candidate to fill the vacancy.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 5: Extended Learning Opportunities To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally. MP 5.1: Inactive	Inactive	No cost due to inactive status	No cost due to inactive status None None $0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
`MP: 6 - Visual and Performing Arts (VAPA) Activities To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. MP6.1 Visual and Performing Arts Activities	MP 6.1: At Chavez High School and Fremont Elementary - one Concert Assist,one Mariachi Assist and one Dance Assist are the positions for the various Arts disciplines.This is the 4th year we have had these positions. As a result of the relationships between the assist and the Fremont students, they continue to select the high school they want to attend based on their Arts interest. It was this growth process that was celebrated on March 11, 2018, when students from both Fremont and Chavez were invited to perform at The Kennedy Center for the Arts in Washington D.C. Additional support was provided to reviving the band program at Franklin High School. This year, not only did the Drumline and Winter guard compete in several competitions, but the Franklin Yellow Jacket Marching Band did as well. The Band assist funded by the LCAP, the Franklin High school Yellow Jacket Marching Band has been reborn. This year they not only performed at the football games but competed and marched in several parades. The program has grown from 25 in 2015 to 86 in 2018. Along with this program, each High school host "Zone Concerts".	1000, 3000 0100 LCFF Supp/Conc $310,018	MP 6.1: Mariachi/Concern/Dance & Band 2000, 3000 0100: LCAP/LCFF $264,393

These concert consisted of busing all of the instrumental elementary students in the attendance zone of that high school to the high school for a rehearsal. In the evening after the rehearsal, parents and student return for the concert. This allowed students to visit the high school campuses, meet students and teachers from that high school as well as meet other elementary musicians. Not only has this increased student participation in the high school programs, it has increased community involvement.

In cooperation with The Mexican Heritage Center, Visual Arts students in grades 7-12 exhibited artwork as part of a SUSD Visual Arts Showcase. This art show ran the whole month of April 2018.

Through out the year, various schools host Arts Nights. For example: In January 2018, Fremont had over 150 parents attend their Arts night. Not only was student artwork on display, but parents were able to painting.

McKinley, Rio Calaveras, August, Cleveland, Victory, Stockton Skills, and King Elementary are just a few of the schools that hosted music concert throughout the year.

In co-operation with the Delta College Theater Department, theater students from Edison, Franklin and Chavez, attended at

special workshop and production of Meena's Dream last Fall.

Dance students from Elmwood, Fremont and Chavez high school performed together in May 2018.
.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 7: Student Attendance Accountability To provide a system of supports that enables students to be academically successful through regular and on-time attendance. MP 7.1: Improve student attendance accountability MP 7.2: Truancy Intervention	MP 7.1: Improve student attendance accountability, Truancy Intervention: Monthly submission of site attendance reports was a record high number of on-time submissions during the first attendance month. There was a decrease in timely submissions during the second attendance month. In addition, the legally mandated truancy notifications, CWA Counselors, Social Workers, and Outreach Specialists made numerous home visits, telephone calls, and school visits to parents and students and held a "Mitigation" meeting for parents of chronically absentees. Attendance reporting has improved, despite the challenges of students leaving the country over the winter break. We also were impacted by the "Day Without an Immigrant" silent protest, which led to a drop of .33% in attendance shortly before Period 2 attendance reporting. The inactivation process developed to inform CWA of students missing a	2000, 3000 0100 LCFF Supp/Conc $1,001,710	MP 7.1: Attendance 2000, 3000 0100 LCFF Supp/Conc $215,269
			MP 7.1: Office Support 2000, 3000 0100 LCFF Supp/Conc $611,871
			MP 7.2: Truancy Outreach 2000, 3000 0100 LCFF Supp/Conc $76,240

concentrated period of time and for whom the school has no information has been improved which aids in the accuracy and timeliness of attendance reporting. Attendance letters sent to parent and students:
8,478 students received Attendance letter 1
5,478 students received Attendance letter 2
3,841 students received Attendance letter 3

MP 7.2:
Truancy Intervention Hiring was completed for CWA Truancy Outreach Specialists (4) who worked with existing CWA Social Workers in truancy and absentee intervention for all students. Team members were assigned to work closely with the Social Worker overseeing Foster Youth education and the Social Worker managing the McKinney-Vento Homeless and Unaccompanied Youth program. As a nearly full Title I District, the majority of our children were low income. Lowering the barriers created by homelessness, below poverty level existence and all of the accompanying factors associated with poverty in our community is the work of CWA and is now enhanced by additional staff for early intervention. The Period 2 attendance reporting period for 2016-17 shows a .44 loss in P2 attendance over the same time period in 2015- 16. A nationwide immigration protest sparked by

	policies being considered by the new Presidential administration led to a "Day of the Immigrant" protest. Parents did not work and did not send students to school. The District will apply for a waiver for this day with the CDE. School Attendance Review Board Hearings as of March 20 total was 145 - 85 High School, 60 Elementary. In addition: *1522 Home visits were conducted *10547 conferences/habitual truant meeting *5051 parent phone calls, *19864 Truancy Letter 1 to Parents *12406 Truancy Letter 2 to parents * 8550 Truancy Letter 3 to parents.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

State Priority: 3 and 5

MP 1 -3: Based on district and school site reports the school sites exceeded the expected number of meetings and met their goal of increasing parent input for making decisions for the school districts and school sites.The schools averaged 16 Federal/District required meetings per site: School Site Council, English Language Advisory Committee Back to School Nights Open House, Parent Club/PTA and Title 1 Parent Meeting. In addition the TK-8 school sites held parent conferences and community events. The district sponsored multiple parent trainings and community events to further promote parent participation for our Foster Youth, Low-Socioeconomic and English Learner student groups. Our Community Advisory Committee (CAC) held four parent meetings this year and were provided with trainings on i.e. IEP services, community resources and referral process, and LCAP consultation. Our Communications Department provided outstanding community and parent services. They were successful with providing district information through robo calls, text messages, website access, and surveys to both provide and seek information to increase communication and engagement from stakeholders. Academic Parent Teacher Teams were implemented at the school sites who had previous training

through WestEd. There were no professional development this school year for APTT. Our challenge was that many of our school sites elected to do standard parent conferences. Overall, the parent and community outreach services were successful and we exceeded our baseline of maintaining our percentage of engagement activities.

MP 4 and 6: We provided our students with opportunities to be peer leaders, participate in career technology and engineering programs, music, dance, and many other extracurricular activities. These services had an impact on supporting student connectedness to school, specifically our high school students. Our graduation rates have steadily increased over the last three years. The CA Dashboard results: 2016-2017: was 84% which was an increase of 3% from the previous year. All student groups has a positive status change:
Student Group Outcomes: CA Dashboard Fall 2017 Number of Students Status Change:
All Students
Count-1,933
Status-Low at 84%
Change-Increased+1.1%

English Learners
Count-516
Status-Low at 76.7%
Change-Increased Significantly+6.7%

Foster Youth
Count-16
Status-Low at 75%
Change-Increased Significantly+25%

Homeless
Count 91
Status-Low 70.3%
Change-Increased Significantly+9%

Socioeconomically Disadvantaged
Count-1,797
Status-Low 84%
Change-Maintained+0.8%

Students With Disabilities
Count-191
Status-Very Low 49.7%

Change-Declined-1.5%

African American
Count-235
Status-Low 83%
Change-Increased Significantly+5.2%

American Indian
Count-57
Status-Low 82.5%
Change-Increased +1.8%

Asian
Count-216
Status-High 90.3%
Change-Increased +2.9%

Filipino
Count-136
Status- High 90.4%
Change-Declined - 2.8%

Hispanic
Count-1,146
Status-Low 83.1%
Change- Declined-0.1%

Pacific Islander
Count-11
Status-High-90.9%
Change- Increased Significantly- +14%

Two or More Races
Count-13
Status-Low 76.9%
Change-Increased Significantly +8.9%

White

Count-119
Status-Low
Change-Increased +1.9%

SUSD experienced several challenges that have prompted the need for increased resources, specifically, resources to increase social emotional support for all studnets, with particularly high need for our most at-risk students of Low-Socioeconomic, Foster Youth and English Learners. SUSD's Peers Leaders Uniting Students (PLUS) had high student participation and engagement. This program has grown and in need of increased services to ensure students have full access during the school day as well as after school. Another challenge was our attendance rates. The rates averaged around 94% (Data Source: CALPADS) and with little variance over the last three years. Based on the Fall 2017 Dashboard Chronic Absenteeism (CA) report our Chronic Absenteeism (CA) of students was very high at 19.1%. We had disproportionate results for our African American/Black students-28.8%, American Indian or Alaska Native-30.5%, Pacific Islander-19.9%, White-23.7% and two or more races at 25.1%. In addition, we had high disparities in CA for our Foster Youth-24.6%, Homeless youth-41.8%, Low-Socioeconomic student group-19.8% and our Students With Disabilities- 25.1%. The services under MP 7.1 Improve student attendance accountability and MP 7.2 Truancy Interventions were implemented by our Child Welfare and Attendance (CWA) Department. They provided both proactive strategies and intervention support to assist in mitigating the high absenteeism. They monitored the schools monthly attendance and shared the report with school sites. Each school was required to submit a plan to increase attendance. They sent out the legally mandated truancy notifications, CWA Counselors, Social Workers, and Outreach Specialists made numerous home visits, telephone calls, and school visits to parents and students and held meetings for parents of chronically absenteeism. We were challenged with students leaving the country over the winter break. and the high percentage of students who participated in the "Day Without an Immigrant" silent protest, which led to a drop of .33% in attendance shortly before Period 2 attendance reporting.

MP 7.2: CWA team members were assigned to work closely with the Social Worker overseeing Foster Youth education and the Social Worker managing the McKinney-Vento Homeless and Unaccompanied Youth program. Based on the data outcomes and list of services offered we had some impact on sustaining daily attendance rates, but the efforts weren't as successful in decreasing our Chronic Absenteeism rates. Other services provided by our Health Services Department from Goal 2 were implemented in collaboration with our CWA staff. We reviewed possible root causes and will work continue improving upon our services to decrease the disproportionality between subgroups.

Baseline 2015-2016: 81%   Data Source: CALPADS
CA Dashboard results: 2016-2017: 84% increased by 3%

Student Group Outcomes: CA Dashboard Fall 2017 Number of Students Status Change
All Students
Count-1,933
Status-Low at 84%
Change-Increased+1.1%

English Learners
Count-516
Status-Low at 76.7%
Change-Increased Significantly+6.7%

Foster Youth
Count-16
Status-Low at 75%
Change-Increased Significantly+25%

Homeless
Count 91
Status-Low 70.3%
Change-Increased Significantly+9%

Socioeconomically Disadvantaged
Count-1,797
Status-Low 84%
Change-Maintained+0.8%

Students With Disabilities
Count-191
Status-Very Low 49.7%
Change-Declined-1.5%

African American
Count-235
Status-Low 83%
Change-Increased Significantly+5.2%

American Indian
Count-57
Status-Low 82.5%
Change-Increased +1.8%

Asian
Count-216

Status-High 90.3%
Change-Increased +2.9%

Filipino
Count-136
Status- High 90.4%
Change-Declined - 2.8%

Hispanic
Count-1,146
Status-Low 83.1%
Change- Declined-0.1%

Pacific Islander
Count-11
Status-High-90.9%
Change- Increased Significantly- +14%

Two or More Races
Count-13
Status-Low 76.9%
Change-Inreased Significantly +8.9%

White
Count-119
Status-Low
Change-Increased +1.9%

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the services supporting this goal had a positive impact on student and parent/community engagement. Services provided to decrease attendance issues, increase parent outreach, support healthcare and training to support student leadership through our Peer Leaders Uniting Students (PLUS) programs all had improved outcomes: Based on the PLUS surveys student participation and leadership had a positive impact on school connectedness. Our health services department provided the highest percentage of immunizations in San Joaquin County, as well as meeting the unique needs of our specialized health needs of students. The truancy outreach was shifted to direct services targeting schools with the highest truancy and absenteeism rates. This year, SUSD initiated a Foster Youth Committee that has set goals and objectives to improving and increasing services for our Foster Youth. The collaboration between community agencies, foster families, students and district staff has been outstanding. Although, these services demonstrated a positive impact in supporting student engagement through meaningful partnerships our data reflects that SUSD needs to continue to improve upon our existing services to truly have the desired outcomes for increasing student achievement.

Summary of outcomes:
The district has a PLUS Program at each school site. Each school has trained PLUS Advisors, a dedicated team of student PLUS Leaders. PLUS leaders utilized these skills and served as the liaison between our targeted populations and the adults on a campus. PLUS leaders engaged our ELL, foster youth, and low-income populations and priority subgroup student populations in the Multi-Tiered Systems of Support (MTSS) by serving as a peer support resources and ensuring that planning and implementation resources are accessible to priority groups. This program has been highly successful in supporting school connectedness and building student leadership skills.

Our Child Welfare and Attendance Department was effective in their outreach: 10,547 parent conferences, 1522 home visits, 12406 truant letter 2, 8550 truant letter 3, 145 SARB hearings. But, SUSD still has an ongoing attendance and Chronic Absenteeism problem which will need to be addressed through increased services and collaboration with our community agencies.

The impact of our health services in supporting the health and wellness of our students has been outstanding. They performed approximately 19,310 Specialized Health Care Procedures and ran full immunization clinics, conducted flu clinics at 54 school sites. These services have been proactive in keeping our students in school. Other supports keeping students in school included school-based health centers, and a mobile dental program.

Our Homeless Liaison and Foster Youth Social worker were effective in supporting both student groups. They cased managed attendance, achievement, counseling and behavioral intervention support for our youth. They ensured all high school students received transcript review and course selection, support with tutoring, credit recovery options, and college applications. These positions have been effective in supporting our students and removing barriers to high school graduation and providing our Foster Youth and Homeless student groups postsecondary education options. Based on the Fall 2017 California Dashboard graduation rates

increased significantly for both student groups, Foster Youth + 25% and our Homeless students +19%. In addition, there was a significant decrease for both student groups, Foster Youth a decline of - 5.5% and Homeless student group a decline of -3.5%. The services assisting these groups also support Goal 3 targets for increasing our graduation rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

MP 3.1 - Title II - No APTT Conferences were held
MP 4.3 - LCFF S&C - PE Coordinator Position went unfilled

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes made to this goal, expected outcomes, metrics, and actions and services to achieve this goal as a result of the analysis and the analysis of the LCFF Evaluation For the 2018-19 LCAP Year and 2019-2020: Metric/Indicator and expected outcomes for 2018-19 and 2019-2020 years have changed and are reflected below.

Modified Goal: Goal 3: Meaningful Partnerships
Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and Students With Disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society. Page 232.
State Priority 5A: School attendance rates. To increase attendance rates. (Verified by CALPADS, Student Information Systems.) will have a criteria added: To increase attendance rates by 2%. (Verified by CALPADS, Student Information System.) Pages 235-236.

State Priority 5B :Change verification sources, district and disportionate student groups criteria was added. New: To decrease district chronic absenteeism rates by 5% . (Verified by Student Information System, (CALPADS, CA Dashboard Report.) and To decrease Chronic Absenteeism for disproportionate results for our African American/Black, American Indian or Alaska Native,Pacific Islander, White, Foster Youth, Homeless youth,Low-Socioeconomic student groups,and Students With Disabilities by 10%. (CALPADS, CA Dashboard Report.) Page 236.

Expanded language was added to all actions and services. Pages 237- 250.

MP 1: An increase of an additional parent liaison position and above formula allocated to school sites for Parent Liaison positions. Pages 238-239.

MP 2: Addition of Communications Protocol Threat Assessment Training for the Communications Department Staff. Pages 240-241.

SA 3: Translation services moved to MP2 and with an increase of an additional translator. Page 240-241.

MP 3: Academic Parent Teacher Teams were implemented at the school sites who had previous training through WestEd. There were no further professional development this school year. Our challenge was that many of our school sites elected to do standard parent conferences. This action will be discontinued. Page 242.

MP 4: An increase of four teachers to support the Peer Leaders Uniting Students(PLUS) initiatives. Pages 244-245.

MP 4: Kennedy Games and Pentathlon were added as expanded services. Pages 244-245.

MP 4.5 Athletic Programs were added. Pages 244-245.

MP 6.1:An additional music assistant position at the elementary and high schools. Pages 247-248.

MP 6.2 Coordinator of Music Education and an increase of an additional music assistant. Pages 247-248.

MP 6.3 Arts Resource Teachers were added. Pages 247-248

MP 6.4 K8 Music teachers. Pages 247-248.

MP 7.2 In-School suspension teachers and increased services from Social Service staff for truancy prevention. Pages 249-250.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stockton Unified School District (SUSD) provided opportunities for consultation with all district stakeholders inclusive of students, both certificated and classified staff, local bargaining units, community members, county programs, and community organizations. All stakeholder groups were invited to the Local Control Accountability Plan (LCAP) community meetings and were involved in development of the 2017-2018 LCAP Updates for 2018-2020. The presentations entailed the use of Local Control Funding Formula (LCFF) funds and its alignment to the LCAP, the eight state priorities and how they are embedded in the goals, and actions/services of the plan. Stakeholders were presented with the 2017 California Dashboard results for SUSD and local indicator results. SUSD identified within its current LCAP (2017-2018) services and actions under each goal and the current status for all student groups, specifically Foster Youth, English Learners and Low Socioeconomic students. In addition, the purpose and use of supplemental and concentration funding was explained. Stakeholders responded both verbally and in writing during the meetings. Site principals received a full- day training on the LCAP and Dashboard. Site principals set goals and a strategic plan to support their Single Plan for Student Achievement (SPSA). Their next steps were to bring the information back to their school sites and present the LCAP overview to their School Site Council (SSC). The SUSD LCAP web page (www.stocktonusd.net/LCAP) was updated to include dates for this year's events as well as planning and information about development of the plan.

All SUSD stakeholders and members of the public received communication regarding LCAP stakeholder meetings by the various means of communique', including district website posting, robo calls, flyers, during community presentations, and advertisements at each of the local school sites.

Listed below are the topics, stakeholder groups, dates, and times for each meeting:

  DATE   TIME   EVENT/TOPIC

December 1 8:00-10:00 AM   LCAP committee meeting
December 4 5:30-6:30 PM   Parent Advisory Committee (PAC)- overview of LCAP and LCFF
December 7 6:00-7:00 PM   National Association For The Advancement of Colored People (NAACP)- overview of LCAP and LCFF
December 15 8:00-10:00 AM   LCAP committee meeting- California Dashboard and LCAP goals

January 8 5:30-6:30 PM   Parent Advisory Committee (PAC)- review of SUSD goals, California Dashboard and needs assessment

January 9 5:00-6:00 PM   SUSD Board- study session on California Dashboard, LCAP goals and services

January 11 8:30-9:00 AM   Special education study group

January 17 8:00-11:30 AM   SUSD stakeholders- review of SUSD goals, services, California Dashboard and needs assessment

January 26   11:00 AM-12:00PM   El Concilio- LCAP presentation of SUSD goals, services, California Dashboard and needs assessment

January 31 9:00-11:00 AM   District English Learner Advisory Committee (DELAC)- review of SUSD goals, services, California Dashboard and needs assessment

January 31   2:00-3:30 PM   Foster Youth Study Group (Additional Meetings-plus additional meetings 3-7-18, 4-4-18, 5-2-18

February 1 5:00 – 6:00 PM   Certificated and classified staff- review of SUSD goals, services, California Dashboard and needs assessment

February 5 5:30-7:00 PM   Parent Advisory Committee (PAC)- LCAP presentation of goals, services, and needs assessment

February 8 5:30-6:30 PM   LCAP community presentation- review of SUSD goals, services, California Dashboard and needs assessment

February 13   10:00-11:00 AM   LCAP community presentation- review of SUSD goals, services, California Dashboard and needs assessment

February 13(Rescheduled to April 10) 5:00-6:00 PM SUSD Board- study session on LCAP

February 15 4:30-5:30 PM   LCAP community presentation- review of SUSD goals, services, California Dashboard and needs assessment

February 16 8:00-10:00 AM LCAP committee meeting

February 20 5:30-6:30 PM   LCAP community presentation- review of SUSD goals, services, California Dashboard and needs assessment

February 21 5:00-6:00 PM   LCAP community presentation- review of SUSD goals, services, California Dashboard and needs assessment

March 5   5:30-7:00 PM   Parent Advisory Committee (PAC)- LCAP presentation of SUSD goals, services and needs assessment

March 9   9:00-11:00 AM   District English Learner Advisory Committee (DELAC)- LCAP presentation of SUSD goals, services and needs assessment

March 22   4:00-5:30 PM   SUSD union leaders- LCAP presentation of SUSD goals, services California Dashboard and needs assessment

March 23   8:00-10:00 AM LCAP committee meeting

March 30   9:30-10:30 AM Asian Pacific Self-Development and Residential Association (APSARA)- LCAP presentation of SUSD goals, services,Ca
Dashboard and needs assessment

April 9   5:30-7:00 PM   Parent Advisory Committee (PAC)- review of SUSD goals, services, California Dashboard and needs assessment, LCAP draft
April 10   5:00-6:00 PM   Board Study Session- 2017-2018 actuals and 2018-2020 considerations for increased and improved services, CA. Dashboard
April 13   8:00-10:00 AM   LCAP committee meeting
April 19   4:00-5:30 PM   ALL district Stakeholder's meeting - LCAP updates, needs assessment and LCAP draft

May 7   5:00-7:00 PM   Parent Advisory Committee (PAC)- LCAP updates, needs assessment and draft
May 8   5:00-6:00 PM   SUSD Board study session- LCAP updates, needs assessment and draft of 2018-2019 proposed amendments
May 23   9:00-11:00 AM   District English Learner Advisory Committee (DELAC)- LCAP annual updates, community surveys, LCAP 2018-2019 proposals
May 31   5:00-6:00 PM   Parent Advisory Committee (PAC)- LCAP updates, LCAP updates and 2018-2019 proposals

June 8   2:30-3:30 PM   District English Learner Advisory Committee (DELAC) - LCAP annual updates, community surveys, LCAP 2018-2019 proposals
June 11   5:00-6:00 PM   SUSD public hearing- LCAP/Budget
June 26   5:00-6:00 PM   SUSD Board meeting LCAP/Budget adoption

On February 1, 2018, the district opened the Community LCAP Survey and closed it on March 15, 2018. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communiqué, SUSDConnects (robo calls), newsletters, community presentations, and posting on the district's website. The survey was available to take in Spanish and/or English.

On June 11, 2018, a public hearing was held to present the final 2018-2020 LCAP and Annual Updates. District staff presented a walk-through of the document highlighting changes and consolidations, then took notes on public comment.

On June 26, 2018, district staff presented the final LCAP and Annual Plan for approval to the Board of Education.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Our stakeholders are part of a significant role in supporting student performance. Their input is valued and a vital part of the consultation process for revising the Local Control Accountability Plan each year. This year's consultations had a major impact for the annual updates and planning for the 2018-2019 school year. In addition to our District English Language Advisory Committee (DELAC) and Parent Advisory Committee (PAC), SUSD initiated new committees this year (i.e. district staff LCAP committee, Foster Youth committee, focus group with NAACP) and established that SUSD needed to do more outreach with SUSD's Community Advisory Council (CAC) to increase outreach for student with disabilities. The CAC provided feedback on the Dashboard outcomes. SUSD will continue to consult with CAC on student academic achievement.

During the LCAP Stakeholder meetings, feedback was obtained based upon discussions regarding the fall release of the California Dashboard outcomes, 8 State Priorities, local indicator outcomes, and SUSD's goals and actions/services. Stakeholders were given opportunities to both verbally share and/or write notes on their input. Feedback sheets and/or sticky notes were used for stakeholders to identify which state priority they wanted to provide input on for the 2017-2018 and/or the 2018-2019 LCAP updates. This information was captured via charts that were shared with the group by allowing stakeholders to do a gallery walk of the posters. Having stakeholders involved in the process through multiple formats provided the district with feedback to update the actions/services/expenditures in the new LCAP. SUSD shared the 2017-2018 goals and action/services and provided opportunities for stakeholder feedback/consultation and recommendations for increasing and/or improving student services for all students, specifically low income, English Learners, and Foster Youth student groups. The information captured by the various stakeholder meetings and the LCAP survey identified two priority areas and goals that needed improvements and increased services. The first concerns identified were the low student achievement, high chronic absenteeism, and suspension rates for African American and Hispanic students (who were a large representative of SUSD's unduplicated student counts). The second concern identified was performance gaps. African American/Black and Hispanic students were two or more performance levels below "all students." Furthermore, SUSD 's specific subgroup of Students With Disabilities was identified as having performance gaps and where two or more performance levels below "all students" as well.

SUSD has taken the consultation feedback from the information listed below and identified that there are needed improvements and increased services for Goal 1-State Priority 4: Student Achievement and its related actions; and Goal 2- State Priority 6: Learning Environment and its related actions and services. SUSD has taken the consultation feedback and identified areas that will be improved and increased in the updates, including but not limited to the following:

- Additional supplemental curriculum and materials are needed to support Low Socioeconomic students, specifically Students With Disabilities, Black/African American, and Hispanic students. (Goal 1)
- Increase school counseling services for student academic and social issues (Students With Disabilities, Low SES, Hispanic, African American/Black, EL's and Foster Youth student groups).(Goal 2)
- Increase behavior intervention support services (Low SES, Hispanic, Black/African American and EL's, Foster Youth student groups). (Goal 2)

- Increase services for professional development for staff in the areas of Common Core State Standards (CCSS) and rigor (Low SES, Hispanic, Black/African American and EL's, Foster Youth student groups). (Goal 1)
- Increase coaching for new and existing staff on academic and social issues for student groups who are trending low in academic achievement and high suspensions. (Goal 1)
- Improve services that promote a safe and supportive School Climate; to support awareness and respect for cultural differences and racial and ethnic backgrounds (Explicit BiasTraining). (Goal 2)
- Improve tutoring and intervention support (Low SES, Hispanic, Black/African American, EL's, and Foster Youth student groups). (Goal 1 and 2)
- Increase literacy opportunities by having more access to library resources (Low SES, Hispanic, Black/African American, EL's, and Foster Youth student groups). (Goal 1)
- Continue and improve our community/school safety services (Low SES, Hispanic, Black/African American, EL's, and Foster Youth student groups). (Goal 2)

Also, individual school site needs will be reviewed based on local and state data and input from stakeholder consultation, inclusive of school administrators and their stakeholders to determine if they have a higher need of actions/services described under each LCAP goal.

