LCFF Budget Overview for Parents

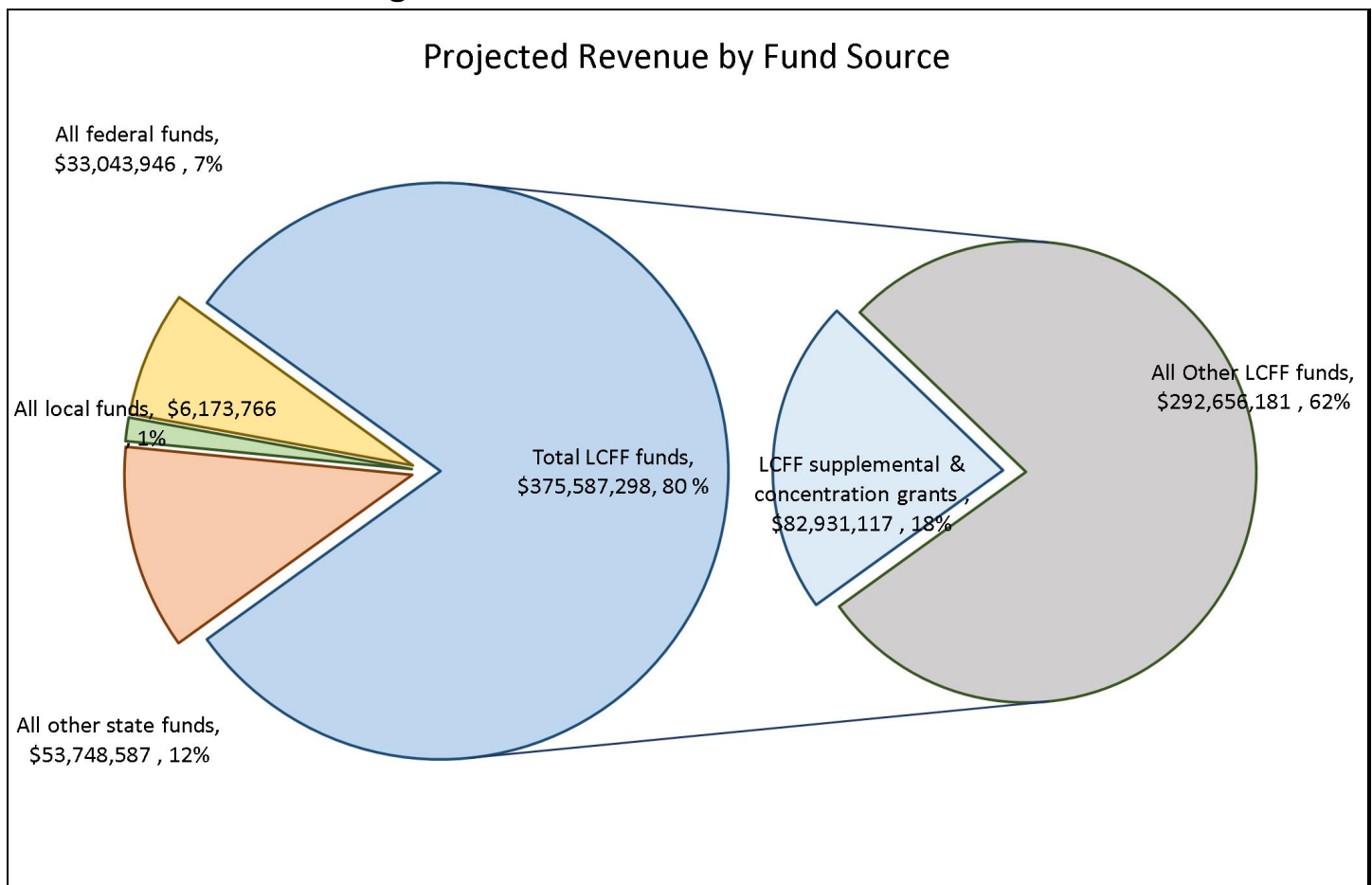Local Educational Agency (LEA) Name: Stockton Unified School District

CDS Code: 39-68676-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Connor Sloan, Ed.D., Director, LCAP

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $33,043,946 , 7%

All local funds, $6,173,766 1%

All other state funds, $53,748,587 , 12%

Total LCFF funds, $375,587,298, 80 %

LCFF supplemental & concentration grants , $82,931,117 , 18%

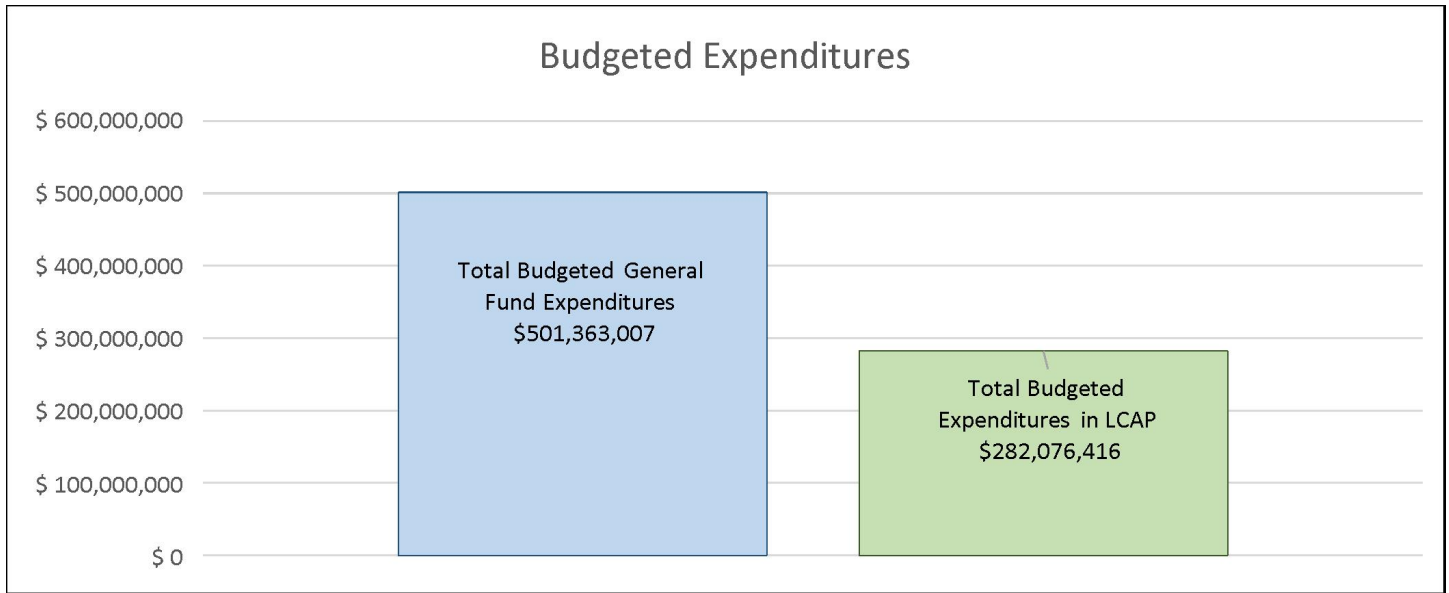All Other LCFF funds, $292,656,181 , 62%

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

The total revenue projected for Stockton Unified School District is $468,553,597, of which $375,587,298 is Local Control Funding Formula (LCFF), $53,748,587 is other state funds, $6,173,766 is local funds, and $33,043,946 is federal funds. Of the $375,587,298 in LCFF Funds, $82,931,117 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$501,363,007

Total Budgeted Expenditures in LCAP
$282,076,416

This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Stockton Unified School District plans to spend $501,363,007 for the 2019-20 school year. Of that amount, $282,076,416 is tied to actions/services in the LCAP and $219,286,591 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District's largest increase in ongoing expenditures is salaries and benefits, which includes the associated mandatory cost. The Districts main catalyst for change is driven by professionals. The District is realizing concentrated areas of growth and change to meet the social-emotional needs of students to provide a better environment for the student to learn and achieve at school, amidst the challenges students face at home. This has prompted an increase and new strategy to not only improve compensation to attract and retain professionals, but also add additional staff that has been deemed necessary to address the needs of students. These areas of enhancements range from Mental Health Clinicians and additional wellness centers to specialized para-educator support and teacher coaching. The District's recent curriculum adoption has also required specific funding for additional professional development for teachers to learn and therefore teach the specific curriculum the District has invested in to support the high need for academic improvement, district wide. General Fund Budget Expenditures for the LCAP year not included in the LCAP are represented by facility costs, overhead costs, transportation, core services, and other essential non-instructional services.
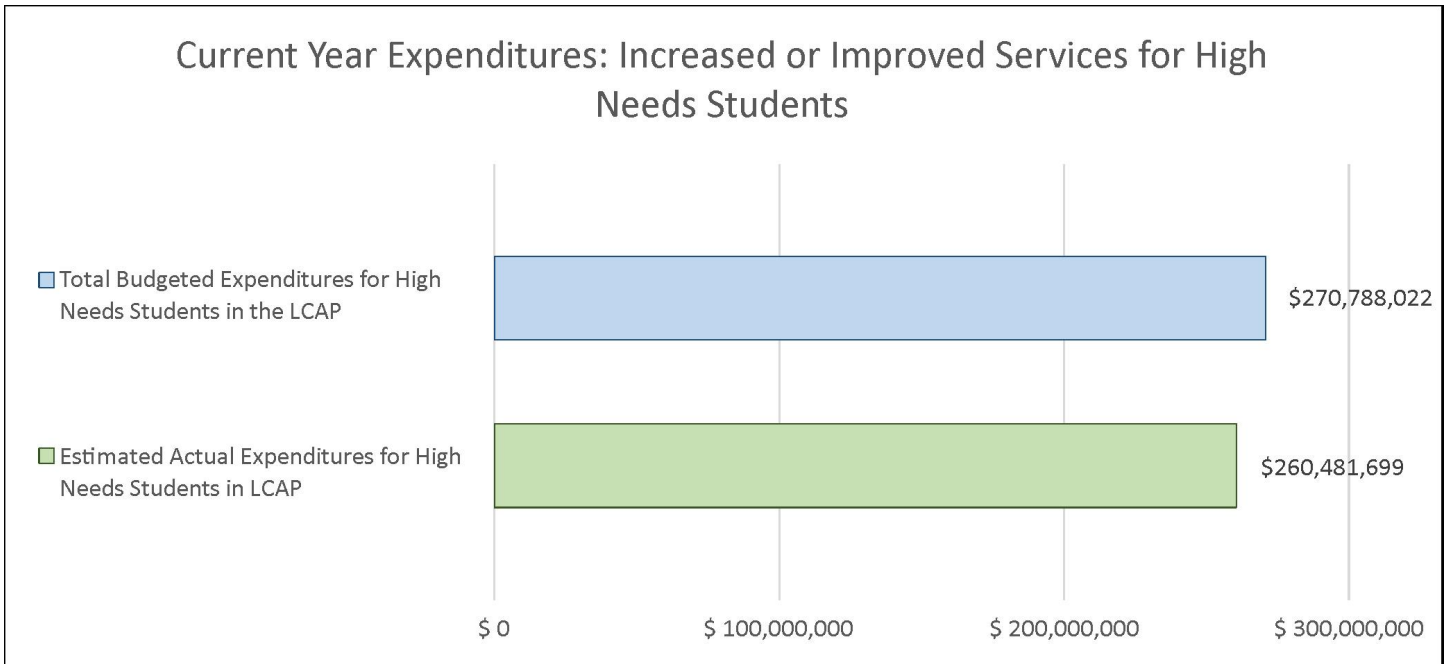
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Stockton Unified School District is projecting it will receive $82,931,117 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives

for high needs students. In the LCAP, Stockton Unified School District plans to spend $277,795,626 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $270,788,022

Estimated Actual Expenditures for High Needs Students in LCAP — $260,481,699

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This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Stockton Unified School District's LCAP budgeted $270,788,022 for planned actions to increase or improve services for high needs students. Stockton Unified School District estimates that it will actually spend $260,481,699 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-10,306,323 had the following impact on Stockton Unified School District's ability to increase or improve services for high needs students: The District has evaluated it's student needs using the California School Dashboard and other metrics that develop our District-wide profile of need and achievement. The District has established a banded rate for its per site allocation for Supplemental and Concentration, which provides additional resources per student for schools of high need. This allocation is also supplemented by Title I allocations to all sites as well. The District has also revised the allocation methodology of counselors, instructional coaches, assistant principals, to provide ALL schools with additional supplemental support with direct affect to classroom performance outcomes for teachers and students, in addition to professionals that are able to support school climate, social-emotional, and academic support to students and their families. Previously the District's allocation was based on individual site funding and prioritization of positions based on funding/strategies. The District has taken an intentional approach to these areas to move in a direction of equity for all schools in these areas. The differences of the estimated actual expenditures and total budgeted expenditures impacted the actions and services and the overall increased or improved services for high needs students in 2018-2019 due to late hires and cost projections being less than expected for resources and services. Students received the actions and services that were planned in the LCAP, however, some increased services were not able to be provided right when school started, such as increased counselor services, instructional coaches, and behavior intervention support due to staff being hired after school started, thus, a delay occurred in providing increased direct services to students. Increased Behavior Intervention support and healthy start coordinator services were slightly impacted as

building the department's capacity to provide direct support to unduplicated students did not grow to the level desired as finding qualified candidates to fill positions proved to be more difficult than expected. Some staff were not able to partake in professional development opportunities at times due to difficulty in filling teacher positions with substitute teachers, which in turn possibly impacted the instructional staff member's ability to increase the effectiveness of the instructional services they were providing aligned with professional learning outcomes.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Stockton Unified School District	Connor Sloan, Ed.D. Director, LCAP	csloan@stocktonusd.net 209-933-7040

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Stockton Unified School District (SUSD) began providing services to students in 1852 and is located in California's Central Valley near the banks of the San Joaquin River. SUSD is the 17th largest school district in California, whereby 40,000 PK-12th grade students come to us to experience an academic journey that leads to high school graduation and success in college, careers, and as actively engaged community members. The District also serves a number of adults through our Stockton School For Adults. SUSD is made up of thirty-seven Head Start classes, fifty-three state preschool classes, three First 5 preschool classes, forty-one K-8 schools, four comprehensive high schools, three small high schools, an alternative high school, a special education school, a school for adults, and five dependent charter schools. Our district mission is to graduate every single youth college, career, and community ready. Stockton Unified School District is dedicated to providing high quality first instruction, rigorous curriculum, and supporting academic achievement and social-emotional development supported by Multi-Tiered System of Supports (MTSS). The District's work is guided by three focal goals:

- Every child by the end of third grade will read and comprehend at the proficient level.
- Every child will have access to high quality rigorous first instruction.
- Every child, by the end of 12th grade, will graduate and be college, career, and community ready.

The student population that makes up Stockton Unified School District are culturally and linguistically diverse: 11% African American, 9% Asian, 4% Filipino, 66% Hispanic/Latino, 6% Caucasian, 3% Multiracial, and 1% Native Hawaiian/Other Pacific Islander. There are forty-five different languages represented in SUSD schools. Our Local Control & Accountability Plan (LCAP) principally directs actions and services funded by supplementary and concentration funds to address the academic and social-emotional needs of our unduplicated pupil groups, while also benefiting student groups

district wide as 81.22% of SUSD's student population are identified as unduplicated pupils; represented by a make-up of 21% English Learners, 83% low income students, and 1% foster youth. All of SUSD students are young scholars that have skills, talents, and visions for the future that represent their great potential and aspirations. The students are our greatest asset and collectively as a district we strive to provide high quality first instruction, rigorous curriculum, social-emotional support, and equitable learning environments for all students.

Employees of Stockton Unified School District (SUSD) are passionate educators dedicated to our mission of graduating every single youth college, career, and community ready. As a Professional Learning Community (PLC), SUSD continues to focus on implementing research-based instructional and school culture practices that promote high levels of academic achievement, positive social-emotional growth, developing equitable, inclusive, and safe learning environments, and building meaningful partnerships invested in student learning and well-being. With ongoing professional development provided to staff focused on Positive Behavior Interventions & Supports (PBIS) and meeting the differentiated learning needs of all students, as a district we continue to implement actions and services that are designed to address California School Dashboard data aligned areas of need; increasing English proficiency that leads to attainment of reclassification, literacy skills, mathematical reasoning & problem-solving abilities, increasing attendance rates, college/career readiness & graduation rates, and decreasing suspension rates. Professional development on high quality first instruction and meeting the learning needs of English learners focused on designated and integrated English Language Development (ELD), weekly opportunities for strategic teacher collaboration, and academic and social-emotional focused workshops & academies offered to parents/guardians/family members are aligned with district LCAP goals on engaging educators and stakeholders in ways we can collaboratively increase student academic achievement. District wide Advancement Via Individual Determination (AVID) & Peer Leaders Uniting Students (PLUS) programs, credit recovery programs, increase of positive attendance outreach efforts, data cycles of inquiry focused around common formative assessments informing instruction, increase of mental health clinicians, counselors at all schools, Career Technical Education (CTE) pathways focused on increasing students' depth of knowledge and 21st Century skill sets, increase of capacity to provide Visual and Performing Arts (VAPA) programs at K-8th grade schools, and with extended day learning support and enrichment offered through after school programs, SUSD continues to improve or increase actions and services focused on enhancing students' readiness for college, career, and community success. The district is deeply invested in the development of all employees and ensuring high quality choices for all youth and their families in their education and educational setting.

On an annual basis we build district capacity through analysis of feedback gathered from collaborative engagement events with students, staff, families, and community focused on outcomes from previous actions and services aligned with our Local Control & Accountability Plan (LCAP). The LCAP updating process allows for revisions and additions to increase and improve the ways in which SUSD meets the needs of all students while ensuring the effectiveness of principally directed actions and services towards supporting the academic success and social-emotional growth of socioeconomically disadvantaged, English learners, and foster youth students, as well as other data identified priority student groups. Students are our most valuable resource and together with our community, we have an obligation to provide all of our students with a world-class education. It is our responsibility collectively to provide every student with high quality first instruction, a well-rounded educational experience, and the support necessary to graduate from high school with the requirements for admission into a college, transferable skills and knowledge that are applicable to 21st Century careers, and the life skills to be productive members within their communities.

Stockton Unified School District as a collective Professional Learning Community (PLC) is committed to graduate every single youth college, career, and community ready.

We will establish a high-performing and caring culture in our schools, throughout the school district and in our community by:
- Establishing high and unambiguous expectations for adults and youth
- Implementing the support necessary for trauma-informed care and instruction
- Providing rigorous and engaging instruction at all levels
- Deeply invest in the development of all employees
- Ensuring high quality choices for all youth and their families in their education as well as their educational setting

We will improve our culture and community with a set of supporting elements that are for all youth and adults in SUSD:
- Develop standards for leadership in Stockton Unified at every organizational level, provide the training necessary to be an effective leader, and grow as an effective leader
- Commit to authentic parent/guardian and community engagement and participation
- Connecting with businesses, non-profit organizations, community and faith based organizations to support our local curriculum endeavors and our mission to graduate every student college, career, and community ready
- Implement a set of wrap-around services (school & community based, culturally relevant, individualized, strength based, & youth & family centered) of support for families and youth to support healthy social-emotional development and academic achievement
- Be a system who is not confused about our mission and acts with integrity within the mission

Stockton Unified School District is committed to providing all students with an equitable, safe, and rigorous learning environment. SUSD is dedicated to setting clear, high standards and measurable goals, implementing rigorous curriculum that is culturally relevant and engaging, and providing high quality first instruction that infuses skills and techniques to enhance language learners academic success and scaffold when necessary. Progress monitoring of student readiness is aligned with integrated systems of academic measurement with ongoing progress monitoring and professional development that provides opportunities for educators to improve their craft and expertise aligned with meeting the academic and social-emotional needs of all students. Moving forward, as a district we will continue to improve the ways in which we act in constant authentic partnership with youth, parents, guardians, and community. Our equity agenda is to invest in and support all, while providing additional support and investments for those who have been historically under served. The three goals SUSD has for our LCAP will lead to improved student outcomes and performance:

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

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

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

The LCAP goals directly align with the District's goals for students:
- Every child by the end of 3rd grade will read and comprehend at the proficient level.
- Every child will have access to high-quality, rigorous first instruction.
- Every child, by the end of 12th grade, will graduate and be college, career, and community ready.

The District's equity agenda is to invest in and support all, while providing additional support and investments for those who have been historically under served. The district aligns instruction, curriculum, systems, programs, and policies with an equity lens and Multi-Tiered System of Supports approach. We view all of our students as young scholars and all stakeholders as invested partners in student success. Our LCAP continues to be developed in collaboration with students and stakeholders, with a focus on equity and a systemic approach tailored to data-based locally identified needs and strengths that describes our goals, actions, services, and expenditures to support positive student outcomes, while increasing and improving actions and services that are principally directed towards meeting the needs of our socioeconomically disadvantaged, English learners, foster youth students, and data identified student groups in need of strategic and intensive support.

LCAP Highlights

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

The 2019-2020 LCAP is aligned with the state accountability system (California School Dashboard) and the eight state priorities. The District's data showed that our unduplicated student count was 79.53%, therefore, our supplemental and concentration funds are largely allocated to provide district wide actions and services, while ensuring increased or improved services are principally directed towards meeting the needs of our low income, English learners, foster youth students (unduplicated student groups), and students with disabilities. The 2019-2020 LCAP includes a continuation of the District's three goals and focuses on increasing student access, agency, and achievement through an equity approach that integrates a Multi-Tiered System of Supports to enhance academic achievement and social-emotional development. The actions/services in our LCAP are aligned and in support of our district mission of lifting youth out of circumstances of poverty and scarcity through graduating every single youth college, career, and community ready. With the analysis of state dashboard data, stakeholder recommendations, suggestions, and survey data collected in the LCAP development process, actions and services were collaboratively identified to address the actions and services needed to graduate every single youth college, career, and community ready.

The Stockton USD LCAP is comprised of 3 district LCAP goals that focus on: Goal 1: Student Achievement, Goal 2: Equitable Learning Environments, and Goal 3: Meaningful Partnerships. The actions and services integrated with these goals are driven by Key Performance Indicators (KPIs) and are in alignment with state priorities and local performance indicators. Working in collaboration with stakeholders throughout the district, three LCAP focal goals have been identified:

- Goal 1 (Student Achievement):

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

Goal 1 details specific actions and services that strategically focuses on students who have not met grade level standards. District interventions have been developed around addressing student groups that have been indicated as having performance gaps as measured by the California School Dashboard and specific actions to address the learning needs of unduplicated students and priority student groups.

The highlights of Goal 1 include State Priorities 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Access To A Broad Course of Study), and 8 (Pupil Outcomes From Broad Course Of Study), with supporting actions and services listed below, and targeted initiatives with expanded services inclusive in our LCAP for 2019-2020:

Goal 1 Student Achievement (SA) 1.1 & 1.2 (Actions) :

Technology Integration and Access: To provide necessary and relevant technological instructional laptops and tools to help teachers incorporate culturally relevant and responsive teaching and strategies that align to the Common Core State Standards and high school graduation requirements; while also supporting project-based and collaborative learning opportunities. These technology resources will directly support the core curriculum by providing needed access and resources for the students and classroom teacher to increase equitable access and improve high quality rigorous first instruction. The increase will enhance access to the curriculum by providing additional access to primary & secondary resources, visual and auditory integration of learning devices, and support focal student populations (English learners, socioeconomically disadvantaged, foster youth), including tiered academic supports for our African American, Students With Disabilities, Hispanic, Ethnic and Homeless student groups whose academic performance on local and state data is well below grade level standards.

Goal 1 Student Achievement (SA) 3.1 & 3.3 (Actions):

Primary Language Support: Professional learning provided to school site administrators, teachers, instructional coaches, educational support staff and bilingual paraprofessionals focused on implementation of high quality rigorous first instruction with effective implementation of English Language Development (ELD) standards in tandem with content standards, including both designated & 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 student attainment of English language proficiency/reclassification.

Goal 1 Student Achievement (SA) 5.1 & 5.2 (Actions):

Teacher & Administration Collaboration Time, Instructional Leadership & Professional Learning Community (PLC) Professional Development: Allocation of site funding and staffing to support academic achievement. Ongoing professional learning and teacher coaching focused on high quality rigorous first instruction that provides rigorous and engaging learning experiences for all students preparing them to graduate high school, college, career, and community ready. These educational experiences will establish rigorous and clear expectations for district initiatives focused on implementing exemplary learning strategies and effective instruction that reflect a high-quality, public system of education, that increases students' academic achievement on an annual basis and embraces the belief that diversity strengthens society. Collaboration time and professional development will be focused on maximizing the enhancement of student achievement through high quality rigorous first instruction through investment in the development of culturally responsive educators providing culturally relevant learning that is aligned with the common core state standards. Training on content-specific pedagogical instructional materials and site-based coaching

on using data to improve curriculum implementation will be provided. A focus specifically for schools meeting the criteria for Comprehensive Support and Improvement & Technical Assistance will be on building school site capacity to deliver instructional materials through targeted pedagogical knowledge, equity and curriculum specific training, while ensuring to strengthen continuous improvement process to monitor implementation effectiveness of instruction.

Goal 1 Student Achievement (SA) 10.1, 10.2, 11.3, 11.6, 11.11,11.15, & 11.16 (Actions):

These actions and services provide schools with site-based allocated expenditures to address staffing and resource needs principally directed towards meeting the academic and social-emotional needs of unduplicated pupils, California School Dashboard identified student performance gaps, comprehensive support needs for improvement, department allocations to support Curriculum and Instruction professional development and training, Child Welfare and Attendance needs to address school climate and increase positive student attendance, Language Development Office services addressing language acquisition and academic achievement needs of English learners, migrant students, and their families, increase counselors at the high schools, support for Career Technical Education Career pathways, cover the college entrance exam fees for students and provide the ability to have the exams administered at the student's school sites, and supporting students' increased college and career readiness through access to supplies, broad course of studies access, tutoring support, and college admission and scholarship paperwork support. These actions and services are focused on ensuring all students meet the College and Career Ready Graduation requirement of attaining proficiency on a benchmark exam (CAASP, SAT, or ACT) and, complete either the CSU/UC eligibility requirements (A-G for all) or an approved Career Pathway. These actions and services also provide the availability of a college/career center with access to technology to support college and career exploration and the college application process on every high school campus that are available to students before and after school, during lunch, as well as during some weekends and during the extended year summer session time.

Stockton Unified School District has adopted new English Language Arts (ELA) and Mathematics core curriculum for the 2019-2020 school year. Extensive curriculum training will be provided by Pivot Learning & Consortium on Reaching Excellence in Education (CORE) in collaboration with the district, focused on building site capacity to deliver English Language Arts (ELA), English Language Development (ELD), and Math instructional materials through targeted pedagogical knowledge, equity, and curriculum specific training focused on using data to improve implementation and decision making designed for culturally and linguistically diverse learners. The district focus on investing in the development of all employees, providing rigorous and engaging high quality rigorous first instruction at all levels, and ensuring increased academic achievement will be the focus of implementation of the newly adopted curriculum and professional development on Common Core State Standards; 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 will continue to be implemented and will be offered throughout the academic year.

- Goal 2 (Equitable Learning Environments):

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

Goal 2 focuses on the actions and services strategically designed to support students' academic, physical, and social-emotional well-being. SUSD, in collaboration with consultation and engagement with students and stakeholders, increased on site school support focused on

developing healthy lifestyles through providing more counseling support, access to mentors and mental health services, wrap around services, supplemental instructional supplies and resources for unduplicated students, and updating instructional technology. SUSD's Student Support Services aligned with LCAP Goal 2 provides support for our students, families, and staff. The district will continue supporting our students through increased access to counseling, mental health clinicians, nurses, and academic guidance services. District LCAP survey results showed that over 80% of 3rd-12th grade students feel connected and valued at school by other students, their teacher, school staff, and their school community. LCAP survey results showed the following perception data agreeing that students felt safe at school: 74% of 3rd-6th grade students, 64% of 7th-12th, 75% of employees, and 84% of parents/guardians shared the perception that students felt safe at school. Professional development opportunities will focus on trauma informed care practices, building positive productive relationships, restorative practices, cultural responsive and relevant teaching, and development of equitable and healthy school cultures. The 2018 Fall California School Dashboard report indicated the number of students suspended in the district continues to decline over the last three school years; however, services principally directed towards meeting the Basic Services and School Climate needs will continue to increase and improve for our foster youth, English learners, socioeconomically disadvantaged students and other priority student groups who are most at risk of not attending school, experiencing social issues, being suspended, and feeling disconnected from their school community.

Goal 2 details specific actions and services that strategically focuses on students' academic and social-emotional needs. District support and evidence-based interventions have been developed around addressing student groups that have been indicated as having performance gaps as measured by the California School Dashboard.

The highlights of Goal 2 include State Priorities 1 (Basic Conditions) and 6 (School Climate), with supporting actions and services listed below, and specific actions to address the learning needs of unduplicated students and priority student groups.

Targeted initiatives with expanded services inclusive in our LCAP for 2019-2020:

Goal 2 Equitable Learning Environments (LE) 2.1 & 6.1 (Actions):

This action is focused on leveraging human capital (hiring timelines, incentives, and credentialing) and ensuring that we are providing fully credentialed and highly qualified teachers and staff at all school sites across the district; with an equity focus on supporting school sites specifically whose populations are made up of high percentages of foster youth, English learners, & socioeconomically disadvantaged students, and schools identified in need of Technical & Comprehensive Support and Improvement by data aligned with California School Dashboard data.

Goal 2 Equitable Learning Environments (LE) 7.2, 7.3, 8.1, 9.8, 9.15, 9.16 (Actions):

Social Services Case managers, community assistants, increase of services for homeless students and families in transition, increase of healthcare services and mental health clinicians at school sites, and behavior intervention training will continue to be improved and increased to implement the support necessary for trauma-informed care and culturally responsive instruction principally directed at meeting the needs of linguistically and culturally diverse students. SUSD and community stakeholders formed a Foster Youth Committee in 2018-2019 that will continue to meet on an ongoing basis to ensure the district is providing needed services for our foster & homeless youth and monitor the effectiveness of the services and adapt them as needed to meet the individualized needs of youth in foster care and transition/homeless. The goal is to refine our current systems to

improve upon our communications systems and delivery of services. Actions and services district wide and strategically at Comprehensive Support and Improvement school sites will focus on building constructive relationships with students and their families, while building support networks with community based organizations and increasing access to resources aligned with social-emotional, physical, and mental health well-being. As a district we continue to work on the collaborative development and community based implementation process of culturally relevant, student focused, and family centered services aligned with enhancing equitable learning environments across the district.

Goal 2 Equitable Learning Environments (LE) 10.1 & 10.3 (Action):

With continued professional development and training being provided for 78.5 counselors, 40 counselors that were hired in 2018-2019, the LCAP focus of supporting students being successful in school through approaching relationship building opportunities with students using restorative and trauma-informed engagement techniques, while utilizing the Social-Emotional Learning (SEL) curriculum that was purchased, students will continue to increase their feeling of connectedness with school, feel safe as valued members of their school community, and invest their energy into graduating high school, college, career, and community ready. A collaborative problem solving approach to addressing student behavioral needs will continue to be developed to proactively address social-emotional struggles that present barriers for unduplicated students to fully access high quality rigorous first instruction. Professional development for district staff on Positive Behavior Interventions & Supports (PBIS) will be ongoing for the 2019-2020 school year. The SEL curriculum will be embedded in to the daily instruction for students and implementation supported by school counselors. Additional counseling support at every school site will continue to benefit students by providing more academic guidance with social emotional support and outreach to families; particularly for our English learners, foster youth, low income, students with disabilities, and ethnic student groups. Teachers will integrate the trauma-informed care, restorative practices, and culturally relevant training from the counseling staff within their daily program: opportunities for support and training on anti-bullying, mindfulness, online safety, social-emotional strategies, and drug & alcohol awareness will also be offered. 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 have experienced trauma & poverty, a Multi-Tiered System of Supports approach with social-emotional and/or trauma increased services will be provided, supported by mental health clinicians with increased services and resources offered at the high school Wellness Centers. With the increase in students needing specialized health care plans additional health services will be provided to the school sites in the form of increased access to on site health assistants, nurses, and increased capacity for Wellness Centers to provide health and wellness services.

- Goal 3 (Meaningful Partnerships):

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

Goal 3 incorporates SUSD's efforts to develop, improve, and sustain meaningful partnerships that increase parent/guardian/family engagement/participation/involvement and address issues of equity and access through increasing outreach and opportunities for unduplicated pupil populations, priority student groups, and their families.

Goal 3 details specific actions and services that strategically focuses on meaningful partnerships that address students' academic and social-emotional needs. District interventions have been developed around addressing student groups that have been identified as having performance gaps as measured by the California School Dashboard. The highlights of Goal 3 include State Priorities 3 (Parent Involvement) and 6 (Pupil Engagement), with supporting actions and services listed below, and specific actions to address the learning needs of unduplicated students and priority student groups.

Targeted initiatives with expanded services inclusive in our LCAP for 2019-2020:

Goal 3 Meaningful Partnerships (MP) 1.1 (Action):

The district will offer increased workshop opportunities at school sites across the district that service high percentages of socioeconomically disadvantaged, foster youth, and English learner students focused on increasing parent/guardian capacity to support their children's academic success at school and increase pathways for parents/guardians to participate in the educational support of students and school-based activities. The Parent & Family Engagement department will continue to provide opportunities for Parent Ambassador Training across the district and ongoing Local Control & Accountability Plan workshops. Increasing community access to resources will be supported by an increase in access for parents/guardians through a district developed App that allows for direct access to district information, meeting and events notification, student data, and communication tools for efficient responses to requests and inquiries from stakeholders. A model is being developed to train district parents/guardians to fill the role of parent liaisons servicing the school site in which their children attend. Our Parent Empowerment and Communication Relations departments will promote parent/guardian and community engagement by keeping the community and SUSD families informed of district and school events. They will continue to involve and encourage parents/guardians/families and community members to be a part of the decision-making process at the schools and district level. Both individual and group training will continue to be offered to parents/guardians/families on district and site-based initiatives and services. Collaborative opportunities for the district to partner with community based organizations to address meeting the needs of parents, guardians, and families will be developed.

Goal 3 Meaningful Partnerships (MP) 2.1 (Action):

The District will increase the capacity for parent/guardian/family access to their child's' data, communication and interaction with the district through increasing the outreach and application capabilities of mobile device connections, and user friendly district app access. District and school-based information will be enhanced so that a more user and language friendly version of school communication are able to be accessed by students and families utilizing mobile devices.

Goal 3 Meaningful Partnerships (MP) 4.1 (Action):

Peer Leaders Uniting Students (PLUS) will increase student leadership opportunities and provide forums for validation of student voice through celebrating cultural and linguistic diversity while promoting inclusiveness and positive school climates. PLUS students will help with student mediation, restorative justice practices, positive school culture activities, and take part in facilitating LGBTQ+ awareness workshops and summits. Peer Leaders Uniting Students (PLUS) will provide increased opportunities for students to further develop leadership skills aligned with college, career, and community readiness and a student leadership elective course will be offered for students to take at the four comprehensive high schools: Chavez, Edison, Franklin and Stagg.

Goal 3 Meaningful Partnerships (MP) 4.6, 4.7, 4.8 (Action):

The district will increase student access to leadership and empowerment opportunities that provide experiences that build transferable 21st Century skills, civic and academic leadership, and promote students being active agents of change within their community and school. The district will be providing student leadership programs, Latinos In Action, Stockton Master Innovators programs, and providing for the opportunity for all comprehensive Black Student Unions to attend the Black Students of California United (BSCU) Leadership Conference. These actions and services will provide educational opportunities for unduplicated students to integrate themselves into the learning process, create curriculum around project-based learning aligned with student created goals, providing mentors for students, civic leadership skill building activities, engaging in the inquiry process driven by Socratic dialogue, and student's engaging in teaching other students what they have learned.

Goal 3 Meaningful Partnerships (MP) 6.1, 6.2, 6.3, & 6.4 (Actions):

The district will continue to develop and build capacity in providing Visual and Performing Arts (VAPA) pathways from the Kindergarten-Eighth grade sites to the high schools through providing art resource teachers, music teachers, and improved middle school student access to music, concert, dance, and band activities.

2019-2020 LCAP continues SUSD's focus in the following key areas (these areas represent ongoing and/or new strategic focuses based on stakeholder feedback and community engagement):
- Ensure high quality first instruction and rigorous curriculum is being provided to all students at all levels.
- Continued focus on social-emotional well-being of students through integration of Positive Behavior Intervention and Supports at school sites supported by classroom community building professional development and clearly articulated collective norms.
- An increased investment in developing Visual & Performing Arts pathways; including increased opportunities for unduplicated pupils to have access to instrumental music, choir, dance, drama/theater, band, and art classes.
- Focus on technology and ensuring a 1:1 computer to student ratio and increasing at home computer and internet access for our unduplicated pupils.
- Increasing outreach, workshops, and training for stakeholder groups while building upon our community engagement process.
- A continued investment in supporting our preschool programs while also increasing training for teachers, para-professionals, and families that are a part of the district Early Childhood Education program.
- Attract, recruit, select, hire, train and retain highly qualified teachers and diverse staff that reflects SUSD's focus on preparing all students to be college, career, and community ready. Implementation of strategic support for new teachers.
- Ongoing professional development and training to staff focused on trauma informed responsive teaching and learning.
- Ongoing strategic school site support that takes into consideration the learning needs of English learners, socioeconomically disadvantaged, and foster youth students principally directed towards increasing and improving social-emotional support, academic interventions, parenting classes, professional development of teachers, instructional coach support, and site administration training that positively enhances the school experiences for unduplicated pupils.

- Continued development of the Career Technical Education (CTE) pathways and developing skill-based classes taught by highly skilled and knowledgeable instructors, while increasing the number of high school graduates earning Industry Certifications.

The annual review and analysis process for each goal developed for the 2019-2020 LCAP was integrated into meetings with stakeholder groups (Parent Advisory Committee, District English Learner Advisory Committee, District LCAP Committee, Executive Cabinet, Extended Executive Cabinet, Preschool Parent Advisory Committee, School Site Councils, English Language Advisory Committees, and the district Special Education Local Plan Area Parent Advisory Committee), where collaborative discussions and equity data walks focused around the actual measurable outcomes compared to the expected annual measurable outcomes that were identified in the original goal. The district's data aligned with the California School Dashboard and budget were reviewed, and stakeholder suggestions and recommendations were made, based on data analysis discussions, to the proposed actions and services and expenditures.

SUSD approached stakeholder engagement through the utilization of differentiated strategies to provide a systematic approach for input aligned with the eight state priorities and three district LCAP goals. Student focus groups at the elementary, middle school, and high school levels were facilitated, LCAP family workshops were held, a survey tailored to students, staff, families and community members was provided through an online and paper format, multiple LCAP engagement events and forums were facilitated, and site based School Site Councils (SSC) and English Learner Advisory Committees (ELAC) were provided with LCAP presentations in English and Spanish versions and LCAP survey data specific to their sites.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

In 2018-2019, significant district resources were allocated to enhance instruction, increase access to social-emotional and academic counseling services, and provide students with access to technology. The district was able to offer multiple professional development opportunities on a monthly basis that were attended by certificated and classified staff district wide. 40 counselors were hired increasing the districts ability for social-emotional outreach district wide and successfully increasing the amount of high school students that completed their FAFSA documentation. Instructional coaches and mentors were assigned to every 1st and 2nd year teacher in the district and provided strategic instructional, lesson planning, classroom management, assessment, and coaching support.

Stockton Unified School District has some areas to highlight progress. Based on the indicators of progress and the California School Dashboard, the following areas were identified as areas of progress for the district:
- ELA results increased by 3.9 points for all students, 3.6 points for Foster Youth, and Reclassified English Learners maintained as indicated on the Fall 2018 California School Dashboard

- ELA results for Socioeconomically Disadvantaged students showed that they increased by 3.4 points and moved from Red to Yellow status on the Fall 2018 California School Dashboard
- From Fall 2017 to Fall 2018 5 Student Groups (American Indian, Foster Youth, Hispanic, Socioeconomically Disadvantaged, Homeless) made growth in ELA and moved from Red to Orange & Yellow status as measured by the California School Dashboard
- Suspension rate declined by 1% with 7.3% of students being suspended at least once based on California School Dashboard data
- 100% of classrooms were filled district wide with a qualified teacher indicated by district data aligned with the Local Indicator
- Parent Engagement opportunities increased with over 110 multi-tiered academies being offered as indicated by district data aligned with the Local Indicator
- 1,300 unduplicated students took part in student leadership roles in schools connected with the Peer Leaders Uniting Students program representing 26 schools across the district
- From Fall 2017 to Fall 2018 the district Filipino student group's Graduation rate grew from Yellow to Blue status as measured by the California School Dashboard
- The primary language support increased schools receiving bilingual assistant support to 26 schools.
- In the 2018-2019 school year 1,674 English learners attained reclassification, 175 received the Seal of Biliteracy, and 149 received the Pathway to the Seal of Biliteracy.

Stakeholder input has shown positive progress in the following areas (12,633 stakeholders completed the survey representing a 500% increase of completed surveys from 2017-2018):
- LCAP survey data found that stakeholders had a positive perception agreeing with the statement that Stockton Unified School district is preparing students for success in high school and college: 86% of 3rd-12th graders, 76% of employees, 84% of parents/guardians, and 62% of community members
- LCAP survey data found that 97% of 3rd-12th graders agreed they had access to laptops at their schools
- LCAP survey data found that 9,252 out of 9,684 3rd-12th graders (95%) felt connected and valued at school by other students and their classroom teachers

Aligned with the LCAP action of increasing counselors and guidance technicians for the 2018-2019 school year all (100%) foster youth who were seniors in high school in the district successfully completed and submitted their Free Application for Federal Student Aid (FAFSA) form to apply for finanical aid (grants, work-study, and loans) to pay for college or career school. District wide with the increase of school counselor and guidance technician support,1,540 applications for FAFSA were completed and submitted. The high schools on average experienced a 17% increase from the amount of FAFSA forms completed from the previous year. With the support of increased social workers and Child Welfare and Attendance staff the district experienced an increase in daily attendance and a decrease of about 4% of chronic absenteeism district wide and a decrease in the number of suspension days students experienced.

The district plans to maintain and build upon these areas of greatest progress by increasing strategic professional development provided to teachers and administrators, actively engaging educators in and around high quality curricular materials and pedagogical content knowledge, while also directly engaging staff in equity, diversity, and inclusion training. District wide the plan is to purchase and provide an updated classroom library providing increased access to culturally relevant and Common Core State Standards aligned literature that students in all classrooms will have access to. The district will move forward on increasing growth in the LCAP identified areas of greatest progress by building capacity through providing support for onsite coaching, instructional rounds with evidence-

based feedback model, site administrators visiting classrooms everyday and providing timely and objective instructional feedback to teachers, and trauma-informed and restorative practices training aligned with strategic site based integration of Multi-Tiered System of Supports aligned with our LCAP goals. In collaboration with Pivot Learning, Consortium on Reaching Excellence in Education (CORE), New Leaders, Equity consultant, and UnboundEd services, the district will be providing a three year plan focused on equitable instructional practices coupled with content knowledge and skills, with the desire that when enacted in schools and classrooms, creates the effective professional learning environments needed to create opportunities for all of our students to thrive. Child Welfare & Attendance department will support school sites with counselors providing training for teachers and facilitating classroom lessons focused on academics, college and career readiness, while utilizing social-emotional learning curriculum. In addition, increased stakeholder consultation and input will enhance the district's ability to address and respond to the expectations and needs of our students and community members.

The district will build on the success of our programs to decrease suspension rates, specifically for our low income (including our homeless and youth in transition), English learners and foster youth student groups 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, and increase student access to mental health services. The improvement in decreasing the 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 LCAP Goal 2, (Multi-Tiered Systems of Support (MTSS)), were contributing factors to the decline in suspension rates. Specific actions/services from the LCAP plan include professional development for our staff on Trauma Informed Care, Restorative Practices, providing School Counselors at every school site, hiring mental health clinicians and working with community-based organizations to provide mental health services at school sites, and increasing the number of mental health clinicians that offer both individual and family/group therapy 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 increasing unduplicated student attendance rates.

Referring to the California School Dashboard, 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

California School Dashboard Fall 2018 data for Stockton USD did not have overall performance in any of the indicators in the Red performance category or "Not Met for Two or More Years" rating. The Fall 2018 California School Dashboard data did show that as a district overall performance in the following indicators were in the Orange performance category:
- Chronic Absenteeism status was high at 18.1% with a change of increased by 1.2%
- Graduation Rate status was low at 78.6% with a change of maintained by -0.1%
- College & Career Readiness status was low at 21.2% with a change of maintained by 0.9%

- Mathematics status was low at -85.1 points below standard with a change of maintained by -1 points

The California School Dashboard Fall 2018 performance data for Stockton Unified School District met the criteria for Differentiated Assistance Eligibility. The District in reviewing state and local performance indicators has determined that we need significant improvement focused on increasing the rigor of the curriculum that is utilized district wide, ensuring that high quality rigorous first instruction is being provided to all students across all subjects, and improved mental health and social-emotional development services provided to students with wrap around services for families. The District through data analysis has shown that groups of students have shown some growth in ELA and Math scores from a year to year comparison and overall there is a need for continued growth for all student groups while principally ensuring scaffold support for students with disabilities, English learners, African American students, foster youth, socioeconomically disadvantaged and homeless youth in transition. Professional development will be provided to all teachers, instructional coaches, and site administration focused on designing learning experiences for culturally and linguistically diverse learners, using data to improve implementation of content specific pedagogical material, and building school site capacity to deliver instructional materials through targeted pedagogical knowledge, equity and curriculum specific training. On-site instructional coaching will address the need to differentiate lessons to ensure access to core content for all students. Strategic district leadership teams will be formed to come up with three to five year strategic plans to address high quality rigorous first instruction, family and community engagement, and trauma informed practices. A curriculum implementation committee of district leadership will be formed to develop a three year plan and ongoing progress monitoring process to continue to strengthen instructional curricula implementation through targeted curriculum specific implementation strategies, pedagogical knowledge, and equity training. The curriculum committee will meet on a regular basis to monitor progress, analyze data, and provide strategic implementation plans of action to address professional learning, effective implementation of curriculum, and instructional practices.

As a district our California School Dashboard Fall 2018 data demonstrated that we met Differentiated Assistance Eligibility criteria in the following areas:
- Students with Disabilities in English Language Arts had a status of 135.2 points below standards with a change of +2.3 points (maintained)
- Students with Disabilities in Mathematics had a status of 158.3 points below standard with a change of -1.2 points (maintained)
- Students with Disabilities Graduation Rate had a status of 45.5% with a change of -3.2% (declined)
- Students with Disabilities Chronic Absenteeism had a status of 24.4% chronically absent with a change of +1.5% (increased)
- Students with Disabilities College & Career Readiness had a 1.5% prepared with a change of -0.8% (maintained)
- African American students in English Language Arts had a 95.1 points below standard with a change of 0.6 points (maintained)
- African American students in Math had a 120.9 points below standard with a change of -0.2 points (maintained)
- African American students Chronic Absenteeism had a status of 31.4% chronically absent with a change of 3.8% (increased)
- English Learners in English Language Arts had a status of 83.2 points below standard with a change of -0.6 points (maintained)
- English Learners in Math had a status of 98.7 points below standard with a status of -5.3% (declined)

- English Learners College & Career Readiness had a 4% prepared status with a change of -0.5% (maintained)
- Foster Youth in English Language Arts had a status of 103.6 points below standard with a change of +3.6% (increased)
- Foster Youth in Math had a status of 128.7 points below standard with a change of -2.2 points (maintained)
- Foster Youth Graduation Rate had a status of 66.7% graduated with a change of +1.1% (increased)
- Foster Youth Chronic Absenteeism had a status of 26.2% chronically absent with a change of 0.6% (increased)
- Homeless Youth Suspension had 14.4% suspended at least once
- Homeless Youth College & Career Readiness had a 4.2% prepared status with a change of -1.5% (maintained)

The above areas represent areas that Stockton Unified School District (SUSD) has determined need significant improvement based on review of California School Dashboard and local performance data. Guiding theories that will drive the District's work in addressing our areas of need are: a theory of action focused on managed performance empowerment, theory of instruction focused on high quality, rigorous, first instruction, and theory of change focused on increasing and sustaining the most talented employees at all areas of SUSD and investing in their supports and condition of employment, provide high quality real choice to all parents and youth for their learning environment, and act in constant authentic partnership with parents, guardians, youth, and community.

The steps the district is planning to take to address these identified areas with greatest need for improvement are:
- Implementing a human capital focused approach to having a high quality, robust, integrated, and responsive system to recruit, retain, and continuously develop high quality teachers, principals, and district employees
- Providing high quality first instruction with curriculum & assessments that are equitable, culturally relevant and responsive, rigorously engaging and differentiated through the principles of Multi-Tiered System of Supports (MTSS)
- Culturally responsive, restorative practices, and equity training for teachers and staff
- Language Development Office will provide ongoing professional development for teachers and administration focused on increasing English proficiency for English learners using research-based strategies aligned with designated and integrated English Language Development & the California English Learner (EL) Road Map
- Trauma-informed care, inclusive learning environments, and professional development and onsite coaching
- Ongoing professional development facilitated by Pivot Learning, Consortium on Reaching Excellence in Education (CORE), New Leaders, Equity consultant, and UnboundEd in collaboration with the Curriculum & Instruction department focused on building school capacity to deliver instructional materials through targeted pedagogical knowledge, equity, and curriculum specific training focused on delivering Common Core State Standards based instruction
- Process of routine school and district level monitoring of instructional practices to ensure a focus on Common Core State Standards grade level proficiency aligned with evidence-based learning outcomes
- Site-based coaching and training on using data to improve implementation and decision-making aligned with content-specific pedagogical material

- Multi-Tiered System of Supports approach integrated into addressing specific students' needs aligned with data that shows needed Tiered 2 & 3 evidence-based interventions to address needed academic support and social-emotional development
- Counseling outreach through utilizing our student assistance program/process
- Health Services Department will increase services to support those students who are unable to come to school due to chronic health conditions or other outside of school barriers to attending school regularly
- Continue with truancy services and work with community agencies to improve outreach for our most at-risk students
- Asssistive technology integration to increase accessibility to learning for all students with disabilities
- Increased family outreach and services from social services and Child Welfare & Attendance team
- Implementing Read 180 as a literacy intervention for students with disabilities in all comprehensive high schools and Jane Frederick high school
- Develop strategic partnerships focused on providing internship and mentor opportunities for students
- Increased counselor outreach with youth in foster care, homeless students and families in transition to ensure they are receiving the services and support they need for students to attend school everyday and feel connected to and valued at the school they are attending

SUSD's actions and services identified to support our greatest needs for the LCAP annual updates can be found in the Goals, Actions, & Expenditures section of the 2019-2020 LCAP.

Referring to the California School Dashboard, 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

Based on the California School Dashboard, there was a performance gap between "All Students" and the following student groups: African American students, students with disabilities, and English learners on the Academic Performance indicator for English Language Arts (ELA). The ELA Academic Performance indicator color for all three student groups was Red and the status was Maintained, while the All Students indicator color was Yellow with a status of increased.

Priority 4 (Pupil Achievement) / Indicator (Academic Performance):

English Language Arts (points below standard=PBS)

Student Group   Performance Level Status Change
- African American Red @ 95.1 PBS Maintained +0.6 points
- Students with disabilities Red @ 135.2 PBS Maintained +2.3 points
- English Learners Red @ 83.2 PBS Maintained -0.6 points

This represents a gap of two (2) performance level colors. Stockton USD plans to address this by:
- Establish and support class climates district wide that fosters belonging/inclusiveness for all students
- Select learning content that recognizes diversity and acknowledges and addresses societal barriers to inclusion

- Design all learning elements for accessibility
- Culturally responsive and equity training for teachers and staff
- Professional development on promoting active student engagement
- Resource students will be in full inclusion in the general education core instruction with scaffold push-in support and access to Read 180 at the high schools
- Resource teachers will support general ed teachers and provide Multi-Tiered System of Supports for students in the Learning Centers on school sites as needed for strategic instructional support
- Implementing a human capital focused approach to having a high quality, robust, integrated, and responsive system to recruit, retain, and continuously develop high quality teachers, principals, and district employees
- Providing high quality first instruction with curriculum & assessments that are equitable, culturally relevant and responsive, rigorously engaging and differentiated through the principles of Multi-Tiered System of Supports (MTSS)
- Language Development Office will provide ongoing professional development for teachers and administration focused on increasing English proficiency for English learners using research-based strategies aligned with designated and integrated English Language Development & the California English Learner (EL) Road Map
- Trauma-informed care, inclusive learning environments, and professional development and onsite coaching.
- Ongoing professional development facilitated by Pivot Learning, Consortium on Reaching Excellence in Education (CORE), New Leaders, Equity consultant, and UnboundEd in collaboration with the Curriculum & Instruction department focused on building school capacity to deliver instructional materials through targeted pedagogical knowledge, equity, and curriculum specific training focused on delivering Common Core State Standards based instruction
- Process of routine school and district level monitoring of instructional practices to ensure a focus on Common Core State Standards grade level proficiency aligned with evidence-based learning outcomes
- Site-based coaching and training on using data to improve implementation and decision-making aligned with content-specific pedagogical material
- Multi-Tiered System of Supports approach integrated into addressing specific students' needs aligned with data that shows needed Tiered 2 & 3 evidence-based interventions to address needed academic support and social-emotional development

Based on the California School Dashboard, there was a performance gap between "All Students" and Homeless students on the Suspension Rate indicator. The Suspension Rate indicator color for Homeless students was Red and the status was Maintained, while the All Students indicator color was Yellow with a status of declined.

Priority 6 (School Climate) / Indicator (Suspension Rate):

Student Group   (Performance Level)   (Status)

- Homeless (Red) at 14.4% suspended at least once (Maintained)

This represents a gap of two (2) performance level colors. Stockton USD plans to address this by:
- Teacher and staff professional development on Restorative and Trauma Informed practices
- Increased access to wrap around services
- Increased access to mental health services for families in transition

- Establish and support class climates district wide that fosters belonging/inclusiveness for all students and a collaborative problem solving approach in addressing behavioral needs
- Select learning content that recognizes diversity and acknowledges and addresses societal barriers to inclusion
- Culturally responsive training for teachers and staff
- Develop strategic partnerships focused on providing internship and mentor opportunities for students.
- Increased counselor outreach with homeless students and families in transition to ensure they are receiving the services and support they need for students to attend school everyday and feel connected to and valued at the school they are attending
- Provide backpacks with school supplies for all identified homeless youth and students in transition
- Provide access to mentor resources and social worker support

SUSD will continue to monitor the actions and services outlined in the 2019-2020 Local Control & Accountability Plan (LCAP) and utilize root cause analysis and the decision making model in making data-based decisions to address the performance gaps and needed strategic support for these data identified student groups, their families, and staff providing instructional and social-emotional services.

Comprehensive Support and Improvement

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

Schools Identified

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

Schools within SUSD that have been identified for CSI:
- Adams
- Fillmore
- Hazelton
- Hoover
- Monroe
- Roosevelt
- Taft
- Taylor
- Washington

Support for Identified Schools

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

The district supported identified schools in developing Comprehensive Support & Improvement (CSI) plans by providing the framework for the needs-assessment process and a planning team made up of district directors and leadership staff who worked in collaboration with principals in establishing school wide planning teams, implementing a comprehensive needs assessment, and creating CSI school plans based off of California School Dashboard and local indicator data findings in the needs-assessment data. Directors of Educational Services had monthly meetings focused on logistics

updates, feedback on stakeholder meetings, and areas that school sites needed for support. An ongoing coaching and support model was provided to site leadership in the development of data based CSI plans aligned with implementation of a comprehensive needs assessment and development of school site plans. District directors supported school site leadership in establishing a school wide planning team that involved teachers, principals, parents, guardians, students, classified staff, and other members of the community. The planning team met regularly with a focus on organizing and overseeing the needs assessment process, guided in the development of the written CSI plan and School Plan for Student Achievement, and will continue to work on conducting an annual review as the process moves forward.

A school wide 10 step comprehensive needs assessment was carried out at all nine schools with strategic support provided by the district in creating the CSI plans:
Step 1: Establish a School wide Planning Team
Step 2: Clarify the Vision for Reform
Step 3: Create the School Profile
Step 4: Identify Data Sources
Step 5: Analyze the Data and Current Performance Level (Utilizing the Decision Making Model)
Step 6: Determine the Root Causes for Performance Gaps
Step 7: Identify Recommendations to Close the Gaps
Step 8: Identify Success Assurances for Systemic Changes
Step 9: Identify the Progress Monitoring Strategy for Implementation of the Programs and Services Identified to Improve Outcomes
Step 10: Describe the Evaluation Strategy (Metrics that will be used to evaluate the effectiveness of the implementation recommendations)

The type of data that was analyzed in the development of the CSI plans were the California School Dashboard data and local indicator data focused on academic achievement, English learner's attainment of reclassification, attendance, discipline and suspension data, and school climate survey data. A data presentation containing all of the school site data was provided to the CSI school administrators by the district research department with a data protocol to utilize in analyzing the data with their stakeholders. The data provided to school sites outlined data for three years time allowing for trend analysis and focused on data organized by all students, student groups, and grade levels for ELA/Literacy, Mathematics, English Language Proficiency Assessment for California (ELPAC), 4-Year Graduation Cohort data for the feeder pattern high school for the school site, College and Career Indicators, Chronic Absenteeism, and Suspension rates. The District supported school site staff in the development of the school plan through training provided in meetings and professional learning sessions. The Educational Services department provided support through two directors being assigned to each CSI school administrator to support them with onsite training, analyzing the data with the principal and their leadership staff in preparation for stakeholder presentations and data analysis activities, and coordinating with members of the community to attend and participate in the school wide planning team. District Directors supported school staff and planning team in developing a vision for school reform; this collective vision defined what the school will look like in terms of student success. In further support of the school site staff implementing a comprehensive needs assessment and development of the School Plan for Student Achievement (SPSA), the District supported the school staff facilitating the comprehensive needs assessment plan with their stakeholders as the planning team analyzed the data; focused on current performance gaps and the established vision for reform. Professional learning sessions with all CSI administrators present with their directors and representatives from all departments that support and review site SPSAs were held to synthesize the strategies, systems, and timelines that the site planning teams developed for implementing changes that will address root causes of identified performance gaps. Recommendations that were most critical to addressing identified performance gaps were identified

for implementation. The District held strategic leadership meetings to ensure that sites were supported in addressing resource inequities through staffing and resource allocation support above the base allocation provided.

CSI site principals were provided with a district provided list of evidence-based interventions aligned with addressing the focus areas of student data embedded in the California School Dashboard and local indicators. Each CSI principal in collaboration with their planning team, and supported by two Directors of Educational Services, identified evidence-based interventions to address each school site's intervention plan aligned with stakeholder input and California School Dashboard data related to student outcomes and identified resource inequities. Sites, in collaboration with their school wide CSI planning team, identified resource inequities in the areas of access to rigorous and culturally relevant curriculum, need for curriculum resources that provide learning materials to access both at home and in the classroom, the need for site-based increased and improved professional development aligned with research-based Common Core State Standards high quality first instructional practices being offered on an ongoing basis, high percentages of first and second year teachers in need of strategic mentoring and instructional coaching support, increased onsite classroom management support for new teachers, a need for increased student access to mental health clinicians, and resources to address social-emotional and academic needs aligned with trauma informed learning. To address these inequities the district and sites allocated funds to support systems of curriculum and instructional support, professional learning, and onsite coaching focused on building pedagogical content knowledge within the context of equity and inclusive access to learning for all so that educators can recognize and deliver culturally relevant and rigorous instruction to serve all student's learning needs equitably and effectively. All CSI sites will be provided with increased site-based support from a mental health clinician. All classroom teachers at CSI schools received a classroom library of culturally responsive and relevant books to increase access to literature principally directed towards linguistically and culturally diverse students. In the 2018-2019 school year, new Math, English Language Arts (ELA), and English Language Development (ELD) curriculum was adopted by the district in collaboration with staff, students, and families feedback and input, that are Common Core State Standards aligned, provide research-based instructional materials that are culturally responsive and relevant, and provide resources and tools for students to extend learning at home and beyond the classroom.

Resource inequities were identified through a comprehensive needs assessment process that took place at each CSI site with the principal being provided with support by two Educational Services Directors and within district leadership staffing meetings. The District provided CSI sites with site-based data aligned with the California School Dashboard, LCAP actions/services, and staffing projections for their sites. Through utilizing data, a decision making model, and a root cause analysis tool (some used the 5 Whys model and others the Fishbone tool), site staff was supported by district directors in identifying drivers that were specific causes for identified gaps identified through data analysis and through outcomes identified from discussion aligned with the Decision Making Model. Within this process the CSI school wide planning team identified recommendations for closing the performance gaps and ways in which the district could support increased resources to address identified areas and ways to progress monitor to identify assurances for success. Moving forward the district will provide instructional coaching and counseling site-based support, increased data monitoring support through the district providing CSI schools sites with student data aligned with the goals and needs identified in the comprehensive needs assessment, aligned with the evidence-based interventions that were chosen to be implemented, and increased on site instructional coaching and co-planning models focused on evidence-based strategies focused on increasing learning achievement for culturally and linguistically diverse students. CSI sites will receive onsite coaching and support focused on effective implementation of the district curriculum, increasing student involvement in the learning process, site-based professional development in

support of meeting the learning needs of linguistically and culturally diverse students, and instructional staff collaboration data cycles. Organizations through research and data analysis were identified to support the implementation and professional development training needed by staff and a three year plan was collaboratively created by the district with stakeholder input. The district will be providing a service in collaboration with community based organizations supporting school families access to fresh fruit and vegetables to support their children having increased access to healthy snacks and produce. The services outlined in SUSD's Low-Performing Students Block Grant Plan are aligned with the LCAP with addressing needs-based services connected with California School Dashboard data and in support of increasing all students' academic achievement, attendance, student engagement, and college and career readiness; while principally improving and increasing needs-based services provided to students identified as socioeconomically disadvantaged, English learners, youth in foster care, and students with disabilities. Services are also aligned with the core focus of increasing student achievement, improved development of equitable learning environments, and building meaningful partnerships in support of academic growth and social-emotional development. Within SUSD's LCAP, the description of the services focus on professional development, collaboration, and coaching support aligned with implementation of high quality first instruction, rigorous curriculum, and a Multi-Tiered System of Supports approach to evidence-based instruction and professional development to address performance gaps. Based on stakeholder engagement and needs assessment data analysis, a need was identified to provide educators with opportunities to increase their depths of knowledge in content area instructional practices that engage educators in high quality curricular materials and pedagogical content knowledge. Opportunities are also described around the need for teachers to engage in ongoing data cycles that inform and enhance effective instructional strategies, while providing opportunities to develop instructional scaffold support based on tier 2 and 3 evidence-based interventions.

Monitoring and Evaluating Effectiveness

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

Moving forward, the district will actively monitor and evaluate the implementation and effectiveness of the CSI plans to support student and school improvement with an annual comprehensive needs assessment, stakeholder surveys, ongoing school wide planning team meetings, student data shared at the Title 1 Parent/Guardian/Family night, academic parent/guardian and teacher conferences, site School Site Council and English Learner Advisory Committee meetings, collaborative data cycle meetings focused on discussions around the metrics and indicators that each school's comprehensive needs-based assessment identified, aligned with the California School Dashboard data, and the action plans developed around addressing these needs using evidence-based interventions. SMART goals will be set by each school within their School Plan for Student Achievement and aligned with their comprehensive needs assessment findings and progress monitoring updates will take part in school-based meetings and staff collaborations. Utilizing the decision making model, ongoing data discussions will take place in monthly meetings with CSI school administrators, directors, site team stakeholders, and other strategic district department representatives. Survey data, California School Dashboard data, school climate data, attendance data, curriculum-based data, and Professional Learning Community (PLC) collaboration data from sites will be shared in school site presentations summarizing the progress and effectiveness of implementation of instruction, the evidence-based interventions, and vision for reform.

The District plan to collect data, monitor, and evaluate the implementation and effectiveness of the CSI site plans to support student and school improvement is as follows:
- Collecting and analyzing data from all professional development opportunities provided to staff through survey data and feedback comments that are analyzed

- Providing CSI planning teams with current student data aligned with the California School Dashboard data (ELA & Math achievement data, student attendance data, discipline data, English learners assessment results on standardized and curriculum-based assessments, levels of parent involvement/engagement in site meetings)
- Outcomes from the Fall 2019 California School Dashboard will be presented and analyzed to stakeholder groups at the schools sites and evidence-based interventions being implemented will be aligned to meet the identified data-based needs
- Analyze instructional data collected from classroom instructional visits aligned with curriculum implementation rubrics
- Directors will meet with school site leadership every month and analyze curriculum-based assessment results and site-based student data aligned with CSI plans
- Child Welfare & Attendance department will provide attendance and discipline data for the prior and current year to school sites every month and site teams will analyze the data and utilize a Decision Making Model to carry out a root cause analysis to identify the need for increased or improved evidence-based interventions
- Sign-in sheets and surveys for parent, guardian, and family meetings, conferences, workshops, and events held on the school campuses to identify number of participants and feedback provided
- Reclassification rates for English learners and levels of implementation of designated and integrated English Language Development data will be provided to CSI sites by the Language Development Office in collaboration with Education Services
- Data aligned with the Key Performance Indicators outlined in the CSI plans will be collected and used for ongoing progress monitoring in evaluating successful implementation

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

Annual Update

LCAP Year Reviewed: 2018-19

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

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 student 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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. 2018-2019 Data Source: SUSD Curriculum Department Unit of Study Master List The district met this metric aligned with Implementation of standards with full implementation of Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, and World Language,

Expected

18-19
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.
* 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 development sign in sheets and survey data.)

Baseline
Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study
Data Source: SUSD Curriculum Department Unit of Study Master List

Actual

and initial implementation of Career Technical Education. The district met this metric aligned with professional development, instruction manuals, and policy and program support with full implementation of English Language Arts, English Language Development, Mathematics, and initial implementation of Next Generation Science Standards and History/Social Science. All K-12th grade classrooms had SUSD Board Adopted Common Core State Standards aligned Units of Study in Mathematics, English Language Arts, & English Language Development. Staff in the Language Development Office (LDO) provided English Language Development (ELD) units for designated ELD aligned with the ELD Framework and supported integrated ELD embedded with the ELA Units of Study. An ongoing collaborative curriculum team made up of curriculum specialist, instructional coaches, primary and secondary teachers, and resource teachers worked on refining the rigor of the Units of Study and updating the online resources aligned with the Units of Study and piloting curriculum around a collaborative approach to adoption of new curriculum for the 2019-2020 school year (ELA/ELD: Benchmark Advance K-6th & Pearson My Perspectives 7th-12th / Math: Ready Math K-8th & Pearson Algebra, Geometry, Algebra II (AGA) 9th-12th). Teachers continued to provide Science instruction utilizing Full Option Science System (FOSS) kits supported by SUSD board adopted textbooks. History-Social Science instruction Kindergarten to 5th grade utilized the newly adopted California Studies Weekly and were provided with training workshops focused on implementation. Secondary students continued to receive History-Social Science instruction with board adopted materials aligned with Common Core State Standards (McGraw Hill Impact). Site Leadership were provided with monthly collaborative training led by Educational Services directors focused on instructional classroom visit protocol and data analysis, timely and objective instructional feedback, effective teacher collaboration models, and data informed decision making model.

With the adoption of new Mathematics & English Language Arts Curriculum the district provided professional development to administration, teachers, instructional coaches, counselors, and district administrators focused on building knowledge of adopted materials, implementing a continuous improvement process to monitor implementation effectiveness, and engaging our Stockton Unified School District community in the implementation work by:

- Development of a Curriculum Implementation Committee to develop vision, goals, and a list of indicators to monitor progress, including indicators in areas of site leadership, teacher preparedness, student achievement, equity, and evidence-based interventions for struggling learners
- Providing series of training and professional development on instructional materials

Expected	Actual
	- Training on content-specific pedagogical material - Instructional leadership training - Brain research and reading, linguistics, print concepts, letter knowledge, dyslexia, phonemic awareness, phonics, irregular words, multi-syllabic words, fluency, vocabulary, active engagement, comprehension, targeted vocabulary for English learners, and the basics of teaching reading - Designing lessons for culturally and linguistically diverse learners - Math specific content knowledge and practices for standards-based instruction linked to the adopted curriculum around strategies that enhance fluency and number sense, math vocabulary and language, fractions, multiplicative thinking, geometry, and algebra. - Implementation and improvement of high quality first instruction of Science and Social Studies concepts - Data-analysis with a focus on curriculum implementation and data interpretation of addressing the needs of struggling students - Evidence-based tiered interventions New teachers were provided with a mentor, onsite coaching support from an Instructional Coach, co-planning Common Core State Standards aligned collaborative working meetings, and classroom building community skills professional development. Behavior intervention support was provided through Positive Behavior Interventions and Supports training and Restorative practices and positive classroom management strategies workshops.
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? **18-19** 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.) **Baseline** Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	Data Source: SUSD Site Master Schedules & Synergy The district met the metric/indicator and the Language Development Office of Stockton Unified School District (SUSD) actively monitored SUSD's school's English Language Development (ELD) instructional minutes to ensure that a minimum of thirty minutes of designated ELD instruction was provided daily. SUSD schools were in a 100% compliance with meeting this target indicator. Language Department analysis of master schedules and site visits demonstrated that students in Kindergarten to Sixth grades received a minimum of 30 minutes of designated ELD daily instruction, Seventh to Eighth grade students received 50 minutes of designated ELD daily instruction, and students in Ninth to Twelfth grade identified as English learners had a fifty-five minute period daily of designated ELD. The district provided professional development opportunities for teachers to increase their instructional capacity in providing designated and integrated ELD lessons and paid for teachers to attend ELD training offered through the San Joaquin Office of Education. The Language Development Office in

Expected	Actual
	collaboration with the Curriculum and Instruction department provided cross-curricular connections within English Language Arts (ELA), English Language Development (ELD) and Mathematics to ensure integrated ELD was built into instruction across the content areas.

Expected	Actual
Metric/Indicator State Priority 4A: Statewide Assessments **18-19** To increase the percentage of students for both district and student groups by 5% that exceeded or met English Language Arts (ELA)/ Literacy and Math standards as determined by the Smarter Balanced Assessment and the Distance From Level 3. **Baseline** Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math 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 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.)	Data Source: CAASPP-SBAC Results & California School Dashboard: The metric of increasing the percentage of students for both district and student groups by 5% that exceeded or met English Language Arts (ELA) & Math standards as determined by the Smarter Balanced Assessment Consortium (SBAC) was not met. In 2017-2018 the SBAC results for students grades 3rd-8th & 11th that exceeded or met standards for ELA was 27% (63.8 points below standard) and Math was 20% (85.1 points below standard). The 2017-2018 results demonstrated a 3% increase compared to the 2016-2017 ELA results and a 1% increase in comparison to 2016-2017 Math results. 2017-2018 additional data for student groups: English Language Arts: All Students: 63.8 points below standard (increased 3.9 points) English Learners: 83.2 points below standard (maintained -0.6 points) Foster Youth: 103.6 points below standard (increased 3.6 points) Homeless: 102.9 points below standard (increased 4.6 points) Socioeconomically Disadvantaged: 69.6 points below standard Students With Disabilities: 135.2 points below standard (maintained 2.3 points) African American: 95.1 points below standard (maintained 0.6 points) American Indian: 63.9 points below standard (increased 6.8 points) Asian: 30.3 points below standard (increased 9 points) Filipino: 2.1 points above standard (increased 0.8 points) Hispanic: 69.7 points below standard (increased 3.3 points) Pacific Islander: 39.9 points below standard increased 21.5 points) Two Or More Races: 54.7 points below standard (increased 5 points) White: 48.3 points below standard (increased 9.6 points) Math: All Students: 85.1 points below standard (maintained -1 points) English Learners: 98.7 points below standard (declined 5.3 points) Foster Youth: 128.7 points below standard (maintained -2.2 points) Homeless: 124.3 points below standard (increased 7.5 points) Socioeconomically Disadvantaged: 90.1 points below standard (maintained -1.9 points) Students With Disabilities: 158.3 points below standard (maintained -1.2 points)

Expected	Actual
	African American: 120.9 points below standard (maintained -0.2 points) American Indian: 90.4 points below standard (maintained 1 points) Asian: 47.4 points below standard (increased 3.1 points) Filipino: 23.7 points below standard (declined 6 points) Hispanic: 90.6 points below standard (-2 points) Pacific Islander: 62 points below standard (increased 10 points) Two Or More Races: 66.9 points below standard (maintained 0.9 points) White: 72.5 points below standard (increased 4.2 points)
Metric/Indicator State Priority 4B: The Academic Performance Index **18-19** 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
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. **18-19** 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 board approved Career Technical Educational standards and framework. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 26% Data Source: CALPADS	Data Source: California School Dashboard Data The percentage of students that have completed courses that satisfy University of California (UC) or California State University (CSU) admission requirements or programs of study that align with state board approved Career Technical Education (CTE) standards and framework was 26.6% for 2017-2018. The district did not meet this metric/indicator as it was reported in the 2017-2018 LCAP that the data for A-G completion was 32%, thus, a percentage decrease is represented. The following represents the percentages from each priority student group (consisting of 11 or more students enrolled in SUSD within the student group) that completed courses that satisfy UC or CSU entrance requirements or programs of study that aligned with state board approved Career Technical Education standards and framework in 2017-2018: Socioeconomically Disadvantaged (26.1%), English Learners (14%), Foster Youth (8.6%), Homeless (6.5%), Students With Disabilities (5.9%), African-American (20.1%), Asian (42.3%), Filipino (63.5%), Hispanic (24.1%), Native American (25%), Two or More Races (19%), and White (17.8%).
Metric/Indicator	Fall 2018 California School Dashboard Data:

Expected	Actual
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. **18-19** To increase the percentage of English Learners that make progress toward English proficiency. (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	This was the first year that data was reported for English learners aligned with the English Language Proficiency Assessments for California (ELPAC) results which are different than data points aligned with the California English Language Development Test (CELDT), therefore, the data points cannot be compared for this year due to the sources of data coming from two different assessments. The number of students who took the ELPAC was 7,738 English learners and their data showed that 22.1% of the students test results were at a level 4 (Well Developed), 36.5% of the students were at a level 3 (Moderately Developed), 24.6% were at a level 2 (Somewhat Developed), and 16.9% were at a level 1 (Beginning Stage).
Metric/Indicator State Priority 4E: The English Learner reclassification rate. **18-19** To increase the English Learner reclassification rate. (Verified by Dataquest.) **Baseline** Baseline (2015-2016): 8% English Learners redesignated Data Source: Dataquest	Data Source: Dataquest: This metric/indicator was not met by the district as the percentage of English learner reclassification rate was maintained and not increased. The English learner reclassification rate was maintained at 17%. 2018-2019 English Learner Reclassification Rate: 17% 2017-2018 English Learner Reclassification Rate: 17% 2016-2017 English Learner Reclassification Rate: 17% 2015-2016 English Learner Reclassification Rate: 10%
Metric/Indicator State Priority 4F: The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher. **18-19** To increase the overall percentage of students by 5% 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% was incorrect-22% is the correct baseline Data Source: College Board AP Exam	District data shows that 94% of Advanced Placement students complete the course, 85% of those students take the AP test, and 16% of the AP students pass the exam with a score of 3 or higher; this represents a decrease of 3% of students who passed an AP examination with a 3 or higher the year prior and demonstrates that this metric was not met.

Expected	Actual

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.

18-19
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.)

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

Data Source: Fall 2018 California School Dashboard
The metric of increasing the percentage by 5% was not met.
College & Career Indicator: Percent of grade 11 students in the four year graduation cohort who met the prepared criteria:

College Ready: 4
ELA
2018= (9%)
2017= (11%)

Math
2018= (2%)
2017 = (3%)

Conditionally Ready: 3
ELA
2018= (24%)
2017= (23%)

Math
2018= (12%)
2017=(14%)

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.

18-19
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.)

This metric/indicator was met by the District through maintaining that a broad course of study was offered to all students.
A broad course of study was offered to all Stockton Unified School District students in grades 1st-6th in the areas of English Language Arts (ELA), Mathematics, History Social-Sciences, Science, Health, English Language Development, Visual & Performing Arts (VAPA), and Physical Education (PE).

A broad course of study was offered to all Stockton Unified School District students in grades 7th-12th in the areas of English, History Social-Sciences, Foreign Language or Languages, Mathematics, Science, Applied Arts, Career Technical Education, Visual & Performing Arts, and Physical Education.
(Verified by CALPADS)

Expected	Actual
Baseline Baseline (2015-2016): Yes Data Source: CALPADS	
Metric/Indicator State Priority 7B: Programs and services developed and provided to unduplicated pupils. **18-19** 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.) **Baseline** Baseline (2015-2016): Yes Data Source: CALPADS	This metric/indicator was met by the District through maintaining that a broad course of study was offered to unduplicated pupils. A broad course of study was offered to all Stockton Unified School District students in grades 1st-6th in the areas of English Language Arts (ELA), Mathematics, History Social-Sciences, Science, Health, English Language Development, Visual & Performing Arts (VAPA), and Physical Education (PE). A broad course of study was offered to all Stockton Unified School District students in grades 7th-12th in the areas of English, History Social-Sciences, Foreign Language or Languages, Mathematics, Science, Applied Arts, Career Technical Education, Visual & Performing Arts, and Physical Education. (Verified by CALPADS)
Metric/Indicator State Priority 7C: Programs and services developed and provided to pupils with exceptional needs. **18-19** 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.	This metric/indicator was met by the District through maintaining that a broad course of study was offered to pupils with exceptional needs. A broad course of study was offered to all Stockton Unified School District students in grades 1st-6th in the areas of English Language Arts (ELA), Mathematics, History Social-Sciences, Science, Health, English Language Development, Visual & Performing Arts (VAPA), and Physical Education (PE). A broad course of study was offered to all Stockton Unified School District students in grades 7th-12th in the areas of English, History Social-Sciences, Foreign Language or Languages, Mathematics, Science, Applied Arts, Career Technical Education, Visual & Performing Arts, and Physical Education. (Verified by CALPADS)

Expected	Actual
(Verified by CALPADS.) **Baseline** Baseline (2015-2016): Yes Data Source: CALPADS	
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. **18-19** To increase 5 percentage of Grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP.) To increase 3 percentage of Grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP.) **Baseline** Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	Data Source: Measure of Academic Progress (MAP) Stockton Unified School District Local Assessment The District met the 5% increase of grade 3 students meeting grade level proficiency in Reading Comprehension. 3rd Grade Student Data showed that students increased by 5%. (24% of students who met grade level proficiency expectations in Reading Comprehension as measured by Spring MAP results): ELA MAP 2017-2018 (24%) 2016-2017 (19%) 2015-2016 (16%) The District did not meet the 3% increase of grade 9 students meeting grade level proficiency in Algebra concepts. 9th Grade Student Data shows that the student group declined by 3% and did not meet the goal of a 3% increase in this area (16% of students who met grade level proficiency expectations in Algebra Concepts as measured by Spring MAP results; which represents a 3% growth increase from the fall results): Math MAP 2017-2018 (16%) 2016-2017 (19%) 2015-2016 (18%)

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

Planned	Actual	Budgeted	Estimated Actual
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 .1.2: 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 1.1: Chromebooks & Carts In 2018-2019, the district ordered and purchased 2,994 touchscreen Chromebooks, 1,653 non-touch screen Chromebooks along with 204 carts to house, secure, and charge the Chromebooks. These resources provided the district with technology integration access for students aligned with the goal of providing a 1 to 1 device to student ratio. SA 1.2: Chromebook Monitoring Software The district purchased Netops software which provided teachers with technological tools to direct, guide, and manage classrooms with instruction connected with computer connected learning activities. The software provided instructional access and options for teachers to share their screen to student devices, share a student screen to all students via the projector, lock devices for direct instruction, and strategically limit apps and websites for students to access during class instructional time in order to increase on task behavior. Teachers reported that they found the tool to assist with classroom management when students were utilizing laptops for academic activities.	SA 1.1 Chromebooks 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $1,500,000 SA 1.2 Chromebook monitoring software 4000, 5000 0100 LCFF Supp/Conc $75,000	SA 1.1 Chromebooks 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $1,548,151 SA 1.2 Chromebook Monitoring Software 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $65,298

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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 2.1: Curriculum Common Core Support English Language Development designated and integrated curriculum resources were purchased to increase teachers ability to increase instructional access to research-based English Language Development and English Language Arts instructional resources beyond the district developed Units of Study. The resources purchased provide English Language Development aligned lessons with Common Core State Standards that are both embedded in English Language Arts focused curriculum lessons and designated English Language Development. The curriculum resources also support English learners and students who are needing ELA intervention support to access lessons and learning activities strategically assigned to students to address their differentiated learning needs by the classroom teacher, allowing for students, through using an electronic device outside of instructional minutes, at school or outside of school, to increase student access to learning resources. SA 2.2: High School Science Equipment STEM project-based kits, supplies and resources to restock science experiment supplies, seeds and	SA 2.1 Units of Study Teacher Allocations 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $0 SA 2.1 Supplemental Curriculum Common Core 4000, 5000 0101: Prior Year LCFF S&C C/O $4,000,000 SA 2.2 High School Science Equipment 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $100,000	SA 2.1 Units of Study Teacher Allocations 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $0.00 SA 2.1 Supplemental Curriculum Common Core 4000, 5000 0101: Prior Year LCFF S&C C/O $3,956,936 SA 2.2 High School Science Equipment 4000, 5000 0100 LCFF Supp/Conc $89,739

SA 2.2: High School Science Equipment & STEM Classroom Materials	soil for student observational gardens, Uline safety glasses, Nitrile powder free textured gloves, and aprons were purchased to ensure students when taking part in STEM activities had access to the needed resources and safety equipment. Vernier Probeware was purchased, distributed, and utilized at high schools for Next Generation Science Standards (NGSS) implementation. These resources increased unduplicated pupils access to high interest courses and active engagement lessons that were project-based focused on providing learning activities with transferable 21st century skills aligned with NGSS.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Stockton Unified School District in the 2018-2019 school year offered two Bilingual Programs under the Local Control & Accountability Plan (LCAP): Hong Kingston/Valenzuela was a Dual Immersion program and McKinley was a Developmental Model. Bilingual teachers servicing these programs took part in monthly collaborations focused on effective implementation, strategic lesson planning, and thematic units of study focus and pacing. SA 3.1 Bilingual Paraprofessionals	SA 3.1 Bilingual Asst 2000, 3000 0100 LCFF Supp/Conc $354,940 SA 3.2 ELD Coaching 1000, 3000 0100 LCFF Supp/Conc $170,368 SA 3.3 EL Specialist 2000, 3000 0100 LCFF Supp/Conc $257,682	SA 3.1 Bilingual Assist 2000, 3000 0100 LCFF Supp/Conc $237,224 SA 3.2 Professional Learning ELD 1000, 3000 0100 LCFF Supp/Conc $144,268 SA 3.3 EL Specialist 2000, 3000 0100 LCFF Supp/Conc $285,029

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.

Forty-three bilingual assistants serviced schools sites with high percentages of English learners and data (Dashboard and formative site-based data) that showed a need for increased daily instructional support for English learners in the areas of reading, writing, speaking, and listening. Bilingual Paraprofessionals provided primary language support to English learners so that they could have access to the content that was being taught in English. They also previewed and reviewed material so that it was accessible to our English learners.

SA 3.2 & SA 3.3: ELD Coaching & EL Specialist
During the 2018-2019 school year the Language Development Office (LDO) continued their English Language Development Institute (3 days), and ongoing training and workshops focused on Argument Writing, Close Reading, and Writing Across Text Types. The English Language Development Office provided opportunities and times for all teachers and bilingual paraprofessionals to participate in the ELD Institutes and ongoing workshops. The LDO director presented the EL Roadmap to all principals at the November principal meeting. The LDO also provided an Integrated and Designated professional learning at the 3 day Monday training series that teachers in grades TK-12th

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

grades had access to attend. New teachers were provided with an after school integrated and designated ELD professional learning course. The LDO plans to continue to offer the ELD Institute, Close Reading, Argument Writing, and Writing Across Text Types to ensure that our teachers are providing rigorous core curriculum and meeting the needs of our English learners.

The district holds quarterly English learner site coordinator meetings where the English Learner Program (ELP) Site Coordinators' model effective research-based instructional strategies to ensure that the EL site coordinators bring back the instructional strategies to their sites to continue the improvement of learning taking place during designated and integrated English Language Development and across the content areas for English learners; the district has 3 ELP Specialists at the high school and 4 ELP Specialists at the K-8 schools.

90% of school sites have taken part in training and workshops provided by the LDO focused on Writing Across Text Types, ELD Institute, Close Reading, Argument Writing, Integrated & Designated ELD, EL Road map, and Interactive read alouds.

Translation and interpretation services were provided to staff,

families, and community members at both the district and individual school site levels. Written and verbal translation has been offered to support family meetings, documents, presentations, Individualized Educational Program meetings, and district communication outreach.

SA 3.4:
Remains Inactive

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SA 4: See description for 2017-2018	See description for 2017-2018	No cost due to inactive status None None $0	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 (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	SA 5.1: Teacher Collaboration, & Staff & Family Professional Development District wide, every school site was allocated 1.5 hours every other week for teacher collaboration time focused on developing best first instruction that meets the academic and social-emotional needs of all students, with strategic	SA 5.1 STA Collaboration/PD & Parent & USA PD 1000, 3000 0100 LCFF Supp/Conc $11,088,072 SA 5.2 USA Instructional Leadership & Prof Learning Comm 1000, 3000 0100 LCFF Supp/Conc $602,451	SA 5.1 STA Collaboration PD & Parent & USA PD 1000, 3000 0100 LCFF Supp/Conc $10,369,441 SA 5.2 USA Instructional Leadership & Prof Learning Comm 1000, 3000 0100 LCFF Supp/Conc $608,667

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 5.1: 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.

focus on effective research-based instructional practices for increasing the academic achievement of low income, foster youth, and English learner students. School sites collaboratively built an annual collaborative schedule to support student-focused lesson planning and analysis of classroom and site data. Teachers were provided professional development opportunities throughout the year to support implementation of evidence-based instructional practices and differentiated lesson planning. Site leadership at the schools facilitated academic conferences and data cycle review sessions with their staff at a minimum of once per semester to support teacher's development of formative assessments and rigorous Common Core State Standards aligned lessons that supported students who were in need of scaffold and intervention instructional supports. A Multi-Tiered System of Supports approach was embedded in the collaborative model focused on meeting the specific academic and social-emotional needs of students who were not meeting grade level standards and/or whose data was not showing ongoing academic growth. Data was discussed and strategic plans and goals were created focused on the needs of unduplicated pupil populations at schools and the ways in which resources, programs, and services

could be improved and increased to best serve the students' identified needs.

SA 5.2 Instructional Leadership & Professional Learning Communities (PLC)
These funds were utilized in providing site administrators of schools servicing unduplicated pupil populations with paid time to address the professional development and collaboration needs of developing and sustaining effective Professional Learning Communities. All site administrators were provided with training on research-based practices in developing a school vision and mission statement and developing school wide norms and collective agreements focused on meeting the academic and social-emotional needs of students. All site leadership and teachers were provided with the Learning By Doing: A Handbook For Professional Learning Communities at Work, by Richard Dufour, Rebecca Dufour, Robert Eaker, and Thomas Many. Administration provided guidance at each school site with the teacher collaboration implementation model aligned with Professional Learning Communities four questions that drive the work of a PLC:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?

3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?
From: Learning By Doing: A Handbook For Professional Learning Communities At Work, Dufour, Richard, Dufour, Rebecca, Eaker, Robert, Many, Thomas. (2010). Building the Collaborative Culture of a Professional Learning Community (pg.119)

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. 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.	SA 6.1 Training in Professional Learning Communities (PLCs) Stockton Unified School District (SUSD) continued to focus on district wide implementation of the Professional Learning Community (PLC) model at all school sites. All school sites utilized the PLC model for their teacher collaboration time and collaboratively created a school mission and vision statements. All sites created and communicated school wide norms for behavioral expectations and implemented leadership team led teacher academic conferences focused on student data at least once each semester. School sites were offered ongoing training on their PLC implementation through district provided professional	SA 6.1 Professional Learning PLC's 1000, 3000, 5000 4035: TitleIIPartA-ImpvTchrQuality $630,000	SA 6.1 Professional Learning PLC's 1000, 3000, 5000 4035: TitleIIPartA-ImpvTchrQuality $274,119

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),

development opportunities and attendance at PLC conferences.

Teachers met weekly and analyzed student data (academic, attendance, behavioral, curriculum-based performance, formative data) and strategically planned lessons to address students needs through using a Multi-Tiered System of Supports approach to addressing performance gaps. All teacher collaboration time was aligned with the Professional Learning Communities four questions that drive the work of a PLC:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?
From: Learning By Doing: A Handbook For Professional Learning Communities At Work, Dufour, Richard, Dufour, Rebecca, Eaker, Robert, Many, Thomas. (2010). Building the Collaborative Culture of a Professional Learning Community (pg.119)

Action 7

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

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

SA 7.2: Tools, Software, and Resources to enhance student language and literacy acquisition as well as mathematics proficiency K-8th

District wide all Kindergarten through Eighth grade schools were provided access to computer based instructional programs to support ELA and Math. For student language and literacy acquisition Imagine Learning was utilized to enhance student academic growth and to support growth in math achievement ST Math was utilized.

The Curriculum and Instruction department of the district trained instructional coaches and provided site support for implementation of ST Math and Imagine Learning. Imagine Learning staff provided support to staff by sending student data to site administration and instructional coaches and on-site support as requested by sites. The Spanish module of the program was provided to McKinley and Hong-Kingston to support the dual immersion programs at those sites.

SA 7.3: Credit/Dropout Recovery Programs

SUSD offered two on-line credit recovery programs at all high schools and at the School for Adults. Total courses completed district wide in the recovery program using CyberHigh was 281 courses. Credit Recovery for

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/Dropout Recovery Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,068,531

SA 7.6 Teacher Participation in IEP meetings 1000, 3000 0100 LCFF Supp/Conc $150,000

SA 7.7 Special Ed Inclusion Specialist 1000, 3000 0100 LCFF Supp/Conc $426,753

SA 7.8 Reading Intervention Materials 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $320,000

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

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/Dropout Recovery Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $986,242

SA 7.6 Teacher Participation in IEP meetings 1000, 3000 0100 LCFF Supp/Conc $26,925

SA 7.7 Special Ed Inclusion Specialist 1000, 3000 0100 LCFF Supp/Conc $322,914

SA 7.8 Reading Intervention Materials 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $240,208

SA 7.9 New Teacher Mentoring 1000, 3000 4035: TitleIIPartA-ImpvTchrQuality $212,685

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 due to the lack of availability of qualified teachers to provide intervention support to schools during the school day. SUSD was unable utilize full funding.
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

APEX (total of 3,040 courses completed) was reported as 680 students completed courses for credit recovery at Cesar Chavez High School, 170 students completed courses for credit recovery at Edison High School, 12 students completed courses for credit recovery at Merlo Institute of Environmental Technology, 284 students completed courses for credit recovery at Franklin, 354 students at Stagg High School, 1,037 students completed courses for credit recovery at Stockton Alternative High School, and 101 students completed courses for credit recovery from Weber Institute for Applied Science and Technology. Total courses where credit was recovered was 3,321.