A review of the data collected through the LCAP presentations and meetings is listed below:
`District English Language Advisory Committee (ELAC) Meetings
- January 31 from 9 am – 11 am; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- March 9 from 9 am – 11 am; SUSD Professional Development Center, 1503 St Mark's Plaza, Stockton, CA 95207
- May 23 from 9 am – 11 am; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202

Consultation and actual responses from March 9, 2018 Meeting: support new ideas for improving or increasing services for ALL Students, and/or English Learners, and/or Low Socio-Economic group and/or Foster Youth, based on the information shared on budget, Dashboard data, and action/services regarding the 2018-2019 LCAP:
- Absences- incentives for students and parents.
- Some type of money bonus to motivate teachers in grades 6-8 for them to have better academic achievement and that way they can motivate the whole class to get better grades.
- There should be more programs to help students attend more school days at school.

Consultation and actual responses by the DELAC committee to support ALL Students, and/or English Learners, and/or Low Socio-Economic group and/or Foster Youth, on information regarding budget, Dashboard data, and action/services for the annual updates
- The area of strength is the Asian and Filipino.
- The most concern is the Hispanic area and the students with disabilities, which are very low in performance.
- I have a concern about the graduation rate of Hispanics because it is very low, but especially children who have disabilities who are not graduating and getting into college.

Parent Advisory Committee (PAC)
- December 4 from 5:30pm - 6:30pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- January 8 from 5:30pm - 6:30pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- February 5 from 5:30pm - 6:30pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- March 7 from 5:30pm – 7pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- April 9 from 5:30pm – 7pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- May 7 from 5pm – 7pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202

Consultation and actual responses from March 7, 2018 meeting to support new ideas for improving or increasing services for ALL Students, and/or English Learners, and/or Low Socio-Economic group and/or Foster Youth, based on the information shared on budget, Dashboard data, and action/services regarding the 2018-2019 LCAP:
- Create focus groups to be sure proper data and programs are working: absenteeism, foster youth, low-socioeconomic students, EL families, graduation rates, and special education.
- Solve absenteeism rates-How will subgroups get serviced in the classroom?
- More tutors for English Learners
- Check out teacher and student absences
- Bilingual secretary or people who can translate in different languages.
- Have a suspension school or building that is accredited so student and district can get credit for attendance and students can do their work.

Consultation and actual responses discussed by the PAC committee to support ALL Students, and/or English Learners, and/or Low Socio-Economic group and/or Foster Youth, based on the information shared on budget, Dashboard data, and action/services regarding the 2017-2018 and 2018-2019 LCAP:
- We are in the red a lot. Is common core helping?
- Black and Hispanic males are expelled and suspended at high rates. Can we take a closer look at the reasons and get teacher/staff culture training or refer to school psychologist for evaluation of deeper issues or maybe diagnosed learning disability?
- State priority 4A p2 of 17 (LCAP) –What steps are being taken to aid children/English Learners who are struggling in English and Math standards where progress is not being made? How are teachers assisting our children with a full class and every child is a different level?
- Identify ALL foster youth families: connect to parents, community peers(Delta), social workers, SJCOE, Juvenile Hall. Bridge the gaps
- Foster Youth counselors for scholarship help, maintenance check ins shelter help, clothing and food, partner with doctors for healthy checks and physicals.

Community and Committee Meetings- Consultation Feedback (approximately 190 responses). A large representative of the stakeholders' responses are listed below.

Stakeholders' actual statements were:
- More educational activities.
- Have good facilities (classrooms) for children with different capabilities. And that the staff be well trained.
- Materials and help for children with different capabilities.

- Sports for students and motivate them with uniforms.
- Some way to motivate our students to participate as much as possible. And increase performance.
- Equality for all students in offering them a lot of information and help to access advanced classes for all students to go to a university.
- Keep all schools in the best cleaning conditions.
- I like this.
- Translators for every meeting.
- Translator in the office.
- Install a gun detector for better security for our students.
- More security or yard duties and closed doors in schools during class hours.
- Training for school counselors so they do not play favorites with the students.
- Provide more security in school. More yard duties. Thank you.
- For the school environment to be safe and that the students be treated the same and not with favoritism to some.
- More money to purchase books in Spanish for the dual immersion.
- That the access to school materials be the same for all schools. For the district to support the purchase of books in Spanish for the dual immersion programs.
- For the step-up program to really support students in the program with their homework.
- More homework help in step-up. More support for books in Spanish and materials for the dual immersion program.
- The comment that was made during the discussion was very good. Excellent.
- To have or provide more bilingual teachers.
- More programs for the English learners based on the help they need.
- That's a good idea to teach bilingual classes.
- More counselors.
- To have more programs for students that speak two or more languages because learning English is a little more difficult for them.
- To have English class on weekends because we can have more possibilities to learn.
- To have more programs for kids with problems with the language because one class on the week isn't enough.
- Please help the students that no not understand English. Please. Sorry I do not speak English. Thank you.
- I feel that they do need to go to high school because they will learn more.
- I would like uniforms to be used at all schools.
- For all schools to have someone that speaks Spanish at all the offices.
- Programs to help students that are low in educational levels for example; math, reading.
- More teachers and less students per teacher.
- To improve math. Practice math books first grade and third grade. McKinley Elementary.
- For there to be 4 more exams other than the (CASSPP) that demonstrates that the students are really bilingual.
- Consistency in scheduled meetings with parents.
- For there to be consequences for parents who do not take their students to school. Unjustified.
- More connection in teachers, parents, students, and principal.
- For principals to interact more with the parents.
- For the district to really make sure that there is equality for all students.
- Discipline is not black and white.
- Organize coffee hours in the afternoon or at night.
- Specialists to focus only on English acquisition.

- Challenge day program.
- New libraries and new material.
- Library technicians.
- Money to acquire new books.
- Tutoring for slower learners and tests with no time or more time.
- Create a center for students who are suspended or expelled.
- Access for students to take to school.
- English help for parents.
- Staff to help take care of traffic in the parking lot.
- I think that for the libraries, the teachers could go with the students to the library and take the books A small training for the teachers on how to do this job.
- Why so many teachers in one single classroom? Almost a total of 24 children for just one teacher?
- Why do a lot of children turn down and waste the food?
- Why do the students have to donate school material each year, the most basic things like white paper?
- Why are the charter schools excluded? Do these children take district exams?
- Elementary Schools libraries are needed more than High School libraries. Early readers need to PRACTICE to become proficient. Service now inadequate.
- "Classroom Libraries aren't adequate libraries.
- School libraries should be at all elementary schools in Stockton if you really want to improve student achievement.
- Funding allocated and ear marked for all sites to hire library tech and make school libraries fully7functional for all Stockton Unified students. Please hire district teachers for library

techs so that they are cognizant of students needs.
- Funding for bilingual books in school libraries not just classroom libraries.
- Intervention teachers at every site.
- ELD Pullout to help ELD Students catch up.
- Technology help move respond
- New Idea: Create STEM Programs, K-12 @ all school sites.
- More after school programs.
- More programs like Band, Exercises, that will keep kids occupied and off the street.
- More tutors in Pulliam.
- Create STEM Programs for all sites, K-12.
- Sports for the students.
- More materials and money for teachers in special programs . Use LCAP funds to fund staff and elementary school libraries.
- The current classroom library approach doesn't appear to be working for many elementary sites, especially sites with high numbers of low SES Students and English Learners.
- LCAP funds for school libraries to close the gap between SUTD + State   1 of students reading at grade proficient level.
- Collaborate with the Write Place/Tuleburg Press for Writing
- Mandatory Summer School for kids that are behind certain subjects.
- Better libraries and books. Librarians that are available for students.
- Library technicians at every library.
- Library technician professional development for reading success programming.

- Acquisition funds to update school library collections.
- Unrestricted access to books, regardless of loss or fines.
- Libraries at each elementary school.
- Expanded library hours and student access to the school library.
- Procedure for integrating elementary school libraries into the school curriculum.
- Correlation between increased computer use, less hard copy handwriting and test score in language and math.
- More funding for public libraries that have adequate technology resources for students.
- Child development research shows that reading "real books", rather than electronics, increase comprehension of materials.
- Use ½ time interns to rid SUSD of illiteracy. They get college units and pay. The cost is very low. The return is high. Continued failure is not acceptable.
- Behavior intervention. Suspensions rates are down, but behavior are not improving.
- Continue working on Restorative practices to reduce suspensions.
- Principal and parent communication.
- No combo programs.
- School security at entrance gates.
- Professional training for yard supervisors.
- More yard supervisors.
- Better lunch meals.
- Franklin is too mature of an environment for our IB 6-8 graders.
- Stockton Unified Police Department to be present at the times of student departure from school. Too many speeding cars, kids form other schools causing problems, unlicensed

vendors, etc.
- More counselors for both elementary and secondary students.
- More school counselors. Help with suspensions, school climate issues, restorative practices.
- More school counselors; better ratio.
- Invest in Restorative Justice Practices to reduce the number expulsions and suspensions.
- Referral/support for African American and Foster students.
- School police need to allocate more funds.
- Suspensions of African American students is very high. Need to do PD to help teachers manage student interactions.
- Implicit bias training.
- New idea!! Use a portion of the LCAP funds to improve funding and staffing elementary school library.
- Cultural literacy.
- Culturally centered Literacy program to assist African American students.
- Implicit BICS training.
- Ensure ethnic training across the board for all teachers.
- Reduce the student to counselor ratio.
- Chronic absenteeism, continue to get kids to school. Do online courses.
- More plan about anti-bullying
- MOVE program to help struggling students
- More school counselors to get students engaged.
- Expanded school counseling. Mediation and trauma.

- More counselors to get students engaged.
- Engagement: Spot check (random) survey of student attitude of attendance, teacher, services and environment.
- Raise graduation requirements. Our students graduate with minimum credits.
- Increase career tech ed.
- Districts should have more control over school sites that are low performing in determining how the money is spent to improve ELA levels.
- Middle school model to help middle school students for high school.
- District partnership with historically black colleges to recruit black students.
- More LTE focus and working with SJCOE resources. So that the LCAP funding is more efficiently used to get students prepared for college and career readiness.
- Engage parents to get more involved.
- More counselors to get to connect with parents and get them more engaged.
- Spend more money on counselors. The disconnect from teacher to parent is a huge problem. The counselor is the perfect mediator.
- Include parents in the student's education.
- Full day parent conferences.
- Jupiter k-12.
- Expanding bus services.
- PYA needs its own campus.
- Coaches that are well trained and new equipment.
- Update facilities for older schools.
- Rehab Stagg High School Theatre.
- District wide commitment to recruit and retain black teachers.
- State approved curriculum vs SUSD teacher created units.
- Improve reading for students to read at grade level by 3rd grade.
- Create a plan to improve student academics among African American students.
- Very low English Art achievement across entire school district. Indicates what you are doing right now is inadequate.
- Student access to help and assistance should be based on need, not the largest number of students' nationality.
- Physical education programs. More school counselors to help students for high school and college.
- Classes for students who need help with credit recovery.
- We need more English Language learning system. We learn and memorize form the neurological field. All children do!
- Provide one to one, student: teacher-after school programs.
- Program to access colleges and universities – like upward bound, educational talent search, etc. (In all high schools.)
- High school students would not be able to provide tutoring
- More training so that all teachers are able to help ELs, since at my school not all are prepared to do so.
- It's important that each teacher grades their own students.
- Better food for the afterschool programs.
- Yes, counselors for children.
- No parent trainings.
- Have DELAC meetings at our schools so we can know what the needs for those schools are.
- When are counselors going to be accountable for working with students, families, and teachers?
- Counselors for children.

- More security for all students. We are already scared because of everything that is happening, it's better to have a camera to prevent attacks towards children. Have someone checking the cameras.
- Looking at the dashboard, Language Arts and Math for all students is a huge concern. A lot of learning takes place at home and I think that is an area the district is lacking in. Specifically for students with disabilities parent cooperation

is essential. My children have been a part of SUSD for 6 months and the lack of expected parent involvement is disappointing.
- It seems that the Stockton Unified School District, specifically the special needs programs need a lot of support. Based on the dashboard info; graduation rates, mathematics and language arts performance levels are low.
- One area of concern is communications. The ability to be engaged /included in my students every day classroom activities ie. Coming in and seeing areas that are being worked on with my student by the teacher & aids.

Foster Youth Meeting March 7, 2018 Consultation
Foster Youth Study Group: January 31 from 2pm – 3:30pm; SUSD Professional Development Center, 1503 St Mark's Plaza, Stockton, CA 95207 (additional meetings 3-7-18, 4-4-18, 5-2-18)
Consultation and actual responses for areas of Improvement/Areas of Highest Need:
- Need to connect services with different agencies
- More information to teachers on how to help foster youth
- More outreach from High Schools to know what services are available in college
- Schools/CPS need to connect on resources
- SUSD get more involved with SJCOE/Probation/Foster Agencies
- AB490-School & HCA need to help more so students can remain at their home school, students need to stay connected
- SUSD has only one person for all foster students
- Look into SUSD using Foster Focus
- Prior to enrollment SUSD make contact with various agencies/group homes for information
- How can SUSD give privacy to foster students (discretely)
- How can SUSD tag correctly if foster student with relative, relative must still be approved
- KDA assesses students yearly, SUSD connect with KDA
- Peer support contact person if have needs (ie) food, clothes, lunch, school supplies, share stories, resources
- High school students need peer support/counselors, what to do after graduation?
- Stay active with foster youth not just initially, more consistency, give recommendations, students need to feel someone is vested in them, follow-up support

Outside Agencies: Meeting notes
- Fresno Child Protective Services has a form that is used prior to student being placed (used as a model)
- SJCOE -can give Ed Rights to School Districts
- Juvenile Hall teachers big factor in helping students that move around (Academics/Behavior support)
- Students would benefit from funding for cap/gown, sports, driver license, science camp, grad night

Foster Youth Education actual responses
- Visiting colleges earlier

- Counselor who can advocate for them/ continuance same person
- Trama Response/Wellness Center
- Need foster youth counselor to help get information to students

Community Group Meetings
- NAACP: December 7, 2018 from 6pm - 7pm ;NAACP Office, 401 N. San Joaquin St., Stockton, CA
- El Concilio: January 26 from 11am – 12pm; 224 S. Sutter St., Stockton, CA 95202
- APSARA: March 30 from 9:30am – 10:30am; APSARA, 3830 North Alvarado Ave. Suite C, Stockton, CA 95204
- NAACP: May 16 from 5:00-7:00 pm; NAACP Office, 401 N. San Joaquin St., Stockton, CA
- Special Education Study Group: January 11 from 8:30am - 9:30am; Preschool and Autism & Assessment Center, 2455 Country Club Blvd., Stockton, CA 95204
- SUSD Stakeholders Meeting: January 17 from 8am - 11:30am; SUSD Professional Development Center, 1503 St Mark's Plaza, Stockton, CA 95207
- SUSD Certificated and Classified Staff Meeting: February 1 from 5pm – 6pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- All District Stakeholders Meeting: April 19 from 4pm – 5:30pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202

Sample of consultation responses listed above under community and committee meeting consultation.

SUSD Employees and SUSD Board of Education
- SUSD Board Study Session: January 9 from 5pm - 6pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- SUSD Board Study Session: February 13 from 5pm – 6pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- SUSD Board Study Session: May 8 from 5pm – 6pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202
- SUSD Board Study Session: May 22 from 5pm – 6pm; SUSD Boardroom, 701 N. Madison St., Stockton, CA 95202

The School Board is an integral part of SUSD governance team providing local accountability. The School Board has been involved in the LCAP development and approval process throughout the process.

Consultation with SUSD Union Leaders: March 22 from 4pm – 5:30pm; SUSD Professional Development Center, 1503 St Mark's Plaza, Stockton, CA 95207

Sample consultation responses to support new ideas for improving or increasing services for ALL Students, and/or English Learners, and/or Low Socio-Economic group and/or Foster Youth, based on the information shared on budget, Dashboard data, and action/services regarding the 2018-2019 LCAP:
- Revisit the description of the parent involvement specialist to address the real duties.
- Training for drivers and bus attendant for behavioral and MAB training.
- More adults for hands-on learning for low performing students.
- Small group instruction so student will not be just a number.
- More para's for English Learners for more than 15 minutes per day.

- Native American program-keep it.
- Sobrato- Early Academic Language Program(SEAL)
- Art and music at ALL sites.
- Hire more Liaisons for sites.
- TK is very dangerous at the beginning of the school year. An assistant would be safer.
- Early Intervention
- Early intervention screening fortify the preschool curriculum and increase the emphasis on language development, health and play.
- Early intervention screening conducted by psychologists.
- Parent trainings form psychologists and counselors etc.
- Meetings for parents that are in laymen terms.
- Dedicated EL coordinators to monitor and place EL students. We need to go back to 6-8 middle schools to have single subject teaching core subjects.

Sample consultation comments from stakeholders to support ALL Students, and/or English Learners, and/or Low Socioeconomic group and/or Foster Youth, that you may have based on the information shared on budget, Dashboard data, and action/services regarding the 2017-2018 LCAP:
- Absenteeism problem will not improve unless pressure on the parents
- School suspensions down because they are left in the classroom so other can't learn.
- In order to raise student scores- bring back instructional assistants.
- Suspension reduction is not helping instruction.

SUSD Survey Results for Constituency Group:
Parents responding- 696, 25.64%
Community members responding- 83, 3.06%
District employee responding-455,16.76%
Students responding- 1481 54.55%

Sample employee responses to survey questions:
SUSD staff inform students and parents of course requirements to graduate and to move ahead into college.

# Answer	%	Count
1 Strongly agree	28.54%	145
2 Somewhat agree	31.50%	160
3 Neither agree nor disagree	24.21%	123
4 Somewhat disagree	12.40%	63
5 Strongly disagree	3.35%	17
Total	100%	508

SUSD provides enough counselors to help students understand their college and career opportunities after high school.

# Answer	%	Count

5 Strongly disagree   22.99% 117
1 Strongly agree   7.27% 37
4 Somewhat disagree   23.18% 118
2 Somewhat agree   23.77% 121
3 Neither agree nor disagree 22.79% 116
Total   100% 509

School staffs are responsive to and respectful of student and parent concerns.

# Answer	%	Count
1 Strongly agree	30.08%	151
2 Somewhat agree	46.22%	232
3 Neither agree nor disagree	8.57%	43
4 Somewhat disagree	12.15%	61
5 Strongly disagree	2.99%	15
Total	100%	502

SUSD teachers receive adequate professional development.

# Answer	%	Count
1 Strongly agree	20.84%	104
2 Somewhat agree	38.28%	191
3 Neither agree nor disagree	14.03%	70
4 Somewhat disagree	17.23%	86
5 Strongly disagree	9.62%	48
Total	100%	499

Students who struggle academically receive adequate interventions, including before and after school and during extended year programs.

# Answer	%	Count
1 Strongly agree	10.53%	52
2 Somewhat agree	27.53%	136
3 Neither agree nor disagree	10.73%	53
4 Somewhat disagree	26.92%	133
5 Strongly disagree	24.29%	120
Total	100%	494

SUSD's focus on Career Technical Training should be a continuing priority.

# Answer	%	Count
1 Strongly agree	13.28%	64
2 Somewhat agree	37.14%	179
3 Neither agree nor disagree	15.56%	75
4 Somewhat disagree	21.78%	105
5 Strongly disagree	12.24%	59

Total   100% 482

The SUSD Police Department makes campuses safer and more secure.

# Answer	%	Count
1 Strongly agree	18.24%	89
2 Somewhat agree	35.25%	172
3 Neither agree nor disagree	24.18%	118
4 Somewhat disagree	12.70%	62
5 Strongly disagree	9.63%	47
Total	100%	488

Sample parent responses:

My child is academically challenged at their school.

# Answer	%	Count
1 Strongly agree	50.15%	335
2 Somewhat agree	33.23%	222
3 Neither agree nor disagree	6.74%	45
4 Somewhat disagree	6.74%	45
5 Strongly disagree	3.14%	21
Total	100%	668

English language learners at my child's school receive adequate instruction to move to traditional academic coursework.

# Answer	%	Count
1 Strongly agree	36.79%	245
2 Somewhat agree	23.87%	159
3 Neither agree nor disagree	34.08%	227
4 Somewhat disagree	3.15%	21
5 Strongly disagree	2.10%	14
Total	100%	666

My child's school supports and engages with foster families.

# Answer	%	Count
1 Strongly agree	22.05%	146
2 Somewhat agree	15.71%	104
3 Neither agree nor disagree	58.76%	389
4 Somewhat disagree	1.51%	10
5 Strongly disagree	1.96%	13
Total	100%	662

My child's school provides activities that promote cultural diversity and awareness.

# Answer	%	Count

1 Strongly agree 49.32% 328
2 Somewhat agree 27.07% 180
3 Neither agree nor disagree 12.18% 81
4 Somewhat disagree 7.37% 49
5 Strongly disagree 4.06% 27
Total 100% 665

I feel that my child is safe at their school.

#	Answer	%	Count
1	Strongly agree	43.39%	289
2	Somewhat agree	32.43%	216
3	Neither agree nor disagree	7.06%	47
4	Somewhat disagree	9.61%	64
5	Strongly disagree	7.51%	50
	Total	100%	666

I feel welcome at my child's school.

#	Answer	%	Count
1	Strongly agree	66.97%	446
2	Somewhat agree	21.17%	141
3	Neither agree nor disagree	4.65%	31
4	Somewhat disagree	4.65%	31
5	Strongly disagree	2.55%	17
	Total	100%	666

Staff (teachers, administrators/principal, counselors, other adults) at my child's school treat me with respect.

#	Answer	%	Count
1	Strongly agree	67.07%	446
2	Somewhat agree	21.20%	141
3	Neither agree nor disagree	5.41%	36
4	Somewhat disagree	4.36%	29
5	Strongly disagree	1.95%	13
	Total	100%	665

I have participated in the following school or district opportunities this school year (check all that apply):

#	Answer	%	Count
1	School Site Council (SSC)	6.64%	86
2	Parent Teacher Association	12.19%	158
3	English Language Advisory Committee (ELAC)	10.03%	130
4	District English Language Advisory Committee (DELAC)	4.17%	54

5 Parent Advisory
Committee (PAC)   4.78% 62
6 School or class event such
as a play, dance, sports
event or science fair   22.22% 288
I have participated in
the following school or
district opportunities this
school year (check all that apply):
7 General school meeting such as an open house or back-to-school night 31.17% 404
8 Any other school committee or event not listed (please specify below)   8.80% 114

Sample student responses:
Do you feel academically challenged at school?
Answer % Count
1 All of the time 13.41% 194
2 Most of the time 29.92% 433
3 Some of the time 47.62% 689
4 Never 9.05% 131
Total 100% 1447
What are your plans directly after high school?
Answer % Count
1 Attend a 4-year college/university 56.59% 811
2 Attend a 2-year community college 23.10% 331
3 Attend a trade school 2.79% 40
4 Enlist in the military 4.47% 64
5 Go directly to work 13.05% 187
Total 100% 1433
Do you feel safe at school?
Answer   % Count
1 All of the time   32.71%   471
2 Most of the time   36.88%   531
3 Some of the time   19.79%   285
4 Never   10.63%   153
Total   100%   1440
Do you feel safe outside of school?
Answer   %   Count
1 All of the time   29.12%   419

2 Most of the time   40.58%   584
3 Some of the time   21.96%   316
4 Never   8.34%   120
Total   100%   1439

Does the staff (teachers, administrators/principal, other adults) at school care about you?

# Answer	%	Count
1 All of the time	34.81%	495
2 Most of the time	31.79%	452
3 Some of the time	26.37%	375
4 Never	7.03%	100
Total	100%	1422

If you have a school counselor at your school, do you access him/her if you have an academic or personal issue you want to talk about?

# Answer	%	Count
1 All of the time	24.39%	347
2 Most of the time	18.90%	269
3 Some of the time	25.23%	359
4 Never	27.97%	398
5 I do not have a counselor at my school	3.51%	50
Total	100%	1423

Are you involved in any activities (robotics, student council, ASB, music, sports, band, cheer, dance, or school clubs) at your school?

# Answer	%	Count
1 Yes	52.01%	752
2 No	47.99%	694
Total	100%	1446

Sample of trend data that was derived from the entire survey:
- A need for social emotional materials and services.
- Increased access for students to counselors to support both academic and social needs.
- Academic instruction needs additional resources and professional development for teachers to increase rigor.
- Lack of interventions.
- College and career readiness services.
- High percentage of students and parents feel safe.
- Technology is being used.
- School climate has improved.
- Student diversity and awareness activities are needed.
- 65% of respondents positive for professional learning communities.

- 86% parent participation is encouraged at the school sites.
- 74% the schools are clean.