SA 7.6: Teacher Participation in IEP Meetings

Sites were provided with access to an account code in order to fund substitutes to cover the general education teacher's classroom, thus, allowing them to attend IEP meetings during the school day that worked for the parent/guardian schedule of the student with disabilities; ensuring compliance with the Special Education law and all IEP meetings were facilitated with all needed stakeholders present to fully address the specific academic and social-emotional needs of the students.

SA 7.7: Special Ed Inclusion Specialist

The Inclusion Specialists support student with disabilities, primarily students with Autism, by providing consultation services to teachers, administrators and support staff on Evidence Based Practices. They support the transition of Preschool to 8th grade students as they transition to general education by providing general education with practices and knowledge that lead to a smooth transition process for the student into a less restrictive learning environment. Inclusion Specialists support parents by providing training on transition into a mainstream classroom setting, educational routines and practices to integrate into the home setting, as well as Evidence Based Practices to increase academic success and social communication development. Furthermore, Inclusion Specialists have provided training/workshops to Administrators, General Education Teachers, and support staff regarding students with Autism and Evidence Based Practices to support their transition to the general education setting.

SA 7.8: Reading Intervention Materials

Read 180 was purchased and implemented at the four comprehensive high schools (Chavez, Edison, Franklin, Stagg)

and Jane Frederick. The reading intervention program was utilized to address the literacy and language acquisition needs of unduplicated pupils who had an IEP. Reading 180 was provided to students who were identified, using local assessment data, in need of enhanced reading skills prior to taking English 1 in high school. Curriculum, training, and implementation support was provided to the high schools and two teachers at each site were trained on Read 180 to assist with implementation and progress monitoring support throughout the process.

SA 7.9: New Teacher Mentoring

Site Support: Teacher(s) who fall into one of the following credential categories: Short Term Staff Permit (STSP), Provisional Internship Permit (PIP) or Intern Teacher receive support from a Site Support Teacher. These teachers provide on-site support to the teacher(s) for the duration of the time that they spend working towards the requirements for their preliminary teaching credential. Site Support Teachers were required to meet weekly with the new teacher for a minimum of one hour per week (outside of their contractual day), and were provided the opportunity to observe and give feedback in the new teachers classroom twice a year (substitute cost is covered by

the Curriculum Department). All site support teachers were required to attend coaching training and complete contact logs which are monitored by the Curriculum Department.

- Current Number of STSP, PIP & Intern Teachers: 277
- Current Number of Site Support Teachers: 199
- Number of hours of support provided: 4,311
- Topics of Support Include:
- Assessments (524 hours)
- Classroom Management (694 hours)
- Data Analysis (408 hours)
- Lesson Planning (1474 hours)
- Parent Communication (351 hours)
- Other (860 hours)

Professional Development for Induction Mentors: Induction Mentors participate in ongoing training that is differentiated based on their prior experience and needs. Training includes skilled-based training on learning focused mentoring (Mentoring Matters), training on assisting Candidates with meeting the induction program standards and demonstrating progress toward mastery of the California Standards for the Teaching Profession (CSTP).

Mentoring Matters training: 12 hours for new mentors, 6 hours for experienced mentors

Induction Program requirements training: 12 hours for new mentors, 6 hours for experienced mentors

Induction Program orientation and progress monitoring meetings: 6 hours

Professional Development for Site Support Teachers: Professional development is completed based on the Support Teachers level of experience in working with new teachers. Training includes skilled-based professional development based on learning focused mentoring (Mentoring Matters). Topics include adult learning theory and beginning coaching skills. For the 18-19 school year professional development occurred in both an in-person and on-line platform. Support Teachers with previous experience supporting new teachers (as an Induction Mentor or Instructional Coach) were not required to complete additional training for this year.

Site Support Teacher that completed in-person PD: 15

Site Support Teachers that completed on-line PD: 40

Veteran Site Support Teachers (completed previous training or are current Induction

	Mentors/Instructional Coaches): 144

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	SA 8.1: Instructional Coaches Stockton Unified School District supports teachers with 35 Kindergarten to Eighth grade coaches and 4 high school coaches. The 35 elementary and middle school level coaches primarily focus on supporting new teachers and their ability to provide high quality first instruction to culturally and linguistically diverse students. The coaching cycle model utilized for the 2018-2019 academic year was based on the Cognitive Coaching model. Coaches were provided with ongoing professional development opportunities throughout the year. Instructional coaches took part in workshops focused on Interactive Read Aloud strategies provided by the San Joaquin Office of Education (SJCOE) on Oct. 2nd, Nov. 13th-16th, Jan. 15th, Feb. 5th & 26th, and Mar. 5th. Coaches were supported by an Instructional Leadership Team that led professional development seminars on how to use data to support instructional planning principally directed towards meeting the needs of English learners, socioeconomically	SA 8.1 Instructional Coaches 1000, 3000 0100 LCFF Supp/Conc $4,906,382 SA 8.3 New Teacher Suppot 1000, 2000, 3000 0100 LCFF Supp/Conc $206,786	SA 8.1 Instructional Coaches 1000, 3000 0100 LCFF Supp/Conc $2,768,185 SA 8.3 New Teacher Support 1000, 2000, 3000 0100 LCFF Supp/Conc $373,215

disadvantaged students, and foster youth.

Instructional coaches focused on strategies to help the teacher differentiate lessons to ensure access to learning for all students. The classroom environment was a common focus of discussions with teachers during coaching cycles ensuring that teachers were implementing routines and procedures, positive behavior management systems, monitoring of student behavior, and room arrangement for equity and access. Classroom instruction coaching cycles ensured implementation of direct interactive instruction, high level questions, student engagement, evidence of using assessments to progress monitor the effectiveness of instruction, development and analysis of common formative assessments, and strategic co-lesson planning to ensure measurable goals were being set and lessons were differentiated to meet the specific learning needs of unduplicated pupils.

SA 8.3: New Teacher Support

Professional Development for new/beginning teachers: In order to support our many new teachers, the Curriculum and Professional Development Department offers after school professional development opportunities specific for and limited to new/novice

teachers. Any 2018-19 new hire or other teacher without a CA Clear credential is invited and encouraged to attend. Sessions are 3:30-5:00 and focus on a variety of topics including; lesson planning, CCSS, classroom management, implementation of the CSTP, technology, strategies for supporting English learners, foster youth, low income students, & students with disabilities specific learning needs. Any eligible teacher who attends are paid their hourly rate.

Professional Development for New/Beginning Teachers:

Number of Sessions Offered at 1.5 hours each: 61

Total number of hours: 91.5

Session Topics:
- High School Standards
- Teach Like a Champion
- English Learner Support
- Special Education
- Math
- Instructional Strategies (DII)
- Next Generation Science Standards
- English Language Arts
- Common Core State Standards Aligned Curriculum-Based Instruction
- Classroom Management
- California Standards for the Teaching Profession

- Social Studies
- Transitional Kindergarten

Induction: First and second year teachers who have a preliminary teaching credential must participate in the SUSD Teacher Induction program in order to complete state requirements for a California clear credential. Through the Induction office, Candidates are assigned to a Mentor for the duration of the two-year program. Candidates and their Mentors meet weekly for a minimum of one hour to engage in a structured formative assessment process. Candidates participate in additional site and/or district-based professional development activities to support their Individual Learning Plan and meet the clear credential requirements.

Current Number of Induction Mentors: 128

Current Number of Induction Candidates: 143

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 align with and extends beyond the mandatory instructional/academic day.	SA 9.1: After School Tutoring & Enrichment & SA 9.4: After School Site Facilitators & Start Up	SA 9.1 After School Tutoring & Enrichment 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,981,656 SA 9.4 After School Site Facilitators & Start up 2000,	SA 9.1 After School Tutoring & Enrichment 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,964,866 SA 9.4 After School Site Facilitators & Start Up 2000,

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. Actions SA 9.4 and 9.5: SUSD did not fill positions at Public Safety Academy and the International Baccalaureate Program due to lack of qualified personnel. 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	District wide elementary schools offered after school programs with smaller schools (599 or less students) serving on average 104 students and larger schools (600 or more students) servicing on average 107 students; Kohl and Skills schools provided after school programs that were fully funded by LCFF funds, this included the services provided and the After School Program facilitators. 39 Extended Day Programs were supported with After School Education and Safety grant funds and LCFF funds. Teachers working after school were also supported with Title I fund at some sites. Additional staffing (teachers and partner staff), intramural sports, music, and other enrichment activities occurred on these sites providing unduplicated pupils access to after school tutoring, enrichment activities, and healthy snacks. LCAP action SA 9.4 funds four facilitator positions: Franklin Pre-IB, Kohl, PSA, and Stockton Skills. Currently these sites are serving 309 students. Number of schools with After School Program: • TK-8th: 43 school sites • High School: 7 school sites Total number of students served by the After School Program: • TK-8th: 6,569	3000, 4000 0100 LCFF Supp/Conc $237,929	3000, 4000 0100 LCFF Supp/Conc $202,329

- High School: 602

Total number of unduplicated pupils taking part in the After School Program:
- English learners: 1,847
- Homeless Youth: 289
- Foster Youth: 56

The Academic Hour teacher Coordinator worked in collaboration with the site principal and created a strategic proposal, based off student data for intervention programs to serve the needs of identified students, principally focused on increasing the services provided after school for low income, foster youth, and English learners. Site principals worked with their leadership teams to recruit teacher's to provide tutoring and academic intervention programs after school for a minimum of three hours a week. 319 teachers provided tutoring in the Academic Hour after school and 4,649 unduplicated Kindergarten to Eighth grade students were provided with academic support by a certificated teacher for the Academic Hour after school. At the high school level 60 teachers provided support and offered academic interventions to address the extended day learning needs of unduplicated pupils.

University of the Pacific college students provided additional support within AVID tutorials twice a week utilizing research-based strategies and supported by district AVID coordinators. These services were provided to students who would be first generation in their family to attend college, English learners, socioeconomically disadvantaged students, and foster youth. These services provided a bridge between instruction occurring during school and after school programs.

Intramural sports were provided to students after school and coordinated by an Athletics director. STEP Up after school coordinators met with K-8 PE teachers and identified coaches, developed a plan of action for the scheduling of games, facilities to be utilized and needed transportation.

Intramural sports opportunities were available at the K-8 sites. 252 unduplicated students at 15 different school sites, 16 teams in all, participated in soccer. A total of 46 soccer matches were played during the 2018-2019 school season. The schools that took part were Adams, August, El Dorado, Elmwood, Fillmore, Harrison, Hazelton, Huerta, McKinley, Rio Calaveras (they had 2 teams), San Joaquin, Taft, Tyler, and Victory.

Every after school program hosted a minimum of one Family Night per quarter for a total of 4 events per year. These events focus on the topics of diversity, responsibility, Compassion, "Who am I?" activities, literacy, math, science, and physical activity game nights.

Examples of Some of the Enrichment Activities Offered in the After School Programs During the 2018-2019 Academic Year:
- Chess (Franklin, Cleveland, Hazelton)
- Drones (Pittman)
- Graphic Design (Merlo)
- Tennis (August, Bush, Harrison, Nightingale, Peyton, Wilson)
- Kidz Science (Bush, Elmwood, Fillmore, Hamilton, Harrison, King, McKinley

 PYA, San Joaquin, Spanos, Washington)
- Martial Arts (Pittman, Tyler)
- Newspaper/Photography (Weber)

Presentations were provided to students in the after school program by University of the Pacific Physical Therapy and Pharmacy departments as well as SUSD district police.

Another service that was offered to unduplicated students who took

part in the after school program was participation in the Second Harvest (Food 4 Thought) Grocery program that provided families with bags of groceries and fresh fruit and vegetables. Schools that took part in this program for the 2018-2019 school year were Adams, August, Fillmore, Hazelton, Huerta, McKinley, Monroe, Pulliam, San Joaquin, Spanos, and Washington.

The four comprehensive high schools hosted extended year academic programs during the 2019 summer and eight school sites (August, Elmwood, Fillmore, Hamilton, Monroe, Pulliam, Spanos, and Van Buren) hosted programs through Springboard focused on coaching teachers and training families in the cultivation of evidence-based reading habits.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	SA 10.1: School Site Allocations All schools received an allocation of funding based on their CBED student numbers and percentage of unduplicated pupils attending the school to address the need for increased or improved services being offered at school sites; while holding strategic planning meetings with school site and district level leadership focused on spending decisions based on data and root cause analysis. This	SA 10.1 School Site Allocations 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $10,629,604 SA 10.2 Department Allocations Language Development 1000, 2000, 3000, 4000, 5000 0091: LCFF English Learners $435,638 SA 10.2 Curriculum, Research, Child Welfare & Attend 1000, 2000, 3000, 4000, 5000 0090:	SA 10.1 School Site Allocations 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $7,996,474 SA 10.2 Department Allocations Language Development 1000, 2000, 3000, 4000, 5000 0091: LCFF English Learners $405,240 SA 10.2 Curriculum, Research, Child Welfare & Attend 1000, 2000, 3000, 4000, 5000 0090:

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

process allowed for school level decision-making in collaboration with School Site Councils and English Language Advisory Committee consultation and recommendations that were aligned with the district LCAP goals, School Plans for Student Achievement, and principally directed towards increasing and improving services provided to foster youth, English learners, students with disabilities, and socioeconomically disadvantaged student groups.

School sites utilized allocated funding for increased counselor support, library media assistants, supplemental instructional resources, increased bilingual assistant support, instructional assistant support, parent liaisons, additional assistant principals, program specialists, and other evidence-based resources to increase and improve academic growth and social-emotional development for unduplicated pupils.

SA 10.2: Department Allocations Language Development Office, Curriculum, Research, Child Welfare & Attendance Department Allocations
Centralized support was provided to schools providing services to socioeconomically disadvantaged, foster youth, and English learner students to manage the strategic use of Supplemental and

LCFF Educ Disadv Youth
$2,936,997

LCFF Educ Disadv Youth
$2,010,509

Concentration funds that were allocated to sites. Expenditures were based upon specific site needs aligned with California Dashboard data. Needs were identified through strategic staffing meetings, individual school sites' needs assessments, and a decision making model focused on addressing needs aligned with academics, social-emotional learning, and college and career readiness (Multi-Tiered System of Supports).

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 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 increase access to A-G courses and career technical education pathways through partnerships with local industries.	SA 11.1: National Academy Foundation The National Academy Foundation (NAF) program was implemented at two high schools, Merlo Institute of Environmental Technology and Cesar Chavez high school in the 2017-2018 school year and in 2018-2019 only Chavez High School implemented NAF program as Merlo was no longer associated with the NAF curriculum as of the 2018-2019 school year. Chavez high school utilized two pathways aligned with the implementation of the National Academy Foundation model: resources were provided to sites to cover membership fees and conference attendance. The high school worked on National Academy Foundation	SA 11.1 National Academy Foundation 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $30,000 SA 11.2 AVID 1000, 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $1,531,935 SA 11.3 Guidance Technicians Career Centers 2000, 3000 0100 LCFF Supp/Conc $924,407 SA 11.5 Student Data Technicians 2000, 3000 0100 LCFF Supp/Conc $250,317 SA 11.6 CTE Career Pathways 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $293,625	SA 11.1 National Academy Foundation 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $0.00 SA 11.2 AVID 1000, 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $1,024,677 SA 11.3 Guidance Technicians Career Centers 2000, 3000 0100 LCFF Supp/Conc $763,700 SA 11.5 Student Data Technicians 2000, 3000 0100 LCFF Supp/Conc $267,771 SA 11.6 CTE Career Pathways 1000, 3000 0100 LCFF Supp/Conc $200,847

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

programming and courses, which helped them develop and align curriculum, facilitate advisory board involvement, and establish work based learning structures. Chavez took part in ongoing monthly advisories throughout the school year.

SA 11.2: Advancement via Individual Determination (AVID)

AVID electives were offered at the 7th and 8th grade levels to students who will be the first person in their family to attend college, are English learners, socioeconomically disadvantaged students, and youth in foster care. Focused instructional and learning strategies focused in the areas of writing, leveled inquiry, collaborative learning, organizational skills, learning to read (kindergarten to third grade) and learning to read (4th grade to 12th grade) were integrated into cross-curricular lessons focused on closing the achievement gap. AVID supplies, such as binders, pencil pockets, folders, notebooks, high lighters, post-it notes, large poster paper, tutorial referral forms, were provided to school sites to meet the learning needs of students engaging in AVID strategies.

391 district employees attended the Summer 2018 AVID summer institute and 411 SUSD employees were registered to attend the

SA 11.7 MESA Contract 5000-5999: Services And Other Operating Expenditures 3010: IASA-Title 1 Basic Grants-Low $100,000	SA 11.7 MESA Contract 5000-5999: Services And Other Operating Expenditures 3010: IASA-Title 1 Basic Grants-Low $115,737
SA 11.8 Public Safety Academy 1000, 3000 0100 LCFF Supp/Conc $165,540	SA 11.8 Public Safety Academy 1000, 3000 0100 LCFF Supp/Conc $171,818
SA 11.9 Project Lead the Way 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $750,000	SA 11.9 Project Lead the Way 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $461,206
SA 11.10 JROTC 1000, 3000 0100 LCFF Supp/Conc $73,560	SA 11.10 JROTC 1000, 3000 0100 LCFF Supp/Conc $83,700
SA 11.11 College Entrance Exam Fees 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $72,000	SA 11.11 College Entrance Exam Fees 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $51,615
SA 11.13 Partner Stockton Chamber of Commerce Educ Alliance 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $85,000	SA 11.13 Partner Stockton Chamber of Commerce Educ Alliance 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $85,000
SA 11.13 Career Business Partnerships 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $15,000	SA 11.13 Career Business Partnerships 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $0.00
SA 11.14 Career Exploration Software 4000, 5000 0100 LCFF Supp/Conc $75,000	SA 11.14 Career Exploration Software 4000, 5000 0100 LCFF Supp/Conc $82,087
SA 11.15 College & Career Readiness 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $159,511	SA 11.15 College & Career Readiness 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $142,039

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

Summer 2019 AVID summer institute. Providing collaborative learning opportunities and chances to share site implementation of AVID strategies, 5 AVID showcases were held during the school year at both the high school and Kindergarten through Eighth grade levels. For the 2018-2019 school year SUSD had a total of 40 certified AVID school sites (38 K-8th grade schools and 2 high schools).

AVID allocated funds to sites provided opportunities for foster youth, English learners, and socioeconomically disadvantaged students to take part in academic trips to colleges and universities and participate in tours as prospective students. These opportunities provided students with real world experiences at a glance of what college life looks like, the academic landscape of campuses, the majors offered, and the expectations needed to be met for admittance into these institutions.

Tutorials were provided to students with 56 AVID tutors (26 SUSD tutors and 30 hired through a district partnership at UOP Center for Community Involvement). 68 AVID site certification visits were conducted in support of evidence based implementation of AVID. These visits consisted of viewing of site certification documents, collaborative meetings with site

leadership teams, and classroom instructional visits.

SA 11.3: Guidance Technicians & Career Centers

Career Centers were developed at the following high schools:
- Cesar Chavez
- Edison
- Franklin
- Stagg
- Jane Frederick
- Merlo
- Stockton High
- Weber

All of these schools were also provided with a guidance technician that provided services to unduplicated pupils focused on:
- Career Exploration
- College and Financial Aid Application Assistance
- Fee Waivers for College Applications & Entrance Exams

The guidance technicians assisted high school unduplicated pupils with career exploration activities and goal planning focused on steps needed to achieve the desired career students identified for themselves. Various college and career field trips with transportation provided were provided to socioeconomically disadvantaged, Foster youth, and English learner students aligned with what they were learning about

in their A-G high school courses. Guidance technicians arranged for and organized college and career guest speakers to come into the schools and answer student questions while sharing their journey and advice for preparing as young scholars to be college, career, and community ready.

SA 11.4 Remains inactive

SA 11.5: Student Data Technicians

Student Data Technicians were hired at the comprehensive high schools to support data entry on student grades and transcripts and provide specifically any data or paperwork on a quick turnaround to counselors requesting paperwork to support foster youth, English learners, and low income students needs. 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 meeting the A-G requirements. They also assisted counselors with ensuring foster and homeless youth were provided with efficient entrance into the school systems when they are registering for high school classes.

SA 11.6: Career Technical Education (CTE) Pathways

During the 2018-2019 school year, there were three Education pathways developed at Chavez High School, Weber Institute, and Stagg High School. Three teachers were added for the Education pathway. In addition, the Agriculture pathway at Stagg High School was revamped and a green house built. The Agriculture program requires one FTE. One teacher at Pacific Law Academy is now running the new Law pathway to expand opportunities on the campus and support the mission and vision of the school.

SUSD high schools provided a Career Technical Student Organization aligned with the elements of an effective Career Technical Education (CTE) program. High schools within the district offering CTE programs took part in Health Occupation Students of America (HOSA), Future Farmers of America (FFA), or Skills USA and students competed regionally, statewide, and nationally in competitions that provided opportunities for students to demonstrate their competence in CTE related skills.

Career Pathways offered throughout SUSD schools are:
- Ornamental Horticulture
- Ag Science
- Design, Visual & Media Arts
- Production & Managerial Arts

- Game Design & Integration
- Computer Programming
- Professional Music
- Instrument Repair
- Residential & Commercial Construction
- Education
- Architectural Design
- Engineering Design
- Patient Care
- Healthcare Operational Support Services
- Software & Systems Development
- Product Innovation & Design
- Welding & Materials Joining
- Public Safety
- Law Practices
- Systems Diagnostics, Service & Repair

SUSD Offered Industry Certification:
- Adobe Certified Associate, Dreamweaver, & Visual Design
- National Center for Construction Education & Research (OSHA10)
- Fork Lift (OSHA10)
- CPR/First Aid
- Certificated Medical Assistant
- AutoCAD
- Inventor
- AYES & ASE

SA 11.7: Mathematics, Engineering, Science Achievement (MESA) Contract

The Mathematics, Engineering, Science Achievement was provided as an extension of the learning day academic enrichment option to any unduplicated pupil that was interested in taking part at 10 elementary schools and three high schools all servicing student populations with 75% or higher of English learners, foster youth, and socioeconomically disadvantaged students. Students took part in project-based learning activities and worked their way towards the goal of participating in academic competitions and events. The University of the Pacific (UOP) supported Stockton Unified's MESA program by providing technical support in preparation for participating in MESA day competitions. MESA advisers received training and materials through UOP.

SA 11.8: Public Safety Academy

The Public Safety Academy is an academy within Stagg High School. The mission of the 5th – 10th grade program, adding a grade level each year through senior year, is to prepare Stockton Unified School District youth for careers in the Public Safety industry. Students wear a uniform, start the day in formation, go on field trips supporting their interests

in Public Safety, and complete a Public Safety pathway while earning industry certification.

The assistant principal for Public Safety Academy coordinated services for students with disabilities and English learners to ensure full inclusion of the program while also offering English Language Development classes. Socioeconomically students were provided with school uniforms. Throughout the year the assistant principal worked with community based organizations to provide field trip opportunities for the students and to support the growth of the academy.

SA 11.9: Project Lead The Way (PLTW)

Project Lead the Way (PLTW) was provided at 19 different schools for students Kindergarten through 12th grades. Unduplicated pupils were provided with the opportunities to take part in five different Engineering Career Pathways in the areas of Automation and Robotics, Energy and the Environment, Design and Modeling, and Computer Science for Innovators and Makers. Curriculum was designed for active learning focused on project-oriented activities to increase engagement with foster youth, English learners, foster youth, students with disabilities and socioeconomically disadvantaged

students. The program provided unduplicated students access to 370 Ipads and 251 laptop computers to integrate technology into the learning activities aligned with instructional support in Science, Technology, Engineering, and Mathematics (STEM).

SA 11.10 Junior Reserve Officers' Training Corps (JROTC):

A Junior Reserve Officers Training Corps (JROTC) Teacher was hired at Edison High School. The staff member provided educational experiences aligned with the Army Junior Reserve Officer Training Corps program focus that taught cadets character education, the skills and strategies needed for student achievement, wellness, leadership, and diversity.

SA 11.11 College Entrance Exam Fees:

In 2018-2019 the PSAT 8/9 was administered to 2,703 grade 8 students and the PSAT/NMSQT was administered to 2,213 grade 10 students (in the prior year 2017-2018, 2,597 8th grade students took the PSAT 8/9 & 2,253 students took the PSAT/NMSQT assessments). The PSAT suite measured what students learned in school and academic knowledge needed to succeed in Advanced Placement and college courses.

SA 11.13 Partner Stockton Chamber of Commerce Education Alliance & Career Business Partnerships:

In 2018-2019 high school students were provided with access to career fairs, apprenticeship and internship opportunities, and experiences with learning from professionals currently in the career field that students have shown an interest in. Skill-based opportunities to build mentor connections aligned with Career Technical Education pathways offered at the high schools provided real world connections for students to see how the skills they were learning in school were transferable and applicable within different career fields.

SA 11.14 Career Exploration Software & Programs for Grades K-12th

Career Exploration Software & Programs provided access for students, principally directed towards supporting English learners, foster youth, and socioeconomically disadvantaged students, to create their own unique career pathways through immersive self-knowledge, exploration, and planning done in collaboration with the school counselors. The software and programs provided both students and their parents/guardians with a guide about their child(ren)'s

progress toward college readiness and suggested next steps to help the student along on their path toward high school graduation and college and career readiness. In 2018-2019 all parents/guardians of students in grades 8th-12th received a guide with the following information about their child(ren): California college overview, graduation requirements, A-G requirements, career opportunities, and suggested next steps.

SA 11.15 College & Career Readiness

College and Career activities were implemented to increase access to all students, principally directed at increasing participation and involvement in college and career activities with foster youth, English learners, and socioeconomically disadvantaged students. 18 events were held in the 2018-2019 school year involving 4 to 20 buses per event. The transportation, providing meals, school supplies, and college shirts for unduplicated student groups helped to remove some barriers to experiencing and learning about the life experiences, admission requirements, financial aid and support available, in preparation of being a high school graduate with increased college, career, and community readiness. Multiple FAFSA, scholarship, college readiness, and career option workshops were held in support of increasing the capacity

for student knowledge of the steps and actions needed to access college. Events were also held specifically focused on supporting English learners, foster youth and families in transitions with the focus on college and career readiness to address the particular needs and logistics of college admission process, financial aid and assistance programs, needed documentation, and high school graduation requirements, in support of students and their parents, guardians, and family members that are a part of these student groups.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 12.1 Special Education Student Assistive Technology & Support: During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. The Special Education department invested in growing our district lending library. We have added multiple switches, iPads, and computers. We have also been able to invest in several educational technologies that provide high levels of accommodations for our students.	SA 12.1 Spec Ed Student Assistive Technology & Support 4000, 5000 0100 LCFF Supp/Conc $100,000 SA 12.2 Special Ed A-G Resource Teachers 1000, 3000 0100 LCFF Supp/Conc $752,154	SA 12.1 Spec Ed Student Assistive Technology & Support 4000, 5000 0000 LCFF Base $94,378 SA 12.2 Special Ed A-G Resource Teachers 1000, 3000 0100 LCFF Supp/Conc $829,057

SA 12.1: Special Education Student Assistive Technology and Support SA 12.2: Special Education A-G Resource Teachers	The investment in equipment and education will lend themselves to long term impact to our special education program. The funds were utilized to invest in some high levels of technology such as gyrobotic headmouses and eye gaze equipment to provide educational access for our most physically impacted students.The special education student assistive technology and support provided eye tracking technology that allowed for students with disabilities to fully access curriculum and take part in discussions through using a technology interface that provided technology integration communication opportunities for students. SA 12.2 Special Education A-G Resource Teachers: Special Education has been diligent about providing equity and access to courses, curriculum, and diploma options to students with disabilities across the district. One of the ways in which we were able to provide greater access to A-G curriculum is through the addition of Resource teachers. 9 Special Education Teachers Total: 2 at Cesar Chavez High School 1 at Edison High School 4 at Franklin High School

- 2 at Stagg High School

Our goal is to move more students from Certificate of Completion option to the diploma opportunity. With this change required instruction in courses that met the A-G requirements. We have also added Algebra Readiness to offer an additional layer of support to students who will take Algebra I. Special Education has also added two Career Technical Education courses, specifically for students with disabilities, who would benefit from these options rather than the traditional Career Technical Education pathways. Special Education is motivated to support ALL students in College and Career readiness.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	SA 13.1 District Librarian: The district librarian ensured that all students were provided with textbooks and was successful with 100% of students district wide being provided with SUSD board adopted curriculum (data from Fall 2018 William's Act Report). The district librarian also provided ongoing professional development teachers regarding: • teacher and student access to on-line literacy	SA 13.1 Librarian 1000, 3000 0100 LCFF Supp/Conc $144,260	SA 13.1 Librarian 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $174,558
		SA 13.2 Library Rotating Catalog 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $100,000	SA 13.2 Library Rotating Catalog 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $300,000
		SA 13.3 On line Research Engine Tool 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $14,000	SA 13.3 On line Research Engine Tool 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $0.00

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

resources (Destiny Discover)
- teacher training and support to ensure students were able to check out books through their school libraries
- staff training on adopted curriculum and site distribution procedures to ensure all students are checked out grade level curriculum

Two full days of Destiny training was facilitated by the district librarian for all library Media Assists (LMAs) and Program Specialist to ensure that all staff that were in charge of checking out books to students were trained on the process and how to forgive fines for late or lost books for students in transition, socioeconomically disadvantaged students, and youth in foster care. A series of half-day trainings was provided for LMAs regarding cataloging, online resources, SUSD basic library policies and standards. A professional development workshop was provided to all Curriculum Specialists regarding the CA librarians associations state-adopted free research databases (i.e. Britannica and Britannica Escolar).

SA 13.2 Library Rotating Catalog:

The library rotating catalog assists with providing access to books for unduplicated pupils at schools, especially high schools, where there is no one assigned to the library or only a 3 hour Library Media Assist. The program, Overdrive Ebooks K-12 increases and improves the access that students have to literature and high interest books.

SA 13.3 Online Research Engine Tool:

This service was not provided since the California State Library Association came forward for the 2018-2019 school year with a free research database for the state K-12th grades, therefore, no need was present to purchase a database tool.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 14.1 LCAP Program Evaluator: For the 2018-2019 school year only a LCAP Coordinator was hired with the plan of creating an LCAP Director role for the 2019-2020 school year that would be responsible for fulfilling the responsibilities of both the LCAP Program Evaluation and Coordinator roles.	SA 14.1 LCAP Program Evaluator 1000, 3000 0100 LCFF Supp/Conc $172,280	SA 14.1 LCAP Program Evaluator 1000, 3000 0100 LCFF Supp/Conc $ 0.00

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.

LCAP Goal 1: SUSD implemented a Multi-Tiered System of Supports (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality first 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 student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1: Student Academic Achievement focused on the following State Priorities:
Priority 2: Implementation of Common Core State Standards (Conditions for Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Access To A Broad Course of Study (Conditions for Learning)
Priority 8: Other Student Outcomes From Broad Course Of Study (Pupil Outcomes)

The actions and services aligned with this goal were implemented as planned. With the increase of translator/interpreter specialists the district was able to provide more workshops where interpreting services were provided and ensure that teacher & parent/guardian meetings were provided with an interpreter when the Language Development Office was provided with notification of the need for services. Departments throughout the district worked in collaboration to ensure all students, principally directed towards increasing and improving services provided to foster youth, English learners, and socioeconomically disadvantaged students, were provided with access to technology to enhance learning activities, primary language support was provided to English learners, designated teacher collaboration time focused on progress monitoring student data and implementation of Multi-Tiered System of Supports (MTSS) occurred at least twice a month, and instructional coaches supported teachers building their capacity to provide high quality first instruction that addressed meeting the learning needs of linguistically and culturally diverse students. After school programs were provided to foster youth, English learners, and socioeconomically disadvantaged students and provided after school tutoring and intramural sports that helped increase students sense of being connected to the school directly influencing the increased attendance rates at schools across the district.

Monthly professional development opportunities and on site training and instructional coaching activities were collaboratively designed and implemented to increase the quality and rigor of grade level high quality rigorous first instruction district wide. Active and engaged site leadership was developed around our district vision of graduating every single youth college, career, and community ready. Parent Empowerment department held meetings for parents/guardians going over high school graduation and college admission requirements, Common Core State Standards instructional expectations, and provided workshops on the LCAP overview and LCFF Evaluation Rubric data and how to navigate the California School Dashboard to pull up specific school site data. The Curriculum and Instruction department held workshops for families aligned with the curriculum adoption process and provided preview opportunities of the curriculum that was being reviewed and collected feedback and input on the curriculum adoption choices the district was

considering prior to adopting the new curriculum. All school sites were supported with increased access to technology to ensure students were provided with a learning environment that provided access to all students to laptops and curriculum based assessments and learning activities. The past year was spent building the framework and professional development plan for effective implementation of the newly adopted Math, English Language Arts, and English Language Development curriculum district wide. The District focus on deeply investing in the development of all employees focused on providing certificated and classified employees with equity training to increase the cultural proficiency and leadership capacity to invest and support all, while providing additional support and investments for those who have been presented historically with societal barriers and obstacles. The roll out of rigorous curriculum and increasing capacity for delivery of high quality first instruction began in 2018-2019 where all teachers, principals, and district directors were provided with professional development opportunities focused on curriculum implementation; this is a multi-year implementation plan supported by PIVOT/CORE and UnboundEd focused on designing research-based instruction supported by evidence-based interventions to meet the learning and social-emotional needs of culturally and linguistically diverse learners.

With the adoption of K-12th grade Math, ELA, & ELD curricula it was important to build knowledge of adopted materials. With the workshops and professional development offered 100% of the schools took part and administration, teachers, coaches, and instructional support staff received training to build school site capacity to deliver instructional materials through targeted pedagogical knowledge, equity and curriculum specific training. Focusing on student achievement, access to broad courses of study, and student outcomes, resources that were provided to schools sites as supplementary instructional resources and support staff were principally directed services towards actively engaging unduplicated pupils with high quality rigorous first instruction, while offering scaffold opportunities and after school academic support. The combination of equitable instructional practices coupled with increased content knowledge and skills, when enacted in schools and classrooms, created the Professional Learning Community (PLC) environments that were needed to disrupt the cycle of institutional remediation and created opportunities for all of our students to thrive and achieve.

Increased in class support for English learners provided opportunities for students to access designated and integrated English Language Development (ELD) standards based instruction in all content areas. Site allocations were utilized by schools sites to address the needs of students, primarily foster youth, English learners, socioeconomically disadvantaged, and other high needs priority student-groups in collaboration with their stakeholder consultation and needs assessment findings. College and Career preparatory opportunities were increased with the addition of 8 CTE pathways being added at the high school level and increased capacity to service the needs of students within the career centers at the four comprehensive high schools. During and after school opportunities for enrichment were increased focused on participation opportunities for English learners, foster youth, and socioeconomically disadvantaged students at school sites across the district funded by site allocations. In addition to providing diverse options for CTE pathways, credit recovery opportunities for high school students, implementation of evidence-based literacy interventions for students with disabilities, and increased on site instructional coaching support, the district supported infrastructure, upkeep, and accessibility through increased access to student and teacher instructional technology devices with the second phase of technology refresh implementation at school sites servicing high percentages of foster youth, English learners, and socioeconomically disadvantaged students. Efforts will be continued to ensure that digital integration within the school sites support the learning needs of students and instructional framework being implemented by teachers.

Some of the challenges the District was presented in carrying out the actions/services aligned with this goal were having sufficient access to substitute teachers to fill the need to release classroom teachers to take part in professional development opportunities that occurred during the instructional day and finding and keeping qualified staff for the after school program. These challenges caused professional development opportunities to be offered on the weekends and during school breaks, thus, adding cost because of the cost of paying participants who attended the professional developments. The after school program provided services to a large number of students and all programs had waiting lists with students who were interested in accessing the program. Staffing of the program continues to be a challenge the district faces every year with turn-over rates and college students who are staff having to leave mid-year due to college course schedule changes.

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

Overall, the actions and services in Goal 1 were effective in achieving the district goal to increase student academic achievement through implementation of a Multi-tiered System of Supports.

SA 1: Student Technology
SUSD purchased laptops and charging carts provided district wide to ensure every student had access to their own computer throughout their school day. The access to laptops and creating the student to laptop 1 to 1 ratio allowed for students to access curriculum resources aligned with the Units of Study that were being utilized at board adopted core curriculum for the 2018-2019 school year. 100% of students were able to access and take district assessments, create presentations, develop 21st century keyboarding skills, and take part in collaborative learning models aligned with technology integration within core lessons. 100% of 3rd-8th and 11th grade students that were present to take the CAASPP/SBAC state mandated assessment were able to access the test through using a laptop and connecting with the internet on an SUSD campus. Students utilized their laptops for research, presentations, and taking part in Google Classroom collaborative assignments and activities. English Learners were able to access Rosetta Stone and integrated English Language Development learning supports across the content areas. Students who do not have access to the internet or computers outside of school were provided with learning opportunities to learn computer based and research skills while taking part in core content lessons.

SA 2: Instructional Materials & Supplies
Strategic focus groups of teachers, Curriculum and Instruction staff, Language Development Office staff, students, parents/guardians, and administrators looked at various curriculum that supported student access to research-based learning resources and integrated English Language Development strategies. Representatives from all schools took part in curriculum training. High School STEM equipment was purchased for high school students and increased access to experiments and project-based learning opportunities for all unduplicated students enrolled in STEM based courses.

SA 3: Primary Language Support
Increased support was provided for primary language support at school sites servicing high numbers of English learners. 43 bilingual paraprofessionals throughout the district provided primary language instructional support to students so that they could have access to the content that was being taught in English within designated ELD time. Support was increased this year to support English learners

access to core content instruction through integrated ELD strategies and staff support. English learner specialist and bilingual paraprofessionals also previewed and reviewed instructional material so that it was accessible to our English learners and supported classroom teachers with increasing their knowledge of the California English Learner Road Map. Work with site leadership and the Language Development Office focused around implementation of designated and integrated ELD, strategic instructional planning based on student language proficiency and academic data, providing English learners with full access to rigorous academic content and high quality first instruction. The number of English learners that attained reclassification during the 2018-2019 school year was 1,674. 175 students received the Seal of Biliteracy and 149 students received the Pathway to the Seal of Biliteracy. In support of increasing and improving English learner access to instructional support, 26 schools received support from bilingual assistants.

SA 4: Inactive

SA 5: Teacher Collaboration, Monitoring, & Support
100% of Kindergarten to 12th grade teaching staff took part in teacher collaboration as the district continues to develop and improve the ways in which continuous improvement process is utilized to monitor the implementation of effectiveness of instruction and evidence-based interventions. Throughout the academic year 7 whole day non-student contact days were provided to teachers in order to take part in all day professional development courses focused on building the knowledge and capacity to meet the instructional needs of culturally and linguistically diverse learners. Teachers and site administration also took part in a minimum of two collaboration days a month focused on strengthening continuous academic improvement of all students and learning supports provided to English learners, foster youth, and socioeconomically disadvantaged students.

SA 6: Implementation of Professional Development Communities (PLC) Strategies
The District was effective in ensuring all K-12th grade students within their classrooms had access to the board adopted curricula aligned with Common Core State Standards. Professional development opportunities were provided on an ongoing basis by the Curriculum and Instruction department. Training was focused on supporting teachers to meet the needs of socioeconomically disadvantaged students through implementation of high interest learning activities and positive behavioral interventions and systems approach to instruction, English learner needs through Specially Designed Instruction in English within integrated ELD within various academic content areas, and foster youth through restorative and behavior intervention strategies for learning and developing healthy relationships. New teachers to the district were provided targeted professional developments focused on grading, report cards, Illuminate, testing administration, and lesson planning aligned with the board adopted curriculum. 100% of teachers at school sites took part in Professional Learning Communities collaboration time and all schools created a school vision, mission, school wide norms, and collective agreements.

SA 7: Student Intervention Strategies & Support
100% of unduplicated pupils were provided access to language and literacy acquisition resources and mathematical spatial reasoning software to practice math concepts within a game-based approach to learning. High School students completed 3,321 courses for credit recovery. All IEP meetings were held with an administrator (or administrator designee) and teacher present at the meeting. Special Education Inclusion specialist supported students with disabilities access to the classroom and core instruction and increased the main stream opportunities provided to students with IEPs. Support was also provided with new teacher training, participating in

the Community Advisory Committee, and monitoring, following up, and facilitating case managers in correcting IEP errors, overdue errors on a monthly basis, and facilitating case management when teachers are out. Read 180 was implemented at the four comprehensive high schools (Chavez, Edison, Franklin, Stagg) and Jane Fredrick and the service was provided to all unduplicated pupils who had an IEP. Data continues to be collected to the effectiveness of the program and the literacy acquisition and comprehension growth of students taking part in the evidence-based reading intervention program. New teachers were provided with site support and mentoring partnerships throughout the year. Teacher(s) who fall into one of the following credential categories: Short Term Staff Permit (STSP), Provisional Internship Permit (PIP) or Intern Teacher receive support from a Site Support Teacher. These teachers provide on-site support to the teacher(s) for the duration of the time that they spend working towards the requirements for their preliminary teaching credential. Site Support Teachers are required to meet weekly with the new teacher for a minimum of one hour per week (outside of their contractual day), and are provided the opportunity to observe and give feedback in the new teachers classroom twice a year (substitute cost is covered by the Curriculum Department). All site support teachers are required to attend coaching training and complete contact logs which are monitored by the Curriculum Department. The district served 143 new teacher induction candidates with 128 induction mentors. First and second year teachers who have a preliminary teaching credential must participate in the SUSD Teacher Induction program in order to complete state requirements for a California clear credential. Through the Induction office, Candidates are assigned to a Mentor for the duration of the two-year program. Candidates and their Mentors meet weekly for a minimum of one hour to engage in a structured formative assessment process. Candidates participate in additional site and/or district-based professional development activities to support their Individual Learning Plan and meet the clear credential requirements.

SA 8: Instructional Coaching
100% of first year teachers were provided with coaching support and ongoing professional development focused on instruction, classroom environments, planning and preparation, and professional responsibilities aligned with the California Standards For The Teaching Profession. Coaches officially observed teachers three times a year using data aligned with the support plan created for each individual teacher. Co-teaching and co-planning sessions occurred monthly during collaboration time at school sites and on site coaching with direct objective feedback was provided to help enhance instructional practices. Three instructional leadership teams made up of coaches and curriculum staff continue their work on developing and building the coaching framework aligned with the vision and mission of the district. Coaches as a group met once a month to collaborate and review research on various models of evidence-based coaching. Moving forward, for the 2019-2020 academic year a collaborative decision has been made to focus on transformational coaching and ongoing strategic lesson study sessions.

SA 9: After School Programs
Extended Day Programs were supported with After School Education and Safety grant funds and LCFF funds. Teachers working after school were also supported with Title I fund at some sites. Intramural sports opportunities were available at the K-8 sites. 281 students at 17 different school sites participated in volleyball. Soccer was also an intramural sport provided to student underway and teams played January through March. Franklin and San Joaquin provide additional access to learning how to play musical instruments after school, as well as. the district VAPA coordinator continues to work with after school program coordinators to provide more opportunities for students. 6,569 TK-8th grade students took part in after school programs and 602 high school students participated in after school programs that were offered. Unfortunately, teacher availability was limited for participation in the after

school program and recruitment and retaining teachers and staff for the after school programs continues to be an area of needed development.

SA 10: Site Allocations
All schools received an allocation of funds based on their CBED student numbers to provide them with the site-based local control of making decisions based off of their comprehensive needs assessments and aligned with the goals of the district LCAP, while principally implementing allocation of site based spending that met the identified data needs of foster youth, English learners, and socioeconomically disadvantaged students. The school sites utilized their funds to provide access to field trips, increase staffing above base formulas, increase unduplicated student access to instructional and supplemental learning resources, bilingual assists, parent liaisons, and increased counselor time for the school site.

SA 11: College & Career Preparatory Opportunities
College and Career Preparatory Opportunities increased and improved with the support of hiring 12 guidance technicians and 4 student data technicians that assisted with providing up to date information to students, counselors, teachers, and counselors focused on graduation requirements, A-G requirements, career opportunities data collected from Xello, and course planning in development of student's high school plans. Advancement Via Individual Determination (AVID) programs provided 5 district AVID showcases, two at the high school level and three at the K-8 school level, to demonstrate the strategy alignment between the elementary, middle school, and high school levels of writing, inquiry, collaboration, organization, learning to read & reading to learn (WICOR). The district provided 40 individual school site professional development opportunities focused on critical reading strategies, structured note taking practices, academic language & literacy, and collaborative learning models. Career centers at all of the comprehensive high schools were provided with increase staffing which improved student access to ask questions about future career opportunities, receive information about college, career, and community readiness, and create a plan or guide for their future plans. Students with the support of counselors, teachers, and guidance technicians had access to Xello for personality identification and career guidance, scholarship information, and a five to ten year planning session aligned with their identified goals. The information collected in Xello was merged with another college readiness program that combined student GPA, PSAT/SAT/ACT scores, and grades in A-G courses and produced a user friendly data packet tailored with specific data to each student providing them with information on college readiness, along with a list of colleges within California that a student with their current academic data are eligible for admission (their rate of competitiveness in getting admitted aligned with their current data), their progress towards high school graduation, their status in taking UC and CSU required classes and what this data currently means, and a list of career opportunities in Stockton aligned with data from their results of their career interest survey. The district held three Career Technical Education summits in collaboration with the Business Education Alliance. Increased opportunities for students to access internship opportunities were provided through the Workforce Internship Network (WIN) and the increased CTE pathways created at the comprehensive high schools with eight new pathways created to support student access to CTE courses.

SA 12: Special Education Assistive Opportunities
The District was able to increase access for student with disabilities with increasing resources for adaptability with integration of technology. Students with disabilities were provided with switches (Occupational Therapy adaptability), iPads (Bluetooth access, vision angle options, speech to text communication), computers (external hardware, Google add-ons, laptops), and educational

technology integrated into these products that allowed for high levels of accommodations for students with disabilities. Technological items such as the Robust Language program, Coughdrop App, Proloquo2Go app, brailers, magnifiers, Apps for the deaf & hearing impaired, gyrobotic head-mouses and eye gaze equipment allowed for increase educational access for our most physically impacted students with disabilities. Teachers, students, and parents/guardians of students shared that assistive technology provided enhanced opportunities for learning and social-interactions through social-media communication opportunities for students with disabilities.

Special Education has been diligent about providing equity and access to courses, curriculum, and diploma options to students with disabilities across the district. One of the ways in which we were able to provide greater access to A-G curriculum is through the addition of Resource teachers. Our goal is to move more students from Certificate of Completion option to the diploma opportunity; this change requires increased access to instruction in courses that meet the A-G requirements. We have also added Algebra Readiness to offer an additional layer of support to students who will take Algebra I. Special Education has also added two Career Technical Education courses, specifically for students with disabilities, who would benefit from these options rather than the traditional Career Technical Education pathways. The District's Special Education department is motivated to support all students in College and Career readiness.

SA 13: Library Support
The district librarian position allowed for increased access for students to check out books as the district librarian provided schools with class lists with student bar codes to assist with efficient library check-out systems, worked with school sites to assist with addressing and forgiving books fines for unduplicated pupils, and taking an inventory of classroom library book sets to address the need for increased culturally relevant and responsive literature for students within their classrooms. The district librarian provided training to the instructional coaches and program specialist aligned with the new curriculum adoption to ensure that a process for checking out textbooks and identifying textbooks provided to each classroom was implemented. The district librarian provided Destiny Training for all Library Media Assists (LMA) and Program Specialists to ensure that a staff member at each school site was versed on how to use the library and textbook checkout program. Supporting schools on site needs the district librarian also provided onsite coaching for LMA's and Program Specialists aligned with library and textbook needs. Professional development for teachers and sites regarding students and teachers accessing on-line resources to ensure the building of capacity for staff members to be able to provide access to library books for students and textbook curriculum procedures once delivered to the sites. The rotating catalog of Overdrive Ebooks provides assistance at the secondary level to increase access to resources for students. Professional development was provided for Curriculum Specialists regarding the California librarians association state-adopted free research databases providing resource knowledge that was shared with teachers and students in order to increase access to knowledge and information for students conducting research and looking to increase their depths of knowledge in content areas.

SA 14: District Program Evaluations
The LCAP Program Evaluator position was not filled for the 2018-2019 school year as the decision to converge this position with the LCAP Coordinator position into one position of a Director of LCAP. The role of the Director of the LCAP allowed for a designated district representative to focus on outreach, communication, collection of data and feedback, and analysis of data in the District process of updating and developing the district LCAP to increase and improve the services and actions that address the need for

increased academic achievement, providing an equitable learning environment for all students, and developing and building meaningful partnerships focused on increasing student academic achievement and leadership at all levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District material differences between Budgeted Expenditures and Estimated Actual Expenditures will be noted if there was a change of increase or decrease by 20%.

SA 3.1 The district was able to fill 13 out of the 14 bilingual assist positions, therefore, there existed one vacancy that created a material difference for this action/service. $354,940 was budgeted for this action, $237,224 has been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 6.1 Not all of the funds were spent in this action and service because of the difficulty of securing substitute teachers to release teachers and with the adoption of new curriculum there was an increase in professional development focus on ensuring all instructional staff were provided with professional development focused on curriculum implementation. $630,000 was budgeted for this action and $274,119 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 7.6 Not all of the funds were spent in this action and service because many of the sites utilized their site allocation funds to cover the cost of getting a sub to release teachers so they could attend IEP meetings during the instructional day. $150,000 was budgeted for this action/service and $27,000 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 7.7 One of the positions identified for Special Education Inclusion specialist was moved to the status of a Special Education Program Specialist to better meet the needs of students and families that were needing to be served in alignment with IEP needs. $426,753 was budgeted for this action/service and $322,914 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 7.8 Not all of the funds were spent in this action and service as the reading intervention program and resources cost less than was estimated for the projected cost. $320,000 was budgeted for this action/service and $240,208 dollars was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 7.9 Not all of the funds were spent in this action and service due to the difficulty of securing substitute teachers to release new teachers from their classroom instruction. $400,000 was budgeted for this action/service and $212,685 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 8.1 The action and service budgeted for 36.4 full time employees (FTEs), however for the 2018-2019 school year with a combination of late hires and struggling to find qualified candidates that had all of the authorizations to fill the position and ensuring that all classrooms were filled with appropriately assigned teachers, the district was able to fill 21.8 of the instructional coaching

positions. $4,906,382 was budgeted for this action/service and $2,768,185 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 8.3 For this action and service one more additional FTE was added to support the high need for new teacher support due to the amount of new teachers that were hired for the 2018-2019 academic school year. $206,786 was budgeted for this action and service and $373,215 had been spent.

SA 10.1 With the multiple school site allocations and new principals hired for many of the school sites budgeting aligned with the School Plan for Student Achievement (SPSA), stakeholder engagement, and spending the allocation of funds provided was identified as a need for increased areas of professional learning and tiered district support. Sites were supported centrally and by their regional directors to ensure that site funds were being utilized and much of the funds were either encumbered or were aligned with staff salaries, thus, by the end of the fiscal year would lead to the amount having close to a zero balance. $10,629,604 was budgeted for this action and service and $7,996,474 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 10.2 With the new adoption of curriculum the departments strategically spent funds to supplement the instructional support needed for preparing for curriculum implementation and in support of increasing the effectiveness of instruction for the 2018-2019 school year and it is expected by the end of the fiscal year for the funds to be fully spent. $3,372,635 was budgeted for this action and service and $2,415,749 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.1 With the new adoption of curriculum there was not a need to purchase any curriculum aligned with the National Academy Federation. $30,000 was budgeted and $0 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.2 For this action and service due to some difficulties connected with securing substitute teachers to release teachers from instruction to take part in professional learning activities and release time to attend conferences or workshops there exists a material difference between the estimated cost and actual expenditures. $1,531,935 was budgeted and $1,024,677 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.3 Due to difficult time finding qualified candidates to fill some of the positions aligned with establishing the Career Centers at the comprehensive high schools some of the positions went unfilled and remained vacant. $924,407 was budgeted for this action and service and $763,700 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.6 For this action and service the estimated cost of adding the sections was more than the actual cost. $293,625 was budgeted for this action and service and $200,847 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.9 The K-12th grades STEM program and curriculum was provided with the resources needed, however, the difference in estimated and actual funds spent is reflective of teachers and staff taking part in district training aligned with new curriculum and

district initiatives and unable to attend the estimated number of conferences and off site training aligned with the STEM focus of this action and service. A more accurate estimate will be used for the 2019-2020 school year. $750,000 was budgeted for this action and service and $461,206 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.11 For this action and service the actual cost of providing the PSAT exams to 8th and 10th graders was less than the estimated cost. $72,000 was budgeted and $51,615 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 11.13 For this action and service the events connected with Career Technical Education (CTE) and internship events occur in the spring and the costs are encumbered are expected to be fully spent by the end of the fiscal year. $15,000 was budgeted and $0 had been spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 13.1 For this action and service a library assist was hired to increase the district librarians ability to support library services for students. $144,260 was budgeted and $174,558 was expended.

SA 13.2 For this action and service the cost of providing Overdrive Ebooks to K-12th grade students was more than projected. $100,000 was budgeted and $300,000 was spent.

SA 13.3 The state released a free online research engine tool for students to utilize for the next five years so no funds were needed to purchase this tool for the 2018-2019 school year and this action will be removed from the LCAP in 2019-2020. $14,000 was budgeted for this action and service and $0 were spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

SA 14.1 For this action and service the position was not filled and moving into the 2019-2020 academic year this position has been removed from the LCAP. $172,280 was budgeted for this action and service and $0 were spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

For the 2019-2020 budget estimation numbers have been adjusted to address a more closely aligned spending projection aligned with analysis from the 2018-2019 material differences that have been identified.

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.

Goal 1 Student Achievement (SA): Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready. This change can be found in the Goal 1 section in the Goals, Actions, & Services section of the 2019-2020 LCAP.

Based on analysis and stakeholder input, in the Expected Annual Measurable Outcomes section for Goal 1 in the 2019-2020 LCAP, the following metrics have been revised to reflect specific measurements for improvements: 2A, 2B, 4A, 4C, 4D, 4E, 4G, and 8A.

Based on analysis and stakeholder input, the following changes made to LCAP goal 1 can be found in the 2019-2020 Actions & Services section:

The wording for action/service SA 6.1 has been changed to: With continued implementation of developing and improving the function of Professional Learning Communities (PLCs) district wide the district will focus on training data driven collaboration, Multi-tiered System of Supports (MTSS) intervention models, and district student data-base training, while also adding a focus on trauma informed instruction, culturally relevant and responsive teaching and learning, and evidence-based instructional strategies that address the learning needs of English learners. This change is reflected in the Actions & Service section of Goal 1 action/service Student Achievement (SA) SA 6.1.

An action that is inactive for the 2019-2020 school year is SA 2, Instructional Materials and Supplies, as both of these actions were funded for a one year allocation during the 2018-2019 school year.

An action that is inactive for the 2019-2020 school year is SA 7.2, Tools, Software, and resources to enhance student language and literacy acquisition, as the district has adopted a new ELA curriculum and will be fully implementing and utilizing the resources and instructional supports aligned with this new adoption for 2019-2020.

A new action that can be found in the Actions & Services Section of Goal 1 action/service Student Achievement (SA) is SA 7.3 Increasing the resources and services provided to students at Jane Frederick High School for 9th & 10th grade students in need of credit and drop out recovery (four paid prep periods per day for 4 teachers to address the academic and social-emotional needs of 9th-10th graders), this action will be funded by base funds.

A reduction in the estimated projection budget for Student Achievement SA 7.6 can be found in the Actions & Services section of Goal 1. SA 7.6 The budget for this action and service has been updated to be in alignment with a lower estimated allocation in alignment with the actual amount of funds that are being utilized on an annual basis to ensure all required staff are present and attend IEP meetings.

A reduction in the estimated projection budget for Student Achievement SA 7.8 can be found in the Actions & Services section of Goal 1. SA 7.8 Read 180 licenses will be renewed for a cost of $15,000 out of the Special Education department budget, not using Supplementary and Concentration funds, to address the ongoing improved support for evidence-based reading intervention resources being provided to students with disabilities.

A new action that can be found in the Actions & Services Section of Goal 1 action/service Student Achievement (SA) is SA 7.10, a new action and service principally directed towards increasing services provided to unduplicated pupils with increased staff support provided by a Behavior Intervention Assist and Senior Office Assist for the Marshall Day Program school.

A new action that can be found in the Actions & Services Section of Goal 1 action/service Student Achievement (SA) is SA 7.11, a new action and service principally directed towards increasing services provided to unduplicated pupils with disabilities with increased

staff support of 2 Resource Teachers providing instructional intervention support at the small high schools and 1 Resource Teacher providing instructional intervention support at Marshall Day Program school.

An action that has been removed from the 2019-2020 LCAP is SA 11.1, National Academy Foundation; the schools have chosen to discontinue the use of this program in the 2019-2020 school year.

A new action that can be found in the Actions & Services Section of Goal 1 action/service Student Achievement (SA) is SA 11.16, a new action and service principally directed towards increasing access and improving the opportunities for unduplicated pupils to take college entrance exams in school and ensure that college entrance exam fees are covered by the district and the exams are offered within the district high school campuses to provide improved access for students to take the college entrance exams.

SA 12.1 Special Education Student Assistive Technology & Support:
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. You can find in the Action & Service section of Goal 1 of the 2019-2020 LCAP the shift from supplementary and concentration to base funds for action SA 12.1.

An action that has been identified as inactive for the 2019-2020 LCAP is SA 13.3, Online search engine tool for student research projects; this service is not needed as the state has released a free version to all school sites to utilize.

A new action that can be found in the Actions & Services Section of Goal 1 action/service Student Achievement (SA) is SA 13.4, a new action and service principally directed towards increasing services provided to unduplicated pupils with students having increased access to books and an incentive to read where every child receives a book bag with 25 books and a reading log to keep track of what they have read.

An action that has been removed from the 2019-2020 LCAP is SA 14.1, Senior Research Analyst LCAP; this position and the LCAP coordinator position has been made into one position, Director of LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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:

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. **18-19** 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.)	This metric was met as Stockton USD had a percentage of 97% of teachers that were appropriately assigned and authorized to teach in the subject areas and for the pupils they were teaching representing a 9% increase from the prior year.

Expected	Actual
Baseline Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	
Metric/Indicator State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials. **18-19** 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	This metric was met as 100% of students had sufficient access to standards-aligned instructional materials. The outcomes for the 2018-2019 William's report showed that there was sufficient textbooks/curriculum and instructional materials provided to all students district wide.
Metric/Indicator State Priority 1C: School facilities are maintained in good repair. **18-19** 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)	Data analyzed from the 2018-2019 Facilities Inspection Tool (FIT) showed that district wide 33% of facilities were in good repair (received a 90% or higher rating) as measured by the Facilities Inspection Tool (FIT) indicating that the district did not meet the criteria for this metric/indicator.
Metric/Indicator State Priority 6A: Pupil suspension rates. **18-19** To decrease suspension rates by 10%. (Verified by California Dashboard). **Baseline** Baseline (2015-2016):	The suspension rate declined by 1% from 2016-2017 (8.2%) to 2017-2018 (7.3%) district wide representing a 2.1% decrease from the base year suspension data of 2015-2016 (data source: Fall 2018 California School Dashboard) indicating that the district did not meet the metric/indicator for decreasing suspension rates by 10%. In addition, Fall 2018 California School Dashboard data results for suspension rate showed the percentage of unduplicated pupil groups as follows:

Expected	Actual

<table>
<tr><td>

9.4% suspension rate
Data Source: SUSD Student Information System, CALPADS

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- English Learners: 4.8% suspended at least once (Declined 0.3%)
- Foster Youth: 16.2% suspended at least once (Declined 2.3%)
- Socioeconomically Disadvantaged: 7.7% suspended at least once (Declined 0.8%)

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

18-19
To decrease disproportionate student suspension rate of all significant student groups.(Verified by California Dashboard).

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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This metric/indicator was met as data shows suspension rates declined for all significant student-groups. Fall 2018 California Dashboard data showed the following suspension data:

Student Group Percentage Status
- All Students 7.3% Declined by -1%
- English Learners 4.8% Declined by -0.3%
- Foster Youth 16.2% Declined by -2.3%
- Socioeconomically Disadvantaged 7.7% Declined by -0.8%
- Hispanic 6.1% Declined by -0.7%
- African American 17.9% Declined by -1.2%
- Caucasian 8% Declined by -2.3%
- Two Or More Races 8% Declined by -1.7%
- American Indian/Alaskan Native 11.6% Declined by -0.4%
- Asian 3% Declined by -1.2%

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

18-19
To decrease expulsion rates.
(Verified by DataQuest.)

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

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Datasource: Dataquest 2017-2018

Stockton Unified School District in 2017-2018 had a total of 52 expulsions that equaled a rate of 0.12% which represented a .07% increase from the 2016-2017 academic year indicating the district did not meet the indicator of decreasing expulsion rates in 2017-2018.

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Expected	Actual

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

18-19
To decrease disproportionate student expulsion rate of all significant subgroups. (Verified by DataQuest.)

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 in CALPADS for Stockton USD in 2017-2018 was 52, representing the district not meeting this indicator with an increase from 2016-2017.

The student group expulsion rates are reported as the percent of unduplicated students expelled aligned with total cumulative enrollment as reported in Dataquest:

2017-2018 Dataquest Expulsion Data by significant student groups:
African American expulsion rate was 0.39%.
American Indian or Alaska Native expulsion rate was 0.28%.
Asian expulsion rate was 0.03%.
Filipino expulsion rate was 0.12%.
Hispanic or Latino expulsion rate was 0.08%.
Pacific Islander expulsion rate was 0%.
White expulsion rate was 0.04%.
Two or More Races expulsion rate was 0.30%.
Not Reported expulsion rate was 0%.

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

18-19
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.

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

Data Source: School Climate Report Card (California Healthy Kids Survey=CHKS)

District School Climate Report Card (Middle School): 2016-2017

District: Stockton Unified Date Prepared: July 24th, 2017

California Healthy Kids Survey Response Data for 2015-2016 & 2017-2018:

Average Response Rate: 2015-2016
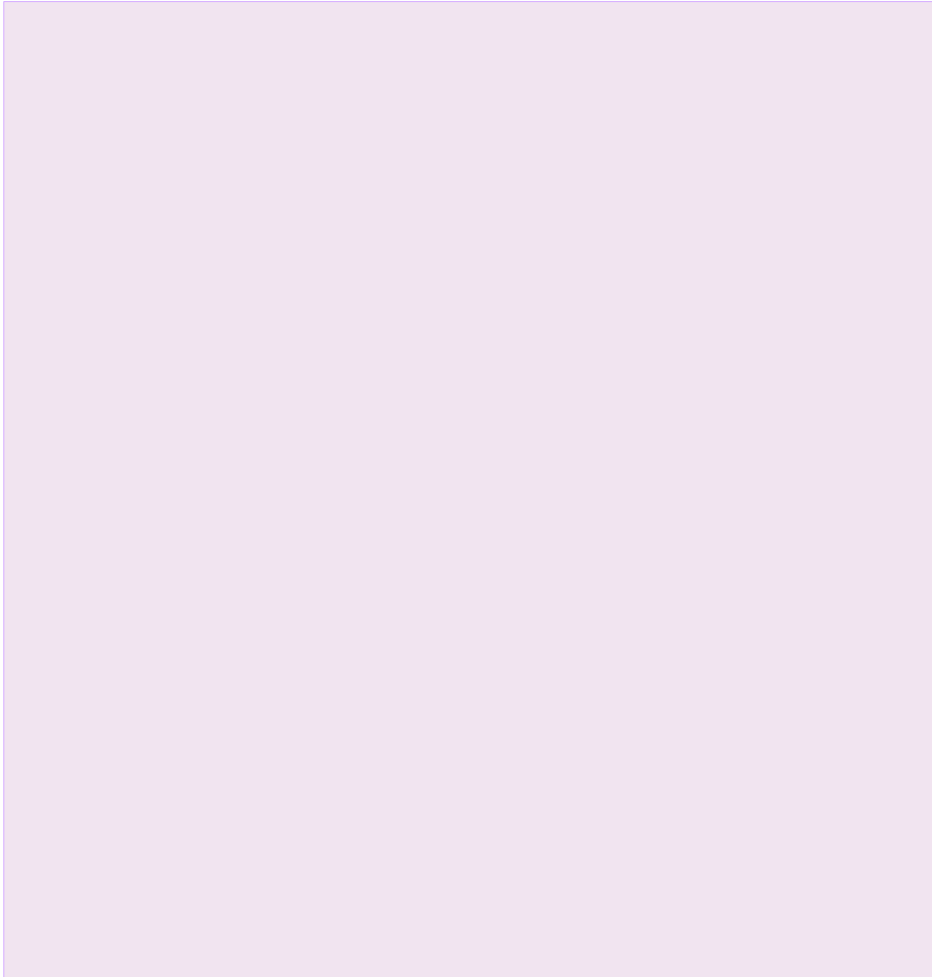
Grade 5: 67%

Grade 7: 88%

Grade 9: 60%

Grade 11: 42%

Average Response Rate: 2017-2018

Grade 5: 42%

Grade 7: 82%

Expected	Actual
	Grade 9: 61% Grade 11: 61% The district did not meet this metric as the data for this metric/indicator indicates that the district maintained on average student sense of connectedness. The following are the results from the 2017-2018 and 2018-2019 PLUS survey representing student responses from a local data source provided by the district Peer Leaders Uniting Students (PLUS) survey that is conducted tri-annually: • Inclusion: I have friends that really care about me. {4th-5th: 90% (2018) 89% (2017) / 6th-8th: 89% (2018) 89% (2017) / 9th-12th: 85% ('18) 85% ('17)} • I feel like I am part of this school. {4th-5th: 76% (2018) 74% (2017) / 6th-8th: 59% (2018) 62% (2017) / 9th-12th: 48% (2018) 45% (2017)} • I feel safe in my school. {4th-5th: 80% (2018) 82% (2017) / 6th-8th: 68% (2018) 75% (2017) / 9th-12th: 67% (2018) 67% (2017)} • At my school there is a teacher or other adult who really cares about me. {4th-5th: 86% ('18) 85% ('17) / 6th-8th: 78% ('18) 80% ('17) / 9th-12th: 72% ('18) 69% ('17)} • At my school, there is a teacher or other adult who tells me when I do a good job. {4th-5th: 92% ('18) 91% ('17) / 6th-8th: 85% ('18) 87% ('17) / 9th-12th: 81% ('18) 80% ('17)}

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

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. 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.	LE 1.1: Windows XP Computer Replacement All planned Windows XP computer replacement, infrastructure upgrades, and teacher laptop computers were completed. LE 1.2: Information Services Technology Support Information Services Technology support staff were hired and provided technology support to schools servicing unduplicated pupils and district sites to ensure that technology infrastructure, interfaces, and connectivity was functioning at high levels to ensure all students and staff had access to core and supplemental curriculum and instructional resources accessed through computers and research databases.	LE 1.1 Windows Computer Replacement 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $1,000,000 LE 1.2 Information Services Technology Support 2000, 3000 0100 LCFF Supp/Conc $381,901	LE 1.1 Windows Computer Replacement 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $1,023,561 LE 1.2 Information Services Technology Support 2000, 3000 0100 LCFF Supp/Conc $ 484,842

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	LE 2.1: Hiring Incentives & Labor Relations Analyst The human resources department in collaboration with site administration and district leadership representatives attended recruitment fairs to hire	LE 2.1 Hiring Incentives 1000, 3000 0100 LCFF Supp/Conc $63,592 LE 2.1 Labor Relations Analyst 2000, 3000 0000 LCFF Base $119,502	LE 2.1 Hiring Incentves 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $262,839 LE 2.1 Labor Relations Analyst 2000, 3000 0000 LCFF Base $122,097

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. 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.

both certificated and classified staff. Through an organized and strategic effort among departments allowed for district representatives present at the job fairs to make conditional offers to candidates on the spot they felt were of the highest caliber to serve the needs of SUSD students; official offers to candidates were pending an eligibility check from Human Resource analysts and a final interview with school site hiring committees. SUSD was able to hire teachers to ensure all classrooms were filled with a teacher appropriately assigned to teach the students and subject they were assigned and continued to work on the hiring process going into the summer ensuring all classrooms district wide had a teacher assigned to them starting the 2019-2020 school year.

LE 2.2: New Teacher Training

In order to support our many new teachers, the Curriculum and Professional Development Department offers after school professional development opportunities specific for and limited to new/novice teachers. Any 2018-19 new hire or other teacher without a CA Clear credential was invited and encouraged to attend. Sessions were held from 3:30-5:00 and focused on a variety of topics including; lesson planning, CCSS, classroom management,

LE 2.2 New Teacher Training 1000, 3000, 4000, 5000 4035: TitleIIPartA-ImpvTchrQuality $30,000	LE 2.2 New Teacher Training 1000, 3000, 4000, 5000 4035: TitleIIPartA-ImpvTchrQuality $ 9,683
LE 2.3 PBIS Coordinator 1000, 2000, 3000, 4000, 5000 3312: SpEdLocAsstPrtBSec611 CEIS $1,066,000	LE 2.3 PBIS Coordinator 1000, 2000, 3000, 4000, 5000 3312: SpEdLocAsstPrtBSec611 CEIS $ 1,133,870
LE 2.3 PBIS Chair 1000, 3000 0100 LCFF Supp/Conc $155,999	LE 2.3 PBIS Chair 1000, 3000 0100 LCFF Supp/Conc $ 156,338
LE 2.6 Student Success Teams 1000, 3000 0100 LCFF Supp/Conc $255,999	LE 2.6 Student Success Teams 1000, 3000 0100 LCFF Supp/Conc $138,624
LE 2.7 BIT Teams 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $3,136,099	LE 2.7 BIT Teams 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $ 1,640,369
LE 2.8 Assistant Principal Restoration 1000, 3000 0100 LCFF Supp/Conc $2,906,443	LE 2.8 Assistant Principal Restoraton 1000, 3000 0100 LCFF Supp/Conc $2,913,366
LE 2.9 Educational Equity 1000, 2000, 3000 0100 LCFF Supp/Conc $285,996	LE 2.9 Educational Equity 1000, 2000, 3000 0100 LCFF Supp/Conc $237,332
LE 2.10 PBIS Parent Outreach & Classroom Mgt 4000, 5000 0101: Prior Year LCFF S&C C/O $25,000	LE 2.10 PBIS Parent Outreach & Classroom Mgt 4000, 5000 0101: Prior Year LCFF S&C C/O $3,586
LE 2.11 Diversity & Inclusion 4000, 5000 0101: Prior Year LCFF S&C C/O $130,000	LE 2.11 Diversity & Inclusion 4000, 5000 0101: Prior Year LCFF S&C C/O $201,740
LE 2.12 BIT Data System 4000, 5000 0100 LCFF Supp/Conc $41,000	LE 2.12 BIT Data System 4000, 5000 0100 LCFF Supp/Conc $40,111

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

implementation of the CSTP, technology, strategies for supporting English learners, special education, and meeting the learning needs of unduplicated pupils. Any eligible teacher who attended was paid their hourly rate.

Professional Development for New/Beginning Teachers:

Number of Sessions Offered at 1.5 hours each: 61

Total number of hours: 91.5

Session Topics:
- High School Standards
- Teach Like a Champion
- English Learner Support
- Special Education
- Math
- Instructional Strategies (Direct Interactive Instruction: DII)
- Next Generation Science Standards (NGSS)
- English Language Arts
- Implementation of Rigorous Curriculum
- Classroom Management
- California Standards for the Teaching Profession
- Transitional Kindergarten Instructional Practices

LE 2.3: Positive Behavior Interventions & Supports (PBIS) Coordinator & Chair

LE 2.13 BIT Team Start Up 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $118,090

LE 2.14 Over formula Positions AP's, CSA's, CSM's & Teachers 1000, 2000, 3000 0100 LCFF Supp/Conc $3,123,040

LE 2.13 BIT Team Start Up 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $87,062

LE 2.14 Over formula Positions AP's, CSA's, CMS's & Teachers 1000, 2000, 3000 0100 LCFF Supp/Conc $3,543,985

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.

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
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

The PBIS Coordinator and Chair held monthly PBIS site Leadership Team meetings, Foundations training/workshops with Assistant Principals, and provided Restorative Practices and classroom management (CHAMPS) workshops for certificated and classified staff. Site visits were conducted to provided feedback on implementation practices and direct support.

Direct support to sites was provided focused on improving classroom behavior (on-task, work completion, cooperation) establishing clear classroom behavior expectations, increase academic engagement, develop a common language about behaviors among all staff, and create a plan orienting and supporting new staff. Take the Time (T3) training was facilitated with a focus on building positive student/staff relationships; as well as prevention and deescalation of challenging behavior in the classroom. Participants were provided with strategies and tools to utilize to learn how to identify common variables that could trigger challenging behaviors and how to tailor supports and interventions to specific needs of students. A review of Safe and Civil Schools Foundations (SUSD's PBIS Framework) was provided to learn about the administrative

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)

expectations of implementing PBIS district wide.

LE 2.6: Student Success Teams

Student Assistance Program (SAP) and Student Success Team (SST) were a required process for all school sites to support the academic, social, behavioral, and health needs of our students. A referral process was established at each site. It is the expectation within SUSD that all sites establish teams made up of multi-disciplinary staff: administrators, counselors, teachers, nurses, and other support staff to facilitate the multi-tiered structure of the Student Assistance Program/Student Success Team SAP/SST referral, intervention design, measurement, documentation and follow-up accountability process to meet the needs principally of unduplicated pupils. The conception of design allows for the flexibility necessary to broach the broad spectrum of concerns and challenges inherent in in the diverse student population. The inclusion of a wide range of professional expertise making up the multi-disciplinary teams leads to the development of effective interventions and provides a wider swath of supports addressing myriad concerns from academic, disciplinary, behavior and other social-emotional factors inhibiting student success. Through the Student Support

Services Department the district provides the training, ongoing consultation, guidance and support necessary for sites to establish well-functioning and efficient teams.

The purpose of the Student Assistance Program and the multi-disciplinary tier 3 Student Success Team process is to create cohesive and comprehensive system of supports necessary to lead to improvement in the student's academic, behavioral and social-emotional well-being and improved ability to access and receive benefit from the learning environment. The design of the multi- tier, multi-disciplinary team process provides for early identification, and collective review of a comprehensive problem-solving and early intervention design and monitoring strategies with referral to increasingly intensive services as deemed necessary by the students response to intervention. SUSD's SAP/SST is a general education multi-tier systematic process that focuses on building interventions designed on student strengths and utilizes positive support strategies within a multi-disciplinary team problem-solving and review approach.

The multi-tier, multi-disciplinary team designed to be proactive as well as responsive. School data is reviewed for trends affecting our

students such as issues with attendance, discipline and other social-emotional or behavior concerns. Individual student cases are identified and referred by school staff with the most knowledgeable of the student needs (i.e. classroom teacher) and based on student's identified needs as clarified and specified by the student's response to intervention. Our unduplicated students are proactively monitored through this process and necessary interventions are designed and monitored through the SAP process and if student response to the less intensive programs and interventions is deemed insufficient, the process is designed to connect the student to the appropriate level of services necessary to lead to the student's success.

LE 2.7: Behavior Intervention Teams (BIT)

The BIT Team comprised of a Board Certified Behavior Analyst, Mental Health Clinician and Behavior Support Specialist I, who would work in collaboration with a requesting school site team for consultation on how to meet the social-emotional and behavioral needs principally of unduplicated pupils. The BIT Team "triage" the student request and makes recommendations for supports, strategies and interventions to

school site staff members (admin, school counselor/case manager, teacher, and any other relevant staff) with a focused discussion on the following:

- Current behavior expectations
- Procedures for common movement (e.g., how to line up for lunch)
- Classroom/Common Area Management plan
- Daily Schedule
- Any existing behavioral data
- Current Behavior Intervention Plan (BIP)
- Current Student Success Team (SST)/Individual Educational Plan (IEP)
- Current outside services/agencies (e.g., Valley Community Counseling, Victor Wraparound)

Providing support to classroom teachers and site teams in analyzing existing classroom and school wide systems in hopes to improve functionality and effectiveness of positive behavior interventions and supports (PBIS); classroom management and lower disruptive behaviors.

Support to be provided by the Behavior Support Services department includes consultation primarily with the classroom teacher, and classroom staff. Special Education Program

Specialist, Site Psychologist, Site Administrator work with the teacher to determine problems to be addressed. Classroom teacher MUST be agreeable to this non-evaluative consultation. The Behavior Support Specialist will observe and meet with teacher. They will collaborate on current classroom systems, and work on targeted area of need. Areas of concern surrounding:

1: Physical Arrangement

2: Organization of Materials/Activities

3: Schedules/Efficient Daily Schedule

4: Visual Strategies

5: Management Plan

6: Class wide systems

Take the Time training and workshops were put on by the Behavior Intervention team to help support teachers building their capacity to meet the equitable and healthy learning environment needs of unduplicated pupils and all students inclusively. The focus was on positive student/staff relationships, as well as PREVENTION and DE-ESCALATION of challenging behavior in the classroom. Training objectives cover:

- Environmental Considerations: participants will learn about the impact of having a positive school climate and how to assess the classroom environment.
- Building Positive Staff and Student Relationships: participants will learn why cultivating positive relationships is critical, as well as specific classroom activities to foster relationship building within the classroom.
- Antecedent Interventions: participants will review the ABC's of behavior, learn how to identify common antecedents that could trigger challenging behaviors, and how to tailor interventions to specific antecedents.
- Stress Model and De-Escalation Strategies: participants will review the phases of the stress model, learn about typical staff and student responses in each phase, and identify specific strategies to prevent students from escalating.
- Staff Self Control: participants will

understand the importance of maintaining self-control, explore their own triggers, and identify self-control methods that work for them.

- Defusing Common Behavior Problems: participants will learn how to effectively establish limits and respond to off-task, provocative and disrespectful behavior.

LE 2.8: Assistant Principal Restoration

At the Elementary schools, assistant principals were added/restored for all schools. To address the needs of students being served at the school sites decisions of staffing was made using discipline data, staffing conversations, and principal proposals to address staffing inequities and site-based needs aligned with school climate and student engagement with a focus on a growth impact on student achievement.

LE 2.9: Educational Equity

A director of Educational Equity position continues to be supported and sustained with an ongoing focus on establishing and implementing the department of Educational Equity focus on

increasing access and cultural responsive and relevant learning throughout the district at all levels. Department goals were developed to ensure that all schools are providing equitable learning environments and increased support for those who have been historically under served.

The director of Educational Equity worked with stakeholders to identify equity gaps aligned with district data and collaboratively identify strategies to increase family participation and promote student success. Working in collaboration with the Curriculum and Instruction department collectively identified culturally relevant and responsive supplemental literature resources were identified to ensure all classrooms have increase and improved classroom libraries that promote cultural and linguistic diversity.

LE 2.10: Positive Behavior Interventions & Supports (PBIS) Parent Outreach & Classroom Management

A review of Safe and Civil Schools Foundations (SUSD's PBIS framework) was provided to administrators, counselors, and offered to teachers during their professional development days. A set of curriculum and DVD videos was provided to all site administration for site-based

training workshops. The professional development workshops promoted opportunities for staff to learn about the administrative expectations for the roll out of Foundations district wide; get an overview of the different modules; and learn about the supports available to implement school-wide PBIS at their sites.

Family outreach strategies and workshops were provided focused on children-centered techniques and strategies to develop home environment and school wide Positive Behavior Support (PBS) systems to help improve student behavior, attitude, and motivation, as well as enhance student engagement.

Professional development in our CHAMPS program will help teachers in schools throughout the district:
- Improve classroom behavior (on-task, work completion, cooperation)
- Establish clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivate students to put forth their best efforts (perseverance, pride in work)
- Reduce misbehavior (disruptions, disrespect, non-compliance)

- Increase academic engagement, resulting in improved test scores
- Spend less time disciplining students and more time teaching them
- Teach students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
- Feel empowered and happy to be in the classroom
- Develop a common language about behaviors among all staff
- Create a plan for orienting and supporting new staff
- Reduce staff burnout

LE 2.11: Unconscious Bias, Equity, Inclusion, Diversity, & Culturally Responsive Strategies & Training

An equity leadership Institute professional development series was provided with five focused professional development opportunities that were designed to support SUSD educational leaders in being able to ensure that our schools are equitable and meet the needs of every students. The professional development workshops provided the opportunity for staff to engage in deeper content focused on the "6 Phases of Equity Leadership", in order to improve leadership

capacity to ensure equitable learning experiences for all students by closing equity gaps and providing a framework to guide equity driven decisions. The training and workshops provided discussions around district data focused on academic and school climate. Areas of inequities and disproportional student outcomes were discussed in order to align district wide practices with improved cultural awareness, increased inclusive practices, and coordinated efforts to promote equitable practices district wide.

LE 2.12: Behavior Intervention Team Data System

The Behavior Intervention Team worked with the Informational Services department within the district to develop a data system that allowed for the Behavioral Intervention Team to collect, analyze, and share data collected within classrooms to specifically address the differentiated needs of the students in which they received a referral for support services for. This data collection process aligned with the data system allowed for both quantitative and qualitative data to be collected in order to best identify evidence-based interventions that would support priority student-groups accessing high quality first instruction with behavioral scaffold strategies that support students

managing and addressing their behavioral needs.

LE 2.13 Expansion of Behavior Intervention Team Start Up Cost

This action and service provided new members to the Behavior Intervention Team with the training and professional learning opportunities needed to implement effective school site consultation addressing recommendations for in class student supports, strategies and interventions to provide school staff, and data collection protocol. Training and professional learning provided to new members focused on addressing classroom behavioral expectations, procedures for common movement and socialization structures within the school setting, supportive daily schedules, and Behavior Intervention Plans.

LE 2.14 Over Formula Positions

This action and service provided school sites with high percentages of priority student-groups with staff to support the academic and social-emotional needs of students above the base formula provided to school sites. School sites with identified high needs aligned with the California School Dashboard were provided with increased counselor time, an assistant principal, increased staff to supervise recess and lunch time,

parent liaisons, and teachers to help maintain and or decrease teacher to student ratio. The staff members provided to school sites principally directed their efforts at addressing the areas of increasing positive attendance, decreasing habitual truancy, increase academic achievement, and decreasing suspensions and disciplinary incidents for our high priority student-groups.

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: 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	LE 3.1: Google Monitoring Software Syscloud was purchased by the district to ensure compliance with safe and secure sharing of student files among departments. Syscloud is a data loss prevention and back up tool for Google Apps or Google Suite. The purchase of this software provided the district with the ability to have a back up of all Google accounts in the district in the event that someone deleted an important file or there was a breach of an account. SysCloud assisted the district with maintaining compliant status with regulations for keeping students safe and appropriate sharing of files(CIPA, COPPA, FERPA). Syscloud provided alerts on Cyber-bullying, Digital Safety, and Life Threats to ensure ongoing monitoring of appropriate digital	LE 3.1 Google Monitoring Software (SysCloud) 4000, 5000 0100 LCFF Supp/Conc $100,000	LE 3.1 Google Monitoring Software (SysCloud) 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $99,579

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.

citizenship usage of technology integration district wide. Syscloud also provided information on the sharing of important data like IEP, 504, SSN, and other sensitive information to ensure appropriate digital file sharing occurred. The EdTech Cadre provided direct technology support to school sites ensuring that onsite training and support was provided to instructional staff, focused on supporting new teachers, with integrating high interest instructional activities with technological integration. EdTech Cadre members provided tech sessions focused on how technology and website resources could support integrated ELD connections and cross-curricular connections within instruction and help increase student engagement through project-based learning approaches using technology. Upkeep of laptops, ELMOs, and projectors were also part of the training focus to help support increasing the longevity of effective use of the instructional technology within the classroom.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LE 4: See description for 2017-2018.	See description for 2017-2018	No cost due to inactive status None None $0	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. 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 5.1: Custodial/Maintenance Services Gap Restoration During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. The district reduced custodial staff by 20% district wide in 2009 and 2010 and this action allowed for the reinstated restoration of custodial and maintenance staffing back to the original levels. LE 5.2: Deferred Maintenance During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. Projects that are aligned with this action & have been completed are: • HVAC replacement at Taft Elementary School • Exterior painting at Hoover Elementary School • HVAC replacement at Van Buren Elementary School • Roofing at Washington Elementary School	LE 5.1 Custodial Restoration 2000, 3000 0100 LCFF Supp/Conc $2,097,413 LE 5.2 Deferred Maintenance 7000-7439: Other Outgo 0100 LCFF Supp/Conc $2,000,000 LE 5.3 Building Safety 2000, 3000 0100 LCFF Supp/Conc $212,395	LE 5.1 Custodial Restoration 2000, 3000 0000 LCFF Base $1,922,867 LE 5.2 Deferred Maintenance 7000-7439: Other Outgo 0000 LCFF Base $2,000,000 LE 5.3 Building Safety 2000, 3000 0000 LCFF Base $244,892

- Fire Alarm replacement at Monroe Elementary School
- Fire Alarm replacement at Wilson Elementary School
- Exterior painting at Roosevelt Elementary School
- Asphalt paving at Hoover Elementary School

LE 5.3: Environmental Compliance and Building Safety Oversight & Response

During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

Support that was provided to the district with this action allowed for schools servicing high percentages of English learners, foster youth, and socioeconomically disadvantaged students to increase and improve the safety and healthy learning environments provided. A uniform Waste Management policy across the district was developed and implemented to streamline the process while also ensuring the districts storm water program was in compliance. These actions also encompassed managing the district's mandatory EPA/CAL OSHA requirements. Helping students to become steward's of

their environment, a mandatory recycling program to reduce the landfills foot print (AB1826) of food waste and wood recycling was implemented in tandem with opportunities to utilize cooking oils for bio fuels.

Ongoing training/workshops were facilitated to ensure employees were well versed in hazardous waste requirements (asbestos, universal waste, lab safety, and emergency response). To ensure all students had access to up to date and safe science equipment, orders were analyzed and managed to ensure all school laboratories were provided with safe learning conditions and the resources needed to facilitate Next Generation Science Standards instruction. Aligned with these resources workshops were provided focused on the guidance on safety and environmental concerns (spills, accidents, water line breaks, other hazards). All of these services and district wide supports in creating safe and healthy learning environments are represented in the Hazardous Waste evaluation for the (CERS) California Environmental Reporting system database for every site.

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, 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 i.e. SUSD provides a full day Transitional Kindergarten and Kindergarten versus a half day program.

LE 6.1: Basic Instruction and Teacher Staffing

LE.6.2: Instructional minutes above and beyond state minimum

LE 6.1 Base Instructional Program

The staffing ratios for each grade level for the 2018-2019 school year were:
- Transitional-Kindergarten & Kindergarten at 24 students to 1 teacher
- 1st-3rd grades at 25 students to 1 teacher

Staffing ratios continued to be maintained and were compliant per required grade span adjustments.

LE 6.2 Instructional Minutes

The district provided 22 all day transitional kindergarten and 41 all day kindergarten classrooms at school sites ensuring that students were provided with instructional minutes that reflected the district commitment to ensuring a strong early childhood education foundation was provided to support the mission of graduating every single youth college, career, and community ready. The majority of the transitional kindergarten classrooms provided 54,000 annual instructional minutes (18,000 minutes over the LCFF state requirements) with two of the transitional kindergarten classes offering half day options. The same was also true for the kindergarten programs being offered with all schools but four offering full day kindergarten programs with 54,000 annual instructional minutes. Grades 1st

LE 6.1 BASE Instructional Program 1000, 3000 0000 LCFF Base $174,980,510

LE 6.2 Instructional Minutes 1000, 3000 0100 LCFF Supp/Conc $6,800,295

LE 6.1 BASE Instructional Program 1000, 3000 0000 LCFF Base $176,586,197

LE 6.2 Instructional Minutes 1000, 3000 0100 LCFF Supp/Conc $6,897,450

through 6th grades provided 54,000 annual instructional minutes and 7th-8th grades provided 56,700 annual instructional minutes on average with some offering more where the staff had come to a collective memorandum of understanding to extend the instructional school day, and high schools on average offered 65,000 annual instructional minutes.

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. 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	LE 7.1 Parent Liaisons Provided ongoing training and workshops for families focused on increasing capacity for parents/guardians to actively participate and support the academic success and social-emotional development of their children. Workshops were provided on a monthly basis and locations of the training and workshops rotated to different school sites and the Professional Development Center (PDC) to increase access for all parents/guardians district wide and decrease transportation issues presenting a barrier to participation. The parent liaisons supported parents/guardians of unduplicated pupils receiving increased access to health and well-being resources,	LE 7.1 Parent Liaisons 2000, 3000 0100 LCFF Supp/Conc $172,954 LE 7.2 Social Svs Case Managers & Community Asst 2000, 3000 0100 LCFF Supp/Conc $940,704 LE 7.3 Homeless Students 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $431,473	LE 7.1 Parent Liasons 2000, 3000, 5000 0100 LCFF Supp/Conc $141,507 LE 7.2 Social Svs Case Managers & Community Asst 2000, 3000 0100 LCFF Supp/Conc $564,013 LE 7.3 Homeless Students 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $314,068

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

job training, resume building seminars, free tax support, Realizing the American Dream (RAD) family engagement program, access to food and nutritional support, Science, Technology Engineering, and Mathematics (STEM) workshops for fathers and their children, Common Core State Standards workshops, Parent Teacher Association (PTA) & Parent Teacher Organization (PTO) Ambassador training, and workshops focused on increasing capacity for parents/guardians to provide literacy skill building activities within the families place of residence.

The parent liaisons worked in collaboration with the district's Mental Health and Behavior Support Services to offer Empowering Parents to Influence their Children (EPIC), which is a four week parent/guardian training program designed specifically to parents, guardians, and caregivers of strong-willed or out-of-control children and was available to parents/guardians of unduplicated pupils and those parents/guardians that felt they could benefit from the workshop series.

LE 7.2 Social Service Case Managers & Community Assistants Social Service Case Managers and Community Assistants were assigned to address the health, well-being, and attendance needs

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

of low income, foster youth, and English learner student populations and address the needs of other high priority student groups. Case managers and Community Assistants met with all of the foster youth children and completed an intake form. On a monthly basis they monitored the attendance of unduplicated pupils and provided home visits and phone calls to parents & guardians as needed. At the high school level they ensured that college applications and financial assistance paper work was completed and turned in on time. They also assisted with facilitating AB 167 transcript review and other school related specific compliance needs aligned with foster youth, English learners, and low income students to ensure equitable learning access was being provided and collaboration with school counselors was occurring specific to the needs of students.

LE 7.3 Homeless Students / Families In Transition
Transportation needs were addressed, bus passes were provided, backpacks with supplies were provided to students in transition, and counselors were assigned to do check-in with the students and ensure their needs were being met. Site-based place of residence was conducted to check-in with families in transition to identify wrap around services and ways in which the district in

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

collaboration with community based organizations could support identified needs of families in transition. Student attendance was monitored and a family in transition representative attended Student Success Team (SST), Individualized Educational Plan (IEP) meetings, and other student support meetings to ensure advocacy for equitable outcomes to meet the academic and social-emotional needs of the students were being addressed. Counselors worked closely with Families in Transition staff to address the behavioral and social-emotional needs of students to help proactively address strategies and interventions that would address the need for reducing suspension incidents involving homeless students.