Our SUSD LCAP Committee was composed of lead department staff and cabinet members (parent and community members will be added next school year) and met six times over the school year:

Our meeting objectives completed were as follows:
- Planned for stakeholder presentations
- Reviewed the recent outcomes from previous stakeholder meetings
- Analyzed the both qualitative and quantitative data of LCAP goals, actions and services
- Reviewed the LCAP goals, actions and services.
- The team provided both input on our current 2017-2018 LCAP and the proposed improvements for our annual update

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Goal 1: Student Achievement
SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

SUSD Students Need:
- Teachers that deliver high quality instruction through the implementation of State Standards. Data Source: SUSD Curriculum and Language Development Department
- Meet or exceed standards on state and MAP testing. Data Source: CAASSP, MAP, SUSD Illuminate by PT Schools
- Fluency in the English language. Data Source: CALPADS, CELDT
- Reading and Comprehending by Grade 3. Data Source: CALPADS, MAP
- Algebra proficiency by Grade 9 (Concepts and Applications). Data Source: CALPADS, MAP
- Graduate High School and be College/Career Ready by Grade 12. Data Source: CALPADS, Career Cruising, SBAC/EAP in ELA and Math

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)	To continue to refine K-12 Units of Study as an integrated model of literacy and mathematics which will focus on alignment to the Common Core State Standards. Ensure teacher implementation at each school site. (Verified by SUSD Curriculum Department through Grade Level Unit Reviews and school site PLC Data.) To provide Professional Development (PD) on Common Core State Standards through use of: * Units of Study * Trainer of Trainer * Site Leadership training * UOS embedded assessments * Common Formative Assessments * Data access and analysis to identify students needing Tier 2 and Tier 3 support.	To continue to refine K-12 Units of Study as an integrated model of literacy and mathematics which will focus on alignment to the Common Core State Standards. Ensure teacher implementation at each school site. (Verified by SUSD Curriculum Department through Grade Level Unit Reviews and school site PLC Data.) To Professional Development (PD) on Common Core State Standards through use of: Units of Study * Trainer of Trainer * Site Leadership training * UOS embedded assessments * Common Formative Assessments * Data access and analysis to identify students needing Tier 2 and Tier 3 support.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			* New Social Studies adoption * NGSS Standards * Site-based academic coaches to ensure equal access to core for Low-Socioeconomic, EL's, and Foster Youth. * Instructional Technology * Differentiating instruction and Tier 2 and Tier 3 supports for our English Learners, Foster Youth and Low-Socioeconomic students. (Verified by PD registration, sign in sheets, and survey outcomes.) Provide intensive support for beginning teachers to support the high academic needs of our Foster Youth, Low-Socioeconomic, Students With Disabilities, and English Learner student groups. through the implementation of the Teacher Induction Program. (Verified by coaching logs and professional	* New Social Studies adoption * NGSS Standards * Site-based academic coaches to ensure equal access to core for Low-Socioeconomic, EL's, and Foster Youth. * Instructional Technology * Differentiating instruction and Tier 2 and Tier 3 supports for our English Learners, Foster Youth and Low-Socioeconomic students. (Verified by PD registration, sign in sheets, and survey outcomes.) Provide intensive support to beginning teachers to support the high academic needs of our Foster Youth, Low-Socioeconomic, Students With Disabilities, and English Learner student groups. through the implementation of the Teacher Induction Program. (Verified by coaching logs and professional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			development sign in sheets and survey data.)	development sign in sheets and survey data.)
State Priority 2B: How the programs and services will enable English Learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?	Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards for elementary and middle and high school 50 minutes per day. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards for elementary and middle and high school 50 minutes per day. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)
State Priority 4A: Statewide Assessments	Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math	To increase the percentage of students overall that exceeded or met English Language	To increase the percentage of students for both district and student groups by 5%	To increase the percentage of students both district and student groups by 3% that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: CAASPP, SUSD Illuminate by PT School 2017-2018 Additional Baseline and Metric: All Students: 79.3 points below level 3 English Learners: 87.5 points below level 3 Foster Youth: 124.1 points below level 3 Homeless: 128.9 points below level 3 Socioeconomically Disadvantaged: 83.8 points below level 3 Students With Disabilities: 149.2 points below level 3 African American: 114.6 points below level 3 American Indian: 86.7 points below level 3 Asian: 44.2 points below level 3 Filipino: 11.5 points below level 3 Hispanic: 84.3 points below level 3 Pacific Islander: 65.9 points below level 3 Two or More Races: 66.3 points below level 3	Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)	that exceeded or met English Language Arts (ELA)/ Literacy and Math standards as determined by the Smarter Balanced Assessment.	exceeded or met English Language Arts (ELA)/ Literacy and Math standards as determined by the Smarter Balanced Assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White: 71.1 points below level 3 (Verified by the CA Dashboard Student Groups ELA and Mathematics measured as distance from level 3 Distance from Level 3.)			
State Priority 4B: The Academic Performance Index	Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.
State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education	Baseline (2015-2016): 26% Data Source: CALPADS	To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board	To increase the percentage by 6 of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state	To increase the percentage by 6 of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
sequences or programs of study that align with state board-approved Career Technical Education standards and frameworks.		approved Career Technical Educational standards and framework. (Verified by CALPADS.)	board approved Career Technical Educational standards and framework. (Verified by CALPADS.)	board approved Career Technical Educational standards and framework. (Verified by CALPADS.)
State Priority 4D: The percentage of English Learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.	Baseline (2015-2016): AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported. AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported. Data Source: CALPADS, CELDT	To increase the percentage of English Learners that make progress toward English proficiency. (CELDT and Verified by California School Dashboard English Learner Progress Indicator.)	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)
State Priority 4E: The English Learner reclassification rate.	Baseline (2015-2016): 8% English Learners redesignated Data Source: Dataquest	To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.)	To increase the English Learner reclassification rate. (Verified by Dataquest.)
State Priority 4F: The percentage of pupils who have passed an Advanced Placement	Baseline (2015-2016): 32% Data Source: College Board AP Exam	To increase the overall percentage of students who have passed at least one Advanced	To increase the overall percentage of students by 5% who have passed at least one Advanced	To increase the overall percentage of students by 5% who have passed at least one Advanced

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
examination with a score of 3 or higher.		Placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)	Placement (AP) examination with a score of 3 or higher. (Verified by College Board AP Exam.)	Placement (AP) examination with a score of 3 or higher. (Verified by College Board AP Exam.)
State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.	Baseline (2015-2016): 31% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math	To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)	To increase the percentage of students in Grade 11 by 5% who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)	To increase the percentage of students in Grade 11 by 5% who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)
State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign	To maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Language or Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. (Verified by CALPADS.)	Language or Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education (Verified by CALPADS.
State Priority 7B: Programs and services developed and provided to unduplicated pupils.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign Language or Languages, Physical Education, Science, Mathematics, Visual and performing Arts, Applied Arts, and Career Technical Education. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign Language or Languages, Physical Education, Science,Mathematics, Visual and performing Arts, Applied Arts, and Career Technical Education. (Verified by CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.	Baseline (2015-2016): Yes Data Source: CALPADS	To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign Language or Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. (Verified by CALPADS.)	To maintain that a broad course of study is offered to all students grades 1-6 in the area of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7-12 in the areas of English, Social Sciences, Foreign Language or Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. (Verified by CALPADS.)
State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of	Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	To increase the percentage of Grade 3 students meeting grade level proficiency in Reading Comprehension.	To increase 5 percentage of Grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP.)	To increase 5 percentage of Grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Section 51220, as applicable.		(Verified by MAP, CALPADS.) To increase the percentage of Grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)	To increase 3 percentage of Grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by CAASPP and CALPADS.)	To increase 3 percentage of Grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by CAASPP and CALPADS.)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 1: Student Technology To enhance student access to information technologies that promote increased learning and academic achievement. SA 1.1: Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students	SA 1: Student Technology To enhance student access to information technologies that promote increased learning and academic achievement. Low-Socioeconomic, English Learners, and Foster Youth students have limited access to technology for educational purposes outside the school day. They will have increased access to technology in order to individualize instruction, gain technology skills embedded in the Units of Study and other coursework, reinforce 21st-century learners, and ensure equity and access to technology for unduplicated student groups. SA 1.1: Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students to secure 1:1 student ratios. SA 2.1: Software that allows teachers to monitor student activities on Chromebooks and Windows machines to ensure proper usage and timely response to students during instruction.	SA 1: Student Technology To enhance student access to information technologies that promote increased learning and academic achievement. Many of our Low-Socioeconomic, English Learners, and Foster Youth students have limited access to technology for educational purposes outside the school day. They will have increased access to technology in order to individualize instruction, gain technology skills embedded in the Units of Study and other coursework, reinforce 21st-century learners, and ensure equity and access to technology for unduplicated student groups. SA 1.1: Annual purchase and replacement of Chromebooks/technology devices and secure storage carts for students to secure 1:1 student ratios. SA 2.1: Software that allows teachers to monitor student activities on Chromebooks and Windows machines to ensure proper usage and timely response to students during instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0.00	$1,500,000	$1,500,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies SA 1.1 Chromebooks	4000-4999: Books And Supplies SA 1.1 Chromebooks
Amount		$75,000	$75,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000, 5000 SA 2.1 Chromebook monitoring software	4000, 5000 SA 2.1 Chromebook monitoring software

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 2: Instructional Materials and Supplies To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. SA 2.1: Increase classroom supplies and resources to teachers SA 2.2: High School Science Equipment & STEM Classroom Materials	SA 2: Instructional Materials and Supplies To provide necessary and relevant supplemental instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These materials will supplement the core curriculum by providing needed materials and resources for the classroom teacher to increase equitable access and improve instruction. The increase will enhance access to the curriculum by providing additional materials to support targeted student populations (ELs, Low Income, Foster Youth), including tiered academic supports for our African American, Students With Disabilities, Hispanic and Homeless student groups whose academic performance on local and state data is well below grade level standards. Identified resources, but not inclusive are leveled readers, a structured writing program that supports students who require strategic and intervention support, hands-on science materials. SA 2.1: Increase classroom supplies and resources for student access to materials that support the differentiated needs of our students. SA 2.2: High School Science Equipment & STEM Classroom Materials	SA 2: Instructional Materials and Supplies To provide necessary and relevant supplemental instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These materials will supplement the core curriculum by providing needed materials and resources for the classroom teacher to increase equitable access and improve instruction. The increase will enhance access to the curriculum by providing additional materials to support targeted student populations (ELs, Low Income, Foster Youth), including tiered academic supports for our African American, Students With Disabilities, Hispanic and Homeless student groups whose academic performance on local and state data is well below grade level standards. Identified resources, but not inclusive are leveled readers, a structured writing program that supports students who require strategic and intervention support, hands-on science materials. SA 2.1: Increase classroom supplies and resources for student access to materials that support the differentiated needs of our students. SA 2.2: High School Science Equipment & STEM Classroom Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$986,500	$0	$0
Source	LCFF	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies SA 2.1 Units of Study Teacher Allocations	4000-4999: Books And Supplies SA 2.1 Units of Study Teacher Allocations
Amount		$4,000,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 SA 2.1 Supplemental Curriculum Common Core	None SA 2.1 Supplemental Curriculum Common Core
Amount		$100,000	$0
Source		0100 LCFF Supp/Conc	None
Budget Reference		4000-4999: Books And Supplies SA 2.2 High School Science Equipment	None SA 2.2 High School Science Equipment

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 3: Primary Language Support To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development. SA 3.1: Bilingual Instructional Program SA 3.2: Professional Learning of Integrated and Designated ELD Strategies and Coaching SA 3.3: Training and Implementation of the EL Instructional Program and Master Plan SA 3.4: Translation Services	SA 3: Primary Language Support: Professional learning including principals, assistant principals, program specialists, coaches, teachers, and bilingual paraprofessionals to effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction. Provide targeted support for English Learners to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification.Through the San Joaquin County Office of Education, and Language Development Department staff offer the California ELD Standards Institute, an interactive professional learning opportunity designed to familiarize participants with the California English Language Development Standards and their alignment to the Common Core State Standards for ELA/Literacy. Participants engage in activities designed to deepen their understanding of the language, concepts, and research supporting the ELD standards and most importantly how they may be applied to integrated and designated ELD. Strategies will be readily applied to classroom instruction.	SA 3: Primary Language Support: Professional learning including principals, assistant principals, program specialists, coaches, teachers, and bilingual paraprofessionals to effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction. Provide targeted support for English Learners to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification.Through the San Joaquin County Office of Education, and Language Development Department staff offer the California ELD Standards Institute, an interactive professional learning opportunity designed to familiarize participants with the California English Language Development Standards and their alignment to the Common Core State Standards for ELA/Literacy. Participants engage in activities designed to deepen their understanding of the language, concepts, and research supporting the ELD standards and most importantly how they may be applied to integrated and designated ELD. Strategies will be readily applied to classroom instruction.

	ELD Site Coordinators to train school staff on the current strategies on Integrated and Designated ELD, English Learner Roadmap, Blueprints for Effective Leadership, Instruction for our English Learners' future B.E.L.I.E.F. Modules, ELPAC, and Seal of Biliteracy. Staff will adhere to EL Master Plan based on research, aligned to CA ELD Policy, and in accordance with the CA ELA/ELD Framework. SA 3.1: Bilingual Instructional Program for students in grades K-12. Provide support for English Language Development. SA 3.2: Professional Learning of Integrated and Designated ELD Strategies and Coaching. SA 3.3: Training and Implementation of the EL Instructional Program and Master Plan. SA 3.4: Inactive	ELD Site Coordinators to train school staff on the current strategies on Integrated and Designated ELD, English Learner Roadmap, Blueprints for Effective Leadership, Instruction for our English Learners' future B.E.L.I.E.F. Modules, ELPAC, and Seal of Biliteracy. Staff will adhere to EL Master Plan based on research, aligned to CA ELD Policy, and in accordance with the CA ELA/ELD Framework. SA 3.1: Bilingual Instructional Program for students in grades K-12. Provide support for English Language Development. SA 3.2: Professional Learning of Integrated and Designated ELD Strategies and Coaching. SA 3.3: Training and Implementation of the EL Instructional Program and Master Plan. SA 3.4: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$485,185	$354,940	$372,687
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000	2000, 3000 SA 3.1 Bilingual Asst	2000, 3000 SA 3.1 BIlngual Asst

Amount	$170,368	$178,886
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000 SA 3.2 ELD Coaching	1000, 3000 SA 3.2 ELD Coaching
Amount	$257,682	$270,566
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000 SA 3.3 EL Specialist	2000, 3000 SA 3.3 EL Specialist

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 4: Professional Learning for SUSD Staff and Parents To provide staff and parents professional learning opportunities that promote efficient parent/student and	SA 4: Professional Learning for SUSD Staff and Parents To provide staff and parents professional learning opportunities that promote efficient parent/student and	SA 4: Professional Learning for SUSD Staff and Parents To provide staff and parents professional learning opportunities that promote efficient parent/student and

parent/educator strategies to aid in the improvement of their students' academic success. SA 4.1: Inactive SA 4.2: Inactive	parent/educator strategies to aid in the improvement of their students' academic success. SA 4.1: Inactive SA 4.2: Inactive	parent/educator strategies to aid in the improvement of their students' academic success. SA 4.1: Inactive SA 4.2: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	None	None	None
Budget Reference	None No cost due to inactive status	None No cost due to inactive status	None No cost due to inactive status

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
SA 5: Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. SA 5.1: Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. (USA PD Day and 2017-2018 STA, plus 3 days)	SA 5: Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level (PLCs) and cross grade level to review relevant and appropriate data to support and enhance effective instructional strategies. Teachers will have the opportunity to analyze student data outcomes as the content focus and determine students needs and set goals, focus on instructional strategies and assessments. Students who are most at-risk of not meeting grade level standards are our Students With Disabilities, English Learners, Foster Youth, Homeless, and other student groups: Hispanic, African/American, American Indian, and White make up a high percentage of our Low-Socioeconomic student numbers. Teachers have allocated time to collaborate to identify the learning needs of their unduplicated student groups students will provide opportunities for them to receive the differentiated instruction they need based on Tier 2 and 3 interventions. School Leaders are an integral part of the PLC model and collaboration with teachers. They will be responsible for monitoring collaboration and student learning outcomes for the unduplicated student groups.	SA 5: Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level (PLCs) and cross grade level to review relevant and appropriate data to support and enhance effective instructional strategies. Teachers will have the opportunity to analyze student data outcomes as the content focus and determine students needs and set goals, focus on instructional strategies and assessments. Students who are most at-risk of not meeting grade level standards are our Students With Disabilities, English Learners, foster Youth, Homeless, and other student groups: Hispanic, African/American, American Indian, and White make up a high percentage of our Low-Socioeconomic student numbers. Teachers having allocated to collaborate to identify the learning needs of their unduplicated student groups students will provide opportunities for them to receive the differentiated instruction they need based on Tier 2 and 3 interventions. School Leaders are an integral part of the PLC model and collaboration with teachers. They will be responsible for monitoring collaboration and student learning outcomes for the unduplicated student groups.

	SA 5.1: Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. (USA PD Day and 2017-2018 STA, plus 3 days). SA 5.2: USA Instructional Leadership & Professional Learning Communities.	SA 5.1: Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. (USA PD Day and 2017-2018 STA, plus 3 days). SA 5.2: USA Instructional Leadership & Professional Learning Communities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,184,130	$11,088,072	$11,642,475
Source	LCFF	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 SA 5.1 STA Collaboration/PD & Parent & USA PD	1000, 3000 SA 5.1 STA Collaboration/PD & Parent & USA PD
Amount		$602,451	$632,574
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 5.2 USA Instructional Leadership & Prof Learning Comm	1000, 3000 SA 5.2 USA Instructional Leadership & Prof Learning Comm

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 6: Implementation of Professional Learning Community (PLC) strategies To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. SA 6.1: Training in Professional Learning Communities (PLCs)	SA 6: Implementation of Professional Learning Community (PLC) strategies To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. Further increase equitable access to curriculum by providing additional supports for unduplicated student groups. Teachers will utilize data to identify the needed instructional support for Foster Youth, English Learners, and Low-Socioeconomic student groups through data and targeted instruction. Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Professional learning should also include	SA 6: Implementation of Professional Learning Community (PLC) strategies To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. Further increase equitable access to curriculum by providing additional supports for unduplicated student groups. Teachers will utilize data to identify the needed instructional support for Foster Youth, English Learners, and Low-Socioeconomic student groups through data and targeted instruction. Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Professional learning should also include

	use of a multi-tiered system of supports. Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction. SA 6.1: Training in Professional Learning Communities (PLCs),	use of a multi-tiered system of supports. Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction. SA 6.1: Training in Professional Learning Communities (PLCs),

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$630,000	$630,000	$630,000
Source	4035: TitleIIPartA-ImpvTchrQuality	4035: TitleIIPartA-ImpvTchrQuality	4035: TitleIIPartA-ImpvTchrQuality
Budget Reference	1000, 3000	1000, 3000, 5000 SA 6.1 Professional Learning PLC's	1000, 3000, 5000 SA 6.1 Professional Learning PLC's

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 7: Student Intervention Strategies and Support To provide students with appropriate and relevant intervention that supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement. SA 7.1: Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers SA 7.2: Tools, software, and resources to enhance student language and literacy acquisition as well as mathematic proficiency SA 7.3: Credit Recovery and Dropout Recovery Programs SA7.4 Inactive SA 7.5: Inactive SA 7.6: Resources for Teacher Participation in IEP Meetings	SA 7: Student Intervention Strategies and Support To provide students with an appropriate and relevant intervention that supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement. Ensure baseline college preparation and access for all students, including completion of A-G course sequence and supervision of A-G course submittal process, by offering multiple credit recovery options. Provide additional services and supports to ensure college and career preparation access for specific identified need of specific student groups, including English Learners, Low-Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations. Monitor students who are off track and offer credit recovery options. Remedial computer-based instruction for grades K-8 to close achievement gaps, tier 2 support for English Learners, Low-Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations .	SA 7: Student Intervention Strategies and Support To provide students with an appropriate and relevant intervention that supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement. Ensure baseline college preparation and access for all students, including completion of A-G course sequence and supervision of A-G course submittal process, by offering multiple credit recovery options. Provide additional services and supports to ensure college and career preparation access for specific identified need of specific student groups, including English Learners, Low-Socioeconomic, Foster youth, Homeless, Students With Special Needs, and other underrepresented populations. Monitor students who are off track and offer credit recovery options. Remedial computer-based instruction for grades K-8 to close achievement gaps, tier 2 support for English Learners, Low-Socioeconomic, Foster youth, Homeless, Students With Special Needs, and other underrepresented populations .

New teacher support targeted at academic instruction and classroom management to support our unduplicated student groups. Provide specific materials and support to assist Students With Disabilities, Foster Youth/Homeless and other underrepresented populations through the use of multi-tiered system of supports resources to support increased access Common Core instruction. Implement specific teaching strategies to assist Students With Disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Utilize curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.

SA 7.1: Inactive
SA 7.2: Tools, software, and resources to enhance student language and literacy acquisition as well as mathematics proficiency
SA 7.3: Credit Recovery and Dropout Recovery Programs
SA 7.4: Inactive
SA 7.5: Inactive
SA 7.6: Resources for Teacher Participation in IEP Meetings
SA 7.7: Special Ed Inclusion Specialist
SA 7.8: Special Ed Reading and Foster Youth Intervention Materials
SA 7.9: Provide intensive support to beginning teachers through the implementation of the Teacher Induction Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,323,665	$1,200,000	$1,200,000
Source	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	1000, 3000	5000-5999: Services And Other Operating Expenditures SA 7.2 Imagine Learning	5000-5999: Services And Other Operating Expenditures SA 7.2 Imagine Learning
Amount		$1,068,531	$1,090,958
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000, 4000, 5000 SA 7.3 Credit/Dropout Recovery Programs	1000, 2000, 3000, 4000, 5000 SA 7.3 Credit/Dropout Recovery Programs
Amount		$150,000	$150,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 7.6 Teacher Participation in IEP meetings	1000, 3000 SA 7.6 Teacher Participation in IEP meetings
Amount		$426,753	$448,091
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 7.7 Special Ed Inclusion Specialist	1000, 3000 SA 7.7 Special Ed Inclusion Specialist
Amount		$320,000	$0
Source		0100 LCFF Supp/Conc	None
Budget Reference		4000-4999: Books And Supplies SA 7.8 Reading Intervention Materials	None SA 7.8 Reading Intervention Materials

	Amount		$400,000	$400,000
	Source		4035: TitleIIPartA-ImpvTchrQuality	4035: TitleIIPartA-ImpvTchrQuality
	Budget Reference		1000, 3000 SA 7.9 New Teacher Mentoring	1000, 3000 SA 7.9 New Teacher Mentoring

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 8: Instructional Coaching To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.	SA 8: Instructional Coaching To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. Offer on-going professional learning including on-site	SA 8: Instructional Coaching To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. Offer on-going professional learning including on-site

SA 8.1: Instructional Coaches SA 8.2: Inactive	collaboration and job-embedded instructional coaching as a means to support the implementation of the CA Common Core State Standards, including the ELD standards. Targeted coaching to increase equitable access to curriculum for students by providing additional supports for targeted student populations (ELs, Low-Socioeconomic, Foster Youth , Students With Disabilities, and other underrepresented populations on tiered academic support. SA 8.1: Instructional Coaches SA 8.2: Inactive SA 8.3: New Teacher Support	collaboration and job-embedded instructional coaching as a means to support the implementation of the CA Common Core State Standards, including the ELD standards. Targeted coaching to increase equitable access to curriculum for students by providing additional supports for targeted student populations (ELs, Low-Socioeconomic, Foster Youth, Students With Disabilities, and other underrepresented populations on tiered academic support. SA 8.1: Instructional Coaches SA 8.2: Inactive SA 8.3: New Teacher Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,593,647	$4,906,382	$6,848,955
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000	1000, 3000 SA 8.1 Instructional Coaches	1000, 3000 SA 8.1 Instructional Coaches
Amount		$206,786	$217,125
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000 SA 8.3 New Teacher Suppot	1000, 2000, 3000 SA 8.3 New Teacher Support

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 9: Extended Day/Year Programs To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. SA 9.1:After School Program Homework Assistance, Tutoring and Enrichment SA 9.2 :Inactive SA9.3 Inactive SA 9.4: Maintain After School Site Facilitators for Non After School Program Grant Supported Schools Sites SA 9.5: Extended Year Programs	SA 9: Extended Day/Year Programs To provide educational, recreational and social activities for students that align with and extends beyond the mandatory instructional/academic day. Expanded learning services provide before, during, and after school Tier 2 and 3 interventions for English Learners, Low-Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations. Continue to offer summer programming to support credit recovery and prevent learning loss. SA 9.1: After School Program Homework Assistance, Tutoring, and Enrichment SA 9.2: Inactive SA 9.3: Inactive	SA 9: Extended Day/Year Programs To provide educational, recreational and social activities for students that align with and extends beyond the mandatory instructional/academic day. Expanded learning services provide before, during, and after school Tier 2 and 3 interventions for English Learners, Low-Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations. Continue to offer summer programming to support credit recovery and prevent learning loss. SA 9.1: After School Program Homework Assistance, Tutoring, and Enrichment SA 9.2: Inactive SA 9.3: Inactive

	SA 9.4: Expand After School Site Facilitators for Non After School Program Grant Supported Schools Sites SA 9.5: Inactive	SA 9.4: Maintain After School Site Facilitators for Non After School Program Grant Supported Schools Sites SA 9.5: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,298,447	$1,981,656	$2,080,739
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000, 4000, 5000	1000, 3000, 4000, 5000 SA 9.1 After School Tutoring & Enrichment	1000, 3000, 4000, 5000 SA 9.1 After School Tutoring & Enrichment
Amount		$237,929	$235,848
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000, 4000 SA 9.4 After School Site Facilitators & Start up	2000, 3000, 4000 SA 9.4 After School Site Facilitators
Amount		$0	$0
Source		None	None
Budget Reference		None SA 9.5 Combined with SA 9.1	None SA 9.5 Combined with SA 9.1

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 10: Site Allocation To provide individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their students. SA 10.1: School Site Allocation (Expenditures approved by School Site Council) SA 10.2: Department Allocation and Centralized Services	SA 10: Site Allocation Each school site in SUSD has unique needs tailored to their unduplicated students. To address the unique needs, sites will be allocated funding based on the number of unduplicated students. To provide individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their students. Offer tier 1 and 2 supports to address the academic needs of low income, English Learner, Foster Youth and students with disabilities. School sites will monitor student progress and identify students in need of additional support. Supports at school sites vary and may include: extra time provided for teachers after school tutoring, additional support with discipline and attendance through counseling and assistant principal support, library media technician, instructional materials, and bilingual assistants.	SA 10: Site Allocation Each school site in SUSD has unique needs tailored to their unduplicated students. To address the unique needs, sites will be allocated funding based on the number of unduplicated students. To provide individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their students. Offer Tier 1 and 2 supports to address the academic needs of low income, English Learner, Foster Youth and students with disabilities. School sites will monitor student progress and identify students in need of additional support. Supports at school sites vary and may include: extra time provided for teachers after school tutoring, additional support with discipline and attendance through counseling and assistant principal support, library media technician,instructional materials, and bilingual assistants.

| | Implementation and expenditures are reviewed by the School Site Council. Centralized support services are allocated based on the highest student needs at various locations and schools within the district.

SA 10.1: School Site Allocation (Expenditures approved by School Site Council)
SA 10.2: Department Allocation and Centralized Services - Language Development, Research, Curriculum & Child Welfare & Attendance | Implementation and expenditures are reviewed by the School Site Council. Centralized support services are allocated based on the highest student needs at various locations and schools within the district.