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. The Integrated	LE 8.1 Licensed Vocational Nurses & Healthcare Assistant Every school site was provided with increased days on campus in which a Licensed Vocational Nurse	LE 8.1 LVN's & HCA's 1000, 2000, 3000 0100 LCFF Supp/Conc $1,579,558	LE 8.1 LVN's & HCA's 1000, 2000, 3000 0100 LCFF Supp/Conc $1,245,276

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

(LVN) & Healthcare Assistant was present on campus during school hours. The presence of the increase health staff on school sites helped to address attendance issues aligned with health needs and access to resources. The health professionals also assisted with 504 Plan meetings and keeping all health and medical records up to data and ensuring all medicine on site was properly labelled, up to date, and school staff were trained on health protocol and how to use an Epi-pen.

These 13 Licensed Vocational Nurses provided direct services related to the over 400 specialized health care procedures for all students including low income, foster youth and English Language Learners needing direct health care while at school. The provision of these services allow students to attend school regularly and safely. Examples of these services include, but are not limited to, urinary catheterizations, diabetic care and tube feedings. They offer these procedures under the direct and indirect supervision by School Nurses. They also offer support to School Nurses who case management services for students with chronic health conditions that require Individual Health Care Plans. In addition they assist in the collection of data related to growth and development screens and offer anticipatory guidance for

LE 8.2 Healthy Start Coordinators 2000, 3000 0100 LCFF Supp/Conc $252,860

LE 8.3 Community Resource Liaison Prog Coordinator 1000, 3000 0100 LCFF Supp/Conc $158,550

LE 8.4 Lockable First Aid Kits 4000, 5000 0101: Prior Year LCFF S&C C/O $25,000

LE 8.5 Obesity Program/Diabetic Camp 4000, 5000 0101: Prior Year LCFF S&C C/O $100,000

LE 8.2 Healthy Start Coordinators 2000, 3000 0100 LCFF Supp/Conc $80,017

LE 8.3 Community Resource Liaison Prog Coordinator 1000, 3000 0100 LCFF Supp/Conc $107,640

LE 8.4 Lockable First Aid Kits 4000, 5000 0101: Prior Year LCFF S&C C/O $25,020

LE 8.5 Obesity Program/Diabetic Camp 2000, 3000, 4000, 5000 0101: Prior Year LCFF S&C C/O $56,428

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

students found over the 85th percentile for obesity.

The Health Services and Human Resources departments worked in collaboration to increase compliance of district personnel who had CPR, First Aid, and AED up to date certification. This program was able to ensure that all staff that needed to up date or get CPR and First Aid certification was provided with access to training conducted by Health Services and ProCPR (a contracted agency). Coordinators also provided immunizations, flu prevention program, diabetic care to students in need of health services support, Tuberculosis assessments for staff, subs, and volunteers, nursing services for sites designated to servicing the needs primarily of students with disabilities, and management of district wide health programs. Healthy Start coordinators also worked in collaboration with the Child Welfare and Attendance department in addressing the consultation needs of home instruction and chronic absenteeism of children with health related issues.

In 2018-2019 27 Health Care Assistants (HCA) provided services to school sites district wide. Collaboration with CWA in the development of a program to increase attendance for students with chronic absenteeism

secondary to health related problems were new this year. The number of schools per HCA was reduced from 5 to 2 with the addition of 15 additional staff members. This reduction in schools assigned allows individuals who may need support in the development of an individual health plan to achieve better attendance. Telephone calls, family meetings and home visits are strategies employed to identify special health needs, develop relationships and foster trust with low income, foster youth and English Language learners in addition to any student with a chronic illness that requires special accommodation's while at school.

LE 8.2 Healthy Start Coordinators The Healthy Start Coordinators supported the comprehensive high schools delivery of services focused on managing referrals to address student health needs and provide case management for students. These services were free of charge regardless of insurance status. 2 LCAP funded Healthy Start Coordinators (one at Stagg and one at Franklin High School) conducted ongoing needs assessments, assisted in the flow of Community Agency personnel at the Health Centers and oversaw data collection for the sites that demonstrated the types of service, numbers of services delivered, and agency involvement in the centers as key components of their jobs. In

addition, they scheduled appointments for providers, meetings and facilitated the day to day operations of the Wellness Centers.

LE 8.3 Community Resource Liaison Program Coordinator
The Community Resource Liaison Program Coordinator supported the Wellness Centers located on the four comprehensive high school campuses. The coordinators worked in collaboration with counselors to ensure that unduplicated students health and wellness needs were addressed and students were provided with access to health and community resources; the centers were accessible to students before, during, and after school and provided information, consultation, and connection to resources to address the health and wellness needs of students. Some of the typical services that were provided were: Substance Abuse Counseling, Peer Conflict Mediation, Anger Management Interventions, Teen Pregnancy Prevention Services, Medical Care, Mental Health Services, and Daily Nutrition.

LE 8.4 Lockable First Aid Kits
All school sites were provided with lockable first aid kits to ensure that student medications were stored in a uniform and secure fashion at all school sites enabling only those that have permission and training

to administer the authorized student medicine at school had access to the student medicine. The lockable first aid kits were all on wheels so in the case of an evacuation office staff would be able to efficiently transport all student medicine during an evacuation of the campus. These kits were also stocked with supplies needed to address medical and health needs in the cases in which first aid services were needed.

LE 8.5 Obesity Program/Diabetic Camp
Obesity Program; (Smart Moves)
Smart Moves is a partnership with the University of the Pacific and Dignity Health.
All students found over the 85th percentile were referred to their physicians for assessment. The Smart Moves program is one resource listed on that referral and an optional strategy for physicians to enlist as they develop a plan of care for their patients.   The program is researched based and was developed by Yale University. Classes were held twice a week at Health Services and provided one of the few resources for children at risk in the County. Enrollment in the program required parental/guardian participation. Strategies utilized included the development of positive behavior development, exercise, food demonstrations and role modeling

by University of the Pacific students.

Diabetic Camp
A week long camp that focused on self-care strategies for students with insulin dependent diabetes. The camp is located in the Sierras and features physicians and nurses that specialize in pediatric diabetes and utilized teen counselors that have learned to live with their condition. It included information on exercise, medications, nutrition and training for when an emergency happens.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	LE 9.1 School Site Campus Security Assistants (CSA) & Campus Security Monitors (CSM) During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. To ensure that school site campuses were safe, secure, and actively monitored the district employed 35 campus security monitors to the comprehensive high schools and 51 campus safety assistants to the K-8th grade sites. All CSMs & CSAs were provided with and took part in SB1626 required training. There were 4	LE 9.1 School Site CSA's & CSM's 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $954,891 LE 9.2 Community Oriented Policing Program 2000, 3000 0000 LCFF Base $867,388 LE 9.3 Project Evaluator / Crime Data Analyst 2000, 3000 0100 LCFF Supp/Conc $131,772 LE 9.5 Emergency Preparedness & Response 2000, 3000 0100 LCFF Supp/Conc $171,415 LE 9.6 Support for Drug Free Campuses 2000, 3000 0000 LCFF Base $91,226	LE 9.1 School Site CSA's & CSM's 2000, 3000, 4000 0000 LCFF Base $902,492 LE 9.2 Community Oriented Policing Program 2000, 3000 0000 LCFF Base $771,474 LE 9.3 Project Evaluator/Crime Data Analyst 2000, 3000 0000 LCFF Base $123,512 LE 9.5 Emergency Preparedness & Response 2000, 3000 0000 LCFF Base $171,370 LE 9.6 Support for Drug Free Campuses 2000, 3000 0000 LCFF Base $100,660

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

training classes to complete which were provided in an online accessible format so they could be accessed anytime online. Training was provided to all CSMs, CSAs, and noon duties.

LE 9.2 Community Oriented Policing Program
During the 2018-2019 school year the SUSD police staff actively participated in school events before, during, and after school and provided police department coordinated events to increase student awareness of the importance of making safe choices. SUSD police provided support during events with traffic, safety and security, giving presentations, demonstrations, and community outreach. Examples of some of the events that the SUSD police department supported were Back-To-School nigh, school festivals, sporting events, Kennedy Games, Trunk-or-Treat, coffee with cops, and community meetings.

LE 9.3 Project Evaluator/Crime Data Analyst
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. The Project Evaluator/Crime Data Analyst actively documented the flow of SUSD students through disciplinary and criminal justice

LE 9.7 CSA & CSM Oversight 2000, 3000 0000 LCFF Base $178,341

LE 9.8 Behavior Intervention Training 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $150,000

LE 9.9 Data Analysis Tools & Software 4000, 5000 0100 LCFF Supp/Conc $60,000

LE 9.10 Equipment to Support Safe & Secure Campuses 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $250,000

LE 9.11 Safe & Supportive Special Events & Outreach 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $115,000

LE 9.12 Youth Explorer Program 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $50,000

LE 9.13 Buzzer System & Gates & Offices 4000, 5000 0101: Prior Year LCFF S&C C/O $400,000

LE 9.14 Threat Assessment Training 4000, 5000 0101: Prior Year LCFF S&C C/O $25,000

LE 9.7 CSA & CSM Oversight 2000, 3000 0000 LCFF Base $62,861

LE 9.8 Behavior Intervention Training 4000, 5000 0000 LCFF Base $90,909

LE 9.9 Data Analysis Tools & Software 4000, 5000 0000 LCFF Base $56,561

LE 9.10 Equipment to Support Safe & Secure Campuses 4000, 5000 0000 LCFF Base $208,181

LE 9.11 Safe & Supportive Special Events & Outreach 2000, 3000 0000 LCFF Base $55,748

LE 9.12 Youth Explorer Program 2000, 3000, 4000, 5000 0000 LCFF Base $16,595

LE 9.13 Buzzer System & Gates & Offices 5000-5999: Services And Other Operating Expenditures 0000 LCFF Base $571,122

LE 9.14 Threat Assessment Training 4000, 5000 0000 LCFF Base $3,917

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.

systems in order to identify where support is needed and proactive ways to provide recommendations to help ensure positive learning environments are being provided. Data analysis helped to support recommendations in the areas of additional student counseling support, information to families on SUSD police community outreach events, updating staff on current crime trends and criminal activity that is occurring in the city to help bring awareness to staff and families to ensure safe campuses and in support of school safety plans.

LE 9.5 Emergency Preparedness & Response
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. Emergency preparedness training was provided to 930 administrators and teachers. The training consisted of evacuation, parent reunification, Share911, Threat inquiry, and Active Shooter Guideline training. Other services provided included three site drills, community outreach, and the monitoring and development of school site and district office emergency preparedness and safety plans aligned with state and federal regulations and in response to school community needs.

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-

LE 9.6 Support For Drug Free Campuses
The district continues to address the need to increase student awareness of the importance of making healthy choices and in collaboration with the SUSD Police department provided education-based training and presentations to students on making safe choices, drug prevention awareness, bullying prevention, safe campuses and travel to and from school, gang awareness and prevention, and supporting a positive relationship between the community and the school.

LE 9.7 CSA & CSM Oversight
The Lieutenant provided training to campus monitors and campus safety assistants focused on increasing their capacity to engage students in positive and proactive ways while able to de-escalate and diffuse situations that could potentially become volatile and lead into verbal and/or physical altercations. Oversight was provided to ensure that training procedures for officers and campus staff were aligned with effective and efficient procedures in properly handling calls for service and in the case of emergencies.

LE 9.8 Behavior Intervention Training
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and

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

Concentration funds to LCFF Base funds; the actions and services remained the same. The district police staff attended current and contemporary training on school resource related topics to enhance school-based partnerships and supporting the needs of students, staff, families and the community served by the school site. The training sessions for the 2018-2019 school year focused on increasing capacity in the areas of Restorative Justice practices and Crisis Intervention.

LE 9.9 Data Analysis, Tools, & Software To Achieve Safe & Secure Campuses
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. The district continued to utilize Share911 as a digital emergency network that connects all SUSD sites and personnel to alert on potential threats, lock downs, drills, and status of those on site at the time of a drill or incident. All staff and personnel are trained on Share911 and provided access to increase the safety and communication abilities at all district schools.

LE 9.10 Equipment To Support Safe & Secure Campuses
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and

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

Concentration funds to LCFF Base funds; the actions and services remained the same. The district police department purchased equipment that help to increase the safety and security of district school sites and increase the efficiency of screening district volunteers. Equipment that was purchased were updated radios to increase communication access to school sites, fingerprint equipment to conduct background checks on volunteers and new hires, safety equipment, and mobile digital computers.

LE 9.11 Safe & Supportive Special Events Outreach
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. The police department in collaboration with school sites provided community outreach with a focus on enhancing public awareness of safety and community engagement opportunities. The police department provided support at Back-To-School nights, school construction sites that increased the need for safe entry and exit from school sites, job fairs, and traffic and parking monitoring before and during school start and release times and at events.

LE 9.12 Youth Explorer Program

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

During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. The police department developed a Youth Explorer Program that is a career oriented program that provided youth with the opportunity to explore a career in public safety and collaborate with district police, other public service agencies, and other explorer posts. Explorers were provided with opportunities to participate in county and statewide competitions; events and activities occur after school hours.

Law enforcement exploring is a volunteer career education program for students (ages 12-20) interested in law enforcement pathways to professions. This program was chartered with the Boy Scouts of America/Learning for Life organizations. In partnership with SUSD PD, explorers received training and education in various aspects of police work, participated in community service, and gained valuable life skills aligned with 21st century job requirements. The program had 18 students for the 2018-2019 school year and they participated in such activities as SPYA night with the Stockton Heat, San Joaquin Asparagus Festival, Fallen Heroes Memorial Parade, Fremont Park clean-up, Law Enforcement Explorer

Academy and received training on fingerprinting, physical fitness, and interview preparation.

LE 9.13 Buzzer System, Gates, & All Offices With Cameras
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. District school sites were provided in consultation with their site safety plan and in collaboration with the facilities department increased security for entrance onto school campuses and monitoring of the safety within the school site front office area. Systems were developed to ensure that school safety was addressed at the entrance and exit locations of school sites.

LE 9.14 Threat Assessment Training
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same. Threat Assessment training was provided at the County Office of Education for police officers and mental health clinicians funded by the district. The training was presented by Diana Browning Wright and supported the district in the creation process of evidence-

	based district wide threat assessment procedures.

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; 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 | LE 10.1 Counselors

For the 2018-2019 school year the LCAP supported an increase of 9 high school and 31.9 elementary school counselors. Hiring additional counselors has allowed for an increase in services for unduplicated pupils district wide at all school sites. The student counselor ratio at the K-8th grade levels was 443 students to 1 counselor and the high school level was 332 students to 1 counselor at the comprehensive high schools.

Counselors supported the implementation of Social-Emotional Learning curriculum being taught at all school sites with the development of core curriculum lessons related to academic, social-emotional, and college-career development for all grade levels. Unduplicated pupils were provided with an increase in access to services including college workshops and tours, dual enrollment through Delta college, on-site support groups, interventions for attendance, academic, and personal concerns, and restorative justice circles. All | LE 10.1 Counselors 1000, 3000 0100 LCFF Supp/Conc $8,993,739

LE 10.3 Restorative Practices & Trauma Responsive 4000, 5000 0101: Prior Year LCFF S&C C/O $300,000

LE 10.4 LGBT Pride Center & Training 4000, 5000 0101: Prior Year LCFF S&C C/O $25,000

LE 10.5 Social Emotional Learning Curriculum 4000, 5000 0101: Prior Year LCFF S&C C/O $1,200,000

LE 10.6 Counselor Start Up Cost 4000-4999: Books And Supplies 0101: Prior Year LCFF S&C C/O $68,000 | LE 10.1 Couselors 1000, 3000 0100 LCFF Supp/Conc $7,736,189

LE 10.3 Restorative Practices & Trauma Responsive 1000, 2000, 3000, 4000, 5000 0101: Prior Year LCFF S&C C/O $82,808

LE 10.4 LGBT Pride Center & Training 1000, 2000, 3000, 4000, 5000 0101: Prior Year LCFF S&C C/O $4,889

LE 10.5 Social Emotional Learning Curriculum 4000, 5000 0101: Prior Year LCFF S&C C/O $1,198,995

LE 10.6 Counselor Start Up Cost 4000-4999: Books And Supplies 0101: Prior Year LCFF S&C C/O $44,242 |

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

counselors received training in trauma-responsive schools and restorative practices.

The counselors assisted with providing direct services to unduplicated pupils at the high school level ensuring they had access to broad courses of study, were taking A-G required courses, and having ongoing guidance sessions with students to assist with keeping students on track and accessing support resources.

Counselors directly impacted positive outcomes for district wide FAFSA submission rates at the high schools:
- Chavez 77% FAFAS submission rate which equaled a 31% increase
- Edison 65% FAFSA submission rate which equaled a 14% increase
- Franklin 69% FAFSA submission rate which equaled a 19% increase
- Jane Frederick 12% FAFSA submission rate which equaled a 7% increase
- Merlo 94% FAFSA submission rate which equaled a 9% increase
- Stagg 63% FAFSA submission rate which equaled a 27% increase
- Stockton High 19% FAFSA submission rate which equaled a 8% increase

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

- Weber 85% FAFSA submission rate which equaled a 22% increase

LE 10.3 Restorative Practices & Trauma Responsive Strategies

The district provided 17 training sessions on Restorative Practices and Restorative Circle workshops, 2 workshops for administrators aligned with the trauma responsive and resilient classrooms and schools project, 4 workshops focused on trauma and the brain overview for classified and support staff, 13 sessions of trauma and the brain series presented by Professor Beyer. The training and workshops were offered at various times and days of the week to ensure sessions were offered at varying times to meet the needs of all staff members schedules.

LE 10.2 & 10.4 Lesbian, Gay, Bisexual, Transgender LGBT Pride Center & Training

The district provided an LGBTQ+ Youth Empowerment Summit that was attended by over 100 staff members. Training sessions were offered throughout the year aligned with the Pride Center school and parent/guardian training sessions. The objectives of the trainings were to increase staff awareness and readiness to address safety, equity, and inclusion needs of LGBTQ+ youth, skills to respond effectively to bullying and

*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

harassment, and to promote safe and supportive classrooms and schools for LGBTQ+ students. The district in partnering with the Pride Center was able to provide up to 30 training sessions per year.

LE 10.5 Social-Emotional Learning Curriculum

The district provided Social-Emotional Learning curriculum that was strategically focused on life level specific skills and learning activities. For grades Kindergarten to Eighth grade the district provided Second Step as the Social-Emotional Learning curriculum and Mind Yeti for mindfulness, brain breaks, and relaxation strategy implementation. For high school grades Why Try was utilized for Social-Emotional Learning curriculum. For Kindergarten to Fifth grade classrooms Kelso's Choice was provided focused on problem solving strategies and interpersonal communication skills of expressing yourself in positive ways. For Kindergarten to Eighth grade classrooms the Tough Kids Series was provided focused on positive classroom management and behavior intervention supported by the site counselors. All sites were supported by the counselors with the roll out of the social-emotional learning curriculum and in support of ensuring small groups run by

*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

counselors were offered to high needs student groups.

LE 10.6 Counselor Start Up Cost

Ongoing series of training and workshop opportunities were provided to new counselors ensuring that counselors were supported with the needed curriculum training and database access to provide site-based services. Additionally laptops were ordered and provided to each new counselor and a phone for the room they were assigned at their school sites to ensure access to communication and the ability to be reached by phone by staff and parents/guardians and community-based organizations.

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

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.

Goal 2: Safe and Healthy Learning Environments
SUSD will implement and promote a Multi-Tiered System of Supports (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.

LCAP Priority Areas:
Priority 1: Basic Services
Priority 6: School Climate

Actions and services aligned with this goal were generally implemented as planned with strategic focus on principally improving or increasing the actions/services provided to foster youth, English learners, and socioeconomically disadvantaged students. Increased capacity district wide of school sites ability to provide equitable and healthy learning environments that addressed the social-emotional and academic needs of students, while principally increasing and improving the actions and services provided to English learners, foster youth, and socioeconomically disadvantaged students was implemented through providing the staff, resources, and curriculum needed to ensure increased access and improved differentiation in the ways that students needs were addressed. All counselors were trained on the purchased social-emotional learning curriculum and provided site-based lessons within the classrooms of kindergarten through eighth grade classrooms and will continue to address these classroom needs and more grade levels within the 2019-2020 school year. Monthly training and workshops and on site counselor support were collaboratively designed and implemented across the district to increase district staff's ability to address student needs through trauma informed and cultural responsive approaches. Counselors held small group conferences, conflict meditations, restorative practice activities, Peer Leaders Uniting Students (PLUS) mentor groups, and strategic check-ins with foster youth, English learners, and socioeconomically disadvantaged students to specifically address their social-emotional and academic needs. Counselors also support the Student Success Team (SST) and Student Assistance Program (SAP) meetings to monitor the academic and attendance progress of foster youth, English learners, and socioeconomically disadvantaged students.

There were multiple actions and services that were implemented that supported the achievement of the district goal 2 for the LCAP. Behavior Intervention teams provided direct support to classrooms helping to address student behavioral needs impeding access to learning and providing training and conferences to parents and guardians on supporting high needs students and connecting them

with resources and community based organizations. With the implementation of Function-Based Behavior Intervention plans and ongoing collaborative consultation discussions between the teacher and social-emotional learning support staff, teachers were able to provide direct services that were proactive in addressing the behavioral needs of students that were impeding the student's ability to access academic activities within the classroom through stress model and deescalation strategies to increase self-control; the students were able to exhibit defusing strategies for common behavioral incidents. School sites experienced an increase in school-based mental health resources which assisted with providing direct services to high needs students through providing goal-driven individual, group, and family therapy sessions as appropriate with a licensed or licensed eligible mental health clinician (LMFT/LCSW). Clinicians also developed and monitored mental health goals, created and implemented interventions, and participated in site based student focused strategic teams. These actions helped to increase attendance and reduce discipline incidents at schools servicing high percentages of high need student groups. The integration of a Multi-Tiered System of Supports (MTSS) that addressed the various tiered needs of students was supported by an increase in health and wellness resources, reduction of the student to counselor ratio, and staff access to training and workshop opportunities. These efforts were effective in reducing the number of discipline incidents that led to suspensions through ongoing site-based support to students, staff, and families.

The district offered multiple training and workshop opportunities to staff and families focused on trauma informed services, restorative practices, trauma responsive and resilient classrooms and schools, and Positive Behavior Interventions and Supports (PBIS). The benefits of these training sessions directly benefited students who are in foster care, are English learners, or socioeconomically disadvantaged. Small groups led by counselors, social-emotional learning curriculum lessons, restorative practices, and trauma informed services were accessed by 304 foster youth, 26,485 socioeconomically disadvantaged students, and 9,825 English learners district wide during the 2018-2019 academic year. School Climate survey data demonstrated that an average of 89% of students felt their school climate was inclusive and felt they had friends and staff at school that really cared about them.

Some challenges that the District was presented with in implementing actions/services aligned with LCAP goal 2 were the difficulties in hiring qualified mental health clinicians, as the Central Valley area is already greatly impacted by high social and demographic needs for mental health clinicians and it was difficult to fill the positions that were allocated for within the LCAP. Substitutes also presented a challenge to successfully releasing teachers from the classroom to attend professional development opportunities as many requests for substitutes to release teachers for professional development opportunities remained unfilled the day of professional learning offerings. Many of the positions hired aligned with this LCAP goal were late hires as it continues to be a challenge to find highly qualified candidates for many of the positions that are needed.

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

Overall, the actions and services in Goal 2 were effective in achieving the district goal to provide equitable and healthy learning environments through implementation of a Multi-Tiered System of Supports.

LE 1: Technology Infrastructure & Support
All new teachers hired in the 2018-2019 school year were provided with a laptop computer, digital projecting camera (ELMO), and projector to ensure that they were able to provide access to the adopted curriculum, supplementary resources, and primary and

secondary resources for students. Technology integration assisted with lessons being perceived by students as being engaging as found in the LCAP data that showed 4,932 3rd-12th grade students felt they had access to engaging lessons and aligned with 7th-12th grade interests as 1,572 students chose Arts, Media, and Entertainment as the focus for the profession or job field they are most interested in being a part of as an adult. The laptops assisted with ensuring that all teachers had access to inputting grades, assigning learning activities through Google classroom, accessing the curriculum of Units of Study that were found online, and producing report cards for students.

LE 2: High-Quality Teachers, Substitutes, Administrators & Staff
Recruiting efforts proved to be effective in increasing services provided by Speech Language Pathologists (SLPs) and Psychologists for students with disabilities and assessments aligned with Individualized Educational Program (IEP) requirements. Departmental support was focused on increasing the services that were provided at the school sites to ensure that students were provided with increase and improved access to academic support services. Outreach to the local universities and partnering with agencies assisted with talent identification and the district on-boarding process. Hiring qualified SLPs and psychologists assisted with addressing broad spectrum of concerns and challenges that were brought up at site level Student Success Team (SST) and Student Assistance Program (SAP) meetings.   Positive Behavior Intervention and Supports (PBIS) programs provided opportunities for positive school climate implementation and classroom behavioral management training to new teachers and professional development opportunities to all teachers.

LE 3: Instructional Technology Solutions
The integration and implementation of Syscloud data loss prevention allowed for the classroom Google accounts and tools to be ensured that student work would not be lost due to technology system issues. The service provided in this action also ensured that 100% of students interacted with technology within compliance of regulations and through safe and appropriate means of sharing files aligned with CIPA, COPPA, and FERPA standards. The program provided alerts of instances of messages or cyber bullying behaviors that occurred and allowed site principals to address those incidents in a timely manner to ensure students were learning about digital safety and the expectations of being digital responsible users of technology. Efforts to support digital integration, infrastructure, and safety allowed for 100% of laptops used within schools by students to access the internet through a CIPA filter.

LE 5: Facility Support
The District provided needed maintenance to school sites addressing exterior painting needs at Hoover and Roosevelt, HVAC replacement at Van Buren and Taft, roofing at Washington, fire alarm replacement at Monroe and Wilson, and asphalt paving at Hoover. A uniform waste management policy across the district was initiated to address the creation and disposal process of waste and to ensure the districts storm water program was in compliance using Storm water multiple application and report tracking system database (SMARTS). The William's Report for the district found no facility conditions discrepancies in the 41 sites that were visited and zero uniform complaints filed within the district aligned with facilities conditions.

LE 6: Basic Instructional & Teacher Staffing
District wide 97% of classrooms were taught by an appropriately assigned and authorized teacher to instruct in the content area they were assigned. Kindergarten students were provided district wide with the opportunity to take part in all day instruction and twenty-two

transitional kindergarten classes were provided with full day academic experiences at school. At the 41 kindergarten through eighth grade sites students were provided with access to a broad course of study. The high schools provided a broad course of study, Career Technical Education (CTE) pathways, and increased access to academic and social-emotional counselor support.

LE 7: Parent/Guardian & Community Relations
Outreach, collaboration with outside agencies, and increased access to resources were provided to students, parents, and guardians through opportunities and events organized and facilitated by parent liaisons, social service case managers serving foster youth, community assists serving foster youth and families in transition (homeless), social service case managers serving homeless students and families in transition, and interpreters from the Language Development Office. College Readiness workshops were provided at the comprehensive high schools for foster youth students and homeless students and families in transition students. District staff provided monthly workshops for students and families aligned with the goal of providing parents, guardians, and students with the resources necessary to enhance relationships that create equitable and healthy learning environments. Some of the workshops that were specifically designed for and offered to foster youth and families in transition students and families during the 2018-2019 school year were college readiness, healthy relationships vs toxic relationships, nutrition sense, job search and career readiness, and FAFSA workshops. Foster youth and families in transition students were provided with support groups at the high school level by a school counselor designated to address the needs of students who are in foster care or families in transition. Bus passes, backpacks, school supplies, shoes, socks, clothing, gently used clothing, hygiene products, snacks, and groceries are examples of resources that were provided to foster youth and families in transition students during the 2018-2019 school year.

The overall effectiveness of this action/service was supported by collaborating with outside agencies, Child Abuse Prevention Council, El Concilio, Catholic Charities, Point Break, Peacekeepers, in increasing the access for referrals for families in need of parenting, counseling, and youth prevention programs. The District worked in collaboration with Central Valley Low Income Housing, Visionary Home Builders, Housing Authority of San Joaquin County, Women's Center & Youth & Family Services Youth Shelter, Emergency Local Shelters (Stockton Shelter, Gospel Rescue Mission, Youth Shelter, Dawn House, and other local shelters) to connect families with the resources needed to provide low income housing and shelter information and options for families. With the increase of Child Welfare & Attendance (CWA) staff dedicated to focusing on addressing the needs of foster youth and families in transition, the district was able to increase and improve the communication and collaboration between agencies supporting students through offering more workshops, increased site visits of supporting agencies, attending San Joaquin County of Education (SJCOE) Foster and Homeless Youth Services quarterly meetings, SJCOE bi-weekly foster youth CalPads/Foster Focus reports analysis and strategic data-based planning to meet the needs of students, taking part in National Association of Homelessness webinars to learn how to best support students in the district, and attending the National Association of Homelessness conference.

LE 8: Health Services
The District efforts to address physical, social, and mental health needs of students continues to improve, increase, and be developed. For the 2018-2019 school year the District was able to hire 4 licensed vocational nurses (LVN), 20 health care assistants, a health start coordinator at three of the comprehensive high schools, and a community resource liaison program coordinator. These roles allowed for increased health care services to be provided at three of the comprehensive high schools and increase the health outreach

at the kindergarten through eighth grade school sites in connection with health and wellness. The health and wellness centers continued to be developed at the comprehensive high schools to address the needs of unduplicated pupils.

There were 263 dental clinics provided to unduplicated students during the 2018-2019 school year. Health Services and the staff that was funded through the LCAP to address the health and wellness needs of students and families oversaw the development of 2,287 Individual Health Care plans during the 2018-2019 school year. The Health Services department provided 31,939 specialized health care procedures during the 2018-2019 school year. School nurses gave 8,836 flu immunizations and in addition working in collaboration with Angkor Pharm the district was able to provide 97 more immunizations for a total of 8,734 immunizations during the 2018-2019 school year; these data points demonstrate that Stockton Unified School District was the largest school based flu program in the United States during the 2018-2019 school year.

Health Care Assistants strategic support to school sites helped to reduce absenteeism through the Absenteeism Secondary to Illness Program by making 5,164 phone calls and 90 home visits. These strategic outreach measures provided positive attendance outcomes through a 29,885 (5.75%) decrease of absenteeism second to illness rate at compared to 2017-2018. The increased staffing and allocation of time that health assistants and school nurses were provided at school sites servicing high numbers of unduplicated students had a direct positive impact on connecting students and families with health and medical resources and increasing school attendance rates.

LE 9: Community Oriented Policing Program
School campus safety was supported with the district providing thirty-five campus security monitors (CSM) assigned to the comprehensive high schools and fifty-one campus safety assistants (CSA) assigned to kindergarten through eighth grade school sites. Training was provided to 100% of the CSMs and CSAs. The number of discipline incidents that led to suspensions were reduced district wide (with a month to month comparison from 2017-2018 to 2018-2019 the data showed that on an average there were 847 less total days of suspension per month in 2018-2019). The assistance provided from the crime analyst position helped to contribute to a decline of more than 50% of student arrests from 2017-2018 to 2018-2019 school year.

LE 10: School Counseling
With the increase of 9 counselors at the high school level and 31.9 at the Kindergarten through Eighth grade level the student to counselor ratios were able to be lowered (K-8 = 443 students to 1 counselor & 9th-12th = 332 students to 1 counselor) leading to increase access to counselor support for students. This increase of support led to an increase in the number of FAFSAs that were completed and 100% of high school foster youth completing a FAFSA. With the increase of access to services, unduplicated students were provided with opportunities throughout the year to develop and discuss their high school 4-year plan and career exploration through Xello. Students were provided with access to college workshops and tours, dual enrollment opportunities through Delta college, on-site support groups and friendship circles, and tiered interventions for attendance, academics, and personal concerns. School sites were able to increase the number of workshops and meetings for parents/guardians they could offer and diversify the time at which these events were being held to meet the needs of the families the school served. In the 2018-2019 school year 304 foster youth, 736 homeless/families in transition students, 26,485 socioeconomically disadvantaged students, and 9,825 English

Learners received support, resources, and took part in outreach activities that were provided by a school counselor. These opportunities for outreach and relational trust building between school staff and students were a contributing factor to students feeling valued and connected to their school and increasing their daily average attendance rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District material differences between Budgeted Expenditures and Estimated Actual Expenditures were noted if there was an increase or decrease by 20%.

LE 1.2 An increase in the cost occurred due to a departmental reorganization and salary schedule increase. $381,901 was budgeted and $484,842 was spent.

LE 2.1 An increase in this action occurred due to additional recruitment of SLPs and Psychologist taking part in the Master's Program reimbursement. $63,592 was budgeted and $262,839 was spent.

LE 2.2 The district was presented with a difficult time securing substitutes throughout the year. $30,000 was budgeted and $9,683 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 2.6 School sites utilized other budgets to cover the cost of substitute coverage for CARE, SST, and SAP meetings so moving forward this action will be removed from the 2019-2020 LCAP. $255,999 was budgeted and $138,624 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 2.7 Due to a difficulty in finding qualified and authorized staff to fill the positions that were created many were not able to be filled and increased recruitment outreach and strategic partnerships with outside agencies will continue in 2019-2020 to address the need to find qualified people to fill the positions. $3,126,099 was budgeted and $1,640,369 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 2.10 The meeting expenses were less than the projected costs. $25,000 was budgeted and $3,586 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 2.11 To improve the services provided in this action the district chose to bring in a consultant to provide equity training to district staff and a series of workshops for school site administrators creating an increase in the funds needed for this action. $130,000 was budgeted and $201,740 was spent.

LE 2.13 The actual costs of start up were less than projected due to not being able to fill all of the positions within the department. $118,090 was budgeted and $87,062 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 7.2 Some of these positions were late hires and one of the staff members left the district during the year and a new staff member was hired for the position leading to a difference in the cost for this action /service. $940,704 was budgeted and $564,013 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 7.3 Some of these positions were late hires to fill the open positions. $431,473 was budgeted and $314,069 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 8.1 Due to late hires and a difficult time finding qualified candidates to fill licensed vocational nurse positions the amount of funds utilized appears less than projected. $1,579,558 was budgeted and $1,245,276 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 8.2 Cesar Chavez and Edison High School were not able to find a candidate that fit the needs of their site for the position and continue to search for the 2019-2020 school year to hire a qualified Healthy Start Coordinator. $252,860 was budgeted and $80,017 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 8.3 The projected cost of the employee will be spent by the end of the fiscal year. $158,550 was budgeted and $107,640 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 8.5 The program continues into the summer and the projected cost are expected to be fully utilized. $100,000 was budgeted and $56,428 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 9.7 The Lieutenant for CSA and CSMs was a late hire in the 2018-2019 school year, therefore, the amount spend reflects less months worked then estimated funding provided. $178,341 was budgeted and $62,861 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 9.8 Training is ongoing and the projected cost are expected to be utilized by the end of the fiscal year. $150,000 was budgeted and $90,909 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 9.11 The projected costs ended up being more than needed due to the number of special events that were held. $115,00 was budgeted and $55,748 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 9.12 The cost reflects the Youth Explorer Program having a later start date than was projected. $50,000 was budgeted and $16,595 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 9.13 The increase in the amount utilized in this action and service reflects an increase in the number of purchase orders that were needed to be processed for this action. $400,000 was budgeted and $571,122 was spent.

LE 9.14 Not as many trainings were held as projected due to a difficult time getting substitutes to release staff to attend training sessions. $25,000 was budgeted and $3,917 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 10.3 Not as many training sessions were able to be held due to a difficult time getting substitutes to release staff to attend training sessions. $300,000 was budgeted and $82,808 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 10.4 Not as many training sessions were able to be held due to a difficult time getting substitutes to release staff to attend training sessions. $25,000 was budgeted and $4,889 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

LE 10.6 Due to late hires the cost was less than projected for this action/service. $68,000 was budgeted and $44,242 was spent, the district intends to have the budgeted funds spent by the end of the fiscal year.

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.

All of the following changes can be found in the 2019-2020 LCAP Goals, Actions, and Services section:
Changes have been made to the wording of Goal 2 and can be found in the Goals, Actions, & Services section of the 2019-2020 LCAP for Goal 2 and it has been changed to the following: Goal 2 Equitable Learning Environments (ELE): Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Based on analysis and stakeholder input, in the Expected Annual Measurable Outcomes section for Goal 2 in the 2019-2020 LCAP, the following metrics have been revised to reflect specific measurements for improvements: 1A, 1B, 6A, 6B, and 6C.

Based on analysis and stakeholder input, the following update changes can be found in the Goal 2 Planned Actions & Services Section of the 2019-2020 LCAP:

The following action/service is inactive for the 2019-2020 LCAP, LE 2.10 PBIS Parent Outreach and Classroom Management.

LE 2.11 Equity, Unconscious Bias, Diversity, Inclusion, and Culturally Responsive Training & Workshops will be continued through 2019-2020 with increased funding.

The following action/service is inactive for the 2019-2020 LCAP, LE 2.12, BIT Data System.

The following action/service is inactive for the 2019-2020 LCAP, LE 2.13 BIT Team Start Up.

LE 5.1: Custodial/Maintenance Services Gap Restoration
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

LE 5.2: Deferred Maintenance
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service is removed from the 2019-2020 LCAP, LE 5.3: Environmental Compliance Building Safety, Oversight, & Response (This action/service is removed from the 2019-2020 LCAP)
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service is removed from the 2019-2020 LCAP, LE 8.4 Lockable First Aid Kits (This action/service is removed from the 2019-2020 LCAP) was a one time expense allocated for the 2018-2019 school year.

The following action/service is inactive in the 2019-2020 LCAP, LE 8.5 Obesity and Diabetic Camp action/service was a one time expenditure and will be inactive for the 2019-2020 LCAP.

A new action that can be found in the Actions & Services Section of Goal 2 action/service Equitable Learning Environments (LE) is LE 8.6, a new action/service that will both increase and improve the access to wellness & health services that are principally directed towards meeting the needs of unduplicated pupils and their families through increasing Wellness Center's capacities to provide service supported 5 school nurses, 1 family nurse practitioner, and 1 Health start coordinator.

LE 9.1 School Site Campus Security Assistants (CSA) & Campus Security Monitors (CSM)
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

A change in the title and focus of the following title can be found in the Actions & Services LE 9 actions/services for the 2019-2020 LCAP will be titled as Building Strong Schools & Healthy Communities.

The following action/service is removed from the 2019-2020 LCAP, LE 9.2 Community Oriented Policing Program (This action/service is removed from the 2019-2020 LCAP)

LE 9.3 Project Evaluator/Crime Data Analyst
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service is removed from the 2019-2020 LCAP, LE 9.4 Purchase district wide security cameras/alarm system. (This action/service is removed from the 2019-2020 LCAP)

The following action/service is removed from the 2019-2020 LCAP, LE 9.5 Emergency Preparedness & Response (This action/service is removed from the 2019-2020 LCAP)
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service has been removed for the 2019-2020 LCAP, LE 9.6 Support of Drug-Free Campuses. (This action/service is removed from the 2019-2020 LCAP)

The following action/service has been removed from the 2019-2020 LCAP, LE 9.7 Campus Security Assistant (CSA) and Campus Security Monitor (CSM) Oversight. (This action/service is removed from the 2019-2020 LCAP)

LE 9.8 Behavior Intervention Training
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

LE 9.9 Data Analysis, Tools, & Software To Achieve Safe & Secure Campuses
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service has been removed from the 2019-2020 LCAP, LE 9.10 Equipment To Support Safe & Secure Campuses. (This action/service is removed from the 2019-2020 LCAP)
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

LE 9.11 Safe & Supportive Special Events Outreach
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

LE 9.12 Youth Explorer Program
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service has been removed from the LCAP, LE 9.13 Buzzer System, Gates, & All Offices With Cameras. (This action/service is removed from the 2019-2020 LCAP)

During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following action/service has been removed from the 2019-2020 LCAP, LE 9.14 Threat Assessment Training. (This action/service is removed from the 2019-2020 LCAP)
During the 2018-2019 school year the district shifted the funds for this action from Supplementary and Concentration funds to LCFF Base funds; the actions and services remained the same.

The following new action/service can been found in the LE 9 goal section of Goal 2, LE 9.15 Is a new action/service increasing and improving unduplicated pupil's access to mental health trauma informed care with hiring 30 Mental Health Clinicians to provide strategic mental health services.

The following new action/service can been found in the LE 9 goal section of Goal 2, LE 9.16 Is a new action/service aligned with increasing the capacity for district staff to provide trauma informed care and responsive schools principally directed towards meeting the needs of our unduplicated pupils.

The following new action/service can been found in the LE 9 goal section of Goal 2, LE 9.17 Is a new action/service aligned with improving ongoing training opportunities within the district by increasing the capacity for district staff to provide high quality first instruction and equitable learning environments supported by the hiring of two Equity Coordinators.

The following action/service can been found in the LE 10 goal section of Goal 2, LE 10.3 is a sustained action/service aligned with increasing the capacity for district staff to provide restorative practices and culturally responsive schools principally directed towards meeting the needs of our unduplicated pupils.

The following new action/service can been found in the LE 10 goal section of Goal 2, LE 10.4 Increased funds are being provided to support LGBTQ+ Inclusion and Diversity resources and summit principally directed towards increasing the resources provided to unduplicated pupils.

The following action/service will become inactive in the 2019-2020 LCAP, LE 10.5 Social Emotional Learning Curriculum, as the district purchased the SEL curriculum during the 2018-2019 school year. (This action and service will become inactive in the 2019-2020 LCAP).

The following action/service will become inactive in the 2019-2020 LCAP, LE 10.6 Counselor Start Up Cost (This action and service will become inactive in the 2019-2020 LCAP).

Annual Update

LCAP Year Reviewed: 2018-19

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

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:

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. **18-19** 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 district maintained and therefore met this outcome in 2018-2019 with 47 school sites that were included in the SUSD LCAP held 376 total School Site Council (SSC) meetings, 188 English Language Advisory Committee (ELAC) meetings, 47 Title 1 meetings, 47 Back to School Nights. Many of the school sites also held Parent Teacher Association (PTA), Parent Teacher Organization (PTO), Academic Parent Teacher Team (APTT), and other meetings, events, and family centered festivals.

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. **18-19** 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 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 Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. Data Source: SUSD District and Site Participation Reports	Data Source: District and Site Participation Reports The district met this metric/indicator with increasing the number of opportunities provided for outreach, input, and participation of parents/guardians/families. SUSD Parent/Community Empowerment staff provided multi-tiered parent/guardian academies to address the stakeholder feedback and areas desired by families to increase their leadership capacity and knowledge base in. Throughout the 2018-2019 school year the district offered 110 multi-tiered Family Academies where the following topics were covered: - Parent Involvement Orientation (Title 1, School Site Council (SSC), Parent Advisory Committee (PAC), PTA/PTO, & District English Language Advisory Committee (DELAC) - Understanding Common Core State Standards - Realizing the Academic Dream (RAD) Academy - Tech Talk: Cyber Bullying - Every Student Succeeds Act (ESSA) - Local Control & Accountability Plan (LCAP) - Anti-bullying workshop - Homework & Study Skills - Know Your Rights Immigration Training - Transitioning into High School - Family Literacy - Busy Parents Helping Students Succeed In School - Parent Ambassador Training I & II - Parent Input & Curriculum Adoption Review - Road Map To College - Navigating the Scholarship System - Family Engagement & Community Partnership - Friday Fitness I & II

Expected	Actual

Expected | **Actual**

	• Father Engagement Committee
	Parent/Community Empowerment and school staff implemented outreach activities to engage the parents/guardians of English learners, foster youth, socioeconomically disadvantaged students and other priority sub-groups through developing workshops and activities provided at the home school setting for families and central locations around the district. Attendance was maintained from the prior year with an average of about 53 participants taking part in parent/guardian groups.
Metric/Indicator State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs. **18-19** 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: District and Site Participation Reports The district met this metric/indicator by maintaining the numbers of outreach, input, and participation opportunities that were provided for students with exceptional needs for 2018-2019. The district increased the opportunities for outreach and participation during the 2018-2019 school year. The district holds multiple public meetings at locations around the district where food, beverages, child care, and interpreting services are provided. All SUSD schools hold a monthly School Site Council (SSC) meeting and inform all families of the meeting and ensure the meeting is open to the public. The times the meetings are held and duration of the meetings vary by school site. A minimum of four times a year a District English Learner Advisory Committee (DELAC) meeting is held where all parents/guardians of English learners are invited to attend, the meeting is open to the public, and a representative from each school site's English Language Advisory Committee (ELAC) attends; school sites also holds a minimum of four ELAC meetings a year. A representative from each school site, parents and guardians of English learners, foster youth, and socioeconomically disadvantaged students, are invited to attend a monthly Parent Advisory Committee (PAC) meeting. A district Community Advisory Committee (CAC) is held four times a year at various special education sites around the district and parents of students with disabilities are invited to attend and this meeting is also open to the public. For all of these meetings agendas are sent out at least 72 hours prior to the meeting date district wide and are posted at all school sites and shared through district social media and other district communication systems. Student Success Teams (SST) and Student Assistance Program (SAP) are meetings held at school sites to address the specific and strategic needs for individuals with exceptional needs through evidence based systems of support and interventions. Individual Educational Programs (IEP) meetings are held to specifically address the needs of students with exceptional needs in a school team based meeting in collaboration with parents, guardians, and family members.

Expected	Actual
Data Source: SUSD District and Site Participation Reports, SEIS Database	

Metric/Indicator
State Priority 5A: School attendance rates.

18-19
To increase attendance rates by 2%. (Verified by CALPADS, Student Information System.)

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

The district did not meet the increase goal of 2% for this metric/indicator for 2017-2018. The attendance average daily attendance percentage for 2017-2018 for Stockton Unified School District (SUSD) was 93.62% which is a decrease of 0.9% from the 2016-2017 school year and -0.75% distance from the baseline attendance data from 2015-2016.

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

18-19
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.)

Baseline
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.)

Data Source: 2018 Fall California Dashboard

The district did not meet this metric/indicator of reducing chronic absenteeism rates by 5% or decreasing chronic absenteeism for disproportionate results for significant student groups by 10% for 2017-2018.