SA 10.1: School Site Allocation (Expenditures approved by School Site Council)
SA 10.2: Department Allocation and Centralized Services - Language Development, Research, Curriculum & Child Welfare & Attendance |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,204,787	$10,629,604	$11,161,084
Source	LCFF	0090: LCFF Educ Disadv Youth	0090: LCFF Educ Disadv Youth
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000 SA 10.1 School Site Allocations	1000, 2000, 3000, 4000, 5000 SA 10.1 School Site Allocations
Amount		$435,638	$457,420
Source		0091: LCFF English Learners	0091: LCFF English Learners
Budget Reference		1000, 2000, 3000, 4000, 5000 SA 10.2 Department Allocations Language Development	1000, 2000, 3000, 4000, 5000 SA 10.2 Department Allocations Language Development
Amount		$2,936,997	$3,083,847
Source		0090: LCFF Educ Disadv Youth	0090: LCFF Educ Disadv Youth
Budget Reference		1000, 2000, 3000, 4000, 5000 SA 10.2 Curriculum, Research, Child Welfare & Attend	1000, 2000, 3000, 4000, 5000 SA 10.2 Curriculum, Research, Child Welfare & Attend

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 11: College and Career Preparatory Opportunities To provide students with career and college strategies, increases to the A-G course completion rate, activities and opportunities that prepare them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. SA 11.1: Continue National Academy Foundation - Merlo/Chavez	SA 11: College and Career Preparatory Opportunities To provide students with career and college strategies, increases to the A-G course completion rate, activities that prepare them for the continuation of the educational path into college and career technical education. Career exploration opportunities early as Kindergarten in order to expand opportunities for our English Learners, Low-Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations to	SA 11: College and Career Preparatory Opportunities To provide students with career and college strategies, increases to the A-G course completion rate, activities that prepare them for the continuation of the educational path into college and career technical education. Career exploration opportunities early as kindergarten order to expand opportunities for our English Learners, Low-Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations to increase

SA 11.2: Continue and support AVID programs at each comprehensive high school area
SA 11.3: Reestablish and expand career centers and provide a technician at the high schools
SA 11.4: Computer mini-labs in comprehensive high school career centers and small high schools.
SA 11.5: Student Data Technicians - Comprehensive High Schools
SA 11.6: Support Career Technical Education (CTE) by funding career pathways and foundational programs
SA 11.7: Mathematics, Engineering, Science Achievement (MESA) Program
SA 11.8: Stockton Public Safety Academy
SA 11.9: Engineering Career Pathways (Project Lead the Way) for grades K-12
SA 11.10: JROTC Teacher
SA 11.11: College Entrance Examinations
SA 11.12: Tutoring Activities to Support AP, IB, and Dual Enrollment Students
SA 11.13: Partner with Greater Stockton Chamber of Commerce Business Education Alliance.
SA 11.14: Career Exploration Software and Programs for grades K-12

increase access to A-G courses and career technical education pathways through partnerships with local industries. Prepare students to overcome academic barriers for success in high school, college and careers, especially for students traditionally underrepresented (Foster Youth, Low-Socioeconomic, and English Learner student groups) in higher education through Advancement Via Individual Determination (AVID) Program. Offer computer software (SPARKS and XELLO) to students that will provide them the opportunity from the primary grades through high school the opportunity to develop early knowledge through a computer-based program and assessment career exploration, schools, programs, and experiences to form a plan/ roadmap for their future post-graduation.

SA 11.1:   Continue National Academy Foundation - Merlo/Chavez
SA 11.2:   Continue and support AVID programs at each comprehensive high school area
SA 11.3:   Reestablish and expand career centers and provide a technician for the high schools.
SA 11.4:   Inactive high school career centers and small high schools
SA 11.5:   Student Data Technicians - Comprehensive High Schools
SA 11.6:   Support Career Technical Education (CTE) by funding career pathways and foundational programs
SA 11.7:   Mathematics, Engineering, Science Achievement (MESA) Program

access to A-G courses and career technical education pathways through partnerships with local industries. Prepare students to overcome academic barriers for success in high school, college and careers, especially for students traditionally underrepresented (Foster Youth, Low-Socioeconomic, and English Learner student groups) in higher education through Advancement Via Individual Determination (AVID) Program. Offer computer software (SPARKS and XELLO) to a student that will provide them the opportunity from the primary grades through high school the opportunity to develop early knowledge through a computer-based program and assessment career exploration, schools, programs, and experiences to form a plan/ roadmap for their future post-graduation.

SA 11.1:   Continue National Academy Foundation - Merlo/Chavez
SA 11.2:   Continue and support AVID programs at each comprehensive high school area
SA 11.3:   Reestablish and expand career centers and provide a technician the high schools
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SA 11.5:   Student Data Technicians - Comprehensive High Schools
SA 11.6:   Support Career Technical Education (CTE) by funding career pathways and foundational programs
SA 11.7:   Mathematics, Engineering, Science Achievement (MESA) Program

	SA 11.8: Stockton Public Safety Academy SA 11.9: Engineering Career Pathways (Project Lead the Way) for grades K-12 SA 11.10: JROTC Teacher SA 11.11: College Entrance Examinations SA 11.12: Inactive SA 11.13: Partner with Greater Stockton Chamber of Commerce Business Education Alliance. SA 11.14: Career Exploration Software and Programs for grades K-12 SA 11.15: College & Career Readiness	SA 11.8: Stockton Public Safety Academy SA 11.9: Engineering Career Pathways (Project Lead the Way) for grades K-12 SA 11.10: JROTC Teacher SA 11.11: College Entrance Examinations SA 11.12: Inactive SA 11.13: Partner with Greater Stockton Chamber of Commerce Business Education Alliance. SA 11.14: Career Exploration Software and Programs for grades K-12 SA 11.15: College & Career Readiness

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,569,770	$30,000	$30,000
Source	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	5000-5999: Services And Other Operating Expenditures SA 11.1 National Academy Foundation	5000-5999: Services And Other Operating Expenditures SA 11.1 National Academy Foundation
Amount		$1,531,935	$1,531,935
Source		3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference		1000, 2000, 3000, 4000, 5000 SA 11.2 AVID	1000, 2000, 3000, 4000, 5000 SA 11.2 AVID
Amount		$924,407	$970,627
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 SA 11.3 Guidance Technicians Career Centers	2000, 3000 SA 11.3 Guidance Technicians Career Centers

Amount		$250,317	$262,833
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 SA 11.5 Student Data Technicians	2000, 3000 SA 11.5 Student Data Techncians
Amount		$293,625	$308,306
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000, 4000, 5000 SA 11.6 CTE Career Pathways	1000, 3000, 4000, 5000 SA 11.6 CTE Career Pathways
Amount		$100,000	$100,000
Source		3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference		5000-5999: Services And Other Operating Expenditures SA 11.7 MESA Contract	5000-5999: Services And Other Operating Expenditures SA 11.7 MESA Contract
Amount		$165,540	$173,817
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 11.8 Public Safety Academy	1000, 3000 SA 11.8 Public Safety Academy
Amount		$750,000	$750,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000, 4000, 5000 SA 11.9 Project Lead the Way	1000, 3000, 4000, 5000 SA 11.9 Project Lead the Way
Amount		$73,560	$77,238
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 11.10 JROTC	1000, 3000 SA 11.10 JROTC

Amount		$72,000	$72,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures SA 11.11 College Entrance Exam Fees	5000-5999: Services And Other Operating Expenditures SA 11.11 College Entrance Exam Fees
Amount		$85,000	$85,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures SA 11.13 Partner Stockton Chamber of Commerce Educ Alliance	5000-5999: Services And Other Operating Expenditures SA 11.13 Partner Stockton Chamber of Commerce Educ Alliance
Amount		$15,000	$15,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		5000-5999: Services And Other Operating Expenditures SA 11.13 Career Business Partnerships	5000-5999: Services And Other Operating Expenditures SA 11.13 Career Business Partnerships
Amount		$75,000	$75,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000, 5000 SA 11.14 Career Exploration Software	4000, 5000 SA 11.14 Career Exploration Software
Amount		$159,511	$372,653
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000, 4000, 5000 SA 11.15 College & Career Readiness	1000, 3000, 4000, 5000 SA 11.15 College & Career Readiness

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 12: Special Education Assistive Opportunities To provide students with assistive technology to meet their needs to achieve academic success. SA 12.1: Special Education Student Assistive Technology and Support	SA 12: Students With Disabilities to be provided for Tier 1 and 2 support in general education setting to increase success and access to meeting graduation requirements. Many of our Students With Disabilities are part of our Low-Socioeconomic student group. To provide equal access to core instruction in the mainstream classrooms additional general education teachers at the 4 comprehensive high schools will be hired to reduce class sizes in the general education courses. Provide assistive technology and support to enhance and provide equal access to core content and instruction.	SA 12: Students With Disabilities to be provided for Tier 1 and 2 support in general education setting to increase success and access to meeting graduation requirements. Approximately(97%)of our Students With Disabilities are part of our Low-Socioeconomic student group. To provide equal access to core instruction in the mainstream classrooms additional general education teachers at the 4 comprehensive high schools will be hired to reduce class sizes in the general education courses. Provide assistive technology and support to enhance and provide equal access to core content and instruction. (Verify)

	SA 12.1: Special Education Student Assistive Technology and Support SA 12.2: Special Education A-G Resource Teachers	SA 12.1: Special Education Student Assistive Technology and Support SA 12.2: Special Education A-G Resource Teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	4000, 5000	4000, 5000 SA 12.1 Spec Ed Student Assistive Technology & Support	4000, 5000 SA 12.1 Spec Ed Student Assistive Technology & Support
Amount		$752,154	$789,762
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 12.2 Special Ed A-G Resource Teachers	1000, 3000 SA 12.2 Special Ed A-G Resource Teachers

Action 13

OR

Actions/Services

	New Action	Unchanged Action
	SA 13: - Library Support Services District librarians assist schools with accessing materials to support the Common Core State Standards and supporting materials for Tier 2 and Tier 3	SA 13: Library Support Services District librarians assist schools with accessing materials to support the Common Core State Standards and supporting materials for Tier 2 and Tier 3

instruction. These services provide support and increased access for low income, English learner and Foster Youth in meeting grade level standards. In addition, instructional technology resources to enhance instruction and provide assistance with research and project-based learning. Increasing the pathways for college and career readiness for Foster Youth, English Learners, Low-Socioeconomic and other underrepresented student groups.

SA 13.1: District Librarian
SA 13.2: Library Rotating Catalog - Overdrive Ebooks Grades K-12
SA 13.3: Online search engine tool for student research projects

instruction. These services provide support and increased access for low income, English learner and Foster youth in meeting grade level standards. In addition, instructional technology resources to enhance instruction and provide assistance with research and project-based learning. Increasing the pathways for college and career readiness for Foster youth, English Learners, Low-Socioeconomic and other underrepresented student groups.

SA 13.1: District Librarian
SA 13.2: Library Rotating Catalog - Overdrive Ebooks Grades K-12
SA 13.3: Online search engine tool for student research projects

Budgeted Expenditures

Amount		$144,260	$151,473
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 SA 13.1 Librarian	1000, 3000 SA 13.1 Librarian
Amount		$100,000	$100,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000-4999: Books And Supplies SA 13.2 Library Rotating Catalog	4000-4999: Books And Supplies SA 13.2 Library Rotating Catalog

Amount	$14,000	$14,000
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures SA 13.3 On line Research Engine Tool	5000-5999: Services And Other Operating Expenditures SA 13.3 On Line Research Engine Tool

Action 14

<div align="center">

OR

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Actions/Services

	New Action	Unchanged Action
	SA 14 District LCAP Program Evaluation SA 14.1 LCAP Program Evaluator to monitor LCAP Goals and evaluate the impact that the supporting actions and services are having on meeting SUSD goals.	SA 14 District Program Evaluation SA 14.1 LCAP Program Evaluator to monitor LCAP Goals and evaluate the impact that the supporting actions and services are having on meeting SUSD goals.

Budgeted Expenditures

Amount	$172,280	$180,894
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000 SA 14.1 LCAP Program Evaluator	1000, 3000 SA 14.1 LCAP Program Evaluator

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Goal 2: Safe and Healthy Learning Environments
SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

SUSD Students Need:
• Highly Qualified Teachers. Data Source: SARC
• Facilities in good repair. Data Source: SARC
• Textbook sufficiency. Data Source: SARC
• Safe, peaceful and healthy campus environment. Data Source: CHKS and PLUS surveys

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports).	To increase upon the number of teachers of the school district who are appropriately assigned and fully credentialed in the subject areas, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district who are appropriately assigned and fully credentialed in the subject areas, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)
State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Baseline (2015-2016): 100% Data Source: SUSD District Textbook Sufficiency Resolution	To maintain the percentage of students that will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution).	To maintain the percentage of students that will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students that will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)
State Priority 1C: School facilities are maintained in good repair.	Baseline (2015-2016): 61.1% Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)
State Priority 6A: Pupil suspension rates.	Baseline (2015-2016): 9.4% suspension rate Data Source: SUSD Student Information System, CALPADS	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS).	To decrease suspension rates by 10%. (Verified by California Dashboard).	To decrease suspension rates by 10%. (Verified by California Dashboard).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Disproportionate student suspension rate of all significant subgroups will continue to decrease.	Baseline (2015-2016): 6,165 Total Suspensions (students) 49.78% Hispanic 30.53% African American 7.72% Caucasian 3% Other .58% American Indian/Alaskan Native 5.04% Asian Data Source: SUSD Student Information System, CALPADS	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS).	To decrease disproportionate student suspension rate of all significant student groups.(Verified by California Dashboard).	To decrease disproportionate student suspension rate of all significant student groups.(Verified by California Dashboard).
State Priority 6B: Pupil expulsion rates.	Baseline (2015-2016): .08% expulsion rate Data Source: SUSD Student Information System, CALPADS	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by DataQuest.)	To decrease expulsion rates rates by 3%. (Verified by DataQuest.)
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	Baseline (2015-2016): 51 Total Expulsions (students) 47.06% Hispanic 37.25% African American 5.88% Caucasian 1.96% Other	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS.)	To decrease disproportionate student expulsion rate of all significant subgroups. (Verified by DataQuest.)	To decrease disproportionate student expulsion rate of all significant subgroups. (Verified DataQuest.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	1.96% American Indian/Alaskan Native 5.88% Asian Data Source: SUSD Student Information System and CALPADS			
State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Baseline (2014-2015): 82% Data Source: California Healthy Kids Survey (CHKS)	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS) results will not be available for the 2018-2019 school year.) Peer Leaders Uniting Student Survey will be used. Baseline data will be from Winter survey results from the 2017-2018 comparison to Winter 2018-2019 results.	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS) results.)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 1: Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing. LE 1.1: Windows XP computer replacement LE 1.2: Information Services Technology Support	LE 1: Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing. Instructional technology purchased to support school sites based on need. The use of student Chromebooks and teacher technology requires support for this resource. SUSD continues to provide access to technology assisted instruction to close the experience gap through the use of individual technology devices with	LE 1: Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing. Instructional technology purchased to support school sites based on need. The use of student Chromebooks and teacher technology requires support for this resource. SUSD continues to provide access to technology assisted instruction to close the experience gap through the use of individual technology devices with

	internet access. This access is to ensure that unduplicated count students have access to the internet in school. LE 1.1: Windows XP computer replacement. LE 1.2: Information Services Technology Support.	internet access. This access is to ensure that unduplicated count students have access to the internet in school. LE 1.1: Windows XP computer replacement. LE 1.2: Information Services Technology Support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,338,976	$1,000,000	$1,000,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000, 4000	4000-4999: Books And Supplies LE 1.1 Windows Computer Replacement	4000-4999: Books And Supplies LE 1.1 Windows Computer Replacement
Amount		$381,901	$400,996
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 LE 1.2 Information Services Technology Support	2000, 3000 LE 1.2 Information Services Technology Support

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 2: High-Quality Teachers, Substitutes, Administrators and Staff To obtain, retain, train and support educators to be high quality and well-rounded role models that embody the vision that every student will succeed academically, socially, emotionally, and able to learn in a safe and supportive school climate. LE 2.1: Improve teacher, speech language pathologists and psychologists hiring timelines, incentives and credentialing LE 2.2: Training for Developing and Maintaining High- Quality Employees LE 2.3: Positive Behavior Intervention Support (PBIS) framework LE 2.4: Inactive LE2.5 Inactive LE 2.6: Student Success Teams (SST) and Student Assistance Program (SAP) development	LE 2: High-Quality Teachers, Substitutes, Administrators, and Staff Incentives to hire high-quality staff to work with our unduplicated student groups will be offered to ensure we provide the best staff possible to teach and provide support services for our students. To obtain, retain, train and support educators to be high quality and well-rounded role models that embody the vision that every student will succeed academically, socially, emotionally, and able to learn in a safe and supportive school climate. Provide new substitutes and teachers overview training on Common Core State Standards and classroom management to better prepare them to teach SUSD unduplicated students and have a better understanding on how to address their needs when teaching in a novel environment.	LE 2: High-Quality Teachers, Substitutes, Administrators, and Staff Incentives to hire high-quality staff to work with our unduplicated student groups will be offered to ensure we provide the best staff possible to teach and provide support services for our students. To obtain, retain, train and support educators to be high quality and well-rounded role models that embody the vision that every student will succeed academically, socially, emotionally, and able to learn in a safe and supportive school climate. Provide new substitutes and teachers overview training on Common Core State Standards and classroom management to better prepare them to teach SUSD unduplicated students and have a better understanding on how to address their needs when teaching in a novel environment.

LE 2.7: Behavior Intervention Team (BIT) development LE 2.8: Assistant Principals for K-8 LE 2.9: Educational Equity and Cultural Diversity	SUSD will continue to support and refine a MultiTiered System of Support (MTSS Behavior Support-Tier 1-3) to ensure the district is effective in meeting student needs to be engaged and connected to the school. Increased support, based on high need student suspension, absenteeism and low academic achievement of our foster youth, low socioeconomic, and English Learners and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies. Behavior intervention Support will increase to accommodate the high number of student referrals for behavior support. Proactive strategies will support the district's goal of increasing student attendance and decreasing suspension/expulsion rates, which will both contribute to higher rates of student achievement for our unduplicated student groups. These strategies include implementation and enhancement of the Positive Behavior Intervention Support services as well as the monitoring and implementation of practices such as Restorative Practices, using intervention staff, counselors, social service case managers, psychologists, and certificated/classified staff to meet the needs of students.	SUSD will continue to support and refine a MultiTiered System of Support (MTSS Behavior Support-Tier 1-3) to ensure the district is effective in meeting student needs to be engaged and connected to the school. Increased support, based on high need student suspension, absenteeism and low academic achievement of our foster youth, low socioeconomic, and English Learners and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies. Behavior intervention Support will increase to accommodate the high number of student referrals for behavior support. Proactive strategies will support the district's goal of increasing student attendance and decreasing suspension/expulsion rates, which will both contribute to higher rates of student achievement for our unduplicated student groups. These strategies include implementation and enhancement of the Positive Behavior Intervention Support services as well as the monitoring and implementation of practices such as Restorative Practices, using intervention staff, counselors, social service case managers, psychologists, and certificated/classified staff to meet the needs of students.

Implement Restorative Practices that are culturally responsive and trauma-informed. Counselors to be trained in Restorative Practices and will utilize those proactive and responsive strategies in situations such as Restorative Circles, post-suspension conferences, and conflict mediation. Collaboratively, staff will provide behavioral counseling/intervention support to provide positive and safe learning environments. Assistant Principals will be the site coordinator on the implementation of Restorative Practices.

Implement an increase in training on Inclusion and Diversity, Cultural Responsiveness, Restorative Practices, and Trauma Responsive schools. Analysis of school climate surveys and discipline data (office referrals, suspensions, and expulsions) to provide behavioral interventions for Foster and Homeless Youth, and advocate for equitable discipline for marginalized/ unduplicated youth who are disciplined disproportionately.

New action: Provide adequate staffing above formula for sites with unduplicated student groups with a higher need for socio-emotional and academic support in tier 2 and tier 3.

LE 2.1: Improve teacher, speech-language pathologists and psychologists

Implement Restorative Practices that are culturally responsive and trauma-informed. Counselors to be trained in Restorative Practices and will utilize those proactive and responsive strategies in situations such as Restorative Circles, post-suspension conferences, and conflict mediation. Collaboratively, staff will provide behavioral counseling/intervention support to provide positive and safe learning environments. Assistant Principals will be the site lead to the implementation of Restorative Practices.

Implement an increase in training on inclusion and diversity, cultural responsiveness, restorative practices, and trauma responsive schools. Analysis of school climate surveys and discipline data (office referrals, suspensions, and expulsions) to provide behavioral interventions for Foster and Homeless Youth, and advocate for equitable discipline for marginalized/ unduplicated youth who are disciplined disproportionately.

New action: Provide adequate staffing above formula for sites with unduplicated student groups with a higher need for socio-emotional and academic support in tier 2 and tier 3.

LE 2.1: Improve teacher, speech-language pathologists and psychologists hiring timelines, incentives and credentialing

	hiring timelines, incentives and credentialing LE 2.2: Training for Developing and Maintaining High-Quality Employees LE 2.3: Positive Behavior Intervention Support (PBIS) framework LE 2.4: Inactive LE 2.5: Inactive LE 2.6: Student Success Teams (SST) and Student Assistance Program (SAP) development LE 2.7: Behavior Intervention Team (BIT) development LE 2.8: Assistant Principals K-8 restoration LE 2.9: Educational Equity and Cultural Diversity LE 2.10: PBIS Parent outreach and classroom management LE 2.11: Unconscious Bias/Diversity & Inclusion/Culturally Responsive Strategies LE 2.12: Behavior Intervention Team data system LE 2.13: Expansion Behavior Intervention Team Start-Up Cost LE 2.14: Over formula Positions (AP's, CSA's, CSM's & Teachers)	LE 2.2: Training for Developing and Maintaining High-Quality Employees LE 2.3: Positive Behavior Intervention Support (PBIS) framework LE 2.4: Inactive LE 2.5: Inactive LE 2.6: Student Success Teams (SST) and Student Assistance Program (SAP) development LE 2.7: Behavior Intervention Team (BIT) development LE 2.8: Assistant Principals K-8 restoration LE 2.9: Educational Equity and Cultural Diversity LE 2.10: PBIS Parent outreach and classroom management LE 2.11: Unconscious BIas/Diversity & Inclusion/Culturally Responsive Strategies LE 2.12: Behavior Intervention Team data system LE 2.13: Expansion Behavior Intervention Team Start-Up Cost LE 2.14: Over formula Positions (AP's, CSA's, CSM's & Teachers)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year			
Amount	$5,341,516	$63,592	$66,772
Source	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 3312 – 3332 Special Education, 4035 TitleIIPartA-ImpvTchrQuality, 6512 – Special Education	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 3000 LE 2.1 Hiring Incentives	1000, 3000 LE 2.1 Hiring Incentives
Amount		$119,502	$125,477
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		2000, 3000 LE 2.1 Labor Relations Analyst	2000, 3000 LE 2.1 Labor Relations Analyst
Amount		$30,000	$30,000
Source		4035: TitleIIPartA-ImpvTchrQuality	4035: TitleIIPartA-ImpvTchrQuality
Budget Reference		1000, 3000, 4000, 5000 LE 2.2 New Teacher Training	1000, 3000, 4000, 5000 LE 2.2 New Teacher Training
Amount		$1,066,000	$1,066,000
Source		3312: SpEdLocAsstPrtBSec611 CEIS	3312: SpEdLocAsstPrtBSec611 CEIS
Budget Reference		1000, 2000, 3000, 4000, 5000 LE 2.3 PBIS Coordinator	1000, 2000, 3000, 4000, 5000 LE 2.3 PBIS Coordinator
Amount		$155,999	$163,799
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 LE 2.3 PBIS Chair	1000, 3000 LE 2.3 PBIS Chair

Amount		$255,999	$263,799
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 LE 2.6 Student Success Teams	1000, 3000 LE 2.6 Student Success Teams
Amount		$3,136,099	$3,292,904
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000, 4000, 5000 LE 2.7 BIT Teams	1000, 3000, 4000, 5000 LE 2.7 BIT Teams
Amount		$2,906,443	$3,051,765
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 LE 2.8 Assistant Principal Restoration	1000, 3000 LE 2.8 Assistant Principal Restoration
Amount		$285,996	$300,296
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000 LE 2.9 Educational Equity	1000, 2000, 3000 LE 2.9 Educational Equity
Amount		$25,000	$0.
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 2.10 PBIS Parent Outreach & Classroom Mgt	None LE 2.10
Amount		$130,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 2.11 Diversity & Inclusion	None LE 2.11

Amount		$41,000	$0
Source		0100 LCFF Supp/Conc	None
Budget Reference		4000, 5000 LE 2.12 BIT Data System	None LE 2.12
Amount		$118,090	$0
Source		0100 LCFF Supp/Conc	None
Budget Reference		4000-4999: Books And Supplies LE 2.13 BIT Team Start Up	None LE 2.13
Amount		$3,123,040	$3,279,192
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000 LE 2.14 Over formula Positions AP's, CSA's, CSM's & Teachers	1000, 2000, 3000 LE 2.14 Over formula Positions AP's, CSA's, CSM's & Teachers

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 3: Instructional Technology Solutions To provide educators with technologically appropriate instructional resources to deliver high quality and relevant instruction to students. LE 3.1: Inactive	LE 3: Instructional Technology Solutions To provide educators with technologically appropriate instructional resources to deliver high quality and relevant instruction to students. LE 3.1: The EdTech Cadre consists of K-12 certificated staff in Stockton Unified. The cadre members will support school zones across the district. Zone teams range from 2-5 members and support 3-6 schools. They will provide tech sessions at the sites in their zones. The tech cadre helps disseminate information to the sites and is able to relay concerns or tech issues present at the sites. The tech cadre will work with the Instructional Technology team in Curriculum to build the capacity of our cadre first, and ultimately with our teachers to design lessons that integrate technology, are engaging for students, and address Common Core, ISTE National Tech, and STEM standards. The software associated with these services will provide our students with low academic achievement and our Foster Youth, Low Socioeconomic, and English Learners and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) with Tier 1 and Tier 2 support when utilizing their Chromebooks to supplement core instruction.	LE 3: Instructional Technology Solutions To provide educators with technologically appropriate instructional resources to deliver high quality and relevant instruction to students. LE 3.1: The EdTech Cadre consists of K-12 certificated staff in Stockton Unified. The cadre members will support school zones across the district. Zone teams range from 2-5 members and support 3-6 schools. They will provide tech sessions at the sites in their zones. The tech cadre helps disseminate information to the sites and is able to relay concerns or tech issues present at the sites. The tech cadre will work with the Instructional Technology team in Curriculum to build the capacity of our cadre first, and ultimately with our teachers to design lessons that integrate technology, are engaging for students, and address Common Core, ISTE National Tech, and STEM standards. The software associated with these services will provide our students with low academic achievement and our Foster Youth, Low Socioeconomic, and English Learners and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) with Tier 1 and Tier 2 support when utilizing their Chromebooks to supplement core instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$100,000	$100,000
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None No cost due to inactive status	4000, 5000 LE 3.1 Google Monitoring Software (SysCloud)	4000, 5000 LE 3.1 Google Monitoring Software (SysCloud)

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 4: Financial & Human Resources Application Solutions To update and maintain vital technological software and application solutions to effectively conduct all district business	LE 4: Financial & Human Resources Application Solutions To update and maintain vital technological software and application solutions to effectively conduct all district business	LE 4: Financial & Human Resources Application Solutions To update and maintain vital technological software and application solutions to effectively conduct all district business

related activities to meet the needs of staff and educators.	related activities to meet the needs of staff and educators.	related activities to meet the needs of staff and educators.
LE 4.1: Inactive	LE 4.1: Inactive	LE 4.1: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source		None	None
Budget Reference	No cost due to inactive status	None No cost due to inactive status	None No cost due to inactive status

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 5: Facility Support To provide students and educators with facilities that are clean and functional to receive and deliver instruction. LE 5.1: Custodial/Maintenance Services Gap Restoration. LE 5.2: Deferred Maintenance. LE 5.3: Environmental Compliance and Building Safety Oversight and Response.	LE 5: Facility Support To provide students and educators with facilities that are clean and functional to receive and deliver instruction. Maintain clean, safe and appealing facilities conducive to learning is a priority to increase student connectedness. LE 5.1: Custodial/Maintenance Services Gap Restoration LE 5.2: Deferred Maintenance LE 5.3: Environmental Compliance and Building Safety Oversight and Response	LE 5: Facility Support To provide students and educators with facilities that are clean and functional to receive and deliver instruction. Maintain clean, safe and appealing facilities conducive to learning is a priority to increase student connectedness. LE 5.1: Custodial/Maintenance Services Gap Restoration LE 5.2: Deferred Maintenance LE 5.3: Environmental Compliance and Building Safety Oversight and Response

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,679,705	$2,097,413	$2,202,284
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000, 4000, 5000	2000, 3000 LE 5.1 Custodial Restoration	2000, 3000 LE 5.1 Custodial Restoration
Amount		$2,000,000	$2,000,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		7000-7439: Other Outgo LE 5.2 Deferred Maintenance	7000-7439: Other Outgo LE 5.2 Deferred Maintenance
Amount		$212,395	$223,015
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 LE 5.3 Building Safety	2000, 3000 LE 5.3 Building Safety

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 6: Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. LE 6.1: Basic Instruction and Teacher Staffing	LE 6: Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, and to include Grade Span Adjustment. Reduce class sizes to increase teacher support for our most at-risk student groups: Foster Youth, English Learners, Low Socioeconomic. Provide instructional minutes above the state required minutes to enhance learning opportunities to support academic achievement and increase school connectedness.	LE 6: Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, and to include Grade Span Adjustment. Reduce class sizes to increase teacher support for our most at-risk student groups: Foster Youth, English Learners, Low Socioeconomic. Provide instructional minutes above the state required minutes to enhance learning opportunities to support academic achievement and increase school connectedness.

	LE 6.1: Basic Instruction and Teacher Staffing. LE.6.2: Instructional minutes above and beyond state minimum.	LE 6.1: Basic Instruction and Teacher Staffing. LE.6.2: Instructional minutes above and beyond state minimum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$134,929,035	$174,980,510	$183,729,535
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 LE 6.1 BASE Instructional Program	1000, 3000 LE 6.1 BASE Instructional Program
Amount		$6,800,295	$7,140,310
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 LE 6.2 Instructional Minutes	1000, 3000 LE 6.2 Instructional Minutes

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 7: Parent and Community Relations To provide parents and students (including Homeless and Foster Youth) with the resources necessary to enhance relationships that creates safe and healthy learning environments. LE 7.1: "Whole-Family" Response and Resources	LE 7: - Parent and Community Relations To provide parents and students (including Homeless and Foster Youth) with the resources necessary to enhance relationships that create safe and healthy learning environments. Foster Youth receive educational counseling from a Foster Youth Services (FYS) Department Program Service Coordinator to ensure they receive equal access to educational opportunities. Case management services are inclusive: school enrollment and attendance support services, records retrieval, needs appraisal and evaluation, crisis management, and coordination with external agencies. An additional position (a community liaison) will support outreach and expansion of services. Targeted actions and services: For Foster Youth: Maintain and expand support staff to ensure district and school site staff are informed about and implement all laws and district policies affecting Foster Youth. * Collaborate with schools, child welfare and probation agencies, school sites and	LE 7: Parent and Community Relations To provide parents and students (including Homeless and Foster Youth) with the resources necessary to enhance relationships that create safe and healthy learning environments. Foster Youth receive educational counseling from a Foster Youth Services (FYS) Department Program Service Coordinator to ensure they receive equal access to educational opportunities. Case management services are inclusive: school enrollment and attendance support services, records retrieval, needs appraisal and evaluation, crisis management, and coordination with external agencies. An additional position (a community liaison) will support outreach and expansion of services. Targeted actions and services: For Foster Youth: Maintain and expand support staff to ensure district and school site staff are informed about and implement all laws and district policies affecting Foster Youth. * Collaborate with schools, child welfare and probation agencies, school sites and

FYS district level staff to reduce school transfers and absenteeism.
*Ensure priority access for Foster Youth to tutoring and other academic and social-emotional supports (such as Positive Behavioral Intervention and Supports ("PBIS"), Restorative Practices ("RP"), school social workers/mental health counselors, mentoring), afterschool and summer
enrichment programs, and extracurricular activities.
*All education rights holders (ERH) / youth who determine it is in the youth's best interests to remain in their school of origin will remain in their school of origin through the support of the LEA, including transportation support as needed and outlined in the transportation plans required by the Every Student Succeeds Act (ESSA).
* Close the gap between Foster Youth and the general student population with regard to standardized test scores; participation in academic resources and supports
(including but not limited to tutoring, academic enrichment
programs, summer school/extended year programs, credit recovery programs, and academic counseling);
* A-G enrollment and passage rates; AP/Honors enrollment and passage rates; and career/technical/ vocational/transition planning, courses, and services including career pathways and linked learning opportunities.
*The gap between Foster Youth and the general student population will decrease

FYS district level staff to reduce school transfers and absenteeism.
*Ensure priority access for Foster Youth to tutoring and other academic and social-emotional supports (such as Positive Behavioral Intervention and Supports ("PBIS"), Restorative Practices ("RP"), school social workers/mental health counselors, mentoring), afterschool and summer
enrichment programs, and extracurricular activities.
*All education rights holders (ERH) / youth who determine it is in the youth's best interests to remain in their school of origin will remain in their school of origin through the support of the LEA, including transportation support as needed and outlined in the transportation plans required by the Every Student Succeeds Act (ESSA).
* Close the gap between Foster Youth and the general student population with regard to standardized test scores; participation in academic resources and supports
(including but not limited to tutoring, academic enrichment
programs, summer school/extended year programs, credit recovery programs, and academic counseling);
* A-G enrollment and passage rates; AP/Honors enrollment and passage rates; and career/technical/ vocational/transition planning, courses, and services including career pathways and linked learning opportunities.
*The gap between Foster Youth and the general student population will decrease

with regard to graduation rates, attendance, and dropout rates, school discipline rates, and participation in social-emotional supports.

SUSD works in collaboration with our Homeless/McKinney Vento Department: Will support the enrollment, attendance, and achievement of homeless students to ensure they receive equal access to educational opportunities. Provide services and assistance in the following areas: Direct services Pre-K thru 12: Intakes with families and unaccompanied youth referred to our Program, Case Management/Home visits for families and unaccompanied youth which include one-on–one direct contact, school visits and education and information regarding their rights under the Homeless Education Act. Advocate for families and unaccompanied youth, attend CPS family meetings and other outside interventions, crisis intervention skills, case management, community resources to support the family towards stabilization and better school attendance, maintain documentation on all services provided to youth, and coordinate with transportation to arrange for services for homeless children and youth.

Expanded services for Low Socioeconomic, Homeless, Foster Youth and English Learner student groups will be provided through parent liaisons throughout the district. Targeted family support to increase parent engagement and student connectedness will be provided.

	LE 7.1: "Whole-Family" Response and Resources Parent Liaison LE 7.2: Social Services Case Manager & Community Assist Serving Foster Youth LE 7.3: Serving Homeless Students	LE 7.1: "Whole-Family" Response and Resources Parent Liaison LE 7.2: Social Services Case Manager & Community Assist Serving Foster Youth LE 7.3: Serving Homeless Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$515,842	$172,954	$181,602
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000	2000, 3000 LE 7.1 Parent Liaisons	2000, 3000 LE 7.1 Parent Liaisons
Amount		$940,704	$987,740
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 LE 7.2 Social Svs Case Managers & Community Asst	2000, 3000 LE 7.2 Social Svs Case Managers & Community Asst
Amount		$431,473	$445,168
Source		3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference		2000, 3000, 4000, 5000 LE 7.3 Homeless Students	2000, 3000, 4000, 5000 LE 7.3 Homeless Students

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 8: Health Services To provide student and families with appropriate health services interventions to be healthy and more able to learn. LE 8.1: Subacute Health Care Services Response and Management LE 8.2: Healthy Start Program	LE 8: Health Services To provide student and families with appropriate health services interventions to be healthy and more able to learn. The Integrated Community Liaison Program Coordinator will establish meaningful relationships with local health care providers and through those relationships coordinate mental and physical health resources for students. These services will support SUSD high school campuses thereby increasing access to service for foster children, disenfranchised youth and those from lower socioeconomic groups. The increased access to resources will enable students to receive services at their sites, decreasing existing health related barriers to their success in school by increasing their mental and physical health. Health Services:	LE 8: Health Services To provide student and families with appropriate health services interventions to be healthy and more able to learn. The Integrated Community Liaison Program Coordinator will establish meaningful relationships with local health care providers and through those relationships coordinate mental and physical health resources for students. These services will support SUSD high school campuses thereby increasing access to service for foster children, disenfranchised youth and those from lower socioeconomic groups. The increased access to resources will enable students to receive services at their sites, decreasing existing health related barriers to their success in school by increasing their mental and physical health. Health Services:

*Will continue development of trauma responsive practice resources at School Based Health Centers and expand those services to remaining high schools.
*Will develop additional health related partnerships with Community Agencies to increase services for Foster Youth, children from lower socioeconomic and EL families.
*Will coordinate ongoing initial CPR certification and recertification for all SUSD employees.
*Provide additional trained personnel to assist in Specialized Health Care Procedures at designated sites.
*Connect parents/guardians of Foster Youth, Lower Socioeconomic students, and English Learners with available community resources.
*Health Care Assistant will provide initial CPR certification and recertification for site staff coordinated by CRLPC .
*Continue development of trauma responsive practice resources at School Based Health Centers and expand those services to remaining high schools
*Provide services to support our Low Socioeconomic student group and families on child obesity.
*First Aid kits available in classrooms to provide basic aid to students.
*Increase basic health services for our low-socioeconomic student group.

LE 8.1: Subacute Health Care Services Response and Management
LE 8.2: Healthy Start Program

	LE 8.3: Community Resource Liaison Program Coordinator LE 8.4: Lockable First Aid Kits LE 8.5: Targeted Child Obesity Program - Diabetic Camp	LE 8.3: Community Resource Liaison Program Coordinator LE 8.4: Lockable First Aid Kits-REMOVED LE 8.5: Targeted Child Obesity Program - Diabetic Camp-REMOVED

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$638,854	$1,579,558	$1,658,536
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000	1000, 2000, 3000 LE 8.1 LVN's & HCA's	1000, 2000, 3000 LE 8.1 LVN's & HCA's
Amount		$252,860	$265,503
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 LE 8.2 Healthy Start Coordinators	2000, 3000 LE 8.2 Healthy Start Coordinators
Amount		$158,550	$166,478
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 LE 8.3 Community Resource Liaison Prog Coordinator	1000, 3000 LE 8.3 Community Resource Liaison Prog Coordinator
Amount		$25,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 8.4 Lockable First Aid Kits	None LE 8.4

Amount		$100,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 8.5 Obesity Program/Diabetic Camp	None LE 8.5

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Location(s)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 9: Community Oriented Policing Program To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. LE 9.1: Visible Support of Safe and Secure Campuses	LE 9: Community Oriented Outreach Program To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. Campus safety monitors and assistants serve at all schools across our district in a multitude of roles – as our first line of	LE 9: Community Oriented Outreach Program To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. Campus safety monitors and assistants serve at all schools across our district in a multitude of roles – as our first line of

LE 9.2: Community Oriented Policing Program
LE 9.3: Project Evaluator/Crime Data Analyst
LE 9.4: Purchase District-wide Security Camera/Alarm System
LE 9.5: Emergency Preparedness and Response Solutions
LE 9.6: Support of Drug-Free Campuses
LE 9.7: Training to Support of Safe and Secure Campuses
LE 9.8: Strengthening School and Stakeholder Connections through Training
LE 9.9: Data Analysis Tools and Software to achieve safe and secure campuses
LE 9.10: Equipment to Support Safe and Secure Campuses
LE 9.11: Safe and Supportive Special Events and Outreach
LE 9.12: At-Risk Program

defense, conflict mediators and problem solvers, monitors and mentors. Campus safety monitors and assistants serve at all schools across our district in a multitude of roles – as our first line of defense, conflict mediators and problem solvers, monitors and mentors. Staff wear standardized uniform attire for a professional appearance and to ensure their visible presence during the school day as well as after hours during games or other events. Staff in this capacity (school security in California K-12/community college districts) are required to comply with mandated training per SB 1626 (developed by BSIS, DCA, POST). Training to include 24 hours of online training and ongoing SUSD professional development provides training.

"Community Oriented Outreach Program" Police Department staff to provide for community outreach and engagement; enhancing public awareness of public safety by promoting positive police interactions and non-enforcement contacts – examples include multiple, various special events, oversight of the Stockton Public Safety Academy, involvement in Stockton Crime Stoppers, school resource officers, mentoring programs and fingerprint services for SUSD parent volunteer applicants.

Police Department staff to provide for community outreach and engagement; enhancing public awareness of public safety by promoting positive police

interactions and non-enforcement contacts – examples include multiple, various special events, oversight of the Stockton Public Safety Academy, involvement in Stockton Crime Stoppers, school resource officers, mentoring programs and fingerprint services for SUSD parent volunteer applicants.

"Crime Data Analyst / Researcher" Utilization of "big data" is the current best practice for any organization to more effectively track its impact and remain accountable to its mission and stakeholders. The Crime Data Analyst / Researcher is responsible to track police performance, outcomes, and community impact through the management and analysis of Department and District data. The Crime Data Analyst / Researcher provides a variety of tactical, operational, and strategic analyst support to include describing crime and calls for service, strengthening situational awareness - support police department in efforts to proactively respond to increased incidences, track and deploy traffic /other enforcement (26 officers vs. 59 campuses). The Crime Data Analyst /Researcher will respond to data requests, provide empirical analysis to address questions from community/government stakeholders; assist with strategic planning by conducting analyses relevant to policy decision making and implementation evaluation, compile all data and draft the Department's annual end of year report for Board approval and public distribution.

The Emergency Services Coordinator will conduct the following:
* Management of the District's emergency services program to ensure student and staff safety and preparedness at all sites.
* Management of the District's Readiness and Emergency Management for Schools (REMS) program, including its ongoing updates, emergency management training, and drills.
* Oversight, training, and implementation of SHARE 911 – a multi-platform emergency notification system throughout the District.
* Coordinate the District's Crisis Response Team.
* Team Member and trainer for the District's Threat Assessment Inquiry Protocol.
* Coordinate and lead trainer for lockdown instruction and drills on crisis mitigation, intervention, and prevention.

District K-9 Teams:
* Provide education-based training and presentations to students on drug awareness and the impact of drug use
* Coordinate a K9 Team Mentoring Outreach Program
* Coordinate a Child Safety Seat Training Program
* Conduct searches for illegal narcotics as needed and in compliance with the law
* Coordinate community outreach for other events such as Adopt-A-Family focusing on Foster and Homeless Youth, ELL students, and low-income families

	* Participate in POST-required weekly training * Provide for overall health services for two canines "Training to Strengthen and Enhance School Stakeholder Relationships" District Police staff to attend current, contemporary training on school resource officer related topics to enhance school-based partnerships. *SHARE 911 – A digital Emergency network that connects SUSD (all the workplaces and the people) to share information as quickly as possible during an emergency. Staff will receive immediate and shared notifications of school safety precautions including lockdowns, training, drills, etc. *SPSS software and tools to analyze trends that will allow department staff to proactively respond to increased incidences and modify procedures/deployment strategies as needed. * Maintain equipment necessary for police services/operations in support of safe and secure campuses. "Special Events and Outreach to Support Safe and Secure Campuses" Community outreach– will enhance public awareness of public safety; police and community engagement to include special events not covered by site funds such as parent or back to school nights, holiday-themed activities, recruitment events, Open	* Participate in POST-required weekly training * Provide for overall health services for two canines "Training to Strengthen and Enhance School Stakeholder Relationships" District Police staff to attend current, contemporary training on school resource officer related topics to enhance school-based partnerships. *SHARE 911 – A digital Emergency network that connects SUSD (all the workplaces and the people) to share information as quickly as possible during an emergency. Staff will receive immediate and shared notifications of school safety precautions including lockdowns, training, drills, etc. *SPSS software and tools to analyze trends that will allow department staff to proactively respond to increased incidences and modify procedures/deployment strategies as needed. * Maintain equipment necessary for police services/operations in support of safe and secure campuses. "Special Events and Outreach to Support Safe and Secure Campuses" Community outreach– will enhance public awareness of public safety; police and community engagement to include special events not covered by site funds such as parent or back to school nights, holiday themed activities, recruitment events, Open

Houses, public safety or job fairs, and other community events. Reduce allotment from 215k to 100k (Redistribution / re-allocation as follows: 65k to "Youth Explorer Program" Youth Development Explorer Program - a Career Oriented Program which will provide youth with the opportunity to explore a career in public safety and collaborate with District police, local public service agencies and other Explorer Posts. Youth in the program may participate in county and statewide Explorer competitions. Events and activities will occur after school hours (evenings and weekends).

After school program services students with the highest needs academically and socially (Foster Youth, Low Socioeconomic, and English Learners).

The need to increase safety and limited access when the school is the most vulnerable is a must. A buzzer system will be installed at all schools.

Implement threat assessment training to ensure student safety and promote a positive school culture. Part of promoting school connectedness is to help determine whether students are motivated to learn and stay in school. A school where students feel safe (and are surrounded by adults who manage the environment) will enhance a healthy and positive school culture, providing our unduplicated student groups with equal access to support and

opportunities that help them learn and thrive.

LE 9.1: Visible Support of Safe and Secure Campuses (CSA & CSM's)
LE 9.2: Community Oriented Policing Program
LE 9.3: Crime Data Analyst
LE 9.4: Purchase District-wide Security Camera/Alarm System-REMOVED
LE 9.5: Emergency Preparedness and Response Solutions
LE 9.6: Support of Drug-Free Campuses
LE 9.7: Training to Support of Safe and Secure Campuses
LE 9.8: Strengthening School and Stakeholder Connections through Training
LE 9.9: Data Analysis Tools and Software to achieve safe and secure campuses
LE 9.10: Equipment to Support Safe and Secure Campuses
LE 9.11: Safe and Supportive Special Events and Outreach
LE 9.12: Youth Explorer Program
LE 9.13: Buzzer System on all gates & offices
LE 9.14: Threat Assessment Training

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,598,249	$954,891	$1,000,636
Source	0000 LCFF Base	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000, 4000, 5000	2000, 3000, 4000, 5000 LE 9.1 School Site CSA's & CSM's	2000, 3000, 4000, 5000 LE 9.1 School Site CSA's & CSM's

Amount		$867,388	$910,757
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		2000, 3000 LE 9.2 Community Oriented Policing Program	2000, 3000 LE 9.2 Community Oriented Policing Program
Amount		$131,772	$138,361
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 LE 9.3 Project Evaluator / Crime Data Analyst	2000, 3000 LE 9.3 Project Evaluator / Crime Data Analyst
Amount		$171,415	$179,986
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 LE 9.5 Emergency Preparedness & Response	2000, 3000 LE 9.5 Emergency Preparedness
Amount		$91,226	$95,787
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		2000, 3000 LE 9.6 Support for Drug Free Campuses	2000, 3000 LE 9.6 Support for Drug Free Campuses
Amount		$178,341	$187,258
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		2000, 3000 LE 9.7 CSA & CSM Oversight	2000, 3000 LE 9.7 CSA & CSM Oversight
Amount		$150,000	$150,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000, 4000, 5000 LE 9.8 Behavior Intervention Training	2000, 3000, 4000, 5000 LE 9.8 Behavior Intervention Training

Amount		$60,000	$60,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000, 5000 LE 9.9 Data Analysis Tools & Software	4000, 5000 LE 9.9 Data Analysis Tools & Software
Amount		$250,000	$250,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		4000-4999: Books And Supplies LE 9.10 Equipment to Support Safe & Secure Campuses	4000-4999: Books And Supplies LE 9.10 Equipment to Support Safe & Secure Campuses
Amount		$115,000	$115,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000, 4000, 5000 LE 9.11 Safe & Supportive Special Events & Outreach	2000, 3000, 4000, 5000 LE 9.11 Safe & Supportive Special Events & Outreach
Amount		$50,000	$50,000
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000, 4000, 5000 LE 9.12 Youth Explorer Program	2000, 3000, 4000, 5000 LE 9.12 Youth Explorer Program
Amount		$400,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 9.13 Buzzer System & Gates & Offices	None LE 9.13
Amount		$25,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 9.14 Threat Assessment Training	None LE 9.14

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action
Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

LE 10: School Counseling
To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness.

LE 10.1: Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion
LE 10.2: Continue and expand gender/LGBT diversity training for staff

2018-19 Actions/Services

LE 10: School Counseling
To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness; to provide academic and career counseling to support
students; to provide targeted assistance to Low Socioeconomic students,
English Learners, Foster Youth, and Students With Disabilities in College and Career Readiness activities and guidance.
Counselors at every high school and elementary school district wide will:

2019-20 Actions/Services

LE 10: School Counseling
To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness; to provide academic and career counseling to support
students; to provide targeted assistance to Low Socioeconomic students,
English Learners, Foster Youth, and Students With Disabilities in College and Career Readiness activities and guidance.
Counselors at every high school and elementary school district wide will:

*Plan and coordinate the district-wide college/career fair
*Provide community and parent education of A-G requirements, college applications, and financial aid applications
*Coordinate SAT Preparatory classes, including training facilitators to teach the SAT classes, and student registration for the class
*Facilitate SAT and ACT Fee Waivers for students in need of financial support
*Develop and provide formal and informal staff training with regard to college and career readiness initiatives
*Collaborate with Educational Equity department to provide mentoring support to our unduplicated student populations
*Continue collaboration with Curriculum department on A-G implementation and accountability
*Development and monitoring of a 6-year plan for grades 7-12.
*Provide additional support for students in special education regarding the transition to and out of high school
*As a sustainable measure expected in the CA College Readiness Block Grant and to continue to meet district goals of increasing the A-G completion rate, the Lead Counselor/SAP Chairperson, will determine targeted college awareness and preparatory activities based upon data collected from multiple sources. These activities will be geared toward our EL, Low SES, Students With Disabilities, and Foster/ Homeless Youth populations to increase access to post-secondary

opportunities that they otherwise would not have had including but not limited to:
*9th grade articulation activities and 9th grade college tours.
*Plan and coordinate the district-wide college/career fair.
*Coordination of Xello (updated version of Career Cruising) training and implementation grades K-12.
*Community and parent education of A-G requirements, college applications, and financial aid applications.
*Develop and provide formal and informal staff training with regard to college and career readiness initiatives
*Collaborate with Educational Equity department to provide mentoring support to our unduplicated student populations

In accordance with the American School Counselor Association's National Model, school counselors will provide the following Supports:

*Advocate for equitable access to programs of study preparing all students for college and career
*Identify and provide support for Foster Youth and Homeless students to secure all the opportunities available for college access
*Coordinate instructional opportunities for unduplicated special populations (Low Socioeconomic, English Learner, and Foster Youth, and/or Homeless Youth) to ensure students and parents understand both the nature and consequences of test performance on promotion, graduation and

college access, including the Early Assessment Program relation to SBAC. Address testing issues including fear, stress, and anxiety
*Provide all students with Career Awareness, Exploration, and Development through the district approved program
*Monitor enrollment and successful completion of Dual Enrollment courses and Career Technology Education (CTE) pathways for all high school students
*Support increasing CTE courses based on interest of unduplicated special populations
*Multi-Tiered Systems of Support to address and remove barriers to learning
*Meaningful partnerships with Parents and the community to enhance resources and supports
*Provide case management oversight services for our Foster/Homeless and Low Socioeconomic Youth to track, guide, and access their use of school agencies and community resources
*Devise data-driven identification procedures to intervene with underperforming student populations to determine help and resources they need before they ask for it
*Design strategies for identifying and monitoring students who are chronically absent and reduce truancy rates
*Use research-based strategies to design programs/processes aimed at preventing dropouts and for early identification of at-risk behaviors, academics, and attendance

*Promote enrollment in and access to appropriate and rigorous coursework for our Low Socioeconomic Students
*Reinforce appropriate identification and placement of English Learners
*Analyze whole school and individual data to identify needs (data sources, CHKS, attendance, D/F lists, A-G track)
*Provide direct support to Students who need additional strategic interventions (MTSS), such as consultation, brief individual counseling and small group counseling. Will participate in Student Success Team meetings to assist students who need support in Tier 2 and 3 to address academic and behavioral concerns
*Complete referrals to appropriate mental health services for those student demonstrating need for additional intensive interventions
*Assist administration with the implementation of Trauma Responsive Schools including supporting classroom-based strategies, early and targeted interventions, whole school prevention and safety planning, crisis response, and community partnerships and referral processes, including family supports
*Promote the reduction of barriers to learning resulting in adults and children feeling safe and supported on SUSD campuses. This will be evidenced by school climate data, increased attendance rates, and decreased incidents of discipline. This data will be disaggregated to look for progress/needs for marginalized youth, including Low Income, EL,

Foster/Homeless, Special Needs, and LGBTQ Youth
*Delivery of Social-Emotional Learning (SEL) curriculum across all grade levels. Lessons will be grade-level appropriate and delivered per the district School Counselor Core Curriculum calendar. These SEL lessons will address the attitudes, skills, and knowledge pertaining to self-awareness, self-management, social awareness, relationship skills (ex. bullying prevention), and responsible decision making.
*Provide social marketing strategies to support parent education regarding the importance of attendance and GPA
*Lead Counselor/SAP Chairpersons will continue to participate in curriculum leadership teams, district decision-making teams, and intervention teams

LE 10.1: Expansion of Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, and A-G course completion
LE 10.2: Continue and expand gender/LGBT diversity training for staff
LE 10.3: Restorative Practice Training Materials and Trauma Responsive Schools
LE 10.4: LGBT Price Center and Training
LE 10.5: Social Emotional Learning Curriculum
LE 10.6: Counselor Start Up Cost for Additional FTE in LE 10.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,596,441	$8,993,739	$9,443,426
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000	1000, 3000 LE 10.1 Counselors	1000, 3000 LE 10.1 Counselors
Amount		$300,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 10.3 Restorative Practices & Trauma Responsive	None LE 10.3
Amount		$25,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 10.4 LGBT Pride Center & Training	None
Amount		$1,200,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000, 5000 LE 10.5 Social Emotional Learning Curriculum	None LE 10.5
Amount		$68,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		4000-4999: Books And Supplies LE 10.6 Counselor Start Up Cost	None LE 10.6

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Goal 3: Meaningful Partnerships
Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

SUSD Students Need:
- Collaboration and relationships with diverse communities and families. Data Source: Parent Empowerment Committee, Student Services, Special Education and Language
Development Departments
- Students on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS
- Student progress monitoring. Data Source: Student Services Department

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.	Baseline (2015-2016): All SUSD schools (the 5 dependent charter schools are not included in the count) provided at least four opportunities for parent outreach, input, and/or participation in school and/or district decision making. Some of the opportunities offered to parents at each site were participation in School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), English Learner Parent Involvement Committee (ELPIC)/English Language Advisory Committee (ELAC). Data Source: SUSD District and Site Participation Reports	To maintain or increase the number of opportunities for outreach, parent input and/or participation in making decisions for the school district and/or the individual school sites through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA), Parent Advisory Committee (PAC) and English Learner Parent Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC).