Chronic Absenteeism for 2017-2018

Ethnicity Cumulative Enrollment Percent Chronically Absent
- African American 5,072 31% (+3.8%)
- American Indian or Alaska Native 712 33% (+2.5%)
- Asian 3,876 10% (-0.4%)
- Filipino 1,639 9% (-1%)
- Hispanic or Latino 28,992 19% (+1.1%)
- Pacific Islander 225 23% (+3.1%)
- White 1,328 24% (+0.3%)
- Two or More Races 54 15% (-9.9%)

Student Groups
- English Learners 8,218 13% (-1.1%)
- Foster Youth 271 26% (+1.4%)
- Homeless Youth 1,208 45% (+3.2%)
- Socioeconomically Disadvantaged 23,747 19% (-0.8%)
- Students With Disabilities 3,202 24% (-1.1%)
- Migrant Education 513 14% (-3.5%)

	Expected	Actual

Expected	Actual
	Stockton Unified School District Absenteeism Rate: 18% (-1.1%)
Metric/Indicator State Priority 5C: Middle school dropout rates. **18-19** To decrease middle school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): .3% Data Source: CALPADS	The district does not appear to have met the metric/indicator of decreasing middle school drop out rates for 2017-2018. 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 adjustment grade 7th and 8th grade dropout fields. Count of dropout for 7th and 8th grades are reported for SUSD, excluding all charters. Data Source: Dataquest 2015-2016: count 23 2016-2017: count 17 2017-2018: count 29 (pulled from CALPADS data) 2018-2019: data was not available from Dataquest At the time in which the 2018-2019 LCAP was being updated the CDE shared they were in the process of doing an overhaul of data request reports (drop outs were a part of the CDE overhaul process) and the release of the new reports with the needed data was not released in time to provide data to update the LCAP.
Metric/Indicator State Priority 5D: High school dropout rates. **18-19** To decrease high school dropout rates. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 13% Data Source: CALPADS	The district does not appear to have met the metric/indicator of decreasing high school drop out rates for 2017-2018. The 2015-2016 dropout rate was recalculated to reflect the information provided by the Dropout report on DataQuest. SUSD's dropout for grades 9th-12th excludes all charters. Data Source: Dataquest 2015-2016: 2.6% 2016-2017: 1.9% 2017-2018: 2.8% (pulled from CALPADS data) 2018-2019: data was not available from Dataquest At the time in which the 2018-2019 LCAP was being updated the CDE shared they were in the process of doing an overhaul of data request reports (one year graduation rate and drop outs were a part of the CDE overhaul process) and the release of the new reports with the needed data was not released in time to provide data to update the LCAP.
Metric/Indicator State Priority 5E: High school graduation rates. **18-19** To increase high school graduation rates.(Verified by CALPADS.) **Baseline**	Data Source: 2018 Fall California Dashboard The district did not meet the metric/indicator of increasing high school graduation rates for 2017-2018. Graduation Rate Baseline: 2015-2016 = 81%

Expected	Actual
Baseline (2015-2016): 81% Data Source: CALPADS	2017-2018 = 78.6% 2017-2018 high school graduation rates for significant student groups: • Foster Youth 66.7% (Increased 1.1%) • Students with Disabilities 45.5% (Declined 3.2%) • English Learners 68.6% (Declined 2.4%) • Hispanic 77.7% (Declined 1.4%) • Socioeconomically disadvantaged 78.7% (Maintained -0.7%) • African American 73.4% (Increased 2.6%) • American Indian 79.7% (Increased 6.3%) • Homeless 69.8% (Increased 3.1%) • White 72% (Increased 4.6%) • Asian 87.9% (Increased 2.7%) • Filipino 95.2% (Increased 2.2%) • Two or More Races 75% (Declined 9.6%)

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. 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:	MP 1.1: Parent Academy During the 2018-2019 school year Parent Liaisons and Parent Involvement Specialists in support of the Parent Engagement & Empowerment department provided over 110 multi-tiered Parent Academies. The Parent Academies were provided in rotating and central locations and varying times (morning, afternoon, and night) around the district in order to provide opportunities for	MP 1.1 Parent Academy 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $30,000 MP 1.1 Parent Liaisons 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $171,743 MP 1.1 Parent Involvement Specialist 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $124,842	MP 1.1 Parent Academy 4000, 5000 0100 LCFF Supp/Conc $14,212 MP 1.1 Parent Liaisons 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $188,431 MP 1.1 Parent Involvement Specialist 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $ 53,061

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

increased access and participation. Increased translation and interpretation services during the academies were offered through collaboration with the Language Development Office and the increased number of interpreters that were hired for the 2018-2019 school year.

List of topics that were covered in the Parent Academies include:
- Parent Involvement Orientation (Title 1, School Site Council (SSC), Parent Advisory Committee (PAC), PTA/PTO, & District English Language Advisory Committee (DELAC)
- Understanding Common Core State Standards
- Realizing the Academic Dream (RAD) Academy
- Tech Talk: Cyber Bullying
- Every Student Succeeds Act (ESSA)
- Local Control & Accountability Plan (LCAP)
- Anti-bullying workshop
- Homework & Study Skills
- Know Your Rights Immigration Training
- Transitioning into High School
- Family Literacy
- Busy Parents Helping Students Succeed In School

MP 1.3 Adult Literacy Training 1000, 3000 Other $133,101

MP 1.3 Adult Literacy Training 1000, 3000 Other $141,780

- Parent Ambassador Training I & II
- Parent Input & Curriculum Adoption Review
- Road Map To College
- Navigating the Scholarship System
- Family Engagement & Community Partnership
- Friday Fitness I & II
- Father Engagement Committee

MP 1.2: Remain Inactive

MP 1.3: Adult Literacy Training

SUSD offered English as a Second Language/Literacy (ESL) training for families facilitated by the School for Adults at various school sites and provided General Educational Development (GED) prep night classes (two classes per week with an average of 78 adults attending) at Henry Elementary school in collaboration with the School for Adults.

The total number of English as a Second Language (ESL) classes offered off the School for Adults campus (Henry, Hong Kingston, King, Monroe) were 6 classes with a total of 145 adult students enrolled with the number of Learning Gains being 39 and the number of English Learner Civics Completions were 113. On campus of the School for Adults, 1,595 adult students were enrolled

in ESL classes with 18 ESL courses being offered with 667 Learning Gains and 1,829 English Learner Civics Completion.

MP 1.4: Remain Inactive

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 2.1: District Communications The District continues to address the need to improve and increase the ways in which communication and outreach methods are being utilized to inform, include, provide access to participation and feedback for all of our students; especially our families of unduplicated pupils. The Communication and Public Outreach department consists of a director who oversees all communication and outreach for the district, communication specialist who manages all social media accounts, monthly family newsletter, and other outreach projects, and a webmaster that provides the upkeep and organization of the district and school site websites. Through the coordination of this department and the LCAP director for the 2018-2019 school year we were able to increase the responses on the LCAP survey by 500% and increase the average attendance at LCAP engagement events to 35 participants. Through outreach of	MP 2.1 District Communication 2000, 3000, 5000 0100 LCFF Supp/Conc $422,410 MP 2.2 Translators 2000, 3000 0100 LCFF Supp/Conc $320,333 MP 2.3 Crisis Communication 5000-5999: Services And Other Operating Expenditures 0101: Prior Year LCFF S&C C/O $25,000	MP 2.1 District Communication 2000, 3000 0100 LCFF Supp/Conc $487,384 MP 2.2 Translators 2000, 3000 0100 LCFF Supp/Conc $281,676 MP 2.3 Crisis Communication 5000-5999: Services And Other Operating Expenditures 0101: Prior Year LCFF S&C C/O $0.00

social media, phone calls, flyers, emails, agendas posts at school sites, and information posted on the district and school site websites the communication and outreach methods were able to increase the participation rates of our families.

MP 2.2: Translators
Interpreters provided services to parents/guardians to ensure that their needs were met through informal meetings, SST's, IEP's, LCAP, District Language Advisory Committee, and English Language Advisory Committee, and other opportunities to provide language services to parents. This also included parent phone calls through the home language and parent teacher conferences at the site. All presentations provided in community meetings were translated into Spanish and interpreters were present to provide access in Spanish to audience members during presentations.

MP 2.3: Crisis Communication
Share911 was identified as the main communication tool that would be utilized district wide and training was provided to all new hires to the district to ensure that district wide communications and alerts were able to be accessed by all staff members on school sites to increase the safety and security of school sites and the response rates to incidents. The Crisis

communication was also training provided to integral staff members to ensure district wide safety plans when enacted in the case of emergency incidents were clearly articulated and understood by all those who have direct response roles. The district found that for the 2018-2019 school year there was not a need to invest in a new Crisis Communication program or tool.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 3: This action has been discontinued. See the annual update for more information.	This action is inactive and has been discontinued.	MP 3.1 None None $0	MP 3.1 Inactive 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. 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	MP 4.1: Career & Technical Student Organizations Related Student Clubs Career Technical Student Organizations (CTSO) provided integration of learning activities and collaborative learning models that were directly aligned with meeting the 11 essentials of a Career Technical Education (CTE) program. The CTSOs at the high schools provided opportunities to build leadership capacity at all levels, high-quality curriculum and instruction alignment, career exploration and guidance, student	MP 4.1 CTSO Related Student Clubs 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $100,000 MP 4.2 PLUS Program 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $975,998 MP 4.3 Coordinator PE/Athletics 1000, 3000 0100 LCFF Supp/Conc $140,796 MP 4.4 Kennedy Games/Pentathlon 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $85,921	MP 4.1 CTSO Related Student Clubs 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $46,430 MP 4.2 PLUS Program 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $751,906 MP 4.3 Coordinator PR/Athletics 1000, 3000 0100 LCFF Supp/Conc $0.00 MP 4.4 Kennedy Games/Pentathon 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $10,230

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.
Continue supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate

MP4.1-MP 4.5 activities provide students with engaging and meaningful opportunities to be more connected to their school culture through meaningful partnerships.

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)

leadership development, industry partnerships, and a focus on effective organizational design development. Skilled faculty facilitated the learning activities within the CTSOs. These organizations had a direct role as shared by students in focus group responses to building leadership skills in addition to providing opportunities for students competing regionally, statewide, and for a few schools nationally in the pathway they are involved in.

Over 500 Stockon USD students participated in the SkillsUSA competitions, two students from Chavez High School won a gold medal; which was a first for the district.

Health Occupations Students of America (HOSA), future health professionals, is a national Career & Technical student organization that all students in Health Career Academy are considered participants and thirty health pathway students at Weber Institute also participate.

Future Farmers of America (FFA) is a national CTSO that students at Stagg High School take part in and is aligned with the focus on diversity and new opportunities in the industry of agriculture with pathways leading to careers as farmers, teachers, doctors, scientists, business owners and more. 2018-2019 was the first

MP 4.5 Athletic Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $896,730

MP 4.5 Athletic Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,086,675

MP 4.5: Athletic Programs	year this CTSO was implemented at Stagg High School and is supported by access to a green house and students took courses with a focus on Ornamental Horticulture and Agricultural Science. Students belonging to the comprehensive high schools were provided with an opportunity to visit four Historically Black College & Universities, take tours of the campuses, complete a Black College Tour application, and take part in an information session at each college facilitated by a college or university staff member. Students learned about the history of the colleges/universities, the degrees that each university offered, scholarship and financial assistance opportunities that are available, and the admission requirements to for acceptance. MP 4.2: Peer Leaders Uniting Students (PLUS) Peer Leaders Uniting Students (PLUS) program consisted of 1,300 student PLUS leaders at 49 schools across the district that provide student leadership, mentoring, peer tutor support, and other social-emotional development support activities to students at their schools and across the district. During the 2018-2019 school year 64 school site PLUS forums were held and 2,400 students participated in each

of the 4 district forums held at the local colleges and district high school campuses. 81% of the students who are enrolled in the PLUS courses are unduplicated pupils; 26 schools offer PLUS as an elective class.

PLUS is a youth facilitated program that utilizes social leadership qualities to connect all students on a campus. PLUS leaders facilitate a series of activities that create communication, connections, care, and community among a student body. PLUS Team student leaders serve as the liaison between the student body and the adults on a campus. PLUS activities are both meaningful and designed to break down barriers to increase engagement for participants. This pro-social bonding creates dialogue between participants which helps to build a stronger understanding for each other and builds respect and empathy toward one another. One of the core PLUS activities is the PLUS Forum. PLUS forums are held regularly on school campuses to provide the student population restorative opportunities to discuss, and seek student insight to student led solutions for student issues. In addition, once the PLUS teams understand how students are experiencing school, the teams are then tasked to address the issues appropriately through MTSS.

MP 4.3: Coordinator P.E./Athletics
The Visual and Performing Arts
(VAPA) coordinator also
coordinated PE & Athletics for the
district in the 2018-2019 school
year.

In the 2018-2019 school, there
were 37 K-8 PE teachers working
to cover all the 7th & 8th grade
classes in the district. Every 7th &
8th grader received the state
mandated minutes of PE every two
weeks and all K-6th grade
students were provided with state
mandated PE minutes by their
classroom teacher. The PE
teacher at the sites supported any
PE program and lesson planning
needs during site collaboration
times. Many K-8 PE teachers also
supported the after school program
intramural sports activities and
volunteered their time in
supporting soccer and volleyball
practice and coaching games. The
PE teachers also facilitated all
health and fitness tests and
assisted with teaching health
courses at the school sites. High
School PE teachers provided
access to physical fitness activities
and supported athletics and sports
activities at the high school level.

Throughout the 2018-2019 school
year, the coordinator facilitated
and held staff meetings with the K-
8 PE teachers on the fourth
Tuesday of every month; PE
Collaborations were held the

second Tuesday of every month. To make the collaboration time more useful, PE teachers met in groups based on the ending time of their school day. These collaborations were led by various PE teachers.

MP 4.4: Kennedy Games & Pentathlon
For the 2018-2019 school year 1,200 students from 28 schools, participated in the 41st annual Kennedy games. Uniforms, transportation, snacks, water, and medals were provided for the event. This year the Kennedy Games was joined by members of the Stockton Athletic Hall of Fame, the Mexican American Hall of Fame, and the African American Hall of Fame. Certificated and Classified staff supported the event through various roles and Cesar Chavez High School hosted the event that was held on April 27, 2019.

In 2018-2019 the LCAP supported five schools (Rio Calaveras, Monroe, McKinley, Tyler, and San Joaquin) participating in the pentathlon. LCAP support provided the entrance fees into the pentathlon, 50 hours per teacher in providing after school tutoring for students, supplementary books, bus transportation, and the national curriculum for pentathlon. Rio Calaveras Pentathlon teams took the top prizes in the San Joaquin County Pentathlon and

qualified for the nationals. Rio Calaveras teams took first and second place in Division I and in Division II Rio Calaveras took 1st and 2nd place, McKinley took third place, and Tyler Skills took 5th place.

MP 4.5: Athletic Programs Athletic programs were maintained and uniforms, coaches, officials, transportation, and paramedics were provided in support of increasing opportunities for students to take part in competitive sports opportunities that are aligned with increasing student's feeling connected to school and finding value in their school experiences, parent/guardian participation in school events, and opportunities to gain access to scholarship opportunities for college.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MP 5: - See description for 2017-2018.	MP 5: See description fro 2017-2018 (inactive status)	No cost due to inactive status None None $0	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. 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 6.1: Visual & Performing Arts
Visual and Performing Arts programs were increased from the prior years to services students attending Kindergarten-Eighth grade schools focused on integrating dance, music, instrumentation, and art into the weekly instructional experiences students had access to at their school sites. LCFF funds allowed for the increase in access for unduplicated students to Visual and Performing Arts (VAPA) activities through funding regional VAPA showcases where students were able to dance, sing, play instruments, and show their art; 9 Art resource teachers, 21 music teachers, and a music coordinator were funded by the action/service.

IN 2018-2019 two new VAPA pathways were created at two schools providing an opportunity for students to take part in choir, dance, band, and strings three times a week. Students showcased what they had learned within the VAPA pathways at school presentations provided to other students and families and at a regional VAPA showcase held at Edison High School.

MP 6.2: Music Coordinator
Coordination of the district music programs is currently overseen by the VAPA coordinator. The Elementary music staff consists of 20 positions. The music coordinator does not have any

MP 6.1 Visual and Performing Arts 2000, 3000 0100 LCFF Supp/Conc $344,344

MP 6.2 Music Coordinator 1000, 3000 0100 LCFF Supp/Conc $157,628

MP 6.3 Arts Resource Programs 1000, 3000 0100 LCFF Supp/Conc $844,124

MP 6.4 K8 Music Program 1000, 3000 0100 LCFF Supp/Conc $2,309,721

MP 6.1 Visual and Performing Arts 1000,2000,3000,5000 0100 LCFF Supp/Conc $315,805

MP 6.2 Music Coordinator 1000, 3000 0100 LCFF Supp/Conc $165,139

MP 6.3 Arts Resource Program 1000, 3000 0100 LCFF Supp/Conc $761,218

MP 6.4 K8 Music Program 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $2,465,168

direct supervision over the high school programs, collaboration between elementary and high school programs occurs as it is essential to the success of the VAPA pathways. A Mariachi program continues to be developed and supported at Edison High School and Chavez High School has built their Mariachi program as now being recognized at a CTE Arts, Media, and Entertainment pathway, which allows for students to build skills to help fund college studies by playing with professional Mariachi groups.

Musical instrument repair classes have also helped increase student skill sets in the areas of understanding the mechanical and engineering of the instruments they play, upkeep, repair, and building techniques. This program grew out of the need to be prepared to repair district instruments as the local musical instrument repair person is planning to retire.

MP 6.3: Arts Resource Programs With the 2018-2019 Local Control Funding Formula funds the district was able to fund 9 Arts Resource teachers through the LCAP and increase the arts activities and lessons that unduplicated students were able to have access to at the Kindergarten through Eighth grade school sites.

	MP 6.4: Kindergarten - Eighth Grades Music Program The LCAP for the 2018-2019 school year was able to fund 21 Kindergarten through Eighth grade Music teachers increasing the access for unduplicated pupils to have an opportunity to take part in music classes. School sites took part in music classes that provided students with access to opportunities to learn how to read music, create rhythms, and play instruments such as piano keyboards and the recorder.

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. 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 thStudat keep	MP 7.1: Improve Student Attendance Accountability The district focused on increasing site staff accessibility to data and ongoing communication with student's families to address the need for students to attend school regularly and on time. Monthly site attendance data comparing monthly attendance data and with a breakdown by student sub-groups with a prior and current year data analysis was provided to school sites and district leadership the first of each month. Numerous home visits and a twice annual Operation Student Recovery Day were conducted. Over 800 homes were visited as district staff lead by the Child Welfare and Attendance (CWA) department worked in	MP 7.1 Student Attendance 2000, 3000 0100 LCFF Supp/Conc $902,067 MP 7.2 Truancy Outreach 2000, 3000 0090: LCFF Educ Disadv Youth $251,903 MP 7.2 K8 In School Suspension Teachers 1000, 3000 0100 LCFF Supp/Conc $516,871	MP 7.1 Student Attendance 2000, 3000 0100 LCFF Supp/Conc $860,932 MP 7.2 Truancy Outreach 2000, 3000 0090: LCFF Educ Disadv Youth $227,374 MP 7.3 K8 In School Suspension Teachers 2000, 3000 0100 LCFF Supp/Conc $509,640

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

collaboration to locate students and reach out in person at the homes of students who are chronically absent or are close to becoming chronically absent from school.

The CWA counselors, social workers, truancy and outreach specialists made home visits, reached out to families through telephone calls, made school site visits, sat in Student Success Team meetings at school sites, and held conferences with parents and guardians focused on reducing chronic absenteeism, identifying root causes for students being absent, and helping to connect families with resources and services in support of increasing student attendance at school. The district had decreased the student chronic absenteeism rate by 2%. The district continues to look to decrease chronic absenteeism for all student groups with a strategic focus on increasing and improving the actions and services that are provided for families with students who are socioeconomically disadvantaged, English learners, foster youth, and students with disabilities.

MP 7.2: Truancy Intervention & Outreach
Child Welfare and Attendance (CWA) increased their intervention and outreach capabilities with increasing the number of Attendance Technicians (4 FTEs),

Attendance Office Assistants (34 staff members at 16.75 FTEs), and Truancy Outreach Specialists (4 FTEs). CWA Truancy Intervention and Outreach team members were assigned to work closely with the social worker overseeing Foster Youth education and the Social Worker managing McKinney-Vento Homeless and Unaccompanied Youth program to address the needs of these students and their families.

There were 54 School Attendance Review Board (SARB) hearings held during the 2018-2019 school year (47 SARB hearings for high school students and 7 hearings for K-8th grade students). With the support of increased Child Welfare & Attendance (CWA) staff the number of home visits (2,545) for the 2018-2019 school year was increased by 1,022 visits as compared with 2017-2018 home visits (1,522). The CWA department in support of increased family awareness of chronic absenteeism and the need for students to attend school everyday sent to students place of residence 19,890 Truancy Letter 1 notices, 12,858 Truancy Letter 2 notices, and 9,146 Truancy Letter 3 notices. The CWA department facilitated 17,123 conferences and meetings for habitually truant students and their parents/guardians. 8,535 calls were made to the phone numbers on records for parents/guardians of

students who were habitually truant and missing multiple days of school leading them to become or be close to being identified as chronically absent from school.

MP 7.3: Elementary/Middle School In-School Suspension Teachers
For 2018-2019 the LCAP provided the resources for four suspension teachers at four K-8th grade school sites; Fremont, Kennedy, McKinley, and Van Buren schools. Overall the sum of out of school and in-school suspensions decreased. The in-school suspension option allowed for schools to provide an alternative learning environment on campus for students who were suspended due to discipline incidents that allowed for students to stay on campus where the process of restorative practices and learning could take place within the school setting. The in-school suspension option at these four schools allowed for students who were suspended to access instruction time and continue their learning in an alternative setting on school grounds so that they could continue being provided with instructional support by a teacher and have access to a counselor so that both academic and social-emotional needs were being supported in the process of learning from a mistake that had been made at school.

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.

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.

School sites held family engagement events, Comprehensive Support and Improvement school sites developed collaborative school wide planning teams with their stakeholders, and Visual and Performing Arts (VAPA) showcases occurred that were site based and at high schools in collaboration with feeder K-8th grade schools allowing for students to perform and share the skills and talents they gained taking part in their VAPA experiences. Building meaningful partnerships and increasing parent/guardian and student engagement begins with collaboration and effective communication. Stockton Unified School District (SUSD) provided diverse opportunities for parents/guardians to take part in workshops, training, and academies focused on increasing parents/guardians awareness and knowledge of district data aligned with the California School Dashboard, student assessment data, high school graduation requirements, A-G requirements for college admission into University of California (UC) or California State University (CSU), social-emotional topics connected with supporting student's well-being, and ongoing Local Control & Accountability Plan (LCAP) engagement forums, events, and workshops. The Community Relations department increased their outreach and communication and directly provided families with information through developed email lists, social media outlets, phone call outreach, collaboration with local newspapers, periodicals, and magazines for informative stories about the district, and upgrading the district website. The District LCAP increased language interpreters, parent liaisons, and district communication tools to improve the ways in which all district events focused on LCAP and family engagement provided access to information for linguistically diverse audience members, clear communication provided in the messaging of different events and training were offered across the district, and improved feedback models so the district can continue to improve in the ways we engage with families. 2018-2019 the District focused on expanding the number of parent academies offered to 95 and was able to offer 110 parent academies. The increased parent outreach staff supported by the parent involvement specialist were able to increase the opportunities for father engagement focused on hands-on projects, family training aligned with the roles of being apart of the School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), training supporting effective parent-teacher conferences, expand the number of Parent Ambassador Leadership cohorts, and implement outreach activities that engaged parents/guardians of students with disabilities, English learners, foster youth, and socioeconomically disadvantaged students with academic and social-emotional focused topics.

Additional support was provided to students and school employees to ensure student leadership activities, college and career focused clubs and activities, and access to athletics and Visual & Performing Arts (VAPA) were increased to ensure foster youth, English learners, and socioeconomically disadvantaged students had access to learning activities that increased student engagement. The

District focus for this goal was to ensure students took part in leadership activities that supported inclusiveness, positive school climates, and college and career pathways. Multiple Peer Leaders Uniting Students (PLUS) summits were held where elementary, middle school, and high school students took part in collaborative discussions around topics aligned with the LCFF Evaluation Rubrics, local indicator data, and school based needs identified in surveys and needs assessments to increase student leadership skills in being a positive mentor and academic leader on their school campuses. Over 2,000 students (86% of these students were English learners, foster youth, and/or socioeconomically disadvantaged students) took part in the four district PLUS summits. PLUS forums were held regularly on school campuses to provide the student population restorative opportunities to discuss, and seek student insight to student led solutions for student issues. Multiple forums and friendship circles took part on school sites focused on increased student engagement and building student capacity to be positive leaders at their schools. 64 school site forums took place focused on utilizing leadership qualities to connect all students on campus. PLUS leaders facilitated a series of activities that created communication, connections, care, and community among student communities at school sites across the district. PLUS Team student leaders served as the liaison between the student body and the adults on a campus. PLUS activities were both meaningful and designed to break down barriers to increase engagement for participants. This pro-social bonding created dialogue between participants which helped to build a stronger understanding for each other and build respect and empathy toward one another. One of the core PLUS activities was the PLUS Forum. In addition, once the PLUS teams understood how students were experiencing school, the teams were then tasked to address the issues appropriately through MTSS conversations supported by the school site counselors and PLUS teacher/designee.

In addition the District ensured that a sufficient number of PE teachers were hired and in place to provide opportunities for students to engage in PE activities and athletics across the district. Monthly collaboration meetings were held and led by various PE teachers focused on increasing the engagement of students in PE and offering diverse physical activities for students. Visual and Performing Arts (VAPA) teachers were hired and allocated across the district to support 7th-8th grade students to ensure VAPA pathways and access to band, choir, dance, and art was being increased for foster youth, English learners, and socioeconomically disadvantaged students. The District was able to offer 8 zone VAPA concerts and one Dance Showcase for the first time involving both middle school and high school students. In 2018-2019 for the first time a music instrument repair class was offered that grew out of a need to repair SUSD instruments as these skills are needed for students to be able to upkeep and increase their knowledge of the instruments they are playing; the local musical instrument repairman also planned on retiring in 2018. Working in collaboration with the CTE programs established at Cesar Chavez High School the students successfully repaired over 258 instruments in 2018-2019.

Some challenges that presented themselves to the district aligned with the actions/services aligned with LCAP goal 3 were that the coordinator position for PE/Athletics was not filled, as the first priority was to ensure that all classrooms were filled with appropriately assigned and authorized teachers so this position remained vacant and the VAPA coordinator was tasked with overseeing the placement and coordination of services provided to school sites for both VAPA and athletics. With the increase of the number of 7th and 8th grade classes to service district wide and the limited classroom space available in schools, a challenge has been coordinating and finding space to provide VAPA services at school sites; currently there are 9 Arts Resource teachers to services 7th-8th grade students district wide. Another challenge was getting access and coordinating school bus access to provide transportation for both PLUS and VAPA events for students. Many times school buses either were not available or the times in which the school buses were operating did not meet the window of need for the events so charter bus services were purchased that increased the cost of the

transportation services. Habitual truancy and chronic absenteeism students experienced an increase in district outreach and communication in improved and increased efforts to monitor and directly have over the phone and in person contact with students and their families to positively impact student attendance. A challenge in this area is that we continue to find that student addresses and phone numbers that we have in our system change often and continue to look at implementing systems and processes to increase the accuracy and upkeep of current student contact data to ensure efficient and effective timely outreach is able to be made with families and students of foster youth, English learners, socioeconomically disadvantaged, and identified student-groups in need of extra support and outreach aligned with California School Dashboard.

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

Meaningful Partnerships (MP) 1 Parent Empowerment:
Efforts to seek parent/guardian input and decision making exceeded the 2018-2019 goal by 15 meetings as the district provided 110 multi-tiered parent academies with increased parent/guardian participation. The increased translation and interpretation services provided by the Language Development Office in collaboration with the Parent/Community Empowerment and Outreach department addressed the need to provide access to leadership development opportunities to linguistically diverse parents/guardians. Input of topics and training parents/guardians wished to learn more about collected through focus groups and surveys were used to design workshops aligned with supporting student academic growth and social-emotional development. In the SUSD Parent Involvement Policy Evaluation survey 90% of parents/guardians (15,077 survey respondents) shared that they either strongly agreed or agreed that the district provided parents/guardians with materials and training to help parents work with their children to improve their children's achievement, such as literacy training, parenting skills, and using technology, to foster parent/guardian involvement. The survey results also showed that 93% (15,629 respondents) shared that they either strongly agreed or agreed that the district ensured that information related to school and parent programs, meetings and other activities was sent to parents in a format and language that parents could understand and 88% (14,799 respondents) shared as parents they agree that parent involvement activities built support for schools' and parents' potential for strong parent involvement activities.

Meaningful Partnerships (MP) 2 District Communication:
The district website continues to get updated and developed in user friendly ways that support increase access and efficient navigation by those visiting the site. The District website in 2018-2019 experienced 2,069,216 views and when you include the school site website views the total visits to SUSD websites district wide equals 2,857,809 views. Resource pages were developed aligned with LCAP, new curriculum adoption, new high school graduation requirements, and and resources provided to families and students focused on social-emotional development and academic growth. The Communication Relations department, Parent/Community Outreach department, Parent Liaisons, and the LCAP coordinator were able to greatly increase the number of students, parents/guardians, and community members that engaged in the LCAP district process. Monthly LCAP committee meetings were held, 9 LCAP student focus groups were held, LCAP presentations were provided at 2 PLUS forums, 5 LCAP family workshops were held, 5 LCAP engagement forums were held, and multiple meetings and presentations were provided at school sites and meetings around the district. Working in collaboration with the district Communication Relations department and other departments and school site staff the LCAP coordinator was able to increase the LCAP survey participation rate by 500% (2,400 people took part in 2017-

2018) with 12,633 people taking part in the 2018-2019 survey and an average of 35 participants taking part in each of the LCAP engagement events with some meetings attended by over 50 participants.

With the increased support of interpreters and translators the Language Development Office was able to support 1,116 IEP meetings through offering language translation and interpretation support. 739 parent/community meetings were provided with translation and interpreting support both improving the experience for second language learners present in the audience and improving the attendance at meetings through the increased language support that was offered. Outreach and collaborative efforts between the parent empowerment department and the language development office provided tiered support for informing families of district events, providing both language and child care services, and supporting word of mouth support through sharing upcoming events with families while attending district parent engagement meetings.

Meaningful Partnerships (MP) 4 Student Leadership & Engagement:
The district hired 3 of the 4 full time PLUS teachers, one for each of the comprehensive high schools. By Fall 2019, we will have 2-3 A-G PLUS courses offered at each of the comprehensive high schools. By engaging more students as PLUS leaders, the entire school population benefits. There will be more student engagement opportunities offered, conflict resolution programs, increased number of PLUS forums offered, and more PLUS leaders will find their voice and become more get connected to their education.

Not only does the PLUS program impact an entire student body, but the most significant impacts are seen in the 1,200 PLUS leaders themselves. They gain important communication skills, restorative attitudes, and the knowledge that they are capable of being a positive leader at school and in their community. By participating in this program, PLUS leaders gain social emotional competence and learn how to promote it in others. With purpose and passion, PLUS leaders become more connected to their educational goals and improve behavior, attendance, and academics.

Of the 526 PLUS leaders enrolled in the 7th-8th grade PLUS classes,
61% (318) increased their Reading MAP scores from the to Winter assessments
63% (404) increased their Math MAP scores from the Fall to Winter assessments

Of the 195 PLUS leaders enrolled in the High School PLUS Courses (A-G Approved),
73% (143) have a 2.0 GPA or higher
25% (49) increased their Reading MAP scores from the Fall to the Winter Assessments
36% (195) increased their Math MAP scores from the Fall to Winter assessments

Bullying is down 2% in grades 6-8 (2018: 11%, 2017: 13%)
"I have been bullied in the last 30 days"

Meaningful Participation is up 2% in grades 9-12 (2018: 47%, 2017: 45%)
"I feel like my voice matters to teachers and administration on campus"

School Connections is up 1% in grades 4-5 (2018: 87%, 2017: 86%)
"At my school there is a teacher or other adult who really cares about me"

Youth-driven, data-based, decision making and action planning for student engagement is what PLUS specializes in. PLUS Teams utilize school climate data and student voice qualitative data to determine appropriate actions/activities to implement with the student body. PLUS Activities are beneficial for our students (including all student-groups) because they address the barriers that typically prevent engagement: increasing pro-social bonding, building peer support systems, no financial cost to participate, increasing opportunities for social and emotional expressive language acquisition, providing critical thinking and application opportunities, and promoting safe and positive learning environments.

The LCAP supported five schools, a total of 11 teams made up of 6th graders and 7th-8th graders, in taking part in the pentathlon. The teams that took part in the 2019 San Joaquin County Academic Pentathlon demonstrated increased depths of knowledge aligned with the content area challenges; two teams placed first and second in the Division I and in Division II three teams placed first, second, and third, and one team placed fifth.

Meaningful Partnerships (MP) 6 Visual and Performing Arts (VAPA) Activities:
Something known as "Zone Concert" were created and these concerts were modeled after the large district showcase that was held for years. The focus of the "Zone Concerts" was to develop pathways that help the elementary musicians discover the various opportunities to continue their musical studies at the high school their school feeds into. Throughout the years we have seen the rebirth of the Franklin High School Yellow Jacket Marching Band, the band performed at Disneyland on March 15th, 2019. There drum line and guards have won several award as well throughout the 2018-2019 school year. In 2018-2019 there was also a Stagg Band Zone Concert, and a Stagg Orchestra Zone Concert. This concert is part of the vision for reviving the marching band at Stagg. The Edison Orchestra Zone Concert provided the opportunity for 200 elementary orchestra students to come together and play as one while performing in front of their parents, guardians, and the community.
Zone Concert Dates and number of students involved- (Every student that participated received a medal. Data is based on the number of medals given out.)
Chavez Zone Choir, Mariachi & Orchestra- Dec. 6, 2018-   252 medals
Chavez Zone Band – Dec. 13, 2018- 173 medals
Edison Zone Orchestra & Mariachi- March 12, 2019 – preparing for 211 students
Edison Zone Choir and Band- March 14, 2019- preparing for 110 students
Franklin Zone Band Concert- March 27, 2019- preparing for 225 students
Franklin Zone Choir and Orchestra Concert- March 28, 2019- preparing for 126 students
Stagg Zone Band Concert- March 13, 2019- preparing for 102 students
Stagg Zone Orchestra Concert- March 14, 2019- preparing for 97 students

In the 2018-2019 school year we also were able to offer a Dance Showcase for the first time. This Dance Showcase featured dancers from our two elementary schools that offer dance: Fremont and Elmwood, and the Chavez High School dance program.

Meaningful Partnerships (MP) 7 Student Attendance Accountability:
The increased staff of the Child Welfare and Attendance (CWA) department provided proactive strategies and outreach to school sites, students, families, focused on increasing the attendance and decreasing the truancy rates of students with disabilities, foster youth, English Learners, and socioeconomically disadvantaged students. With the increased staff the district was able to increase the number of phone calls made to parents/guardians of students, family conferences, and home visits, while decreasing the number of Student Attendance Review Board (SARB) hearings that were needed. As a district we continue to work on increasing and improving the systems and proactive strategies being implemented to address the habitually truant and chronically absent student rates. With seasonal variables influencing the variables of attendance for our English learners and socioeconomically disadvantaged students, as a district we have increased communication and information outreach aligned with the opportunity for students and families to take advantage of independent study options when students need to miss school due to reasons of visiting families in different countries or states to address the need for students to continue to have access to curriculum content, learning activities, and pacing of conceptual understanding aligned with their peers in their classroom grade setting. From April 2017-2018 to April 2018-2019 through increased and improved district efforts the percentage of chronically absent students was decreased from 19% (in 2017-2018) to 17% (in 2018-2019).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were noted if there was an increase or decrease by 20%.

MP 1.1 Parent/Guardian Workshops & Leadership Events had $30,000 budgeted and $14,212 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 1.1 Parent Involvement Specialist position cost was less than the projected estimated cost. $124,842 was budgeted and $53,061 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 2.3 Crisis Communication: The district chose to align all emergency and crisis communication aligned with the Share911 mobile application and moving forward in the 2019-2020 LCAP this action/service will be removed from the LCAP. $25,000 was budgeted and $0 were spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 4.1 Opportunities for students to participate in clubs and activities aligned with career and college focus: The amount of funds by June will be utilized for this action/service with students attending conference, taking part in club activities, and college tours as at the time the LCAP was being updated the requests were being encumbered and processed through the various district departments. $100,000 was budgeted and $46,430 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 4.2 Peer Leaders Uniting Students due to ensuring all classrooms were filled with credentialed teachers was unable to fill one high school teacher position to run the PLUS program at one of the high schools and due to difficulty with securing substitute teachers to

release teachers to attend professional development not all of the projected professional learning opportunities were able to be offered to teachers. $975,998 was budgeted for this action and $751,906 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 4.3 Coordinator PE/Athletics: Due to the need to ensure all PE and athletic positions for first filled with qualified candidates the District focused on ensuring that all positions directly supporting students was filled first and posted the job opening later than expected and was in the process of screening candidates and identifying qualified candidates for the interview process during the LCAP updating process and a person will be hired for this position for the 2019-2020 school year. $140,796 was budgeted and $0 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 4.4 Student clubs & activities: The projected costs of student clubs and activities were less than estimated. $85,921 was budgeted and $10,230 was spent; the district intends to have the budgeted funds spent by the end of the fiscal year.

MP 4.5 Athletic program: Due to an increase in hourly compensation for employees the amount estimated for this action/service was less than actually utilized during the 2018-2019 school year. $896,730 was budgeted and $1,086,675 was spent.

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.

All of the following changes can be found in the 2019-2020 LCAP Goals, Actions, and Services section:
Changes identified as a result of analysis of LCAP data, outcomes, and California School Dashboard as applicable and are made to Goal 3, expected outcomes, metrics, and actions/services in support of LCAP Goal 3, are listed below and can be found in the 2019-2020 LCAP Goal 3 section:

Wording change has been made to LCAP Goal 3 Meaningful Partnerships (MP): Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community involvement in support of developing leadership at all levels.
Based on analysis and stakeholder input, in the Expected Annual Measurable Outcomes section for Goal 3 in the 2019-2020 LCAP, the following metrics have been revised to reflect specific measurements for improvements: 3A, 3B, 3C, 5B, 5C, 5D, and 5E.

The following updates and changes can be found in the Planned Actions & Services section of Goal 3 of the 2019-2020 LCAP:
A change that has been made to MP 2.1 is that the LCAP Coordinator position for 2019-2020 is now converted into a Director of LCAP position for the 2019-2020 school year as the Senior Research Analyst for the LCAP (SA 14) and LCAP Coordinator (MP 2.1) positions are being combined into one position.

An action/service that is being increased within Goal 3 is MP 1.1, increased funds are being allocated to provide two more parent liaisons, bringing the total to four parent liaisons funded by this action/service to increase the family and community departments capacity to service the needs of parents/guardians/family and community members.

An action/service that is being increased within Goal 3 is MP 2.1, increased funds are being allocated to address the need for improved and additional communication and outreach tools to provide parents/guardians with user friendly survey structures and easy access and informative resources aligned with the academic achievement of their children through the development of a district mobile app; this is an increase that is in support of stakeholder feedback and input.

The following action/service is being made inactive for the 2019-2020 LCAP, MP 2.3 The Crisis Communication action/service is being made inactive in the 2019-2020 LCAP as the district is utilizing preexisting tools and modes of communication to address this need.

A new action/service that is being added to Goal 3 is MP 4.6, a new action of providing unduplicated pupils with access to student leadership opportunities within high school through a partnership with Latinos In Action; this is an addition that is in support of stakeholder feedback and input.

A new action/service that is being added to Goal 3 is MP 4.7, a new action principally directed towards providing unduplicated pupils with increased access to student leadership opportunities within high school through the Stockton Master Innovators program; this is an addition that is in support of stakeholder feedback and input.

A new action/service that is being added to Goal 3 is MP 4.8, a new action principally directed towards providing unduplicated pupils with increased access to college and career readiness opportunities through providing students with increased access to attend the Black Students of California United (BSCU) Leadership conference, this is an addition that is in support of stakeholder feedback and input.

An action/service that is being increased within Goal 3 is MP 6.3, six more Arts Resource Teachers are being added to this action increasing the total funded Arts Resource Teachers in the LCAP to thirteen; this is an increase that is in support of stakeholder feedback and input.

An action/service change is that in the 2018-2019 LCAP for Goal 3 Actions & Services there was two MP 7.2, and now the correction in the 2019-2020 LCAP has been made to clearly show there is a MP 7.2 action and a MP 7.3 action. the action and services remain the same.

A new action/service that is being added to Goal 3 is MP 7.4, Universal Transportation Access For All Students, an action principally directed towards providing all unduplicated students with access to transportation to and from school.

Stakeholder Engagement

LCAP Year: **2019-20**

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 parents, students, both certificated and classified staff, local bargaining units, community members, school personnel, 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 2018-2019 LCAP updates and development of the District LCAP for 2019-2020. The District LCAP coordinator was present at all Parent Advisory Committee, District English Language Advisory Committee, Community Advisory Committee and Foster Youth & Families In Transition Committee meetings to provide information and updates on the LCAP, answer questions, listen to feedback, and provide presentations aligned with the LCFF Evaluation Rubrics. The presentations entailed the use of Local Control Funding Formula (LCFF) funds and allocation alignment to the LCAP, the eight state priorities and how they are embedded in the goals, metrics and indicators, and actions/services outlined within the plan. Stakeholders were presented with the Fall 2018 California Dashboard results for SUSD and local indicator results. SUSD identified within its current LCAP (2018-2019) services and actions under each goal and the current status for all student groups, specifically focused towards foster youth, English learners and socioeconomically disadvantaged students. In addition, the purpose and use of supplemental and concentration funding was explained. Stakeholders responded both verbally and in writing during the meetings, presentation handouts were translated and interpreters provided language support during verbal presentations. A survey was provided with access for stakeholders to take online or on paper and was provided in English and Spanish. Site principals received training on the LCAP and Dashboard and provided presentations for their school site staff, School Site Council, and English Learner Advisory Committee. Principals and school site leadership team members presented a LCAP overview to their School Site Council (SSC) and English Learner Advisory Committee (ELAC). Site principals set goals aligned with LCFF Evaluation Rubric data and LCAP goals, and a strategic plan was collaboratively developed with stakeholders to support their School Plan for Student Achievement (SPSA) focus on increasing student achievement, student social-emotional development, increasing positive attendance, increasing English learner proficiency rates and reclassification, and decreasing incidents of student suspensions.

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. SUSD stakeholders and members of the public received communication regarding LCAP stakeholder meetings by various means of communication and outreach, including district website posting, robo calls, flyers, announcements during community presentations, social media messages, email messages, SUSD connects, and postings at each of the local school sites.