(Verified by SUSD District and Site Participation Reports.) | To maintain or increase the number of opportunities for outreach, parent input and/or participation in making decisions for the school district and/or the individual school sites through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA), Parent Advisory Committee (PAC) and English Learner Parent Involvement Committee (ELPIC)/English Language Advisory Committee (ELAC).

(Verified by SUSD District and Site Participation Reports.) | To maintain or increase the number of opportunities for outreach, parent input and/or participation in making decisions for the school district and/or the individual school sites through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA), Parent Advisory Committee (PAC) and English Learner Parent Involvement Committee (ELPIC)/English Language Advisory Committee (ELAC).

(Verified by SUSD District and Site Participation Reports.) |
| State Priority 3B: How the school district will promote parental | Baseline (2015-2016): All SUSD schools (the 5 dependent charter schools are not included | To maintain or increase the number of opportunities for outreach, parent input, | To maintain or increase the number of opportunities for outreach, parent input, | To maintain or increase the number of opportunities for outreach, parent input, |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
participation in programs for unduplicated pupils.	in the count) have provided at least four opportunities for parental participation in programs for unduplicated pupil populations. Some of the opportunities offered to parents were participation in School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), School and District English Learner Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. Data Source: SUSD District and Site Participation Reports	and participation in programs for unduplicated pupil populations through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), School and District English Learner Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. (Verified by SUSD District and Site Participation Reports.)	and participation in programs for unduplicated pupil populations through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), School and District English Learner Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. (Verified by SUSD District and Site Participation Reports.)	and participation in programs for unduplicated pupil populations through various parent meetings/groups, such as School Site Council (SSC), Back to School Night, Parent Teacher Association (PTA) activities, Parent Advisory Committee (PAC), School and District English Learner Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. (Verified by SUSD District and Site Participation Reports.)
State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.	Baseline (2015-2016): All SUSD schools (the 5 dependent charter schools are not included in the count) provided at least four opportunities for parental participation in programs for students	To maintain or increase the number of opportunities for outreach, parent input, and participation in programs for students with exceptional needs through various parent	To maintain or increase the number of opportunities for outreach, parent input, and participation in programs for students with exceptional needs through various parent	To maintain or increase the number of opportunities for outreach, parent input, and participation in programs for students with exceptional needs through various parent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	with exceptional needs through various parent meetings and committees. Some of the opportunities offered to parents were participation in School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (DELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. Data Source: SUSD District and Site Participation Reports, SEIS Database	meetings/groups, such as School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (ELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	meetings/groups, such as School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (ELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	meetings/groups, such as School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (ELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. (Verified by SUSD District and Site Participation Reports, SEIS Database.)
State Priority 5A: School attendance rates.	Baseline (2015-2016): 94.37%	To increase attendance rates. (Verified by	To increase attendance rates by 2%. (Verified by	To increase attendance rates by 2%. (Verified by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: SUSDs Student Information System, CALPADS	CALPADS, Student Information Systems.)	CALPADS, Student Information System.)	CALPADS, Student Information System.)
State Priority 5B: Chronic absenteeism rates.	Baseline (2015-2016): 7.95% (incorrect) Data Source: SUSDs Student Information System, CALPADS Baseline data 2016-2017 District 19.1% Baseline Data 2016-2017 Student Groups: African American/Black students-28.8%, American Indian or Alaska Native-30.5%, Pacific Islander-19.9%, White-23.7% and two or more races at 25.1%. In addition, we had high disparities in CA for our Foster Youth-24.6%, Homeless youth-41.8%, low socioeconomic student group-19.8% and our Students with Disabilities- 25.1%. (CALPADS, CA Dashboard Report.)	To decrease district chronic absenteeism rates. (Verified by Student Information System, CALPADS.)	To decrease district chronic absenteeism rates by 5% . (Verified by Student Information System, (CALPADS, CA Dashboard Report.) To decrease Chronic Absenteeism for disproportionate results for our African American/Black, American Indian or Alaska Native,Pacific Islander, White, Foster Youth, Homeless Youth, Low Socioeconomic student groups, and Students With Disabilities by 10%. (CALPADS, CA Dashboard Report.)	To decrease district chronic absenteeism rates by 5% . (Verified by Student Information System, (CALPADS, CA Dashboard Report.) To decrease Chronic Absenteeism for disproportionate results for our African American/Black, American Indian or Alaska Native,Pacific Islander, White, Foster Youth, Homeless Youth, Low Socioeconomic student groups, and Students With Disabilities by 10%. (CALPADS, CA Dashboard Report.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 5C: Middle school dropout rates.	Baseline (2015-2016): .3% Data Source: CALPADS	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by CALPADS.)
State Priority 5D: High school dropout rates.	Baseline (2015-2016): 13% Data Source: CALPADS	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)	To decrease high school dropout rates. (Verified by CALPADS.)
State Priority 5E: High school graduation rates.	Baseline (2015-2016): 81% Data Source: CALPADS	To increase high school graduation rates. (Verified by CALPADS.)	To increase high school graduation rates.(Verified by CALPADS.)	To increase high school graduation rates.(Verified by CALPADS.)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 1: Parent Empowerment To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. MP 1.1: Parent Academy MP 1.2: Inactive MP 1.3: Continue to offer Adult Education services at SUSD School Sites, Literacy training for families MP 1.4: Inactive	MP 1: Parent Empowerment To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. It is well researched that meaningful parent involvement in schools is a powerful indicator of student achievement. Our most at-risk are our unduplicated student groups. Parent trainings not inclusive to: Support learning a second language, understanding grade level standards and expectations, school governance, and how to access school supports. MP 1.1: Parent Academy (Parent Liaisons & Parent Involvement Spec) MP 1.2: Inactive MP 1.3: Continue to offer Adult Education services at SUSD School Sites, Literacy training for families MP 1.4: Inactive	MP 1: Parent Empowerment To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. It is well researched that meaningful parent involvement in schools is a powerful indicator of student achievement. Our most at-risk are our unduplicated student groups. Parent trainings not inclusive to: Support learning a second language, understanding grade level standards expectations, school governance, and how to access school supports. MP 1.1: Parent Academy (Parent Liaisons & Parent Involvement Spec) MP 1.2: Inactive MP 1.3: Continue to offer Adult Education services at SUSD School Sites, Literacy training for families MP 1.4: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$271,960	$30,000	$30,000
Source	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000, 4000, 5000	2000, 3000, 4000, 5000 MP 1.1 Parent Academy	2000, 3000, 4000, 5000 MP 1.1 Parent Academy
Amount		$171,743	$180,330
Source		3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference		2000, 3000 MP 1.1 Parent Liaisons	2000, 3000 MP 1.1 Parent Liaisons
Amount		$124,842	$131,084
Source		3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference		2000, 3000 MP 1.1 Parent Involvement Specialist	2000, 3000 MP 1.1 Parent Involvement Specialist
Amount		$133,101	$139,756
Source		Other	Other
Budget Reference		1000, 3000 MP 1.3 Adult Literacy Training	1000, 3000 MP 1.3 Adult Literacy Training

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 2: Parent and School Communication To provide and maintain systems of communication that meet the needs of the school, parents, students and the community. MP 2.1: Continuous improvement of system of communication with SUSD community and stakeholders.	MP 2 and 2.1: To provide and maintain systems of communication that meet the needs of the school, parents, students and the community. Outreach and communication with our families, specifically our families and community members who support our Low Socioeconomic, Foster Youth and English Learners will enhance student academics and social-emotional behavior with fully involved participants and wrap around services. Increase outreach and training for staff. Continue family and community outreach through newsletters, district website, surveys, texts, emails, robo calls, and meetings. MP 2.1: Communications Specialist, Webmaster, LCAP Coordinator & Blackboard MP 2.2: Expansion of Translators MP 2.3: Crisis Communication	MP 2 and 2.1: To provide and maintain systems of communication that meet the needs of the school, parents, students and the community. Outreach and communication with our families, specifically our families and community members who support our Low Socioeconomic, Foster Youth and English Learners will enhance student academics and social-emotional behavior with fully involved participants and wrap around services. Increase outreach and training for staff. Continue family and community outreach through newsletters, the district website, surveys, texts, emails, robo calls, and meetings. MP 2.1: Communications Specialist, Webmaster, LCAP Coordinator & Blackboard MP 2.2: Expansion of Translators MP 2.3: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$403,869	$422,410	$440,180
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000, 5000	2000, 3000, 5000 MP 2.1 District Communication	2000, 3000, 5000 MP 2.1 District Communication
Amount		$320,333	$336,350
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		2000, 3000 MP 2.2 Translators	2000, 3000 MP 2.2 Translators
Amount		$25,000	$0
Source		0101: Prior Year LCFF S&C C/O	None
Budget Reference		5000-5999: Services And Other Operating Expenditures MP 2.3 Crisis Communication	None MP 2.3

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 3: Parent and Teacher Engagement To foster parent and teacher relationships to work in unison towards a common goal of supporting students. MP 3.1: Academic Parent-Teacher Team conferences (APTT)	MP 3: Parent and Teacher Engagement To foster parent and teacher relationships to work in unison towards a common goal of supporting students. MP 3.1: Academic Parent-Teacher Team conferences (APTT)- Inactive due too schools all doing parent/teacher conferences.	MP 3: Parent and Teacher Engagement To foster parent and teacher relationships to work in unison towards a common goal of supporting students. MP 3.1: Academic Parent-Teacher Team conferences (APTT)- Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$0	$0
Source	4035: TitleIIPartA-ImpvTchrQuality	None	None
Budget Reference		None MP 3.1	None MP 3.1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]   [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Unchanged Action
	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 4: Student Engagement and Leadership Opportunities To provide all students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. MP 4.1: Opportunities for students to participate in CTSO- related clubs and CTE-related activities MP 4.2: Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate MP 4.3: Coordination of Districtwide Physical Education Program and Intermediate Grades Athletics Program	MP 4: Student Engagement and Leadership Opportunities To provide all students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success. Working with the high school teachers of the PLUS Program, we determined that PLUS teachers recognize the high needs of our ELL, Foster Youth, and low-income students, but have very little time to prepare, coordinate, and plan the necessary prevention activities corresponding to the issues impacting our students. A full time PLUS Teacher for each of the comprehensive high schools allows the PLUS Teacher time to collaborate with different stakeholders (students, counselors, administrators, activities directors, social workers, and community agencies to plan necessary prevention activities that are highly beneficial our ELL, Foster Youth, and low-income populations.	MP 4: Student Engagement and Leadership Opportunities To provide all students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success. Working with the high school teachers of the PLUS Program, we determined that PLUS teachers recognize the high needs of our ELL, Foster Youth, and low-income students, but have very little time to prepare, coordinate, and plan the necessary prevention activities corresponding to the issues impacting our students. A full time PLUS Teacher for each of the comprehensive high schools allows the PLUS Teacher time to collaborate with different stakeholders (students, counselors, administrators, activities directors, social workers, and community agencies to plan necessary prevention activities that are highly beneficial to our ELL, Foster Youth, and low-income populations.

	Continue supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate MP 4.1: Opportunities for students to participate in CTSO-related clubs and CTE- related activities MP 4.2: Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate-Increase staff at the high schools MP 4.3: Coordination of Districtwide Physical Education Program and Intermediate Grades Athletics Program MP 4.4: Student Clubs & Activities (Kennedy Games & Pentathlon) MP 4.5: Athletic Programs	Continue supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate MP 4.1: Opportunities for students to participate in CTSO-related clubs and CTE- related activities MP 4.2: Peer Leaders Uniting Students (PLUS) Program supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate-Increase staff at the high schools MP 4.3: Coordination of Districtwide Physical Education Program and Intermediate Grades Athletics Program MP 4.4: Student Clubs & Activities (Kennedy Games & Pentathlon) MP 4.5: Athletic Programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$696,554	$100,000	$100,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000	1000, 3000, 4000, 5000 MP 4.1 CTSO Related Student Clubs	1000, 3000, 4000, 5000 MP 4.1 CTSO Related Student Clubs
Amount		$975,998	$1,004,874
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000, 4000, 5000 MP 4.2 PLUS Program	1000, 3000, 4000, 5000 MP 4.2 PLUS Program

Amount	$140,796	$147,836
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000 MP 4.3 Coordinator PE/Athletics	1000, 3000 MP 4.3 Coordinator PE/Athletics
Amount	$85,921	$90,217
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000 MP 4.4 Kennedy Games/Pentathlon	1000, 2000, 3000, 4000, 5000 MP 4.4 Kennedy Games/Pentathlon
Amount	$896,730	$941,567
Source	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000 MP 4.5 Athletic Programs	1000, 2000, 3000, 4000, 5000 MP 4.5 Athletic Programs

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 5: Extended Learning Opportunities To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally. MP 5.1: Inactive	MP 5: - Extended Learning Opportunities To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally. MP 5.1: Inactive	MP 5: Extended Learning Opportunities To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally. MP 5.1: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	None	None	None
Budget Reference	None No cost due to inactive status	None No cost due to inactive status	None No cost due to inactive status

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 6: Visual and Performing Arts (VAPA) Activities To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. MP 6.1: Visual and Performing Arts Activities	MP 6: Visual and Performing Arts (VAPA) Activities To provide students with hands-on activities and exposure to opportunities in areas beyond the core instructional requirements. Enrichment activities provide enhanced academic achievement as well as increased school connectedness. These programs are directly targeted to provide expanded learning opportunities, increase engagement, and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities). Will build a bridge between elementary school and high school music and arts programs. Increase opportunities for students during and outside the school day to gain experiences in the arts and explore music. MP 6.1: Visual and Performing Arts Activities MP 6.2: Music Coordinator MP 6.3: Arts Resource Programs MP 6.4: K8 Music Program	MP 6: Visual and Performing Arts (VAPA) Activities To provide students with hands-on activities and exposure to opportunities in areas beyond the core instructional requirements. Enrichment activities provide enhanced academic achievement as well as increased school connectedness. These programs are directly targeted to provide expanded learning opportunities, increase engagement, and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities). Will build a bridge between elementary school and high school music and arts programs. Increase opportunities for students during and outside the school day to gain experiences in the arts and explore music. MP 6.1: Visual and Performing Arts Activities MP 6.2: Music Coordinator MP 6.3: Arts Resource Programs MP 6.4: K8 Music Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$310,018	$344,344	$361,561
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000	2000, 3000 MP 6.1 Visual and Performing Arts	2000, 3000 MP 6.1 Visual and Performing Arts
Amount		$157,628	$165,509
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 MP 6.2 Music Coordinator	1000, 3000 MP 6.2 Music Coordinator
Amount		$844,124	$886,330
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 MP 6.3 Arts Resource Programs	1000, 3000 MP 6.3 Arts Resource Programs
Amount		$2,309,721	$2,425,207
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 MP 6.4 K8 Music Program	1000, 3000 MP 6.4 K8 Music Program

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income		All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 7: Student Attendance Accountability To provide a system of supports that enables students to be academically successful through regular and on-time attendance. MP 7.1: Improve student attendance accountability MP 7.2: Truancy Intervention	MP 7: Student Attendance Accountability To provide a system of supports that enables students to be academically successful through regular and on-time attendance. Implement a comprehensive program to increase attendance and decrease chronic absenteeism. The program ("Attend, Achieve, Succeed") consists of four major activities: • Tracking and monitoring attendance data; • Communicating the importance of attendance; • Reducing punitive measures that keep students out of school; and • Providing support for at-risk students All SUSD schools will receive universal support, and the 21 schools with the highest rate of chronic absence will receive strategic and intensive services.	MP 7: Student Attendance Accountability To provide a system of supports that enables students to be academically successful through regular and on-time attendance. Implement a comprehensive program to increase attendance and decrease chronic absenteeism. The program ("Attend, Achieve, Succeed") consists of four major activities: • Tracking and monitoring attendance data; • Communicating the importance of attendance; • Reducing punitive measures that keep students out of school; and • Providing support for at-risk students All SUSD schools will receive universal support, and the 21 schools with the highest rate of chronic absence will receive strategic and intensive services.

	MP 7.1: Improve student attendance accountability MP 7.2: Truancy Intervention & Outreach MP 7.2: K8 In school suspension teachers	MP 7.1: Improve student attendance accountability MP 7.2: Truancy Intervention & Outreach MP 7.2: K8 In school suspension teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,001,710	$902,067	$947,170
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000	2000, 3000 MP 7.1 Student Attendance	2000, 3000 MP 7.1 Student Attendance
Amount		$251,903	$264,498
Source		0090: LCFF Educ Disadv Youth	0090: LCFF Educ Disadv Youth
Budget Reference		2000, 3000 MP 7.2 Truancy Outreach	2000, 3000 MP 7.2 Truancy Outreach
Amount		$516,871	$542,715
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 MP 7.2 K8 In School Suspension Teachers	1000, 3000 MP 7.2 K8 In School Suspension Teachers

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$86,583,078	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1: Student Achievement

Supporting research utilized along with local and state data to identify the actions and services supporting an increase or improved services for unduplicated pupils:

Consortium for School Networking. (2014c). Rethinking educational equity in a digital era: Forging a strong partnership between district Title I and technology leaders. Washington, DC: Author.
http://www.cosn.org/sites/default/files/pdf/Rethinking%20Educational%20Equity%20in%20a%20Digital%20Era,%20June%202014.pdf

According to a recent study done on Computer usage and access in low-income urban communities: By John Wihbey
https://journalistsresource.org/studies/society/internet/computer-usage-access-low-income-urban-communities

"Although an estimated 85% of American adults and more than 90% of teens use the Internet, some poorer areas in the United States still see comparatively low rates of home computer use; many are languishing without a connection to the Web, although some efforts are underway to make affordable broadband available to all Americans. A U.S. Commerce Department report, issued in June 2013, notes that access and adoption rates vary significantly according to demographic profile. "In aggregate, seven out of ten households and about two out of three persons ages 16 and older used broadband at home by 2011," the report, "Exploring the Digital Nation," states. "However, low-income, non-Asian minority, and rural households were much less likely to be connected than their more affluent, urban, and white or Asian American counterparts."

The concept of the "digital divide" — the idea that lower-income citizens suffer in a variety of ways from the lack of Internet access — has been studied for many years. The results are complex. Without a doubt, having access to technology is a necessary first step, but studies in recent years have also focused on the cultural factors that make the divide so persistent. Research has looked at how a lack of digital literacy can affect people with less education, even if they are able to access the Internet. A 2010 study from Duke University

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

concludes that students who gain access to a home computer frequently show a decline in math and reading scores, as screen time crowds out homework time. Scholars have long advocated a focus on knowledge and usage patterns, not just access."

Supporting research: Excerpt from American Psychological Association (APA) Children, Youth, Families and Socioeconomic Status Education.

"Increasing evidence supports the link between SES and educational outcomes. Low SES and exposure to adversity are linked to decreased educational success (Sheridan & McLaughlin, 2016). Early experiences and environmental influences can have a lasting impact on learning (linguistic, cognitive and socioemotional skills), behavior and health (Shonkoff & Garner, 2012). Children from low-SES families often begin kindergarten with significantly less linguistic knowledge (Purcell-Gates, McIntyre, & Freppon, 1995). As such, children from low-income families enter high school with average literacy skills five years behind those of high-income students (Reardon, Valentino, & Shores, 2013).Children from less-advantaged homes score at least ten percent lower than the national average on national achievement scores in mathematics and reading (Hochschild, 2003).Children in impoverished settings are much more likely to be absent from school throughout their educational experiences (Zhang, 2003), further increasing the learning gap between them and their wealthier peers. While national high school dropout rates have steadily declined, dropout rates for children living in poverty have steadily increased. Low-income students fail to graduate at five times the rate of middle-income families and six times that of higher income youth (National Center for Education Statistics, 2016).
http://www.apa.org/pi/ses/resources/publications/children-families.aspx

Excerpt from Educational Progress Across the Age Spectrum: California Child Welfare Co-Investment Partnership V1. V Fall 2011.

Linking Education & Foster Care Data " Until recently, California has had little data to know how foster children are doing in school – or to know what programs or services are most effective. New research, culled from single and four-county studies, tracks Foster Youths' educational needs and performance over time. When combined with other statewide data, we see a more complete picture of how well foster children and youth are doing, which will help to better inform decisions about how best to ensure their success in school and life."   https://www.crc.losrios.edu/files/support/Insights

Young Children (Age 0-5)

Pilot Project, Fresno County

Our youngest foster children are not taking full advantage

of early learning opportunities

- Only 10% of foster children receive early intervention services
- Only 35% of foster children attend pre-school.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Grade School (Age 6-13) Legislative Analyst Office Report

Foster children trail other students in elementary school

- 75% of foster children perform below grade level standard
- By 3rd grade, 80% of foster children have had to repeat a grade

in school

By 3rd grade, 80% of foster children have had to repeat a grade

in school

High School (Age 14-17) Four County Study

Foster Youth lag in English and math

- Only 1 in 5 is proficient in English by grade 11
- Only 1 in 20 is proficient in math by grade 11

Only 10% actually graduate

High School to College (Age 18-20) Statewide Study

Foster Youth want to continue their education but few do.

- 35% of Foster Youth who attend community college plan to earn

an associate degree.

Excerpt from What Are the Most Effective Instructional Practices for Teaching English Language Learners? Chapter 1

"After reviewing 33 studies of effective or exemplary schooling for ELLs, August and Hakuta (1997) identified seven classroom attributes associated with positive student outcomes. In these studies, teachers provided explicit skill instruction, student-directed activities, instructional strategies that enhanced understanding, opportunities to practice, systematic student assessment, and a balanced curriculum either alone or in combination. Often these practices were integrated to enhance student learning.

Student understanding of new concepts may be enhanced through instruction that uses routines, embeds redundancy in lessons, provides explicit discussion of vocabulary and structure, and teaches students metacognitive skills (August & Hakuta, 1997). Although not specific to reading instruction, these practices can be used in the teaching of reading. More recently, an observational study conducted in 20 classrooms serving English language learners from 10 language groups identified a variety of reading instructional practices used by effective classroom teachers of ELLs. Effective teachers—those whose students had the strongest academic outcomes—used effective instructional practices such as explicit teaching, monitoring student progress, and opportunities to practice.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

They also incorporated strategies that supported student acquisition of English language skills (Graves, Gersten, & Haager, 2004; Haager et al., 2003)."

Additional research:

https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf and   Wenglinsky, Harold. 2002. "How Schools Matter: The Link Between Teacher Classroom Practices and Student Academic Performance." Education Policy Analysis Archives, vol. 10: 12

Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. 2007. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. (Issues & Answers Report, REL 2007-No. 033) Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

Supporting research: http://educationnorthwest.org/sites/default/files/creating-instructional-program-coherence.pdf.

The Benefits of After-School Programs in Low Socioeconomic Settings

Excerpt "While there are many benefits to implementing after-school programs, the most important is ensuring our students' safety. After-school programs provide a safe space for students after the school day, which is unfortunately hard for many students of Low Socioeconomic status to find. An after-school program keeps students out of two potentially dangerous situations: the streets and/or an empty house.", "Increase In Academic Performance - Numerous studies have shown that youth living in poverty have significantly higher risks for academic struggles and a significantly higher drop-out rate. Reports also show that these students are 90% less likely to graduate with a high school degree by the time they are 20. However, students who participated in after-school programs had a much higher chance for academic success. A brief from the Afterschool Alliance noted the following:5 The Promising Afterschool Programs Study observed approximately 3,000 students, 85 percent of whom were Latino or African-American, from low-income families attending 35 high-quality afterschool programs across the nation. This study determined that those who attended high-quality programs regularly over the course of two years saw gains in their standardized math test scores compared to non-participants. Students regularly participating in the afterschool programs also saw reports of misconduct decrease, and students also shared that they decreased their use of drugs and alcohol."

Actions and Services:

SA 2.1: Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies. The allocation of funds will be utilized for targeted instructional materials that supplement the Units of Study and increase opportunities to provide differentiated instruction with leveled materials. Our Foster Youth performance levels are Red in both ELA and Math, EL students' highest need area is in ELA-Red, and Low Socioeconomically disadvantaged student group in ELA-Red. Providing additional resources to access core and supplemental materials will increase the opportunities these student groups to materials they would normally not have access to. Recent teacher and principal survey results on curriculum needs indicated that there is a high need for a supplemental writing program to support the Units of Study. In addition, supplemental curriculum for all subjects. Additional funding will be allocated for the 2018-2019 school year for supplemental programs and materials to support K-12 instruction of the CCSS.

SA 2.2: High School Science Equipment will continue to be provided to the high schools with the intent to offer our Low-Socioeconomic, Foster Youth and English Learners increased opportunity for hands-on science to deepen their understanding of complex concepts. In addition, provide them the tools to analyze data. These materials offered our students the opportunity to perform many hands on experiments with measurements not previously obtainable in the classroom. Materials orders will continue for grades 7-8 for the 2017-2018 school year. Actions and services can be found on pages 162-163.