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

DATE   TIME   EVENT/TOPIC

- Sept. 27, 2018 9:15-10:15 AM School Site Council Meeting: Overview of the 2018-2019 LCAP & District Data
- Sept. 28, 2018 8:00-10:00 AM District LCAP Committee: Overview of LCAP actions and Data Collection procedures for progress monitoring
- Oct. 3, 2018 9:00-11:30 AM DELAC Meeting- Overview of LCAP, LCFF, and District Data
- Oct. 3, 2018 3:00-4:30 PM Foster & Homeless Youth committee meeting- Overview of California Dashboard Data and LCAP goals focused on Foster Youth and Families in Transition Students

- Oct. 18, 2018 12:00-1:30 PM Business Council of San Joaquin: California School Dashboard & District Focus on Goal Setting Aligned With LCAP
- Oct. 22, 2018 5:30-6:30 PM Parent Advisory Committee-Overview of the LCAP, LCFF, and the Committee's role in LCAP development
- Oct. 23, 2018 9:00-11:00 AM English Learner Task Force Meeting: LCAP Overview of Actions and Services & District Data aligned with English Learners
- Oct. 26, 2018 8:00-10:00 AM District LCAP Committee- review of SUSD goals, services, California Dashboard and needs assessment
- Oct. 29, 2018 3:30-4:30 PM School Site Council Meeting- LCAP presentation of SUSD goals, services, California Dashboard and needs assessment
- Nov. 5, 2018 5:30-6:30 PM Parent Advisory Committee (PAC)- review of SUSD goals, services, California Dashboard and needs assessment
- Nov. 6, 2018 2:20-3:50 PM Teacher Staff Meeting: Overview of the LCAP, LCFF funds and the Eight State Priorities, & District Data on Suspension & Attendance rates, and Academic Achievement

- Nov. 7, 2018 5:30-6:30 PM Community Advisory Committee (CAC/SELPA) Overview of IEP Support & Community Resources aligned with LCAP
- Nov. 9, 2018 3:00-4:00 PM Community Meeting with Hmong International Culture Institute focused on LCAP Outreach & Engagement
- Nov. 10, 2018 9:30-1:30 PM PLUS Focus Group Presentation & Discussion of District LCAP Data and Actions & Services
- Nov. 15, 2018 2:30-4:00 PM Certificated and classified staff- review of SUSD goals, services, California Dashboard and needs assessment
- Nov. 20, 2018 2:00-3:00 PM LCAP Community Engagement & Support for Unduplicated Pupils Collaboration meeting between SUSD & MUSD
- Nov. 27, 2018 8:30-10:30 PM District English Learner Task Force Meeting discussion about LCAP support for English Learners

- Nov. 29, 2018 2:30-4:00 PM Certificated and classified staff- review of SUSD goals, services, California Dashboard and needs assessment
- Nov. 30, 2018 8:00-10:00 PM LCAP committee presentation- review of SUSD goals, services, California Dashboard and needs assessment

- Dec. 3, 2018 8:00-2:00 PM SJCOE Meeting focused on LCFF & LCAP promoting equitable outcomes for students
- Dec. 3, 2018 5:30-6:30 PM Parent Advisory Committee (PAC)- LCAP presentation of SUSD goals, services and needs assessment
- Dec. 3, 2018 9:00-2:00 PM Student LCAP Focus Groups at Taylor Leadership Academy
- Dec. 7, 2018 8:30-9:30 AM LCAP Presentation at the Family Coffee hour held at McKinley School
- Dec. 12, 2018 9:00-2:00 PM Student LCAP Focus Groups at El Dorado School
- Dec. 13, 2018 8:00-9:30 AM Extended Executive Cabinet Meeting
- Dec. 14, 2018 11:00-12:00 PM LCAP Discussion Meeting with the DELAC board
- Dec. 18, 2018 9:00-10:00 PM LCAP Dashboard and Actions/Services parent/guardian/community workshop
- Dec. 19, 2018 9:00-1:30 PM Student LCAP Focus Groups at King School
- Dec. 20, 2018 1:30-3:30 PM LCAP Foster Youth Committee Meeting
- Dec. 21, 2018 8:00-10:00 AM LCAP Committee Meeting focused on Dashboard data and progress monitoring

- Jan. 7, 2019 5:30-6:30 PM Parent Advisory Committee (PAC) meeting review of SUSD goals, Dashboard Data, aligned with LCAP
- Jan. 8, 2019 9:00-10:30 AM District English Language Advisory Committee (DELAC) review of SUSD goals, Dashboard data aligned with LCAP
- Jan. 9, 2019 9:00-2:00 PM Student LCAP Focus Groups at McKinley School
- Jan. 15, 2019 7:00-8:00 PM LCAP presentation to the SUSD Board
- Jan. 16, 2019 9:00-2:30 PM Student LCAP Focus Groups at Fremont School
- Jan. 17, 2019 8:30-9:30 AM Special Education study group review of LCAP actions/services and goals
- Jan. 21, 2019 8:00-2:00 PM Student LCAP Focus Group at Stagg High School
- Jan. 22, 2019 11:00-1:00 PM LCAP Engagement and Forum event presenting LCAP 2018-2019 updates and feedback for development of 2019-2020 LCAP for families and the community (Professional Development Center)
- Jan. 24,2019 8:00-2:00 PM Student LCAP Focus Groups at Edison High School
- Jan. 25, 2019 8:00-10:00 AM LCAP Committee Meeting focused on Student Academic Achievement actions and services
- Jan. 28, 2019 8:00-1:00 PM Student LCAP Focus Group at Cesar Chavez High School
- Jan. 29, 2019 8:00-1:00 PM Student LCAP Focus Groups at Franklin High School
- Jan. 30, 2019 9:00-11:30 AM District English Language Advisory Committee (DELAC) review of Dashboard and LCAP student achievement data

- Jan. 31, 2019 2:00-3:30 PM Foster Youth Study Group with a review of LCAP goals and services in support of Foster Youth student achievement

- Feb. 12, 2019 10:00-11:30 AM LCAP Engagement and Forum event presenting LCAP 2018-2019 updates and feedback for development of 2019-2020 LCAP for SUSD parents attending the School For Adults
- Feb. 13, 2019 1:30-3:30 PM Foster & Homeless Youth committee meeting- Overview of current status of services being provided and LCAP goals focused on Foster Youth and Families in Transition Students
- Feb. 13, 2019 5:00-7:00 PM LCAP Engagement and Forum event presenting LCAP 2018-2019 updates and feedback for development of 2019-2020 LCAP for certificated & classified staff, families, students, and the community (Cesar Chavez High School)
- Feb. 15, 2019 9:00-11:00 AM LCAP Engagement and Forum event presenting LCAP 2018-2019 updates and feedback for development of 2019-2020 LCAP for families and the community (Fremont School)
- Feb. 19, 2019 12:30-1:30 PM Executive Cabinet Meeting LCAP discussion
- Feb. 20, 2019 9:30-10:30 AM State Preschool PAC LCAP presentation
- Feb. 22, 2019 8:00-10:00 AM LCAP Committee Meeting discussing LCAP engagement data
- Feb. 22, 2019 11:30-12:40 AM Community Advisory Committee (SELPA/CAC) focused on sharing LCAP actions & services, goals, and discussion on current needs to support students with disabilities and their families
- Feb. 26, 2019 12:30-1:30 PM Executive Cabinet Meeting LCAP discussion

- Mar. 2, 2019 9:00-11:00 AM LCAP Engagement and Forum event presenting LCAP 2018-2019 updates and feedback for development of 2019-2020 LCAP for certificated & classified staff, families, students, and the community (Edison High School)
- Mar. 4, 2019 5:30-6:30 PM Parent Advisory Committee (PAC) meeting LCAP updates
- Mar. 6, 2019 12:30-1:30 PM Executive Cabinet Meeting LCAP discussion
- Mar. 13, 2019 8:00-2:00 PM PLUS Summit LCAP Presentation at University of the Pacific
- Mar. 15, 2019 12:00-1:00 PM Community Advisory Committee (SELPA/CAC) meeting focused on LCAP support of technology integration and students with disabilities access to broad course of study
- Mar. 20, 2019 12:30-1:30 PM Executive Cabinet Meeting
- Mar. 26, 2019 9:00-11:00 AM District English Language Advisory Committee (DELAC) LCAP engagement data
- Mar. 27, 2019 12:30-1:30 PM Executive Cabinet Meeting LCAP discussion
- Mar. 28, 2019 12:30-2:30 PM Steering Committee for curriculum and instruction role out plan for 2019-2020
- Mar. 29, 2019 8:00-10:00 AM LCAP Committee Meeting reviewing LCAP engagement data and discussing suggested additions to the 2019-2020 LCAP
- Mar. 30, 2019 1:30- 2:30 PM MTSS meeting for development of 2019-2020 professional development calendar

- Apr. 1, 2019 5:30-6:30 PM Parent Advisory Committee Meeting presenting LCAP engagement data and feedback on areas of need to be addressed by the 2019-2020 LCAP

- Apr. 2, 2019 1:00-2:30 PM Parent and Community Engagement strategic meeting focused on creating a framework for 2019-2020
- Apr. 4, 2019 8:00-11:00 AM Imagine Promise Summit at University of the Pacific
- Apr. 8, 2019 2:30-3:30 PM Council of the Great City Schools Strategic meeting focused on budget, transportation, LCAP, and meeting the needs of students with disabilities and their families
- Apr. 8, 2019 8:00-9:00 AM Strategic Staffing Meeting for 2019-2020
- Apr. 10, 2019 9:30-11:00 AM District English Language Advisory Committee LCAP presentation of engagement data and proposal for 2019-2020 LCAP
- Apr. 16, 2019 9:00-10:30 AM SJCOE working LCAP session
- Apr. 16, 2019 5:00-6:00 PM SUSD Board Meeting Study Session on LCAP Engagement Data and 2019-2020 proposals for addition
- Apr. 19, 2019 1:30-3:30 PM Foster & Homeless Youth committee meeting- Overview of current status of services being provided and LCAP goals focused on Foster Youth and Families in Transition Students
- Apr. 23, 2019 7:00-8:00 PM SUSD Board meeting LCAP presentation of LCAP engagement data and proposed 2019-2020 LCAP
- Apr. 25, 2019 5:00 PM Turned in 2019-2020 LCAP proposal to the SJCOE for draft review
- Apr. 26, 2019 8:00-10:00 AM LCAP Committee Meeting focused on LCAP 2019-2020 discussion
- Apr. 29, 2019 12:30-2:30 PM Steering Committee for curriculum and instruction role out plan for 2019-2020
- Apr. 30, 2019 2:00-3:30 PM LCAP Federal Addendum Submission and Review Webinar

- May 1, 2019 2:00-5:00 PM SJCOE draft review of SUSD 2019-2020 LCAP
- May 2, 2019 10:00-11:00 AM Community Advisory Committee (SELPA/CAC) LCAP presentation of 2019-2020 proposal
- May 6, 2019 5:30-6:30 PM Parent Advisory Committee (PAC) LCAP presentation of 2019-2020 proposal
- May 9, 2019 12:30-2:30 PM Steering Committee for curriculum and instruction role out plan for 2019-2020
- May 11, 2019 10:00-11:00 AM Hmong Culture Enrichment Saturday School presentation
- May 14, 2019 6:00-8:00 PM SUSD Board presentation on Budget and LCAP 2019-2020 proposal
- May 16, 2019 12:30-2:30 PM Steering Committee for curriculum and instruction role out plan for 2019-2020
- May 20th - May 30th 2019-2020 SUSD LCAP draft is posted on the district website and hard copies are available for review in the district front office

- June 3rd-7th Superintendent replies to all LCAP inquiries
- June 24 5:00-6:00 PM SUSD public hearing- LCAP/Budget
- June 25 7:00-9:00 PM SUSD Board meeting LCAP/Budget adoption

On January 13, 2019, the district opened the LCAP Survey and closed it on March 9, 2019. The 2019-2020 LCAP survey was available for all stakeholders (students, certificated & classified staff, parents/guardians, families, community members) to share their input, ideas, and thoughts aligned with the LCAP. A needs assessment aligned with the 8 state priorities was also part of the survey

data collected. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communication posts on social media outlets, SUSDConnects, School Messenger (robo calls), newsletters, monthly emails, virtual (using Peach jar) and physical shared flyers, community presentations, and posting on the district's and school site websites. The survey was available to take in Spanish and/or English; both online and a paper versions were provided.

Stockton Unified School District's (SUSD) 2019-2020 Local Control & Accountability Plan (LCAP) stakeholder engagement and participation process were aligned with the focus of informing stakeholders of data aligned with the 8 state priorities and the District's process toward meeting our three LCAP goals and to identify additions or changes to the existing LCAP goals and actions based on needs assessments, Local Control Funding Formula Evaluation Rubrics data (CA Dashboard), student need, and stakeholder data provided through engagement and outreach events and data collection methods. Opportunities to learn about, increase depths of knowledge, review progress, and provide input on the implementation and development of the District LCAP allowed for a diverse group of stakeholders to provide informative feedback and suggestions. The District's engagement and participation outreach in the updating and development process of the LCAP included the SUSD Board of Education, Parent Advisory Committee, District English Language Advisory Committee, Community Advisory Committee, School Site Councils, English Language Advisory Committees, Foster Youth & Families in Transition Committee, student focus groups comprised of students with disabilities, foster youth, socioeconomically disadvantaged, and English learners, certificated and classified staff members, and community members. LCAP engagement events and forums were held in the morning, afternoon, and night time and also on the weekend to try to provide diverse opportunities for stakeholders to participate on days and times that worked for their schedules.

Student Surveys:

Student surveys were conducted during the months of January, February, and March of 2019 to gather feedback and input related to services and programs provided by SUSD. Questions focused on student preparation for college, career and community readiness, student access to learning resources, parent/guardian involvement, access to broad course of study, and school safety. The 2019-2020 student survey showed that 59% of 7th-12th grade students want to attend a four year college, 20% want to attend a two year community college, 13% want to go directly to work, 6% want to enlist in the military, and 2% want to attend a trade school. 3rd-12th grade students shared that students strongly agree, agree, or were neutral that they feel the lessons they are learning in class are preparing them to be successful: in high school and college 93%, in a career or profession 91%, in my community 92%. Students 3rd-12th grade shared that 98% felt they strongly agreed, agreed, or were neutral with having access to laptops at school. 83% of 3rd-12th graders shared that they strongly agreed, agreed, or were neutral in response to having the choice to take part in before-, during-, or after-school tutoring if they wanted to. 90% of 3rd-12th graders shared that they felt lessons taught in their class helped them to build up their skills in leadership.

3rd-12th grade students shared that they strongly agreed, agreed, or were neutral when asked if they feel connected and valued at school by: other students 76%, classroom teachers 78%, school staff 66%, school community 63%. 78% of 3rd-12th students shared they strongly agreed, agreed, or were neutral in their response to the prompt that someone from their family had met with their teacher for a conference. When presented with the prompt that students feel safe when they are at school, 86% chose strongly agree, agree, or neutral.

Parent/Guardian Surveys:

Parent surveys were conducted during the months of January, February, and March of 2019 to gather feedback and input related to services and programs provided by SUSD. Questions focused on student preparation for college, career and community readiness, student access to learning resources, parent/guardian involvement, access to broad course of study, and school safety. The 2019-2020 parent/guardian survey showed that 97% felt strongly agree, agree, or were neutral in viewing that in order for students to receive exceptional instruction and achieve in school they need highly qualified teachers, 96% felt they strongly agree, agree, or were neutral that students need engaging learning materials. Only 45% of parents/guardians chose strongly agree, agree, or neutral in response to their children taking part in tutoring at their child's school. Parents/guardians shared that 95% felt they strongly agreed, agreed, or were neutral with the need for students to receive exceptional instruction and achieve in school they need teaching and textbooks aligned with Common Core State Standards. Parents/guardians shared that they strongly agreed, agreed, or were neutral when asked if they feel their child(ren) feel connected and valued at school by: other students 42%, classroom teachers 42%, school staff 43%, school community 44%. 52% of parents/guardians shared they strongly agreed, agreed, or were neutral in their response to the prompt that a parent/guardian or family member had met with their child's teacher for a conference. When presented with the prompt that students feel safe when they are at school, 43% chose strongly agree, agree, or neutral.

Certificated & Classified Staff Surveys:

Staff surveys were conducted during the months of January, February, and March of 2019 to gather feedback and input related to services and programs provided by SUSD. Questions focused on student preparation for college, career and community readiness, student access to learning resources, parent/guardian involvement, access to broad course of study, and school safety. The 2019-2020 staff survey showed that 98% felt strongly agree, agree, or were neutral in viewing that in order for students to receive exceptional instruction and achieve in school they need highly qualified teachers, 98% felt they strongly agree, agree, or were neutral that students need engaging learning materials. 91% of staff chose strongly agree, agree, or neutral in response to the statement that students take part in tutoring at their school. Staff shared that 93% felt they strongly agreed, agreed, or were neutral with the need for students to receive exceptional instruction and achieve in school they need teaching and textbooks aligned with Common Core State Standards. Staff shared that they strongly agreed, agreed, or were neutral when asked if they feel student's feel connected and valued at school by: other students 73%, classroom teachers 86%, school staff 83%, school community 70%. 92% of staff shared they strongly agreed, agreed, or were neutral in their response to the prompt that a parent/guardian or family member had met with their child's teacher for a conference. When presented with the prompt that students feel safe when they are at school, 86% chose strongly agree, agree, or neutral.

Community Surveys:

Community surveys were conducted during the months of January, February, and March of 2019 to gather feedback and input related to services and programs provided by SUSD. Questions focused on student preparation for college, career and community readiness, student access to learning resources, parent/guardian involvement, access to broad course of study, and school safety.

The 2019-2020 community survey showed that 96% felt strongly agree, agree, or were neutral in viewing that in order for students to receive exceptional instruction and achieve in school they need highly qualified teachers, 96% felt they strongly agree, agree, or were neutral that students need engaging learning materials. Community members shared that 84% felt they strongly agreed, agreed, or were neutral with the need for students to receive exceptional instruction and achieve in school they need teaching and textbooks aligned with Common Core State Standards. Community members shared that they strongly agreed, agreed, or were neutral when provided with the prompt that in order for families and guardians to support students' learning, they need: high school graduation workshops 95%, college and career info workshops 96%, academic conferences with teachers 95%, health and wellness workshops 91%.

A needs assessment was conducted with staff, parents/guardians, and community members aligned with the eight state LCAP priorities and the following represents the top four needs-assessment focal areas for each state priority as identified by data analysis from the needs assessment results:

Priority 1: Basic Services (Conditions of Learning)
- Student access to curriculum, textbooks, and instructional materials
- Teacher recruitment, selection, retention, and new teacher support
- Clean & well maintained schools
- Access to physical and mental health services for students/families/guardians

Priority 2: Implementation of Common Core State Standards (Conditions Of Learning)
- Access to high-quality curriculum and supporting materials
- Classroom resources and instructional supplies for teachers
- Professional development for teachers
- Collaboration time for teachers

Priority 3: Parent/Guardian Involvement (Engagement)
- Ongoing parents/guardian/family communication
- Parent/Guardian/Family resource centers and parent liaisons at schools
- Parent/Guardian/Family academic conferences
- Access to physical and mental health services for parents/guardians/families

Priority 4: Student Achievement (Student Outcomes)
- Increased academic supports for students
- Increase opportunities for after-school tutoring and enrichment activities
- Increased and improved access to technology
- Career Technical Education (CTE) pathways and internships

Priority 5: Student Engagement (Engagement)

- Extracurricular activities, clubs, events, and programs
- Access to more rigorous and engaging content in classes
- Incentives and celebrations focused on increased academic achievement and attendance
- Access to physical and mental health services

Priority 6: School Climate (Engagement)
- Social-emotional learning supports
- Positive school culture programs and activities
- Mental health resources and behavior intervention teams
- Culturally responsive teaching, learning, and equity training

Priority 7: Access To Broad Course Of Study (Conditions of Learning)
- Challenging and engaging courses that prepare students for college-level work
- Access to specialized programs
- Extra support and workshops aligned with assessment and application preparation
- Family resources focused on college and career readiness for students

Priority 8: Outcomes From A Broad Course of Study (Conditions of Learning)
- Connecting classroom learning to real-world job based skills and experiences
- Athletics, music, band, and VAPA
- Dual enrollment classes that allow students to earn college credits while in high school
- Student leadership opportunities

Outreach/consultation was offered and took place during the 2018-2019 school year with the following stakeholders:

1. At nine schools, LCAP focus groups took place, all four comprehensive high schools and five elementary and middle schools, that represented school sites serving the highest percentages of foster youth, English learners, and socioeconomically disadvantaged students. A total of 1,107 students (468 1st-8th grade students & 639 9th-12th grade students) took part in the student LCAP focus groups.

2. Representatives from the Associated Student Bodies were provided with opportunities to participate in LCAP review, updating, and developing sessions within the focus group sessions that were held at the high schools and during the district Peer Leaders Uniting Students (PLUS) forums.

3. Nine Parent Advisory Committee meetings were held and attended by the Parent/Community Empowerment & Outreach department staff and director of LCAP.

4. Five District English Learner Advisory Committee meetings were attended by the director of LCAP and LCAP information was shared.

5. Eight family coffees were attended by the director of LCAP where LCAP presentations were provided.

6. All schools held a School Site Council and English Language Advisory Committee meeting where an LCAP presentation was provided and feedback and input was shared.

7. Five Family & Community LCAP workshops were held.

8. Five Foster Youth & Families in Transition Committee meetings were held.

9. Four Community Advisory Committee (SELPA) meetings were held.

10. Eight LCAP presentations were provided to certificated and classified staff members.

11. Three LCAP presentations were provided to community-based organizations.

12. Five LCAP Family/Community/Staff engagement forums/events were held that were open to all families, community members, and staff members to attend. The meetings consisted of an overview of the Local Control Funding Formula process, the eight state priorities, the District's three LCAP goals, a summary of the actions/services within each of the three district goals, including the budget and the metrics and indicators aligned with the state priorities, and LCAP district data aligned with local indicators and the LCFF Evaluation Rubrics (California Dashboard) data. Stakeholder's engaged in collaborative discussions, equity data walks, discussions with district representatives from different departments, and provided written feedback and suggestions on a template that outlined LCAP focus areas aligned with each state priority.

13. Bargaining Units: Certificated and classified staff took part in the staff presentations, the LCAP engagement forums, in the School Site Council and English Learner Advisory Committees at school sites, and provided feedback and consultation through taking part in the LCAP survey (1,520 employees completed the LCAP survey).

14. The LCAP survey for development of the 2019-2020 LCAP was accessible for two months, was provided in English and Spanish, accessible online and in paper form, and was completed by 12,633 stakeholders (9.684 students, 1,349 parents/guardians, 1,530 employees, and 70 community members).

15. The Board of Trustees was provided with input, inquiry, and data regarding LCAP goals throughout the year. The District's LCAP is aligned with the SUSD Board identified goals, the 8 state priorities, and supports the district mission of graduating every single youth college, career, and community ready.

16. Executive Cabinet, Extended Cabinet, Steering Committee, Multi-Tiered System of Supports committee, Trauma-Informed Care Committee, and Family Engagement Committee meetings were provided with LCAP data and discussions around student data and actions/services aligned with the LCAP.

All presentations and modes of communication and outreach were provided in both English and Spanish and the LCAP presentations in collaboration with the Language Development Office were provided in both English and Spanish verbally and in Khmer-Cambodian.

A draft version of the LCAP & Annual Update was posted on the SUSD website and physical copies were made available for review in the district front office for public comment on May 22nd, 2019.

On June 24, 2019, a public hearing was held to present the final 2019-2020 LCAP & Annual Update. District staff presented a walk-through of the document highlighting changes and consolidations, then took notes on public comment.

On June 25, 2019, district staff presented the final 2019-2020 LCAP & 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?

Revisions and additions to the 2019-2020 LCAP were made based on the analysis of stakeholder feedback, themes that were consistent and found in multiple feedback formats (student focus groups, survey results, LCAP engagement forum data, LCAP workshop feedback, etc.) and based on alignment with the eight state priorities from the diverse opportunities provided for student, staff, family, and community feedback provided during the engagement sessions and survey results. Revisions and additions to the LCAP were created taking into account the need for the district to progress towards reaching the LCAP metrics designed through a monitoring process led by the Executive and Extended cabinet members, with a focus principally on increasing and improving the actions and services in support of the academic growth and social-emotional development of all students, while ensuring effective strategic support and evidence-based interventions are provided to students with disabilities, foster youth, English learners, and socioeconomically disadvantaged students.

Results of the survey and stakeholder feedback indicated that stakeholders wanted to increase mental health and well-being services that students have access to at school, ensure all students have access to technology and curriculum to support their learning, high quality teachers providing instruction, improved access to arts and enrichment activities for students, and tutoring and additional academic support and enrichment opportunities provided to students after school. Stakeholders shared that their is a desire for parents, guardians, and family members to participate in English as a Second Language classes and workshops focused on how they can better understand the educational system expectations and how to support their students academic achievement both at

home and within the schools. Comments from stakeholders shared they felt it was important students have access to high-quality curriculum and the District actively recruits, selects, retains, and provides professional learning for teachers. All stakeholders shared an interest in the District increasing and improving services provided that address the academic achievement in English Language Arts and Mathematics for students, increase English learner reclassification rates, and positive social-emotional development of students. Stakeholders indicated that development of the Career Technical Education pathways at the high schools is needed to connect classroom learning to real-world and job-based skills and experiences.

Prioritized themes from analysis of stakeholder data led to the following maintained support, additions and/or increases in services:
1. Expanded actions/services related to trauma-informed care related to meeting the social-emotional needs of foster youth, English learners, and socioeconomically disadvantaged students. (LE 2.7, LE 9.15, LE 9.16)
2. Additional professional development and learning opportunities in support of delivering Common Core State Standards aligned curriculum with high quality rigorous first instruction. (SA 5.1, SA 5.2, SA 6.1)
3. Maintained support of art, enrichment, and technology integration and access for students. (MP 6.1, MP 6.2, MP 6.3, MP 6.4)
4. Maintained support of resources to attract, recruit, and retain high quality staff. (SA 7.9, SA 8.1, LE 2.1)
5. Maintained support for updating technology used by school staff in support of student academic achievement and positive attendance. (LE 1.1)
6. Increase the resources and capacity for the Wellness Centers supporting the students attending the four comprehensive high schools. (LE 8.6)
7. Increased services and support for students with disabilities attending the smaller specialty high schools. (SA 7.11)
8. Increase high school students access to college and career readiness resources and experiences. (SA 11.15, SA 11.16)
9. Increase of communication and outreach to parents/guardians and training/workshops that are offered. (MP 1.1, MP 2.1)
10. Additional support for implementation of standards-based English Language Arts, Math, and English Language Development curriculum. (SA 5.1, SA 5.2, SA 6.1, LE 2.11, LE 9.17)
11. Expanded professional development services and resources provided to staff, students, and families to increase equity, access, and agency leadership building capacity across the district. (LE 2.11, LE 9.17)
12. Increase English as a Second Language (ESL) courses and access for parents, guardians, and families. (MP 1.3)

Consistent LCAP Committee meetings and involvement with the Executive Cabinet members during the 2018-2019 school year enhanced the District's ability to make data-based decisions about increases, additions, and modifications in development of the 2019-2020 LCAP. The District will continue to improve and build upon the lessons learned in updating and developing the LCAP during the 2019-2020 school year to increase the effectiveness of the actions/services and involvement of stakeholder's voices in the developing the 2020-2023 LCAP process.

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

State 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 student's needs based on California Dashboard data, local indicator data, student/staff/parent/guardian/community surveys were identified in the following areas:

- Consistent delivery of high quality rigorous first instruction through the implementation of research-based curriculum aligned with the Common Core State Standards. Data Source: SUSD Curriculum and Language Development Department
- Student progress towards meeting or exceeding standards on state standardized and curriculum based assessments. Data Source: CAASSP, I-Ready, SUSD Illuminate (district database for academic curriculum assessment results)
- Fluency and student demonstrated proficiency in reading, writing, speaking, and listening aligned with attainment of reclassification and English proficiency. Data Source: CALPADS, ELPAC, CA Dashboard, Curriculum Assessment Data (SUSD Illuminate)
- Reading and comprehending literary concepts at a proficient level by the completion of Grade 3. Data Source: CALPADS, I-Ready (curriculum assessment)
- Demonstration of mathematical proficiency and problem solving skills that have prepared 8th grade students to transition into high school ready for Algebra proficiency by the completion of 9th grade. (Concepts and Applications). Data Source: CALPADS, I-Ready, CAASPP math results

- All youth graduating high school college/career/community ready by Grade 12. Data Source: CALPADS, Xello, Ontrack/Spotlight, SBAC results in ELA and Math, CA Dashboard

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	100% of school sites have sufficient number of district board of education adopted curriculum aligned with Common Core State Standards for every student at their site and instructional staff at school sites are provided with opportunities for professional learning aligned with curriculum implementation. Build school site capacity to deliver instructional materials through targeted pedagogical knowledge, equity, and curriculum specific training district wide focused on teacher implementation at each school site of high quality first instruction, that is culturally responsive and relevant, while differentiating to meet the culturally and linguistically diverse

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			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. * 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.	needs of students using board adopted curriculum aligned with Common Core State Standards for mathematics, English language arts, English language development, and other state and local standards. (Verified by SUSD Curriculum Department through Grade Level Professional Development attendance, survey data, master schedules, and school site PLC collaboration data.) Professional Development (PD) on High Quality First Instruction, Culturally Responsive & Relevant Learning, & Implementation of Rigorous Curriculum: (Training & support provided by Pivot Learning, CORE, UnboundEd Standards Institute)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			(Verified by coaching logs and professional development sign in sheets and survey data.)	- Training on instructional materials - Training on content-specific pedagogical material - Site-based coaching and training for administration on using data to improve implementation and decision-making - Site-based coaching and training on implementing the instructional materials - Training focused on designing learning for culturally and linguistically diverse learners - Collaboration focused on implementation and improvement of standards-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				based high quality first instruction, curriculum implementation and interpretation of data • Implementation of tiered interventions to address the learning needs of struggling students • Site-based instructional coaches to enhance equitable access to high quality first instruction for English learners, foster youth and low socioeconomic students. • Integration of instructional Technology • Build school site capacity to deliver instructional material through

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				targeted pedagogical knowledge, equity, and curriculum specific training

(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 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 | 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 | To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language | 100% of identified English Learners will receive at minimum 30 minutes a day of designated English Language Development, |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
purposes of gaining academic content knowledge and English language proficiency?		Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)	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.)	and access to integrated English Language Development standards for K-8th grades, and 9th-12th grade English learners at minimum 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 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	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.) 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	To increase the percentage of students for both district and student groups by 5% that exceeded or met English Language Arts (ELA)/ Literacy and Math standards as determined by the Smarter Balanced Assessment and the Distance From Level 3.	To increase the percentage of students district wide by 5% from the prior year that exceeded or met English Language Arts (ELA)/ Literacy and Math standards as determined by the Smarter Balanced Assessment and the Distance From Level 3. (California Dashboard data)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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 (Verified by the CA Dashboard Student Groups ELA and Mathematics measured as distance from level 3 Distance from 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 (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;	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	therefore, no data reported.			N/A
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.	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 approved Career Technical Educational standards and framework. (Verified by CALPADS.)	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 board approved Career Technical Educational standards and framework. (Verified by 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 approved Career Technical Educational standards and framework by 5% from the prior year data. (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 by 5% from the prior year. (Verified by California School Dashboard English Learner Progress Indicator.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 by 5% from the year prior. (Verified by Dataquest.)
State Priority 4F: The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher.	Baseline (2015-2016): 32% was incorrect-22% is the correct baseline Data Source: College Board AP Exam	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.) 32% was reported incorrectly-correction 22%	To increase the overall percentage of students by 5% who have passed at least one Advanced Placement (AP) examination with a score of 3 or higher. (Verified by College Board AP Exam.)	To increase the overall percentage of students by 5% who have passed at least one Advanced 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 as measured by the state assessment SBAC/CAASPP (Early Assessment Program). (Verified by CAASPP/EAP in ELA and Mathematics.)
State Priority 7A:	Baseline (2015-2016): Yes	To maintain that a broad course of study is	To maintain that a broad course of study is	To maintain that a broad course of study is

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	Data Source: CALPADS	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.)	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.)	offered to all students grades 1st-6th in the areas 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 7th-12th 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 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	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	To maintain that a broad course of study is offered to all students grades 1st-6th in the areas of English Language Arts (ELA), Mathematics, Social Studies/Sciences, Science, Health, and Visual and Performing

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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.)	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.)	Arts and Physical Education. To maintain that a broad course of study is offered to all students grades 7th-12th 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 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	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	To maintain that a broad course of study is offered to all students grades 1st-6th in the areas 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 7th-12th in the areas of English, Social Sciences, Foreign

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	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 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	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. (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 5 percentage of Grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP.) To increase 3 percentage of Grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP.)	To increase by 5% from the previous year Grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP.) 5% increase of Grade 9th students meeting grade level proficiency in Math concepts as compared from data from the prior year. (Verified by CAASPP)

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)
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	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	SA 1: Student Technology To enhance student access to information technologies that promote increased learning and academic achievement. Many of our socioeconomically disadvantaged, English Learners, and Foster Youth students have limited access to the internet and technology for educational purposes outside the school day. They will have increased access to technology in order to individualize instruction, gain technology skills integrated into the curriculum aligned with Common Core State Standards, access computer-based assessments, reinforce 21st-century applicable skills learners need for success in schools, careers, and the community, and ensure equity and

	devices and secure storage carts for students to secure 1:1 student ratios. SA .1.2: Software that allows teachers to monitor student activities on Chromebooks and Windows machines to ensure proper usage and timely response to students during instruction.	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 update, replenish and secure 1:1 student ratios. SA 1.2: Software that allows teachers to monitor student activities on Chromebooks and Windows machines to ensure proper usage and timely response to students during instruction as well as progress monitoring of student projects.

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	NA	$75,000	$75,000
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	4000, 5000 SA 1.2 Chromebook monitoring software	4000, 5000 SA 1.2 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)

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

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)

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

| 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 | SA 2: Instructional Materials and Supplies (Inactive for 2019-2020)

SA 2.1: (Inactive for 2019-2020)
SA 2.2: (Inactive for 2019-2020) |

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	N/A
Source	LCFF	0100 LCFF Supp/Conc	None
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies SA 2.1 Units of Study Teacher Allocations	None N/A
Amount	NA	$4,000,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 SA 2.1 Supplemental Curriculum Common Core	None N/A
Amount	NA	$100,000	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	4000-4999: Books And Supplies SA 2.2 High School Science Equipment	None N/A

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

Modified Action

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

Modified 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 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	SA 3: Primary Language Support: Professional learning opportunities provided to principals, assistant principals, program specialists, instructional 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 strategic support for English Learners to build on their home language assets and ensure equitable access to high quality rigorous first instruction and research-based standards aligned curriculum in order to increase English language proficiency/reclassification. Through the San Joaquin County Office of

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.

Education, and Language Development Office, district staff will have the opportunity to take part in the California ELD Standards Institute, an interactive professional learning opportunity designed to familiarize participants with the California English Language Development Standards, the English Learner Roadmap, and ELD 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 instruction. Strategies will be readily applied to classroom instruction.

ELD Site Coordinators, curriculum specialists, and instructional coaches will provide professional learning opportunities to 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, requirements to obtain the Seal of Biliteracy, and reinforce high quality rigorous instruction utilizing the newly adopted curriculum.

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 3.4: Inactive	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	$292,765
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	NA	$170,368	$167,405
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 3.2 ELD Coaching	1000, 3000 SA 3.2 ELD Coaching
Amount	NA	$257,682	$267,210
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 SA 3.3 EL Specialist	1000, 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)

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)

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 parent/educator strategies to aid in the improvement of their students' academic success. SA 4.1: Inactive SA 4.2: Inactive	SA 4: See description for 2017-2018	SA 4: See description for 2017-2018

Budgeted Expenditures

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

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	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	SA 5: Teacher Collaboration, Monitoring and Support To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and with other district staff to review relevant and California Dashboard aligned student data to support and enhance effective instructional strategies. Collaboration and progress monitoring of student data is guided by the following four PLC questions: 1. What is it we want our students to learn?

collaboration time. (USA PD Day and 2017-2018 STA, plus 3 days)

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 5.1: 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.

2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Teachers will have the opportunity to analyze student data outcomes as the content focus and determine students needs and set SMART goals, focus on instructional strategies and development of formative 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 socioeconomically disadvantaged students. Teachers, supported by instructional coaches, site administration, Educational Services directors, and instructional support staff, will utilize collaboration time to address evidence-based instructional supports and interventions to address the academic and social-emotional needs of students with a Multi-Tiered System of Supports approach. School administration are an integral part of the PLC model and will actively take part in collaboration data based discussions with teachers; site administration will be responsible for monitoring collaboration and student learning outcomes for students; principally

| | | focused on progress monitoring of 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. |
|---|---|---|

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,184,130	$11,088,072	10,599,542
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
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	NA	$602,451	$629,829
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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)

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 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)

2018-19 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. 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).

2019-20 Actions/Services

SA 6: Implementation of Professional Learning Community (PLC) strategies
To provide educators and district staff with Professional Learning Communities (PLCs) focused training and professional learning opportunities that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. Training and professional learning opportunities provided will focus on the delivery of high quality rigorous first instruction, trauma-informed care approaches to instruction, culturally relevant and responsive teaching and learning, development and analysis of data utilizing diverse assessment structures, and implementation of instructional learning activities utilizing the newly adopted English Language Arts, Mathematics, and Englsih Language Development board adopted curriculum. The focus of this action/service is to increase equitable access to high quality

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),

rigorous first instruction and research-based curriculum by providing additional supports for unduplicated student groups. Teachers will utilize student data to identify the needed instructional support for foster youth, English learners, and socioeconomically disadvantaged student groups through a Multi-Tiered System of Supports approach to Tier 1 instruction, increasing academic growth, and social-emotional development.

A focus for this action/service will also be designed specifically to address the professional learning needs to enhance special education teachers ability to effectively implement high quality rigorous first instruction utilizing the newly Board adopted curriculum. Administrators, teachers, program specialists, and instructional coaches will take part in professional learning opportunities that are strategically focused on ensuring students with disabilities, foster youth, English learners, socioeconomically disadvantaged students are provided with equitable access to learning through a Multi-Tiered System of Supports (MTSS) approach to delivering Tier 1 instruction for all (i.e. Universal Design for Learning).

SA 6.1: Training in Professional Learning Communities (PLCs),

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$630,000	$630,000	$300,000
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	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	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	SA 7: Student Intervention Strategies and Support To provide students, principally foster youth, English learners, and socioeconomically disadvantaged students with scaffold instructional support and

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

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

evidence-based interventions that support a guaranteed and viable curriculum that meets the needs of students as they progress towards proficiency and mastery of grade level standards-based content. The action/service also is focused on ensuring that students, principally foster youth, English learners, and socioeconomically disadvantaged students are provided with baseline college preparation and access for all students, including completion of an A-G course sequence and supervision of A-G course submission process, by offering multiple credit recovery options. The District providing these additional services and supports is addressing the data aligned with college and career preparation access for identified needs of specific student groups including English learners, foster youth, socioeconomically disadvantaged, and students with disabilities; including other underrepresented student populations. The increased support within the credit recovery opportunities offered to students who are off track from high school graduation expectations will assist with maintaining student support within the district and increasing the options for students to engage in credit recovery opportunities.

Support is provided in this action/service to ensure that all Individual Educational Program (IEP) meetings are attended by the certificated teacher of the student with disabilities. An increase of special

Severe disabilities so that they can access Common Core instruction.

SA 7.1: Inactive due to the lack of availability of qualified teachers to provide intervention support to schools during the school day. SUSD was unable utilize full funding.
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

education Inclusion Specialist and Program Specialist to ensure that students are being provided with effective access to high quality rigorous first instruction and that teachers are supported in their professional learning on site in addressing the academic and social-emotional needs of students with disabilities.

Support will continue to be provided both centrally by the district and at the site for new teachers. Every first and second year teacher will be assigned a mentor that provides them with ongoing professional learning opportunities and collaborative co-planning to address the needs of students, principally focused on foster youth, English learners, and socioeconomically disadvantaged students.

Support will be provided for unduplicated students attending the Marshall Day Program to ensure evidence-based interventions are being utilized to support the social-emotional development needs of students to increase their ability to access learning content and socialize in healthy ways with others. Communication and outreach to parents/guardians and student data monitoring of attendance and academic needs will be addressed by both the Behavioral Intervention Assist and Senior Office Assist. These staff members will support the students having a successful experience at the Marshall Day Program and transitioning back into another school setting.

Increased resource teacher support with 3 more resource teachers servicing the needs of students with disabilities at the small high school and at Marshall Day Program. These teachers will actively work with students focused on integration of universal access for students to high quality first instruction and ensuring that the differentiated needs within each student's IEP are being addressed and supported. Progress monitoring of student data and ongoing communication with the parent/guardian of each student will be facilitated by the resource teacher as well as providing a progress report midway through each grading period to the parent/guardian of each student on their caseload.

SA 7.1: Inactive
SA 7.2: Inactive
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
SA 7.10 Intervention Support At Marshall Day Program

		SA 7.11 Resource Teacher Support For Small High Schools & Marshall Day Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,323,665	$1,200,000	N/A
Source	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	3010: IASA-Title 1 Basic Grants-Low	None
Budget Reference	1000, 3000	5000-5999: Services And Other Operating Expenditures SA 7.2 Imagine Learning	None N/A
Amount	NA	$1,068,531	$1,044,605
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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	NA	$0.00	$91,500
Source	None	None	0000 LCFF Base
Budget Reference	None	None	1000, 3000 SA 7.3 Frederick Teachers Prep
Amount	NA	$150,000	$49,196
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 7.6 Teacher Participation in IEP meetings	1000, 3000 SA 7.6 Teacher Participation in IEP Meetings

Amount	NA	$426,753	$329,275
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 7.7 Special Ed Inclusion Specialist	1000, 3000 SA 7.7 Special Ed Inclusion Specialist
Amount	NA	$320,000	$15,000
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	4000-4999: Books And Supplies SA 7.8 Reading Intervention Materials	4000-4999: Books And Supplies SA 7.8 Reading Intervention Supplemental 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
Amount		0.00	$114,658
Source		None	0100 LCFF Supp/Conc
Budget Reference		None	2000, 3000 SA 7.10 Marshall Community Day Prog
Amount		000	$319,306
Source		None	0100 LCFF Supp/Conc
Budget Reference		None	1000, 3000 SA 7.11 Special Ed Resource Teachers

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)	**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 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: 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 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: Instructional Coaching Instructional coaches, supported by the guidance and direction of the Director of instructional coaches, curriculum and instruction staff (new teacher support Program Technician & Senior Program Specialist), and Assistant Superintendent of Educational Services, will provide teachers with instructional strategies and resources that are research-based best practices in alignment with high quality rigorous first instruction utilizing standards-based curriculum. Instructional coaches will focus on site-based coaching and training on implementing the newly Board adopted curriculum and utilize student data to improve the implementation of the newly adopted curriculum in meeting the differentiated learning needs of linguistically and culturally diverse

	SA 8.2: Inactive SA 8.3: New Teacher Support	students. Instructional coaches will provide on-site support and professional learning focused on increasing equitable access to high quality rigorous first instruction and standards-based curriculum for all students, principally focused on differentiated instructional strategies ensuring increased and improved academic growth for foster youth, English learners, socioeconomically disadvantaged, and students with disabilities. 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	$3,720,182
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 (Centralized)
Amount	NA	0.00	$3,844,444
Source	None	None	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	None	1000, 3000 SA 8.1 Instructional Coaches (Centralized)

Amount		206,786	$423,168
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000, 4000 SA 8.3 New Teacher Suppot	1000, 2000, 3000 SA 8.3 New Teacher Support Prog Tech/Director

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)

[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
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: 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	SA 9: Extended Day/Year Programs To provide educational, enrichment, recreational and social activities for students, principally directed towards increased access for foster youth, English learners, and socioeconomically disadvantaged students, that align with

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

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. Actions SA 9.4 and 9.5: SUSD did not fill positions at Public Safety Academy and the International Baccalaureate Program due to lack of qualified personnel.

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

and extends beyond the mandatory instructional/academic day.

This action/services supports school sites providing expanded learning support/interventions provided before, during, and after school aligned with Tier 2 and 3 interventions for English learners, foster youth, socioeconomically disadvantaged, families in transition, students with disabilities, and other underrepresented student populations. The District will continue to offer summer programming to support credit recovery and promote increased access to learning and nutrition for English learners, foster youth, and socioeconomically disadvantaged students.

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: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,298,447	$1,981,656	$2,000,000
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	NA	$237,929	$224,036
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000, 4000 SA 9.4 After School Site Facilitators & Start up	2000, 3000 SA 9.4 After School Site Facilitators
Amount	NA	$0.00	N/A
Source			None
Budget Reference			None N/A

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	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	SA 10: Site Allocation	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

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

The District recognizes in this action/service that each school site in SUSD has unique needs tailored to their unduplicated student populations and stakeholder feedback focused on addressing site specific needs. To address the stakeholder input and data collected from school site needs assessments and the district LCAP survey, the District allocates funds to each school site in support of the school site, with collaborative consultation of their stakeholders through School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, to strategically address the need to improve and increase actions/services that support student academic growth and social-emotional development, principally directed towards addressing the needs of foster youth, English learners, and socioeconomically disadvantaged students. This action/service provides individual school sites the ability to allocate evidence-based interventions and site specific program elements that are clearly associated with meeting the essential core instructional needs of their students and increase parent/guardian input and involvement in the use of LCFF funds at a site level through collaborative consultation discussions held during School Site Council and English Learner Advisory Committee meetings. The LCFF funds are utilized in alignment with the district LCAP goals and are integrated in each school site's School Plan for Student Achievement (SPSA). A Multi-Tiered

System of Supports approach to addressing the academic and social-emotional needs of students with disabilities, foster youth, English learners, and socioeconomically disadvantaged students is embedded in the focus of this action/service. School sites will monitor student progress and identify students in need of additional support. Supports at school sites vary and may include: additional pay for teachers to provide after school tutoring or enrichment activities, counseling and assistant principal support, library media technician, supplemental instructional materials, field trip transportation, onsite academic enrichment events, supplemental learning supplies, project-based Visual and Performing Arts resources, increased staffing to address student and family needs alignment with needs assessment findings, and bilingual assistants. Implementation and expenditures are reviewed by the School Site Council (SSC) and English Learner Advisory Committee (ELAC) with collaborative consultation discussions for stakeholder input and suggestions.

Centralized support services to departments are allocated based on the highest student needs at various locations and schools within the district. These departmental allocations are principally directed towards increasing and improving the academic and social-emotional services that foster youth, English learners, and socioeconomically

| | | disadvantaged students receive addressing the LCFF Evaluation Rubric data identified areas of increased academic achievement, increasing English learners reclassification rates, decreasing habitual truancy and chronic absenteeism, increasing the rates of student's that meet the college and career readiness requirements, increasing student graduation rates, decreasing student suspension rates, while increasing the positive and equitable learning climates and cultures at school sites across 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	$9,975,519
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, 6000 SA 10.1 School Site Allocations
Amount	NA	$435,638	$603,096
Source	None	0091: LCFF English Learners	0091: LCFF English Learners
Budget Reference	None	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	NA	$2,936,997	2,529,069
Source	None	0090: LCFF Educ Disadv Youth	0090: LCFF Educ Disadv Youth
Budget Reference	None	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)

Specific Schools: Merlo Institute of Environmental Technology
Cesar Chavez High School
Edison High School
Stagg High School
Franklin High School
Stockton Public Safety Academy

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SA 11: College and Career Preparatory Opportunities	SA 11: College and Career Preparatory Opportunities	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 11.2: 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.

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 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

To provide students with career and college strategies and learning opportunities, increase access to A-G courses to positively affect the college and career readiness rate and high school graduation data, while providing activities that prepare students for the continuation of increased knowledge and skill sets aligned with college and career technical education pathways.

Career exploration opportunities provided to 5th-12th grade students to expand opportunities for our English learners, socioeconomically disadvantaged,and foster youth, students with disabilities, and other underrepresented student populations to increase access to A-G courses and career technical education pathways through partnerships with local industries and academically engaging and rigorous programs.