SA 3: Primary Language Support - To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development. These services are principally directed and are an effective use of funds, targeting our English Learner students and their families meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through professional learning in primary language supports. Our EL students greatest need based on the 2017 California Dashboard outcomes is in English Language Arts, which is Red. EL Students having access to these services will increase their ability to access written English curriculum in all subject areas, resulting in an increased understanding of the materials they are receiving instruction on. Our English Learners, based on research and theory by Jim Cummins in summary; English Learners acquire cognitive academic language proficiency by the support of what they understand in their first language and the learning transfers to their second language. SUSD's efforts to provide primary language support by adults that speak the same native language will support the transfer of languages. Many of our teachers do not hold a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) credential which entail credentials of higher level than the English Learner authorization. They have to be fluent in the language they are seeking authorization for. Having the assistants provide primary language support provides the teacher of the student opportunity for an increased understanding of what the child's knowledge level is in their first language. Actions and services can be found on pages 164-165.

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SA 3.4: The demands for translation services have significantly increased this school year for our English Learner students and their families. Our translators interpret for family and community members at meetings, school events, student and parent conferences, student enrollment etc. There is a high need to add a position for the 2018-2019 school year. In addition, SA3.4 will be moved to meaningful partnerships 2.2. The services are utilized for communication and building relationships to support student achievement for our second language learners. Actions and services can be found on page 240.

SA 5: Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8. Providing teachers increased time above their regular, routine support for use of collaboration time supports instruction for our unduplicated student groups. Having this time allows for increased planning to identify the academic gaps and provide remediated instruction. Providing our teachers collaboration time increases above and beyond the time they would normally have to analyze data, plan instruction, and determine best differentiated instruction to deliver to our low SES, Foster Youth and English Learners. Actions and services can be found on page 168-169.

SA 7: Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement. The recent California Dashboard data indicates that our low SES students, English Learners, and Foster Youth are performing very Low-Red in ELA. It is vital that we provide additional intervention support to increase their achievement levels. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8. The State shortage of teachers and substitutes has impacted our ability to hire full time intervention teachers. Credit recovery programs will be continued to be offered at the high schools, additional allocations to explore additional support district-wide initiatives to for additional tutoring opportunities and extended year programs will be implemented next school year.

SA 7.7: Student Intervention Strategies and Support -SUSD has done a reevaluation of the base program. We currently have three Inclusion Specialist that support our Students With Disabilities in the core program to ensure they have increased success with the broad course of study. Our SWD have the largest discrepancy in academic achievement and lowest graduation rates. There is a high need to provide them with intensive support in their core programs. There are currently three Inclusion Specialist positions which be a funding change to supplemental and concentration and an additional position will be added resulting in an increase in services. A very

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high percentage of SWD are part of our unduplicated student numbers. Supplemental intervention reading materials will be offered to our SWD and Foster Youth to be used both during and after school to close the achievement gap and increase access for students to grade level standards. Actions and services can be found on pages 172-174.

SA 8: Instructional Coaching - To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students (low SES students, English Learners, and Foster Youth) in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to utilize the most evidence-based instructional practices i.e. Direct Interactive Instruction, GLAD – Guided Language Acquisition Design, writing across text types, Close Reading and argument writing to support teacher effectiveness on their instructional delivery of the content. A teacher's instruction and practicum has proved to have the highest impact on student achievement. Having the opportunity to increase/improve the instruction that our low SES students, English Learners, and foster youth receive from both new and veteran teachers will increase their opportunities to increase student achievement. Additional/increased services will be implemented by six new positions next school year to intensify new teacher coaching and professional development. Many of our new teachers are struggling with the new Common Core Standards and behavioral support needed to meet the high needs for differentiated instruction for our low SES students, English Learners, and Foster Youth. Actions and services can be found on pages 175-176.

SA 9: Extended Day/Year Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students (low SES students, English Learners, and Foster Youth) in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites. Many of our low SES students, English Learners, and Foster Youth do not have opportunities to engage in structured activities outside the home.

SA 9: After school program services students with the highest needs academically and socially (Foster Youth, Low Socioeconomic, and English Learners). The need to increase safety and limited access when the school is the most vulnerable is a must. A buzzer system will be installed at all schools. Implementation of threat assessment training for all staff to ensure student safety and promote a positive school culture. Part of promoting school connectedness is to help determine whether students are motivated to learn and stay in school. In a school where students feel safe surrounded by adults who manage the environment will enhance a healthy and positive

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school culture, providing our unduplicated student groups with experience equally supportive and opportunities that help them learn and thrive. Increase support for after school programs at various school sites will include two After School Facilitators positions. Actions and services can be found on pages 177-178.

SA 10: Site Allocation - To provide individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their students. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through school site budgetary oversight. School sites consistently have used and will continue to use the funding to support site key initiatives and services to support the high percentage of low SES students, English Learners, and Foster Youth. The funds are used to increase academic achievement, decrease suspensions, increase attendance, and parent involvement. An example of services are increased counselors, assistant principals, and tutoring. Actions and services can be found on pages 179-180.

SA 11: College and Career Preparatory Opportunities - To provide our low SES students, English Learners, and Foster Youth students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc., and to provide opportunities for age appropriate college entrance examinations. An SAP Chairperson and Career Readiness Specialist position, who is currently funded under an A-G grant will be shifted for the 2019-2020 school year to supplemental and concentration funding to continue the services from the grant. This position will determine targeted college awareness and preparatory activities based upon data collected from multiple sources. These activities will be geared toward to our EL, Low SES, Students With Disabilities and Foster/ Homeless Youth populations to increase access to post-secondary opportunities that they otherwise would not have had including but not limited to: Coordinate 9th grade articulation activities and 9th grade college tours; Plan and coordinate the district-wide college/career fair; Coordination of Xello (updated version of Career Cruising) training and implementation grades K-12; Community and parent education of A-G requirements, college application, and financial aid application; Coordinate SAT Preparatory classes, including training facilitators to teach the SAT classes, and student registration for the class; SAT and ACT Fee Waivers for students in need of financial support.; Develop and provide formal and informal staff training with regard to college and career readiness initiatives; collaborate with Educational Equity department to provide mentoring support to our unduplicated student populations; Continue collaboration with Curriculum department on A-G implementation and accountability ; Development and monitoring of a 6 year plan for 7-12 grade;

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Provide additional support for students in special education to transition to high school. Our recent Dashboard outcomes under the college and career indicator, indicates that many unduplicated student groups are not prepared for college and career readiness once they graduate from SUSD. The SUSD Foster Youth Committee has identified these services as a high need for our Foster Youth.

SA 11.6: Support Career Technical Education (CTE) by funding career pathways and foundational programs. Three new education pathways will be added for next year up 8 sections/classes to support the addition of Education Pathways. Actions and services can be found on pages 180-185.

SA 12: Special Education Assistive Opportunities - Our data from Synergy indicates that many of our Students With Disabilities (SWD) are part of our unduplicated student groups. To provide our SWD equal access to instruction as their grade level peers assistive technology support will be provided to meet their needs to achieve academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through hiring staff to assist in the oversight and adherence to student Individual Education Program (IEPs) and the purchase of innovative technologies for students to attain academic success.

New SA 12: Special Education Program Support: Our Students With Disabilities (SWD) have been have been identified as needing differentiated assistance support from San Joaquin County Office of Education based on their performance gaps and were two or more performance levels below "all student" performance. Our Students With Disabilities (SWD) subgroup results on the State Indicators for Graduation Rate -red, two performance levels below ALL students being yellow. Their status was very low at 49.7% and declined -1.5%; ELA their status was red, very low at 134 points below level 3 and a decline of -3.9 points. Math was Red, status was very low at 149.2 points below level 3 and a decline of -4.5 points. Increased support will be provided for beginning of the 2018-2019 school year which will entail additional reading intervention support for all our Students With Disabilities. Read Naturally an online Reading Intervention Program that will provide a valuable intervention to a variety of students in the least restrictive setting, this program has shown a need for an equitable approach for the education of the 'disabled' by giving them a leveled playing field to exhibit their differential abilities, proving themselves capable enough to learn and perform alongside their typically developing peers. Teachers currently face the need to challenge and tailor their teaching strategies and instructional delivery to address the diverse learning needs of all students. As computer based intervention has proven to be an effective strategy for struggling learners, Read Naturally is a well-regarded online reading intervention program that can address the need of students with Autism as well as students who are being served by a pilot learning center program. Students with Autism also will benefit from writing and self-regulation intervention. In addition, a reading curriculum for Learning Centers for two schools in SUSD that would pilot new learning centers. These schools would work with an established data team from the school site that would utilize data from existing assessments, i.e. MAP scores, District Wide assessment or other selected assessments. in order to level all students according to a reading level. An

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increase in services for our Students With Disabilities (SWD) which are a high percentage of our low SES students, English Learners, and Foster Youth student groups will be conducted by hiring two program specialists to provide intense support for our teachers who work with SWD's on ELA and Math content, Common Core State Standards, and evidenced-based instructional strategies. In addition, an inclusion specialist will be hired to support the mainstreaming and inclusion of Students With Disabilities (SWD) in the general education setting. This position will support the general education teacher in modifying the curriculum to increase the success for students meeting grade level standards and adherence to each student's Individual Education Plan. An additional certificated special education program specialist will be added to support learning model initiative. Actions and services can be found on pages 185-186.

SA 13.1: New Action/Service SA13 Library Support -rotation catalog Ebooks for grade 7-12 and online research data base for comprehensive high schools.

SA 13 .2: EBook catalogue (7-12) Our libraries need to be brought up-to-date by providing students with a "virtual" library. Many of our library collections for students ages 7-12 are an average of 20-30 years old. An online collection of modern titles of books could be shared among students grade 7-12 districtwide. These EBooks will provide students digital access to both fictional literature at their interest and reading level, as well as, a collection of college and career preparation materials that can be constantly updated and continually developed. Resources purchased align with curriculum and are accessible to students according to their own abilities, time and learning pace. Our unduplicated students will have increased access to on-line materials to increase their access to on-line learning tools and content.

SA 13.3: To increase access to on-line resources aligned to CCSS and course access action and services will increase for Foster Youth, Low SES, and EL student groups with the increased access through the use of technology: Electronic databases support and help implement Common Core, NGSS and ELA/ELD Standards. By providing access to resources for students and teachers researching and exploring current events, social, political and economic issues, scientific discoveries, health and subject-specific material. Databases may include references books, complete articles, magazine, biographies, and primary source documents. The benefit of electronic academic databases includes information being available 24/7, the information is located all in one place, the resources are diverse, up-to-date and designed specifically to support student learning and classroom instruction. Students can spend less time in the research phase and more time in the writing phase. In addition, students can learn to apply 21st century information literacy skills when using electronic databases. They will learn to competently evaluate appropriate educational resources and media sources vs. just searching the internet. These are skills necessary to be college and or career ready that many of our Foster Youth, Low SES, and EL student groups would not have access to unless provided the resources at the school site level. The following high schools will receive these services: Chavez High School, Edison High School, Franklin High School, Stagg High School, Weber Institute, Jane Frederick, Merlo Institute. Actions and services can be found on pages 187-188.

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SA 14: New Action/Service SA 14.1: A position (Program Evaluator) will be added to support the evaluation of the LCAP's actions and services and progress of our unduplicated student groups. Actions and services can be found on page 189.

Goal 2: Safe and Healthy Learning Environments

Supporting research:

Voight, Adam. 2013. The Racial School-Climate Gap. A report from the Region IX Equity Assistance Center at WestEd. San Francisco, CA: WestEd. https://files.eric.ed.gov/fulltext/ED580366.pdf

Increasing College Opportunity for Low Income Students, The Executive Office of the President, January, 2014 https://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students_1-16-2014_final.pdf

Excerpt from American Psychological Association (APA) Children, Youth, Families and Socioeconomic Status http://www.apa.org/pi/ses/resources/publications/children-families.aspx

"Resilience is optimized when protective factors are strengthened at all socioeconomic levels, including individual, family and community levels (Benzies & Mychasiuk, 2009). Poverty is a reliable predictor of child abuse and neglect. Among low-income families, those with family exposure to substance use exhibit the highest rates of child abuse and neglect (Ondersma, 2002).Lower SES has been linked to domestic crowding, a condition that has negative consequences for adults and children, including higher psychological stress and poor health outcomes (Melki, Beydoun, Khogali, Tamim, & Yunis, 2004).Seven in 10 children living with a single mother are low income, compared to less than a third (32 percent) of children living in other types of family structures (Shriberg, 2013).All family members living in poverty are more likely to be victims of violence. Racial and ethnic minorities who are also of lower SES are at an increased risk of victimization (Pearlman, Zierler, Gjelsvik, & Verhoek-Oftedahl, 2004). Maintaining a strong parent–child bond helps promote healthy child development, particularly for children of low SES (Milteer, Ginsburg, & Mulligan, 2012)."

Excerpt from American Psychological Association (APA) Children, Youth, Families and Socioeconomic Status

Physical Health: http://www.apa.org/pi/ses/resources/publications/children-families.aspx

"Research continues to link lower SES to a variety of negative health outcomes at birth and throughout the lifespan.

Lower levels of SES are associated with the following:

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- Higher infant mortality. In the United States, babies born to White mothers have an expected mortality rate of 5.35 per 1,000 births. In comparison, babies born to black   mothers had a mortality rate of 12.35 per 1,000 births (Haider, 2014).
- Higher likelihood of being sedentary (Newacheck et al., 2003) and higher body mass index for adolescents (Chen & Paterson, 2006), possibly because of a lack of neighborhood resources—such as playgrounds and accessible healthy food options.
- Higher levels of obesity. U.S. counties with poverty rates of less than 35 percent had obesity rates 145 percent greater than wealthy counties (Levine, 2011).
- Higher physiological markers of chronic stressful experiences for adolescents (Chen & Paterson, 2006).
- Higher rates of cardiovascular disease for adults (Colhoun, Hemingway, & Poulter, 1998; Kaplan & Keil, 1993; Steptoe & Marmot, 2004)"

Excerpt from American Psychological Association (APA) Psychological Health: http://www.apa.org/pi/ses/resources/publications/children-families.aspx

"Increasing evidence supports the link between lower SES and negative psychological health outcomes, while more positive psychological outcomes such as optimism, self-esteem and perceived control have been linked to higher levels of SES for youth. Lower levels of SES are associated with the following:

Higher levels of emotional and behavioral difficulties, including social problems, delinquent behavior symptoms and attention deficit/hyperactivity disorder among adolescents (DeCarlo Santiago, Wadsworth, & Stump, 2011; Russell, Ford, Williams, & Russell, 2016; Spencer, Kohn, & Woods, 2002).Higher rates of depression, anxiety, attempted suicide, cigarette dependence, illicit drug use and episodic heavy drinking among adolescents (Newacheck, Hung, Park, Brindis, & Irwin, 2003). Higher levels of aggression (Molnar, Cerda, Roberts, & Buka, 2008), hostility, perceived threat, and discrimination for youth (Chen & Paterson, 2006). Higher incidence of Alzheimer's disease later in life (Evans et al., 1997; Fratiglioni & Roca, 2001; Fratiglioni, Winblad, & von Strauss, 2007; Karp et al., 2004). However, socioeconomic disparities in cell aging are evident in early life, long before the onset of age-related diseases (Needham, Fernández, Lin, Epel, & Blackburn, 2012). Elevated rates of morbidity and mortality from chronic diseases later in life (Miller, Chen, & Parker, 2011)"

Hanson, Thomas L., Gregory Austin, and June Lee-Bayha. 2004. Ensuring That No Child Is Left Behind: How Are Student Health Risks and Resilience Related to the Academic Progress of Schools? San Francisco, CA: Health and Human Development Program, WestEd.

O'Malley, Meagan. D., and Katie Eklund. 2012. "Promoting Safe and Healthy Schools." In Brock, Stephen E., and Shane R. Jimerson (Eds.), Best Practices in Crisis Prevention and Intervention in the Schools, 151–176. Bethesda, MD: National Association of School Psychologists.

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Hanson, Thomas L., Gregory Austin, and June Lee-Bayha. 2004. Ensuring That No Child Is Left Behind: How Are Student Health Risks and Resilience Related to the Academic Progress of Schools? San Francisco, CA: Health and Human Development Program, WestEd. http://surveydata.wested.org/resources/EnsuringNCLB.pdf

http://www.fixschooldiscipline.org/wp-content/uploads/2015/02/Fostering-Educational-Success-Report-2-17-15-FINAL.pdf

Goal 2 Learning Environment

Action and Services

LE 1: Technology Infrastructure and Support - To improve technology infrastructure and devices to ensure students can receive appropriate and relevant instruction to enhance learning opportunities. In order for our low SES students, English Learners, and Foster Youth students to receive on-line learning support from their classroom teachers. They need to have the technology tools to teach them. The use of technology by the teacher will provide full access to on-line learning modeled and monitored by the teachers. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the improvement of technology infrastructure and the purchase of technology devices and associated accessories. These services will be accessed as on need basis for replacement of outdated equipment and/or an addition of teachers to the district. Actions and services can be found on pages 194-195.

LE 2: High-Quality Teachers, Substitutes, Administrators and Staff - To obtain, retain, train and support educators to be high quality and well-rounded role models that embody the vision that every student will succeed academically, socially, and emotionally. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the improvement of teacher hiring timelines including incentives and credentialing, training to develop and maintain high quality substitutes. This professional learning provides substitutes in our district an opportunity to be better prepared when they backfill for the regular employee. Specifically, our low SES students, English Learners, Students With Disabilities and Foster Youth students having substitutes who are qualified and prepared will increase the likeliness of their success. In addition, support the retention of substitutes in our district. The allocation for these services will be reduced. We did not need the amount originally allocated for 2017-2018 school year.

LE 2.3: Positive Behavior Intervention Support: To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through "Whole-Family" response and resources. These services that support the learning environments for our low SES students, English Learners, and Foster Youth students are one of highest needed supports for our unduplicated students. Through training our staff on Behavior Intervention Plan (BIP) services. They are able to provide our students and family support on the development of a comprehensive,

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function-based Behavior Intervention Plan (BIP) with effective and efficient positive behavioral interventions and efficient, meaningful progress monitoring and data collection/presentation. These trainings include a review of the multi-tiered system of support and SAP process including universal interventions used for students. The need is based on our local data and the fall California Dashboard results although, we are improving our number of student suspended we need to continue to decrease our suspensions. Our low SES students, English Learners, and Foster Youth students have had a decrease in student numbers in suspensions in part due to these services. They provide stakeholders working with these subgroups the skills and knowledge to better support the social emotional needs of our students.

District Administration of PBIS is needed to ensure fidelity and compliance of school implementation and increase quality and capacity by providing ongoing support and coaching. This will benefit school climate for all students and the data driven planning will particularly benefit unduplicated pupils who experience high suspension, high chronic absenteeism, and low academic achievement.

Training and materials for Restorative Practices - continue to provide training to all staff on using Restorative Practices to proactively build positive relationships and supportive classroom communities and intervene in negative behavior in a way that repairs relationships and rebuilds safety and trust. This training will lead to improved school climate and provide caring relationships and support for vulnerable students such as our Foster Youth. Providing intervention for behavior will help decrease exclusionary discipline such as suspension for our Low Socioeconomic students.

Training and Materials for Trauma Responsive Schools - To provide staff development for understanding of impact of trauma on student learning and behavior, effective strategies for supporting learning and behavior needs of children affected by trauma, and staff awareness of strategies for self care to prevent vicarious trauma and compassion fatigue. Effective strategies for supporting learning and behavior include mindfulness, safe and supportive classrooms and safe teacher to student and student to student relationships. This will benefit all students and particularly students affected by trauma such as Foster Youth and Low Socioeconomic students.

LE 2.6: The Student Assistance Program Chairperson for Grants and Special Projects (Jennifer Robles) is funded 50% from the Project Prevent grant for 2017-18 and 2018-19 and 50% from LCAP. In 2019-2020, the Project Prevent grant will end and the salary will need to become 100% LCAP funded.

This position coordinates grant activities for tobacco prevention and intervention (TUPE grant - $240,000 per year) and violence prevention and mental health/wellness promotion (Project Prevent grant - $1,000,000 per year). Tobacco prevention and youth development activities provide primary prevention and also increase protective factors for youth, particularly vulnerable youth. Youth of color, low income youth and LGBT youth are the highest risk groups for tobacco use. Measurable outcomes of the tobacco prevention and youth development activities include number of youth participating in prevention curriculum, in smoking interventions, in leadership development opportunities, and in tobacco prevention projects. Outcomes are also measured by the California Healthy Kids Survey, administered every 2 years. Our students report tobacco use at rates lower than the state average and data on student

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use of marijuana and alcohol have also decreased in the past 6 years. The Project Prevent grant is piloting school based mental health, trauma responsive schools, and restorative practices programs that are research based best practices for addressing barriers to learning and creating safe and supportive learning environments. Youth in poverty, children of color, and Foster Youth experience adverse childhood experiences at high rates (estimated to be as high as 80%) which can have significant impact on learning and behavior/school discipline. Social Emotional Learning Curriculum teaches self-management, empathy, and problem solving skills that children affected by trauma need to develop healthy relationships and skills for school success. Professional development for staff on Restorative practices and trauma responsive classrooms teach staff relationship building and evidence based strategies for helping students overcome the adverse effects of trauma. Measurable outcomes of the Project Prevent grant include the number of staff completing professional development in trauma responsive classrooms and restorative practices, and in school discipline data and in school climate data. Mental health data includes number of students and families receiving school based services and referred to services in the community. High School Wellness Centers are also a pilot of the Project Prevent grant as a research validated best practice for coordinating school based services for maximum efficacy and data includes number and type of services provided and number of students receiving school based services. The TUPE grant will be available for future funding for sustaining tobacco prevention and youth development activities. Project Prevent will not be available for future funding cycles and the district will need to plan how to sustain and scale up the activities that the grant funds piloted, such as restorative practices, trauma responsive schools, and wellness centers for coordination of school based services.

LE 2.7: SUSD provides intensive behavior intervention support (BIT) for our most at-risk students. The BIT provides support services to students, teachers, and families in order to maintain a student in their current educational program or to transition them into a less restrictive environment. The services are designed to address the academic, social-emotional, and behavioral needs of the student. BIT offers assistance and support to teachers and site staff to develop, implement, and maintain classroom management systems and individual student supports aimed to provide the student with needed structure and behavior strategies to be successful in the least restrictive educational placement possible.

Research indicates that there is a higher level of social emotional support needed to address emotional and behavioral difficulties, including social problems, delinquent behavior for low SES students. Based on stakeholder consultations and the high number of referrals this year for BIT which are represented by 98% Low Socioeconomic students additional support services will be increased starting in the 2018-2019 school year. Increased services entail: 4 mental health clinicians, 2 behavioral specialists ll's, 5 behavioral specialists l's, 10 behavior intervention assistants (.75 FTE). Add Books and supplies -parent outreach and classroom management.

LE 2.9: On-going Professional Development trainings and workshops for district staff to ensure and support equitable practices for students district-wide.The Department of Educational Equity has been engaged in an ongoing analysis of data during the 2017-2018 school year to assess the current needs of the district in order to propose strategies and resources designed to address the identified

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focus areas of the department. This data includes national, state, local and SUSD district data from a variety of sources including the CA School Dashboard. The analysis of data also includes qualitative data from stakeholders including district staff, student voices, results of school climate surveys and parent and community input. One of the focus areas for the Department of Educational Equity is to address disproportionality in discipline practices within student groups and to implement strategies to eliminate these practices. National, state, and district data tells us that young men of color, and also young men of color who are also identified as Foster Youth and Students With Disabilities are suspended and expelled at disproportionate rates as compared to their peers. The California suspension rate for Black males is 3.6 times greater than that of the statewide rate for all students. Specifically, while 3.6% of all students were suspended in 2016-2017, the suspension rate for Black boys and young men was 12.8%.

San Joaquin county was a county that has reported especially high suspension rates at 20% or above. In California Black males represent a student demographic that is more likely than their peers to be suspended. They account for 12.8% of all individual suspensions the highest among any student demographic. Similarly, in California Black girls and young women have the highest suspension rates among their female peers accounting for 6.6% of all unduplicated suspensions. In addition to this Black male student who are classified as Foster Youth and Students With Disabilities are suspended at noticeably high rates. Students who are classified as Foster Youth are suspended at a rate of 27.4%. Data also tells us that Black males who were in Foster Youth in seventh and eighth grade represented the subgroup that had the highest percentage of Black male suspensions at 41%. Data tells us that the suspension rate for Black boys and young men identified as a student with a disability is 17.5%. This is 2.5 times that of all Students With Disabilities. In addition to Black youth and young men having disproportionately high rates of suspension and expulsion, Latino young men and Native American young men also have high rates of suspension and expulsion. The next student demographic group in California with the highest suspension rate is Native American students with males accounting for 10.1% of unduplicated suspensions and Native American young women accounting for 4.7%. When we look at our SUSD suspension and expulsion data it tells us that every year beginning in 2013 there has been a disproportionate number of Black males who have been expelled each year. African American students comprise 11% of the total student population however since 2013 each year there has been expulsion rates over 30% for this student group. As of March 2018 this number is currently at 52%. The number of expulsions for our Latino male students is also very high. Since 2013 the percentage of Latino students who have been expelled is also over 30% and this percentage has been as high as 43% in multiple years. Our SUSD data also tells us that there is a higher rate of young men being suspended and expelled as compared to young women. Our recent CA School Dashboard data also confirms the state data that indicates that suspension is an area of concern for all of our students in addition to the student groups mentioned. One strategy to address disproportionality in discipline practices within student groups and to ensure equitable practices for all student's district wide is to provide intensive, on-going and sustained Professional Development trainings for all district staff in the area of implicit bias, diversity and inclusion, culturally responsive teaching strategies and pedagogy, LGBTQ Awareness and Inclusive Practices. Because of pervasive societal stereotypes and negative images often of people of color that are sometimes portrayed in the media, some

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suspensions of students are not the byproduct of misbehavior on the part of the student but rather misjudgment on the part of educators. For this reason, there is a need to ensure that intensive, ongoing PD is provided to all educators (i.e. staff, teachers, administrators, counselors) on topics such as implicit bias, racial macroaggressions, culturally mediated behaviors and responsive teaching practices for students of color. This is also a critical need because currently our district demographics consists of 94% students of color. These topics have substantial implications for reducing suspension disparities because they address a key component in the over-representation of students of color in exclusionary discipline based on bias, stereotypes, and racism. The goal of the PD is to raise educator's awareness about these issues and build their capacities by exposing them to concrete alternative strategies such as classroom management and relationship-building with students.

LE 2.9: LGBTQ Diversity and Inclusion to provide professional development (partnership with Pride Center) for staff on needs and strategies for support and inclusion for LGBTQ youth, who are a significant portion of Foster and Homeless Youth, and at higher risk for low academic achievement, high chronic absenteeism, and school dropout. This partnership with Pride Center also includes parent outreach and engagement activities. Unconscious Bias/Diversity and Inclusion/Culturally Responsive Strategies Training-This professional development is needed to prepare teachers and staff to better meet the needs of unduplicated students and address systemic inequities such as achievement gaps for our ethnic and low socio-economic subgroups and over-representation of African American and Native American students in discipline. Equity Analysis (Recommend WestEd) would provide an outside consultant to audit our district data, policies, practices, and procedures to identify strengths, weaknesses, and specific goals for reducing systemic inequities and improving outcomes for our ethnic and low socio-economic subgroups. Actions and services can be found on pages 196-202.

LE 3: Student Technology -To enhance student access to information technologies that promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of technology devices and associated accessories. By providing our most at-risk students (Low SES, Foster Youth, and English Learners) with not just access to technology, but on using it to access their core materials, complete research and math explorations provides them with increased access to technology that may otherwise not get in the home environment. Allocation of funds will be based on need for computer replacement. This software allows teachers and district to monitor student activities on Chromebooks and Windows machines. Teachers will be able to share their screen to student devices, share a student screen to all students via the projector, lock devices for direct instruction and limit apps and websites for students to access during class. One big challenge of being 1:1 is classroom management and the integration of technology. This software will give our teachers the tools to direct, guide, and manage their classrooms in our 1:1 environment. This imperative in supporting the high percentage of Foster Youth, English Learner and Low-Socioeconomic student groups who need

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more timely and intensive support based on research cited above as well as the data on their ELA and math outcomes. Actions and services can be found on page 203.

LE 6: Basic Instruction and Teacher Staffing - To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through hiring and retention of high-quality teachers and paraprofessionals. Decreasing student to teacher ratios for our unduplicated student groups have allowed the teachers to provide a higher level of attention based on the need for smaller group instruction/differentiated instruction, in turn better meet the academic and social emotional needs of our low SES students, English Learners, and Foster Youth. Actions and services can be found on pages 203-204.

LE 7: "Whole Family Response" and Resources: A Foster Youth Liaison was hired to increase the needed services for our Foster Youth. This position services approximately 300 Foster Youth students. Based on current needs, and research, outcomes on all reports from the California Dashboard our Foster Youth need additional support. In addition, the Foster Youth Committee identified needs in the area of timely services; immediate support be provided on school entry and records are received in a timely manner. An additional classified position similar to a community assistant position will be added for the 2018-2019 school year to support case management oversight services for our Foster/Homeless Youth to track, guide, and access their use of school agencies and community resources.

LE 7.1 and 7.2: Five Social Service positions will be hired for the 2018-2-19 school year to do more home to school connection and mitigation services. The Social Worker managing the McKinney-Vento Homeless and Unaccompanied Youth program will collaborate with the social services staff on family outreach and supports. In addition, the current employees outreach hours will be increased a .4375 TO .75 Full Time Equivalent (FTE). Actions and services can be found on pages 209-212.

LE 8: Health Services- Our low SES students, English Learners, and Foster Youth have much higher percentage of experiencing health and social emotional issues. SUSD is committed to providing services to rectify some of the poor health outcomes and trauma that these student groups are challenged with by providing students and families with appropriate health services interventions to be healthy and able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management. Additional staff will entail a Community Resources Liaison Program Coordinator (CRLPC) to: Expand existing Community Resource Liaison Specialist role to Community Resources Liaison Program Coordinator Identify and expand partnerships

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and develop additional partners with Community Agencies for services for including Foster Youth, Low Socioeconomic youth and English Learners.

An additional 15 additional Health Care Assistants. There will be additional training of HCA to assist in Specialized Health Care Procedures at their designated sites Expansion of immunizations review at all specialty high schools. These services will help build relationships and help increase access for parents/guardians of children from foster and disenfranchised students. Targeted child obesity program and diabetic camp to provide diabetic and resources for obesity prevention.

Wellness centers for comprehensive high schools - Edison and Stagg have existing Healthy Start Centers and serve the health and social emotional needs of students. Positions for coordinating services through the Healthy Start Centers are grant funded and need to be incorporated into district funding (includes a Wellness Counselor and Healthy Start Coordinator for each site). Chavez does not have a Wellness Center and staff is needed to create this resource for Chavez (includes a Wellness Counselor and Healthy Start Coordinator). Franklin has a grant ending in 2019 that piloted this model for coordinating services via a Wellness Counselor and a Healthy Start Coordinator and district funding for these services will be needed in 2019-2020. Providing school based health and mental health "wellness services" meets the basic needs of unduplicated pupils who experience barriers to services such as economic barriers for low SES, language barriers for EL, and lack of family support for Foster Youth. Change to Chavez and Edison -HS coordinators. Actions and services can be found on pages 2013-2014.

LE 9: Increased safety measures will be added to support our after school program which services all students who parents apply of our unduplicated student groups. A buzzer system will be installed. Additional threat assessment training will be provided to all staff. Actions and services can be found on page 221.

LE 10: School Counseling - To provide our low SES students, English Learners, and Foster Youth students with social and emotional systems of supports that lead to improved academic success and college/career readiness. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.Our fall California Dashboard results for all three subgroups for chronic absenteeism was high and academic achievement for ELA was very low, Red and math was very low for very low red for our Foster Youth and EL's, orange low for our Low Socioeconomic student groups. Suspension rates have improved with existing services but there are still too high and additional support is needed. Graduation rates were low for our low, orange for the Low Socioeconomic student group. SUSD determined based on stakeholder engagement, data outcomes and research that an increase in counseling services is needed to increase and or improve our services to increase graduation and college career readiness, monitor and counsel on staying on track with A-G courses, attendance, and

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social emotional support in addition, increased support for our Students With Disabilities at the high school is a necessity. We have increased the number of students who are full-inclusion who are requiring additional counselling support both academically and socially. We will be adding 32 elementary counselors and 10 high school counselors (4 of the 10 counselor FTE's will be solely responsible for case management for our special education, homeless and Foster Youth students).

SEL Curriculum -1.2 million to purchase Second Step Curriculum and provide teacher training for district wide implementation of Tier 1 Universal SEL instruction in grades TK-8. This will promote learning and prevent behavioral concerns for all students and particularly benefit vulnerable students such as Foster Youth and low SES students. Second Step is an evidence based best practice for increasing school climate, reducing behavioral concerns and also benefits English Learners in developing social language. Actions and services can be found on pages 225-231.

Goal 3: Meaningful Partnerships

Supporting research:

Excerpt from http://www.projectappleseed.org/barriers : Benefits of Family Involvement

Meaningful family involvement is a powerful predictor of high student achievement. Students attain more educational success when schools and families work together to motivate, socialize, and educate students (Caplan, 2000). Students whose families are involved in their education typically receive higher grades and test scores, complete more homework, have better attendance, and exhibit more positive attitudes and behaviors. Children of involved families also graduate at higher rates and are more likely to enroll in postsecondary education programs (Riggins-Newby, 2004; Norton, 2003; Caplan, 2000; Binkley et al., 1998; Funkhouse and Gonzalez, 1997). Henderson (1987) found that the academic benefits gained from family involvement with elementary school students continued through the middle and senior high school levels. Furthermore, studies have observed these positive outcomes regardless of students' ethnic or racial background or socioeconomic status, noting that students at risk of failure have the most to gain when schools involve families (Caplan, 2000; Funkhouse and Gonzalez, 1997; Henderson, 1987).

Weiss, Heather B., M. Elena Lopez, and Heidi Rosenberg. 2010. Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform. Cambridge, MA: Harvard Family Research Project. https://www.sedl.org/connections/engagement_forum/beyond_random_acts.pdf

Goal 3 Meaningful Partnerships

MP 1: Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our

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unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education. These services have not been funded by the LCAP. Adult education utilizing their own funding. Increased services for parent and community outreach which will include parent training and access to community resources will be provided by the support of one additional parent outreach staff in our Parent Empowerment Department. Actions and services can be found on pages 238-239.

MP 2 and 3: Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. Providing ongoing communication via the district website, robo calls, parent and community meetings and opportunities to connect with the schools are services that SUSD has in place to increase parent and community connection to our schools to build services and support for our Foster Youth, Low Socioeconomic and English Learner students. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders. An increase in a parent liaison position and additional emergency training to support how to provide outreach in case of a crisis will be added this year. Actions and services can be found on pages 240-242.

MP 4.2: Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in youth development activities and in Peer Leaders Uniting Students (PLUS) program. The PLUS program has had a strong impact on school connectedness for our students. Peer Leaders Uniting Students (PLUS) Program activities include: supporting positive school climate, youth voice, inclusiveness, Bullying Prevention, LGBT Awareness, supporting youth development and leadership. School Climate data demonstrates the need for additional support and resources at the high school level. Data shows that the positive indicators of a caring and supportive school climate dramatically decrease in high school. Our high schools show many areas of concern that do not seem to be improving despite growing programs with dedicated teachers. Working with the high school teachers of the PLUS Program, we determined that PLUS teachers recognize the high needs of our ELL, Foster Youth, and low-income students, but have very little time to prepare, coordinate, and plan the necessary prevention activities corresponding to the issues impacting our students. Increasing teacher support for PLUS would allow the PLUS teacher time to collaborate with different stakeholders (students, counselors, administrators, activities directors, social workers, community agencies

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to plan necessary prevention activities that are highly beneficial our ELL, Foster Youth, and low-income populations. Four teachers will be added to the four comprehensive high schools next school year to support the services listed above.

MP 4: Kennedy Games and Pentathlon will be added to provide opportunities for all of our unduplicated student groups to participate in extended learning and enrichment activities. Actions and services can be found on pages 243-244.

MP 6: Visual and Performing Arts (VAPA) Activities - To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. Many of our students that have participated in these programs, inclusive of Low-Socioeconomic students, Foster Youth, and English Learners. Most of these student have continued the VAPA pathway from elementary to high school. These types of programs increase school connectedness. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through music, band, art, physical education, and intramural sporting activities. An increase of a band/music assist will be added next year to expand the pathway from the elementary schools to Edison High school Actions and services can be found on page .

MP 6.1: An additional music assistant position at the elementary and high schools to increase access for our unduplicated student groups to music pathways beginning in elementary to high school. Actions and services can be found on pages 247-248.

MP 7: Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability. Truancy Intervention specialists were hired for CWA Truancy Outreach Specialists who have had an impact on truancy and absentee intervention for our Low-Socioeconomic, Foster Youth and English Learners, but due to the Dashboard outcomes indicating more support is needed to reduce our high chronic absenteeism additional positions, Five Social Service positions will be hired for the 2018-2-19 school year to do more home to school connection and mitigation services. The Social Worker managing the McKinney-Vento Homeless and Unaccompanied Youth program will collaborate with the social services staff on family outreach and supports. The current truancy outreach hours will be increased a .4375 TO .75 work day. Actions and services can be found on pages 248-250.

Summary:

Increase in coaches; providing content coaching and Common Core professional development; increasing the amount and support of technology and coaching at every school site; and purchasing supplemental materials to implement Common Core aligned instruction.

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Support for instruction, student engagement, and credit recovery programs have increased graduation rates, and lowered dropout rates. The implementation of college and career planning software (XELLO), CTE and STEAM programs, and College & Career positions for our unduplicated student groups foster a college–going culture and provide the information and skills that prepare students for college or career entry and advancement. Increased graduation rates can be attributed to these LCAP items. To promote the increased performance of English Learners, LCAP goals focus on direct services to the students and supports for parents. An additional translator to tor to support the English Learner program and teacher training on ELD strategies are reflected in the progress of Reclassified Fluent English Proficient Students. To build parent engagement, SUSD's Parent Academies and Workshops further assist parents in supporting their children's learning, English Tutoring classes for our parents learning the English language, and translation services at school and district meetings. These supports and services will contribute to increasing student performance for our English Learners, Foster Youth, and Low Socioeconomic student groups. SUSD students who are Socioeconomically Disadvantaged, Homeless, and Foster Youth, have lowered their suspension rate and increased their graduation rates. These supports and services our students will include; an increase in the number of counselors, social service workers, health care staff and behavior intervention staff who will work to identify and respond to their social, emotional, and health needs; the expansion of our In-house mental health team; extra counselors assigned to elementary and secondary schools.

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although LEA-wide spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$55,073,875	19.55 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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Stockton Unified School District has an unduplicated pupil count of 85.3% for 2017-2018.Check percentage

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

Supplemental/Concentration funds are being expended in a LEA-wide manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

SA: 1 – Student Technology - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of technology devices and associated accessories.

SA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

SA: 3 – Primary Language Support - To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through professional learning in primary language supports.

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SA: 5 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

SA: 7 - Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring and training of supplemental intervention teachers, intervention tool/software/resources and the implementation of credit recovery programs.

SA: 8 - Instructional Coaching - To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to prepare and meaningfully participate in student Individual Educational Program (IEP) meetings.

SA: 9 – Extended Day/Year Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

SA: 10 - Site Allocation - To provide individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their students. These services are principally directed and are an effective use of

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funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through school site budgetary oversight.

SA: 11 - College and Career Preparatory Opportunities - To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc., and to provide opportunities for age appropriate college entrance examinations.

SA: 12 - Special Education Assistive Opportunities - To provide students with assistive technology to meet their needs to achieve academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through hiring staff to assist in the oversight and adherence to student Individual Education Program (IEPs) and the purchase of innovative technologies for students to attain academic success.

Goal 2: Safe and Healthy Learning Environments

LE: 1 – Technology Infrastructure and Support - To improve technology infrastructure and devices to ensure students can receive appropriate and relevant instruction to enhance learning opportunities. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the improvement of technology infrastructure and the purchase of technology devices and associated accessories.

LE: 2 - High-Quality Teachers, Substitutes, Administrators and Staff - To obtain, retain, train and support educators to be high quality and well-rounded role models that embody the vision that every student will succeed academically, socially, and emotionally. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the improvement of teacher hiring timelines including incentives and credentialing, training to develop and maintain high quality substitutes, continuation of Positive Behavior Intervention Support (PBIS) framework, piloting Executive Functions, development of the Student Success Teams (SST) and Student Assistance Program (SAP) and Behavior Intervention Team (BIT).

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LE: 5 – Facility Support - To provide students and educators with facilities that are clean and functional to received and deliver instruction. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the improvement of facilities, restoration of custodial/maintenance services and environmental compliance/building safety oversight and response.

LE: 6 – Basic Instruction and Teacher Staffing - To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through hiring and retention of high-quality teachers and paraprofessionals.

LE: 7 - Parent and Community Relations - To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through "Whole-Family" response and resources.

LE: 8 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

LE: 10 - School Counseling - To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Goal 3: Meaningful Partnerships
MP: 1 - Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the facilitation of Parent Academies,

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Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

MP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

MP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

MP: 6 - Visual and Performing Arts (VAPA) Activities - To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through music, band, art, physical education, and intramural sporting activities.

MP7: - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:
The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although LEA-wide spending is principally directed towards our unduplicated students, all students at

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

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

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
> Identify the 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).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	195,798,860.00	224,232,193.00	195,807,860.00	274,963,055.00	282,694,359.00	753,465,274.00
	0.00	0.00	9,000.00	0.00	0.00	9,000.00
0000 LCFF Base	139,866,260.00	169,137,590.00	3,598,249.00	176,236,967.00	196,691,289.00	376,526,505.00
0090: LCFF Educ Disadv Youth	0.00	10,161,638.00	0.00	13,818,504.00	14,509,429.00	28,327,933.00
0091: LCFF English Learners	0.00	381,057.00	0.00	435,638.00	457,420.00	893,058.00
0100 LCFF Supp/Conc	31,511,559.00	40,101,688.00	0.00	72,329,852.00	65,181,948.00	137,511,800.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	3,569,770.00	0.00	3,841,730.00	0.00	0.00	3,841,730.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 3312 – 3332 Special Education, 4035 TitleIIPartA-ImpvTchrQuality, 6512 – Special Education	5,341,516.00	0.00	5,341,516.00	0.00	0.00	5,341,516.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	3,323,665.00	0.00	3,323,665.00	0.00	0.00	3,323,665.00
0100: LCAP/LCFF	0.00	264,393.00	0.00	0.00	0.00	0.00
0101: Prior Year LCFF S&C C/O	0.00	0.00	0.00	6,323,000.00	0.00	6,323,000.00
1100 Unrestricted Lottery	0.00	295,974.00	0.00	0.00	0.00	0.00
3010: IASA-Title 1 Basic Grants-Low	0.00	2,314,032.00	0.00	3,559,993.00	3,588,517.00	7,148,510.00
3312: SpEdLocAsstPrtBSec611 CEIS	0.00	1,283,038.00	0.00	1,066,000.00	1,066,000.00	2,132,000.00
4035: TitleIIPartA-ImpvTchrQuality	730,000.00	24,555.00	730,000.00	1,060,000.00	1,060,000.00	2,850,000.00
6512 (Spec Ed Mental Health)	0.00	160,519.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	178,963,700.00	0.00	0.00	178,963,700.00
None	11,184,130.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	107,709.00	0.00	133,101.00	139,756.00	272,857.00
	271,960.00					

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	195,798,860.00	224,232,193.00	195,807,860.00	274,963,055.00	282,694,359.00	753,465,274.00
	0.00	0.00	109,000.00	0.00	0.00	109,000.00
1000, 2000, 3000	1,124,039.00	10,475.00	1,124,039.00	5,195,380.00	5,455,149.00	11,774,568.00
1000, 2000, 3000, 4000	696,554.00	0.00	696,554.00	0.00	0.00	696,554.00
1000, 2000, 3000, 4000, 5000	8,911,286.00	15,888,745.00	23,116,073.00	18,651,356.00	19,423,028.00	61,190,457.00
1000, 3000	14,204,787.00	189,591,638.00	156,566,936.00	217,469,188.00	230,007,402.00	604,043,526.00
1000, 3000, 4000, 5000	156,666,936.00	0.00	2,298,447.00	7,426,889.00	7,939,476.00	17,664,812.00
1000, 3000, 5000	2,298,447.00	114,481.00	0.00	630,000.00	630,000.00	1,260,000.00
1000,2000,3000,5000	0.00	540,284.00	0.00	0.00	0.00	0.00
2000, 3000	0.00	8,446,297.00	1,517,552.00	9,520,449.00	9,996,472.00	21,034,473.00
2000, 3000, 4000	1,517,552.00	0.00	1,338,976.00	237,929.00	235,848.00	1,812,753.00
2000, 3000, 4000, 5000	1,338,976.00	850,672.00	7,549,914.00	1,731,364.00	1,790,804.00	11,072,082.00
2000, 3000, 4000, 5000, 6000	7,953,783.00	6,935.00	0.00	0.00	0.00	0.00
2000, 3000, 5000	0.00	386,123.00	403,869.00	422,410.00	440,180.00	1,266,459.00
4000, 5000	0.00	391,026.00	100,000.00	6,681,000.00	410,000.00	7,191,000.00
4000-4999: Books And Supplies	100,000.00	1,840,919.00	986,500.00	3,456,090.00	2,850,000.00	7,292,590.00
5000-5999: Services And Other Operating Expenditures	986,500.00	4,164,598.00	0.00	1,541,000.00	1,516,000.00	3,057,000.00
7000-7439: Other Outgo	0.00	2,000,000.00	0.00	2,000,000.00	2,000,000.00	4,000,000.00
None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	195,798,860.00	224,232,193.00	195,807,860.00	274,963,055.00	282,694,359.00	753,465,274.00
		0.00	0.00	9,000.00	0.00	0.00	9,000.00
	4035: TitleIIPartA-ImpvTchrQuality	0.00	0.00	100,000.00	0.00	0.00	100,000.00
1000, 2000, 3000	0100 LCFF Supp/Conc	1,124,039.00	10,475.00	0.00	5,195,380.00	5,455,149.00	10,650,529.00
1000, 2000, 3000	LCFF	0.00	0.00	1,124,039.00	0.00	0.00	1,124,039.00
1000, 2000, 3000, 4000	LCFF	696,554.00	0.00	696,554.00	0.00	0.00	696,554.00
1000, 2000, 3000, 4000, 5000	0090: LCFF Educ Disadv Youth	0.00	10,161,638.00	0.00	13,566,601.00	14,244,931.00	27,811,532.00
1000, 2000, 3000, 4000, 5000	0091: LCFF English Learners	0.00	381,057.00	0.00	435,638.00	457,420.00	893,058.00
1000, 2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	0.00	3,148,582.00	0.00	2,051,182.00	2,122,742.00	4,173,924.00
1000, 2000, 3000, 4000, 5000	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	0.00	3,569,770.00	0.00	0.00	3,569,770.00
1000, 2000, 3000, 4000, 5000	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 3312 – 3332 Special Education, 4035 TitleIIPartA-ImpvTchrQuality, 6512 – Special Education	3,569,770.00	0.00	5,341,516.00	0.00	0.00	5,341,516.00
1000, 2000, 3000, 4000, 5000	3010: IASA-Title 1 Basic Grants-Low	5,341,516.00	849,430.00	0.00	1,531,935.00	1,531,935.00	3,063,870.00
1000, 2000, 3000, 4000, 5000	3312: SpEdLocAsstPrtBSec611 CEIS	0.00	1,283,038.00	0.00	1,066,000.00	1,066,000.00	2,132,000.00
1000, 2000, 3000, 4000, 5000	LCFF	0.00	0.00	14,204,787.00	0.00	0.00	14,204,787.00
1000, 2000, 3000, 4000, 5000	Other	0.00	65,000.00	0.00	0.00	0.00	0.00
1000, 3000	0000 LCFF Base	0.00	167,907,661.00	0.00	174,980,510.00	195,372,010.00	370,352,520.00
1000, 3000	0100 LCFF Supp/Conc	14,204,787.00	21,471,219.00	0.00	41,955,577.00	34,095,636.00	76,051,213.00
1000, 3000	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	134,929,035.00	0.00	3,323,665.00	0.00	0.00	3,323,665.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
1000, 3000	3010: IASA-Title 1 Basic Grants-Low	6,500,106.00	0.00	0.00	0.00	0.00	0.00
1000, 3000	4035: TitleIIPartA-ImpvTchrQuality	3,323,665.00	9,530.00	630,000.00	400,000.00	400,000.00	1,430,000.00
1000, 3000	6512 (Spec Ed Mental Health)	0.00	160,519.00	0.00	0.00	0.00	0.00
1000, 3000	LCFF	730,000.00	0.00	152,613,271.00	0.00	0.00	152,613,271.00
1000, 3000	Other	0.00	42,709.00	0.00	133,101.00	139,756.00	272,857.00
1000, 3000, 4000, 5000	0100 LCFF Supp/Conc	0.00	0.00	0.00	7,396,889.00	7,909,476.00	15,306,365.00
1000, 3000, 4000, 5000	4035: TitleIIPartA-ImpvTchrQuality	11,184,130.00	0.00	0.00	30,000.00	30,000.00	60,000.00
1000, 3000, 4000, 5000	LCFF	0.00	0.00	2,298,447.00	0.00	0.00	2,298,447.00
1000, 3000, 5000	0100 LCFF Supp/Conc	2,298,447.00	114,481.00	0.00	0.00	0.00	0.00
1000, 3000, 5000	4035: TitleIIPartA-ImpvTchrQuality	0.00	0.00	0.00	630,000.00	630,000.00	1,260,000.00
1000,2000,3000,5000	0100 LCFF Supp/Conc	0.00	540,284.00	0.00	0.00	0.00	0.00
2000, 3000	0000 LCFF Base	0.00	1,229,929.00	0.00	1,256,457.00	1,319,279.00	2,575,736.00
2000, 3000	0090: LCFF Educ Disadv Youth	0.00	0.00	0.00	251,903.00	264,498.00	516,401.00
2000, 3000	0100 LCFF Supp/Conc	0.00	6,785,673.00	0.00	7,715,504.00	8,101,281.00	15,816,785.00
2000, 3000	0100: LCAP/LCFF	0.00	264,393.00	0.00	0.00	0.00	0.00
2000, 3000	3010: IASA-Title 1 Basic Grants-Low	0.00	166,302.00	0.00	296,585.00	311,414.00	607,999.00
2000, 3000	LCFF	1,517,552.00	0.00	1,517,552.00	0.00	0.00	1,517,552.00
2000, 3000, 4000	0100 LCFF Supp/Conc	0.00	0.00	0.00	237,929.00	235,848.00	473,777.00
2000, 3000, 4000	LCFF	0.00	0.00	1,338,976.00	0.00	0.00	1,338,976.00
2000, 3000, 4000, 5000	0000 LCFF Base	0.00	0.00	3,598,249.00	0.00	0.00	3,598,249.00
2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	1,338,976.00	850,672.00	0.00	1,299,891.00	1,345,636.00	2,645,527.00
2000, 3000, 4000, 5000	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	0.00	271,960.00	0.00	0.00	271,960.00
2000, 3000, 4000, 5000	3010: IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	431,473.00	445,168.00	876,641.00
2000, 3000, 4000, 5000	LCFF	3,598,249.00	0.00	3,679,705.00	0.00	0.00	3,679,705.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000, 3000, 4000, 5000, 6000	0100 LCFF Supp/Conc	4,083,574.00	6,935.00	0.00	0.00	0.00	0.00
2000, 3000, 5000	0100 LCFF Supp/Conc	0.00	386,123.00	0.00	422,410.00	440,180.00	862,590.00
2000, 3000, 5000	LCFF	0.00	0.00	403,869.00	0.00	0.00	403,869.00
4000, 5000	0100 LCFF Supp/Conc	0.00	391,026.00	0.00	451,000.00	410,000.00	861,000.00
4000, 5000	0101: Prior Year LCFF S&C C/O	271,960.00	0.00	0.00	6,230,000.00	0.00	6,230,000.00
4000, 5000	LCFF	0.00	0.00	100,000.00	0.00	0.00	100,000.00
4000-4999: Books And Supplies	0000 LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	0.00	1,544,945.00	0.00	3,388,090.00	2,850,000.00	6,238,090.00
4000-4999: Books And Supplies	0101: Prior Year LCFF S&C C/O	100,000.00	0.00	0.00	68,000.00	0.00	68,000.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Goal				
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	39,376,131.00	34,008,003.00	39,376,131.00	49,487,378.00	48,836,793.00	137,700,302.00
Goal 2	153,638,618.00	188,056,379.00	153,638,618.00	216,722,145.00	224,722,382.00	595,083,145.00
Goal 3	2,784,111.00	2,167,811.00	2,784,111.00	8,753,532.00	9,135,184.00	20,672,827.00
Goal 4			37,679,632.00	0.00		
Goal 5	0.00	0.00	9,000.00	0.00	0.00	9,000.00

* Totals based on expenditure amounts in goal and annual update sections.