Through the Advancement Via Individual Determination (AVID) program students who are English learners, foster youth, and socioeconomically disadvantaged who will be the first in their family to go to college are provided with research-based strategies that enhance their ability to clearly articulate their thoughts in writing, access learning through leveled inquiry, engage in learning activities through collaborating with others, build organizational strategies that will prepare them for success in high school, college, career, and within their community, and skills that will enhance their critical thinking

SA 11.14: Career Exploration Software and Programs for grades K-12	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 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	skills and depths of knowledge of content they read. This program provides opportunities for foster youth, English learners, and socioeconomically disadvantaged students to receive weekly tutoring support facilitated by local college students. This action/service provides students, principally directed towards foster youth, English learners, and socioeconomically disadvantaged students access to a career exploration software that identifies career opportunities that are aligned with the student's passions and interests, California college overview and their level of competitiveness in being admitted to colleges aligned with the students academic grades and assessment results, their current status of A-G requirements completed, and next steps for success. School counselors meet with foster youth, English learners, and socioeconomically disadvantaged students to discuss student academic, discipline, and attendance data, develop a four year plan through high school, and help connect students with resources and opportunities to further explore opportunities with the career path the students have shown an interest in. 11th and 12th grade students will be provided with the opportunity to take college entrance exams at their schools sites free of charge. This action/service will provide students with the opportunity to take a college entrance exam in a setting they are comfortable, a location

they do not have to travel to, and the district covers the fee/cost for them to take the exam. This action/service will increase access for unduplicated student's access to college and career readiness experiences that are directly aligned with action/service expectations to be admitted into a college/university.

SA 11.1:   (Removed)
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
SA 11.4:   Inactive
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 11.16 In-school College-Entrance Exam Administration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,569,770	$30,000	N/A
Source	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0100 LCFF Supp/Conc	None
Budget Reference	1000, 2000, 3000, 4000, 5000	5000-5999: Services And Other Operating Expenditures SA 11.1 National Academy Foundation	None N/A
Amount	NA	$1,531,935	$1,000,000
Source	None	3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	1000, 2000, 3000, 4000, 5000 SA 11.2 AVID	1000, 2000, 3000, 4000, 5000 SA 11.2 AVID
Amount	NA	$924,407	$923,403
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 SA 11.3 Guidance Technicians Career Centers	2000, 3000 SA 11.3 Guidance Technicians Career Centers
Amount	NA	$250,317	$268,981
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 SA 11.5 Student Data Technicians	2000, 3000 SA 11.5 Student Data Techncians

Amount	NA	$293,625	$334,319
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000, 4000, 5000 SA 11.6 CTE Career Pathways	1000, 3000, 4000, 5000 SA 11.6 CTE Career Pathways
Amount	NA		N/A
Source			None
Budget Reference			None N/A
Amount	NA	$100,000	$100,000
Source	None	3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	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	NA	$165,540	$184,298
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 11.8 Public Safety Academy	1000, 2000, 3000 SA 11.8 Stockton Public Safety Academy
Amount	NA	$750,000	$645,555
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000, 4000, 5000 SA 11.9 Project Lead the Way	1000, 3000, 4000, 5000 SA 11.9 Project Lead the Way
Amount	None	$73,560	$72,338
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 11.10 JROTC	1000, 3000 SA 11.10 JROTC Teacher

Amount	NA	$72,000	$65,000
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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 Exams
Amount	NA	$85,000	$85,000
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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	NA	15,000	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	5000-5999: Services And Other Operating Expenditures SA 11.13 Career Business Partnerships	None N/A
Amount	NA	$75,000	$75,000
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	4000, 5000 SA 11.14 Career Exploration Software	4000, 5000 SA 11.14 Career Exploration Software
Amount		$159,511	$412,653
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

Amount	0.00	$159,000
Source	None	0100 LCFF Supp/Conc
Budget Reference	None	5000-5999: Services And Other Operating Expenditures SA 11.16 In School College Entrance Exam

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))

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	Modified Action	Modified 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: 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-	SA 12: This action and service provides students with disabilities, principally directed towards increasing and improving students who are foster youth, English learners, or socioeconomically disadvantaged with

SA 12.1: Special Education Student Assistive Technology and Support	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 12.1: Special Education Student Assistive Technology and Support SA 12.2: Special Education A-G Resource Teachers	access to assistive technology and support to enhance and provide equal access to high quality rigorous first instruction, standards aligned Board adopted curriculum, evidence-based interventions, and modes for social communication with their peers and school staff. This action/service provides increased and improved access for our students with disabilities, principally directed towards meeting the needs of students who are foster youth, English learners, and socioeconomically disadvantaged at the four comprehensive high schools to ensure access to high quality rigorous first instruction within high school classes that are aligned with A-G requirements in support of students with disabilities being aligned with a diploma track academic class schedule. 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	0000 LCFF Base
Budget Reference	4000, 5000	4000, 5000 SA 12.1 Spec Ed Student Assistive Technology & Support	4000-4999: Books And Supplies SA 12.1 Spec Ed Student Assistive Technology & Support

Amount	NA	$752,154	$847,655
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 12.2 Special Ed A-G Resource Teachers	1000, 3000 SA 12.2 Special Ed A-G Resource Teachers

Action 13

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not included in the 2017-2018 LCAP. See annual updates for more information.	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	SA 13: Library Support Services This action/service provides a district librarian and library media assist that directly supports schools with accessing materials to support the Common Core State Standards and distribution of Board adopted curriculum to ensure all students;

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

principally focused on English learners, foster youth, and socioeconomically disadvantaged and students with disabilities have all of the curriculum and learning resources needed to fully access the learning expected within the grade they are currently enrolled in. In support of the Multi-Tiered System of Supports approach to ensuring equitable access to literature and reading materials the district will utilize an online catalog of e-books and literature that all students will have access to both at school and at home; many of the titles chosen to be provided through this service are principally directed to supporting the learning needs of high school students who are foster youth, English learners, and socioeconomically disadvantaged to ensure improved access to literature and research resources.

The state released a free on-line search engine for the next five years accessible by all public schools so the needs to purchase and/or invest in an online search engine tool for student academic research projects is no longer needed and will be inactive for 2019-2020.

25 Book Challenge provides every student with a book bag and 25 books during the 2019-2020 school year. These books are for the students to keep and take home. Students are provided with a reading log to keep track of what they have read and how many pages and reading discussion circles are facilitated at school sites by students and staff. This action/service is

principally directed towards increasing the access to literature and improving student access to literature within their place of residence for English learners, foster youth, and socioeconomically disadvantaged students.

SA 13.1: District Librarian & Library Media Assist
SA 13.2: Library Rotating Catalog - Overdrive Ebooks Grades K-12
SA 13.3: Inactive
SA 13.4   25 Books Challenge

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$144,260	$197,124
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 SA 13.1 Librarian	1000, 3000 SA 13.1 Librarian & Lib Med Asst
Amount	NA	$100,000	$20,000
Source	None	0100 LCFF Supp/Conc	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	4000-4999: Books And Supplies SA 13.2 Library Rotating Catalog	4000-4999: Books And Supplies SA 13.2 Library Rotating Catalog
Amount	NA	$14,000	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	5000-5999: Services And Other Operating Expenditures SA 13.3 On line Research Engine Tool	None N/A

Amount		0.00	$250,000
Source		None	3010: IASA-Title 1 Basic Grants-Low
Budget Reference		None	4000-4999: Books And Supplies SA 13.4 - 25 Book Challenge

Action 14

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)

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)

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
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action was not included in the 2017-2018 LCAP. See annual updates for more information.	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 (Removed)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$172,280	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None NA	1000, 3000 SA 14.1 LCAP Program Evaluator	None N/A

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: Equitable Learning Environments (ELE)
Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

State 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 student's needs based on California Dashboard data, local indicator data, student/staff/parent/guardian/community surveys were identified in the following areas:
- Highly qualified teachers with the appropriate authorization within classrooms district wide. Data Source: SARC
- New teacher training and mentoring support for all first and second year teachers. Data Source: Curriculum & Instruction department data and Instructional Coach logs
- Facilities in good repair. Data Source: SARC
- Curriculum/Textbook sufficiency at 100% in all classrooms district wide. Data Source: SARC
- Equitable, safe, and healthy campus learning environments. Data Source: LCAP, CHKS and PLUS survey
- Student access to trauma-informed care resources. Data Source: Health Services & Counselor logs and services provided data

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 have 100% of teachers in the school district appropriately assigned and authorized to teach in the subject areas for the classes and 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.)	100% of students will have sufficient access to SUSD board adopted instructional curriculum; access to sufficient textbooks and curriculum materials. (Verified by the SUSD District Textbook Sufficiency Resolution & William's Act Report.)
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	To decrease suspension rates. (Verified by SUSD	To decrease suspension rates by 10%. (Verified	To decrease the suspension rate for all students by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: SUSD Student Information System, CALPADS	Student Information System, CALPADS.)	by California Dashboard).	compared to data from the prior year. (Verified by California Dashboard).
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 compared to data from the prior year.(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 for all students compared to data from the prior year. (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 rates for all significant student groups compared to data from the prior year. (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.	Increase the percentage of students in grades 5th,7th,9th & 11th reporting School Connectedness (PLUS survey will be used: Baseline data from Winter Survey 2018-2019 will be compared to Winter 2019-2020 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

Unchanged Action

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

Modified Action

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

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 internet access. This access is to ensure	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.	that all students, principally increased access for foster youth, English learners, and socioeconomically disadvantaged students, have access the technology integration learning activities, computer based curriculum and standardized state assessments, and 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	$650,000
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	NA	$381,901	$509,042
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	2000, 3000, 5000, 6000	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	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: 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	LE 2: High-Quality Teachers, Substitutes, Administrators, and Staff Incentives to hire and retain high-quality staff to work with our students with disabilities, foster youth, English learners, and socioeconomically disadvantaged student groups to ensure the district provides the best staff possible to meet the academic and social-emotional needs of our culturally and linguistically diverse students. This action/service provides support aligned with the process of obtaining, retaining, training and developing educators to be high quality and well-rounded role models that embody the vision that every student will graduate from our district college, career, and community ready. New substitutes and teachers are provided with overview training on Common Core State Standards

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 for K-8
LE 2.9: Educational Equity and Cultural Diversity

needs when teaching in a novel environment.
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.

and classroom management to better prepare them to provide high quality rigorous first instruction to our students; principally directed towards meeting the academic and social-emotional needs of our foster youth, English learners, and socioeconomically disadvantaged students.

SUSD will continue to support and refine a Multi-Tiered System of Supports to ensure the district is effective in meeting student needs to be engaged and connected to their school culture and climate. Increased support, based on high need student suspension, absenteeism and intensive and strategic academic achievement of our foster youth, socioeconomically disadvantaged, 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 high needs student groups. These strategies include implementation and enhancement of the Positive Behavior Intervention Support

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.

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

services as well as the monitoring and implementation of practices such as trauma informed care, restorative practices, using behavior intervention staff, counselors, social service case managers, mental health clinicians, psychologists, and certificated/classified staff to actively address and strategically meet the needs of students.

Evidence-based interventions will be utilized in the implementation of restorative practices that are culturally responsive and trauma-informed. Counselors will be trained in restorative practices and will utilize those proactive and responsive strategies in situations such as restorative circles, proactive mediation strategies, friendship circles, proactive student relational trust building strategies, 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 school wide PBIS implementation and restorative practices.

Provide improved training and increase opportunities focused on building district staff capacity in the areas of equity, inclusion and diversity, cultural responsiveness, restorative practices, and strategies for developing trauma responsive schools. Analysis of school climate surveys and discipline data (office referrals, suspensions, and expulsions)

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)

will be utilized to provide behavioral evidence-based interventions for foster and homeless youth, English learners, and socioeconomically disadvantaged students and advocate for equitable discipline for marginalized/ unduplicated youth who are disciplined disproportionately.

Provide adequate staffing above formula for sites with unduplicated student groups with a higher need for social-emotional and academic support using a Multi-Tiered System of Supports approach.

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:   Assistant Principals K-8 restoration
LE 2.9:   Educational Equity and Cultural Diversity
LE 2.10: (Inactive)
LE 2.11: Unconscious Bias/Diversity, Equity, & Inclusion/Culturally Responsive Strategies

| | | LE 2.12: (Inactive)
LE 2.13: (Inactive)
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	$50,000
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, 5000 LE 2.1 Hiring Incentive
Amount	NA	$119,502	$120,916
Source	None	0000 LCFF Base	0000 LCFF Base
Budget Reference	None	2000, 3000 LE 2.1 Labor Relations Analyst	2000, 3000 LE 2.1 Labor Relations Analyst
Amount	NA	$30,000	$30,000
Source	None	4035: TitleIIPartA-ImpvTchrQuality	4035: TitleIIPartA-ImpvTchrQuality
Budget Reference	None	1000, 3000, 4000, 5000 LE 2.2 New Teacher Training	1000, 3000, 4000, 5000 LE 2.2 Teachers & Supplies
Amount	NA	$1,066,000	$1,066,000
Source	None	3312: SpEdLocAsstPrtBSec611 CEIS	0000 LCFF Base
Budget Reference	None	1000, 2000, 3000, 4000, 5000 LE 2.3 PBIS Coordinator	1000, 3000 LE 2.3 PBIS Framework

Amount	NA	$155,999	$162,407
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 LE 2.3 PBIS Chair	1000, 3000 LE 2.3 PBIS Chair
Amount	NA	$255,999	$162,407
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 LE 2.6 Student Success Teams	1000, 3000 LE 2.6 Student Success Teams
Amount	NA	$3,136,099	$2,725,320
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000, 4000, 5000 LE 2.7 BIT Teams	1000, 2000, 3000 LE 2.7 BIT Teams
Amount	NA	$2,906,443	$4,796,837
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 LE 2.8 Assistant Principal Restoration	1000, 3000 LE 2.8 Assistant Principal Restoration
Amount	NA	$285,996	$266,260
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 2000, 3000 LE 2.9 Educational Equity	1000, 2000, 3000 LE 2.9 Educational Equity
Amount	NA	$25,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 LE 2.10 PBIS Parent Outreach & Classroom Mgt	None N/A

Amount	NA	$130,000	$300,000
Source	None	0101: Prior Year LCFF S&C C/O	0100 LCFF Supp/Conc
Budget Reference	None	4000, 5000 LE 2.11 Diversity & Inclusion	4000, 5000 LE 2.11 Unconscious Bias/Diversity
Amount	NA	$41,000	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	4000, 5000 LE 2.12 BIT Data System	None N/A
Amount	NA	$118,090	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	4000-4999: Books And Supplies LE 2.13 BIT Team Start Up	None N/A
Amount		$3,123,040	$1,035,721
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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
Amount		0.00	N/A
Source		None	None
Budget Reference		None	None N/A

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)	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
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	LE 3: Instructional Technology Solutions To provide educators with technologically appropriate instructional resources to provide safe and secure computer-based learning activities, actively progress monitor student learning and activity on their computers, while delivering high quality rigorous first instruction and utilizing Board adopted curriculum. LE 3.1: Google monitoring software (SysCloud) will be utilized by teaching staff to progress monitor student online and computer based learning activities while also ensuring active staff monitoring of student correspondence online to promote equitable and positive interactions. The EdTech Cadre will support the integration and implementation of progress monitoring of student learning aligned with technology integration; the cadre consists of K-12 certificated staff in Stockton Unified. The cadre members will support

	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.	school zones across the district. Zone teams range from 2-5 members and support 3 to 6 schools. Tech Cadre members will provide tech sessions at the sites in their zones. The tech cadre helps build site capacity for effective technology integration into lessons and disseminate information to the sites, while also being able to relay concerns or tech issues present at the sites related to student learning. The tech cadre will work with the Instructional Technology team in the Curriculum & Instruction department to build the capacity of our teachers to design lessons that integrate transferable 21st century skills, are engaging for students, and address Common Core State Standards, Career Technical Education certification requirements, and Next Generation Science Standards.

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)

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)

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 related activities to meet the needs of staff and educators. LE 4.1: Inactive	LE 4: See description for 2017-2018.	LE 4: See description for 2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	None	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)

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
Unchanged Action	Unchanged Action	Modified 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 All of the LE 5 actions/services aligned with the 2018-2019 funding source was shifted from Supplementary and Concentration to Base funds. To provide students, principally focused on foster youth, English learners, and socioeconomically disadvantaged students with facilities that are clean and in good repair to ensure equitable learning environments that are accessible to all students and enhance student engagement with their school sites. Having clean and well-maintained school sites will help to support the need for increased attendance rates for unduplicated pupils through providing daily disinfected learning environments that are clean, with access to working heating and cooling systems, filter replacement of

		HVAC systems, functional restrooms and drinking fountains, maintained playgrounds, and healthy school grounds through facility upkeep measures. This action/service supports the ability for the after school program to have effective access to school facilities and in support of family meetings in which services are provided to foster youth, English learners, and socioeconomically disadvantaged students. LE 5.1: Custodial/Maintenance Services Gap Restoration LE 5.2: Deferred Maintenance LE 5.3: (Removed)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,679,705	$2,097,413	$1,980,790
Source	LCFF	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	2000, 3000, 4000, 5000	2000, 3000 LE 5.1 Custodial Restoration	2000, 3000 LE 5.1 Custodial Restoration
Amount	NA	$2,000,000	$2,000,000
Source	None	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	None	7000-7439: Other Outgo LE 5.2 Deferred Maintenance	7000-7439: Other Outgo LE 5.2 Deferred Maintenance
Amount	NA	$212,395	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	2000, 3000 LE 5.3 Building Safety	None N/A

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 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

2018-19 Actions/Services

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

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, grade span adjustment, and instructional time provided by school sites above and beyond the minimum required instructional minutes.

This action/service is focused on providing increased access for our most at-risk student groups, foster Youth, English learners, socioeconomically

	connectedness i.e. SUSD provides a full day Transitional Kindergarten and Kindergarten versus a half day program. LE 6.1: Basic Instruction and Teacher Staffing LE.6.2: Instructional minutes above and beyond state minimum	disadvantaged students, to high quality rigorous first instruction and research-based curriculum. Provide instructional minutes above the state required minutes to enhance learning opportunities to support academic achievement and increase students feeling connected to their school sites. 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	$182,278,082
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	NA	$6,800,295	$7,067,152
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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)

[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

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 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

2018-19 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 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:

2019-20 Actions/Services

LE 7: Parent and Community Relations

To provide parents and students, principally directed towards increasing and improving foster youth, English learners, socioeconomically disadvantaged students with the resources necessary to enhance relationships that create equitable learning environments that promote enhanced student well-being.

Foster youth and homeless students receive educational counseling from a Foster Youth Services (FYS) Department Program Service Coordinator and Families In Transition staff member 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

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);

external agencies. An additional position ,a community liaison, directly supports outreach and expansion of services for foster youth and homeless students.

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 Foster Youth Services 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, college readiness and Career Technical Education documentation and courses, after-school and summer enrichment programs, and extracurricular activities.
- All education rights holders (ERH) and or youth who determine it is in the youth's best interests to remain in their school of origin will remain in their school of

* 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.

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);

- Child Welfare and Attendance staff will support increased enrollment in A-G course 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 for foster youth, English learners, and socioeconomically disadvantaged students.

- 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-

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

emotional supports aligned with increased access to health and well-being resources.

SUSD works in collaboration with our Homeless/McKinney Vento Department:

The District 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 12th grades: Intakes with families and unaccompanied youth referred to our outreach program, case management student staff, 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
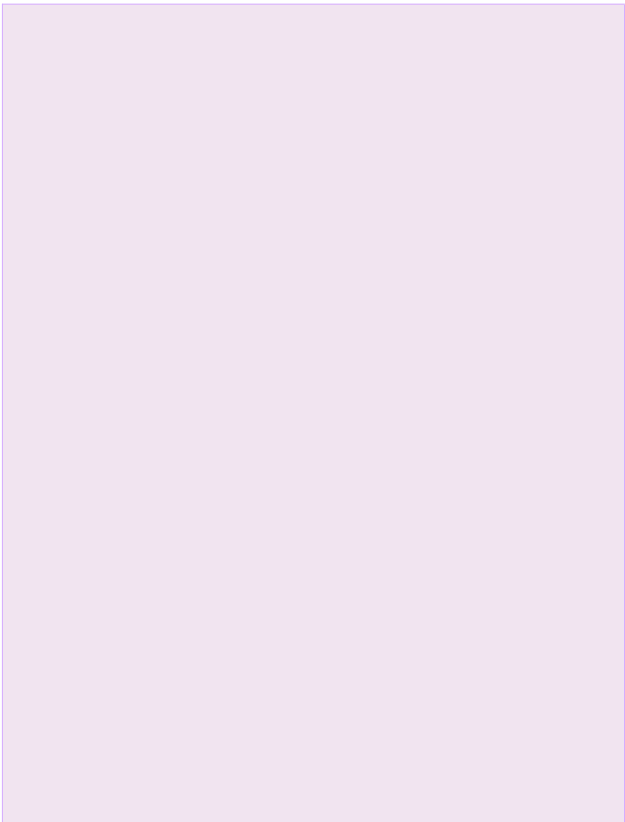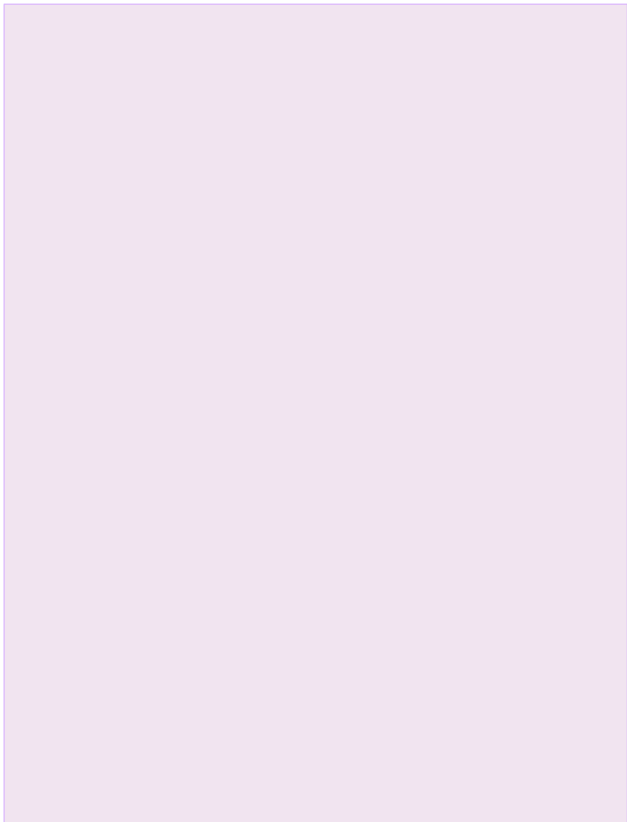
services for homeless children and youth.

Expanded services for socioeconomically disadvantaged, homeless, foster youth and English learner student groups will be provided by parent liaisons strategically focused on decreasing habitual truancy, chronic absenteeism, and increase access to resources. Targeted family support will focus on increased parent engagement and participation and access to needed resources.

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	$186,990
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	NA	$940,704	$981,750
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 LE 7.2 Social Svs Case Managers & Community Asst	2000, 3000 LE 7.2 Social Svs Case Managers & Community Asst

Amount	NA	$431,473	$445,168
Source	None	3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	2000, 3000, 4000, 5000 LE 7.3 Homeless Students	2000, 3000, 4000, 5000 LE 7.3 Homeless Healthy Environments
Amount		0.00	N/A
Source		None	None
Budget Reference		None	None N/A

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 8: Health Services	LE 8: Health 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

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,

To provide students and families, principally directed towards increasing additional services provided to foster youth, English learners, and socioeconomically disadvantaged students with appropriate health services and social-emotional interventions to support students' increased school attendance and access to trauma informed care.

An increase of registered nurses, mental health clinicians, health care assists, and healthy start coordinators will support the Health & Well Being centers on all comprehensive high schools increased capacity to service the needs of students, principally directed towards meeting the needs of foster youth, English learners, and socioeconomically disadvantaged, and student with disabilities. These services will support SUSD high school campuses thereby increasing access to services for foster children, English learners, 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 student access to mental and physical health resources and increasing their daily attendance rates.

Health Services:
- Will continue development of trauma responsive practice resources at School Based

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

Health Centers and expand those services to small specialty high schools.
- Will develop additional health related partnerships with Community Agencies to increase services for foster youth, socioeconomically disadvantaged students, English learners, and students and families in need of health related services.
- Will coordinate ongoing initial CPR certification and re-certification for all SUSD employees.
- Offer CPR training to parents/guardians of foster youth, English learners, and socioeconomically disadvantaged students.
- Provide additional trained personnel to assist in Specialized Health Care Procedures at designated sites.
- Connect parents/guardians of foster youth, socioeconomically disadvantaged students, and English learners with available community resources.

These actions/services will provide additional and increased access to mental health clinicians, health care professional staff, and onsite well being resources for students and families with principally directed services focused on addressing the needs of foster youth, English learners, students with disabilities, and

socioeconomically disadvantages students and their families.

To both increase and improve the ability for the district to address the health and well-being needs of both students and families, as identified in both data analysis and stakeholder feedback, the district is increasing and improving the capacity for all high school Wellness Centers to service the needs of students and families with hiring five school nurses, 1 Family nurse practitioner, and a healthy start coordinator for each center. These staff members will enhance the ability for students and their families to be provided with direct services on campus and connected with community-based resources.

LE 8.1: Sub-acute Health Care Services Response and Management

LE 8.2: Healthy Start Program

LE 8.3: Community Resource Liaison Program Coordinator

LE 8.4: (Removed)

LE 8.5: (Inactive)

LE 8.6: Increase of Wellness Centers Health Services Capacity

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$638,854	$1,579,558	$1,571,032
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	NA	$252,860	$282,536
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 LE 8.2 Healthy Start Coordinators	2000, 3000 LE 8.2 Healthy Start Coordinators
Amount	NA	$158,550	$156,679
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 LE 8.3 Community Resource Liaison Prog Coordinator	2000, 3000 LE 8.3 Community Resource Liaison Prog Coordinator
Amount	NA	$25,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 LE 8.4 Lockable First Aid Kits	None N/A
Amount	NA	$100,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 LE 8.5 Obesity Program/Diabetic Camp	None N/A
Amount		0.00	$766,868
Source		None	0100 LCFF Supp/Conc
Budget Reference		None	1000, 2000, 3000 LE 8.6 Increase Wellness Center

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)

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

Modified Action

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

Modified Action

2017-18 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 9.2: Community Oriented Policing Program
LE 9.3: Project Evaluator/Crime Data Analyst
LE 9.4: Purchase District-wide Security Camera/Alarm System

2018-19 Actions/Services

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 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

2019-20 Actions/Services

LE 9: Building Strong Schools & Healthy Communities
All of the LE 9 actions/services aligned with the 2018-2019 LCAP funding sources were shifted from Supplementary and Concentration to Base funds.

To develop and maintain systems of safety that foster healthy relationships in support of equitable and healthy learning environments.
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

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

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

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 presents a clearly identified staff member present to address campus safety. 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.

"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 aligned with stakeholder input of needed school site support in addressing drop off and dismissal traffic issues at schools (26 officers vs. 59

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.

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.

Training to strengthen and enhance school stakeholder relationships with the community will occur with the District Police staff to attend current, contemporary training on school resource officer related topics to enhance school-based partnerships and proactive ways to enhance the safety and security for district school sites.

SHARE 911 is 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.

Special events and outreach to support safe and secure campuses through community outreach will enhance public

* 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

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, athletic events, and other school community events.

Youth Development Explorer Program is 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).

To address the data-based needs and stakeholder input the District is increasing its capacity to service the mental health and well-being needs of students through hiring 30 Mental Health Clinicians and providing strategic site-based services aligned with needs-assessment findings and data aligned with student mental health needs. Mental Health Clinicians will provide services principally focused towards meeting the needs of English learners, foster youth, socioeconomically disadvantaged students, and student groups that have been identified as needing increased mental health support and access to services. A Mental Health Clinician will be at each Wellness Center

"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

full time on the comprehensive school campuses and the rest will strategically provide on-site support at schools that have high percentages of unduplicated pupils with needs for student support in the area of mental health and social-emotional needs.

Trauma Informed Care professional learning opportunities will be provided by the district to address the need for improved responsive school environments to meeting the needs of unduplicated students who have experienced and been exposed to traumatic events or incidents in their lives. The focus on trauma informed care support to school sites will be on addressing the systemic processes and school culture that needs to be developed and consistently provided to address the trauma informed care responsive school norms that will enhance students well-being and ability to access academics.

Two Equity Coordinators will be hired in this action/service to increase the District's ability to provide training and onsite support for developing and improving equitable learning environments across the district servicing the needs of students and their families. The equity coordinators will work in collaboration with the Director of Equity and in alignment with the direction provided by the Assistant Superintendent of Educational Services to provide training and onsite coaching connected to the district Equity Initiative and the equity, diversity, unconscious

"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)

bias, inclusion, and culturally relevant training and workshops. The equity coordinators will help support the first Equity leadership cohort in their work to promote equity and guide the second leadership cohort in developing their understanding of equity and expected implementation process.

LE 9.1: Visible Support of Safe and Secure Campuses (CSA & CSM's)
LE 9.2: (Removed)
LE 9.3: Crime Data Analyst
LE 9.4: (Removed)
LE 9.5: (Removed)
LE 9.6: (Removed)
LE 9.7: (Removed)
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: (Removed)
LE 9.11: Safe and Supportive Special Events and Outreach
LE 9.12: Youth Explorer Program
LE 9.13: (Removed)
LE 9.14: (Remove)
LE 9.15: Mental Health Clinician Integration Responsive Schools
LE 9.16: Trauma Informed Care Support
LE 9.17 Equity Coordinators In Support Of Developing Equitable Learning Environments

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	$998,143
Source	0000 LCFF Base	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	2000, 3000, 4000, 5000	2000, 3000, 4000, 5000 LE 9.1 School Site CSA's & CSM's	2000, 3000 LE 9.1 School Site CSA's & CSM's
Amount	NA	$867,388	N/A
Source	None	0000 LCFF Base	None
Budget Reference	None	2000, 3000 LE 9.2 Community Oriented Policing Program	None N/A

Amount	NA	$131,772	$126,886
Source	None	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	None	2000, 3000 LE 9.3 Project Evaluator / Crime Data Analyst	4000-4999: Books And Supplies LE 9.3 Project Evaluator / Crime Data Analyst
Amount	NA	$171,415	N/A
Source	Other	0100 LCFF Supp/Conc	None
Budget Reference	None	2000, 3000 LE 9.5 Emergency Preparedness & Response	None N/A
Amount	NA	$91,226	N/A
Source	None	0000 LCFF Base	None
Budget Reference	None	2000, 3000 LE 9.6 Support for Drug Free Campuses	None N/A
Amount	NA	$178,341	N/A
Source	None	0000 LCFF Base	None
Budget Reference	None	2000, 3000 LE 9.7 CSA & CSM Oversight	None N/A
Amount	NA	$150,000	$150,000
Source	None	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	None	2000, 3000, 4000, 5000 LE 9.8 Behavior Intervention Training	2000, 3000, 4000, 5000 LE 9.8 Behavior Intervention Training
Amount	NA	$60,000	$60,000
Source	None	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	None	4000, 5000 LE 9.9 Data Analysis Tools & Software	4000, 5000 LE 9.9 Data Analysis Tools & Software

Amount	NA	$250,000	N/A
Source	None	0100 LCFF Supp/Conc	None
Budget Reference	None	4000-4999: Books And Supplies LE 9.10 Equipment to Support Safe & Secure Campuses	None N/A
Amount	NA	$115,000	$115,000
Source	None	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	None	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	NA	$50,000	$50,000
Source	None	0100 LCFF Supp/Conc	0000 LCFF Base
Budget Reference	None	2000, 3000, 4000, 5000 LE 9.12 Youth Explorer Program	2000, 3000, 4000, 5000 LE 9.12 Youth Explorer Program
Amount	NA	$400,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 LE 9.13 Buzzer System & Gates & Offices	None N/A
Amount	NA	$25,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 LE 9.14 Threat Assessment Training	None N/A
Amount		0.00	$4,338,943
Source		None	0100 LCFF Supp/Conc
Budget Reference		None	2000, 3000 LE 9.15 Mental Health Services

Amount	0.00	$300,000
Source	None	0100 LCFF Supp/Conc
Budget Reference	None	4000, 5000 LE 9.16 Trauma Informed Care
Amount	0.00	$288,701
Source	None	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 LE 9.17 Equity Coordinators

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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LE 10: School Counseling	LE 10: School Counseling	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

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.

To provide all students, principally directed towards increasing and improving services provided to foster youth, English learners, and socioeconomically disadvantaged students with social and emotional systems of supports that lead to improved academic success and college/career readiness, increased student attendance rates, decreased discipline incidents and suspensions, and increased student perceptions of schools being safe and students feeling valued and connected at school.

Counselors will facilitate social-emotional learning lessons using curriculum purchased by the district in the 2018-2019 allocated LCFF funds. Foster youth, English learners, socioeconomically disadvantaged, and students with disabilities will receive additional support from counselors in the form of increased counselor outreach and conferences, monthly discussions about academic progress and attendance rates, additional check-ins, and increased family outreach and access to parent/guardian school-based workshops focused on high school graduation requirements, college admission needs, Career Technical Education pathway offerings, parent academies, and trauma-informed care support.

Counselors at every high school and elementary school district wide will:
- Plan and coordinate the district-wide college/career fair

*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:

- Provide community and parent education of A-G requirements, college applications, and financial aid applications
- Coordinate SAT &/or ACT Preparatory classes, including training facilitators to teach the SAT/ACT 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 every high school student and family with College Readiness on track support and guidance
- Provide additional support for students in special education regarding the transition to and out of high school
- The Lead Counselor/SAP Chairperson, will determine targeted college awareness and preparatory activities based upon

*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

data collected from multiple sources. These activities will be geared toward our English learners, socioeconomically disadvantaged students, students With disabilities, and foster/ homeless youth populations to increase access to post-secondary opportunities including but not limited to:

- 9th grade articulation activities and 9th grade college tours.
- Coordination of Xello (updated version of Career Cruising) training and implementation grades K-12.
- On track report outlining current college readiness standing and student specific academic data aligned with competitiveness for admission into UC and CSU colleges

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

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-

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 System of Supports 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

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

- 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 academic course 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

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

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

The District will provide professional learning opportunities, onsite support, resources, and strategic guidance on implementing restorative practices principally directed towards meeting the needs of English learners, foster youth, socioeconomically disadvantaged students, students with disabilities, and other student ethnics groups that have been identified by data for the need of restorative practice support. This action/service will directly address the strategies needed to keep students in school, feeling valued and connected to the school they are attending and the learning community they are a part of, and reduce the discipline incidents and suspensions.

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: LGBTQ+ Support Resources, Summit, and Training
		LE 10.5: Inactive
		LE 10.6: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,596,441	$8,993,739	$9,387,795
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	NA	$300,000	$300,000
Source	None	0101: Prior Year LCFF S&C C/O	0100 LCFF Supp/Conc
Budget Reference	None	4000, 5000 LE 10.3 Restorative Practices & Trauma Responsive	4000, 5000 LE 10.3 Restorative Practice Training Matl, Trauma Resp

Amount	NA	$25,000	$50,000
Source	None	0101: Prior Year LCFF S&C C/O	0100 LCFF Supp/Conc
Budget Reference	None	4000, 5000 LE 10.4 LGBT Pride Center & Training	4000, 5000 LE 10.4 LGBT Pride Ctr, LGBT Training
Amount	NA	$1,200,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000, 5000 LE 10.5 Social Emotional Learning Curriculum	None N/A
Amount	NA	$68,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	4000-4999: Books And Supplies LE 10.6 Counselor Start Up Cost	None N/A

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 (MP)
Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community involvement in support of developing leadership at all levels.

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 student's needs based on California Dashboard data, local indicator data, student/staff/parent/guardian/community surveys were identified in the following areas:

- Increase parent/guardian participation and involvement in district provided workshops, training, and LCAP events addressing the needs aligned with academic growth and social-emotional development of students. Data Source: Parent Empowerment, Student Services , Special Education and Language Development Departments workshops and meeting sign-ins, LCAP survey results
- Collaboration and relationships with diverse communities and families. Data Source: Parent Empowerment Committee, Student Services, Special Education and Language Development Departments
- Students arrive to school on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS, DataQuest,CA Dashboard
- Data progress monitoring and goal based conferences with foster youth and families in transition students . Data Source: Student Services Department
- Leadership skill building opportunities for high school students that address college and career readiness.

Data Source: Survey data, high school attendance data, Ontrack/Spotlight student reports

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.)	Maintain or increase the number of opportunities for outreach, parent/guardian input and/or participation in making decisions in collaboration with the school district and/or the individual school sites through various parent meetings/groups, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Back to School Night, Title 1 Parent Information night, Parent Advisory Committee (PAC), Community Advisory Committee (CAC), Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), Foster Youth and Families in Transition Committee meetings, comprehensive needs assessments, LCAP Engagement Forums/Events, and surveys. (Verified by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				SUSD District & Site Participation Reports)
State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.	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 Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. Data Source: SUSD District and Site Participation Reports	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 Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. (Verified by SUSD District and Site Participation Reports.)	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 Involvement Committee (ELPIC) /English Language Advisory Committee (ELAC), Title 1 parent meeting. (Verified by SUSD District and Site Participation Reports.)	Maintain or increase the number of opportunities for parents/guardians of unduplicated pupils to provide input and/or participate in strategic planning for the district LCAP and/or the individual school sites through various parent/guardian meetings/groups, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Back to School Night, Title 1 Parent Information night, Parent Advisory Committee (PAC), Community Advisory Committee (CAC), Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), Foster Youth and Families in Transition Committee meetings, comprehensive needs assessments, LCAP Engagement Forums/Events, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				surveys. (Verified by SUSD District & 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 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.	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.)	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.)	Maintain or increase the number of opportunities for parents/guardians of students with exceptional needs to provide input and/or participate in strategic planning for the district LCAP and/or the individual school sites through various parent/guardian meetings/groups, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Back to School Night, Title 1 Parent Information night, Parent Advisory Committee (PAC), Community Advisory Committee (CAC), Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), Foster Youth and Families in Transition Committee meetings, comprehensive needs assessments, LCAP

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: SUSD District and Site Participation Reports, SEIS Database			Engagement Forums/Events, and surveys. (Verified by SUSD District & Site Participation Reports)
State Priority 5A: School attendance rates.	Baseline (2015-2016): 94.37% Data Source: SUSDs Student Information System, CALPADS	To increase attendance rates. (Verified by CALPADS, Student Information Systems.)	To increase attendance rates by 2%. (Verified by CALPADS, Student Information System.)	To increase attendance rates by 2% as compared to data from the prior year. (Verified by 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	To decrease district chronic absenteeism rates. (Verified by 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	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% as compared to the data from the prior year . (Verified by Student Information System, (CALPADS, CA Dashboard Report.) To decrease Chronic Absenteeism rates by 5% for each of the following student groups: English learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, American Indian or Alaska Native,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	student group-19.8% and our Students with Disabilities- 25.1%. (CALPADS, CA Dashboard Report.)	student group-19.8% and our Students with Disabilities- 25.1%. (CALPADS, CA Dashboard Report.)		Hispanic, Native Hawaiian or Pacific Islander, and White. (CALPADS, CA Dashboard Report.)
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 as compared to data from the prior year. (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 as compared to data from the prior year. (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 by 7% point growth compared to data from the year prior. (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)

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

Modified Action

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

Modified Action

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

Modified 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: Parent Empowerment To develop and support relationships with parents/guardians that lead to active and meaningful engagement and involvement in supporting student academic growth and social-emotional development. This action/service directly supports the District's ability to build capacity in engaging families, principally focused on increasing the engagement of parents/guardians of foster youth, English learners, socioeconomically disadvantaged, and students with disabilities, through effective communication, collaboration, and creating an equitable inclusive environment. Training will be provided on curricular and budgetary decision-making, Common Core State Standards, high school graduation requirements, A-G requirements, computer literacy, and how

	MP 1.3: Continue to offer Adult Education services at SUSD School Sites, Literacy training for families MP 1.4: Inactive	to stay informed on student academic progress. Support for increasing English as a Second Language and Literacy training will be expanded and workshops focused on assisting families create environments within their home that support and promote academic achievement and student well-being. MP 1.1: Parent Academy (Parent Liaisons & Parent Involvement Specialist) 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	4000, 5000 MP 1.1 Parent Academy
Amount	NA	$171,743	$360,474
Source	None	3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	2000, 3000 MP 1.1 Parent Liaisons	2000, 3000 MP 1.1 Parent Liaisons

Amount	NA	$124,842	$220,266
Source	None	3010: IASA-Title 1 Basic Grants-Low	3010: IASA-Title 1 Basic Grants-Low
Budget Reference	None	2000, 3000 MP 1.1 Parent Involvement Specialist	2000, 3000 MP 1.1 Parent Involvement Specialist
Amount	NA	$133,101	$139,756
Source	None	Other	Other
Budget Reference	None	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)

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	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
MP 2: Parent and School Communication	MP 2 and 2.1:	MP 2 and 2.1:

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.

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

To provide, maintain, and increase the effectiveness of systems of communication that address the needs of the school, parents/guardians, students and the community that the district serves. Outreach and communication will be strategically improved with our student's families, specifically our families and community members who support our socioeconomically disadvantaged, foster youth and English learners, and students with disabilities in order to work collaboratively to improve student achievement and attendance. The action/service supports increasing the accessibility of family involvement through language interpreting services and translation services being offered.

Increase outreach and training for staff. Continue family and community outreach through newsletters, the district website, district mobile app, surveys, texts, emails, robo calls, district events, meetings and workshops.

MP 2.1: Communications Specialist, Webmaster, LCAP Director, Blackboard & Qualtrics
MP 2.2: Expansion of Translators
MP 2.3: Inactive

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$403,869	$422,410	$631,509
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 MP 2.1 District Communication
Amount	NA	$320,333	$349,565
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	2000, 3000 MP 2.2 Translators	2000, 3000 MP 2.2 Translators
Amount	NA	$25,000	N/A
Source	None	0101: Prior Year LCFF S&C C/O	None
Budget Reference	None	5000-5999: Services And Other Operating Expenditures MP 2.3 Crisis Communication	None N/A

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)

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)

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: This action has been discontinued. See the annual update for more information.	MP 3: See description 2018-2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$0	N/A
Source	4035: TitleIIPartA-ImpvTchrQuality	None	None
Budget Reference	None	None MP 3.1	None N/A

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)

[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	Modified 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. Continue supporting inclusiveness, Anti-Bullying, LGBT Summit/Awareness, and positive school climate MP4.1-MP 4.5 activities provide students with engaging and meaningful opportunities to be more connected to	MP 4: Student Engagement and Leadership Opportunities To provide all students, with a principal focus strategically on increasing access and improving experiences for foster youth, English learners, socioeconomically disadvantaged, and student with disabilities with engaging and meaningful activities that inspire and support students to be more involved and engaged in their academic success through student leadership and Career Technical Education activities. Working with the high school teachers of the PLUS Program, we determined that PLUS teachers recognize the high needs of our English learners, foster youth, students with disabilities, and socioeconomically disadvantaged 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) and structure leadership

their school culture through meaningful partnerships.

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

activities that increase student's feeling safe, connected, and valued at their schools.

This action/service also continues to provide students and staff to increased opportunities to support inclusiveness, anti-bullying, LGBTQ+ Summit/Awareness, and positive school climates.

MP4.1-MP 4.8 Activities that provide students with engaging and meaningful opportunities to be more connected to their school culture through leadership opportunities and meaningful partnerships.

Latinos In Action is a program that will provide empowerment to our high school students through leadership opportunities. The program takes an asset-based approach to engaging Latino youth and preparing them for college and careers while helping them develop skills to become contributing citizens. The model involves four key essentials: a unique student composition, tutoring at a neighboring elementary school, hands-on leadership experience in the class, and Latinos In Action college and career readiness curriculum.

Stockton Master Innovators is a program that will provide the opportunities for our students to develop academic, collaboration, leadership, and career-based transferable skills that will enhance their learning experiences while providing

them with leadership activities to be active agents of change within their community. Participating students are motivated to lead the way to drive change. The program offers monthly workshops, skill building activities, and guided projects. The program is an 18 month program for high school juniors. Students will learn and practice critical skills, such as researching, setting goals, and directing their own learning, that will help them thrive in high school and beyond.

Students that are members of the Black Student Unions at the comprehensive high schools will be provided with the opportunity to attend the Black Students Of California United (BSCU) Leadership Conference. This experience will be a culmination of leadership activities and college & career experiences the students take part in throughout the year.

MP 4.1: Opportunities for students to participate in Career Technical Student Organizations (CTSO) related clubs and Career Technical Education (CTE) related activities aligned with the CTE high school pathways.
MP 4.2: Peer Leaders Uniting Students (PLUS) program supporting inclusiveness, anti-bullying, LGBTQ+ Summit/Awareness events, and positive school climate; Increase staff at the high schools to build capacity.
MP 4.3: Coordination of District wide Physical Education Program and Intermediate Grades Athletics Program

		MP 4.4: Student Clubs & Activities (Kennedy Games & Pentathlon) MP 4.5: Athletic Programs MP 4.6: Latinos In Action MP 4.7: Stockton Master Innovators MP 4.8: Black Students Of California United (BSCU) Leadership Conference

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	NA	$975,998	$160,126
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000, 4000, 5000 MP 4.2 PLUS Program	1000, 3000, 4000, 5000 MP 4.2 PLUS Program
Amount	NA	0.00	$482,742
Source	None	None	0100 LCFF Supp/Conc
Budget Reference	None	None	1000, 3000 MP 4.2 Plus Program
Amount	NA	0.00	$398,473
Source	None	None	0100 LCFF Supp/Conc
Budget Reference	None	None	1000, 2000, 3000, 4000 MP 4.2 Plus Prog supporting inclusiveness. Positive School Climate

Amount	NA	$140,796
Source	None	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 MP 4.3 Coordinator PE/Athletics
Amount		$85,921
Source		0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000, 4000, 5000 MP 4.4 Kennedy Games/Pentathlon
Amount		$896,730
Source		0100 LCFF Supp/Conc
Budget Reference		1000, 2000, 3000, 4000, 5000 MP 4.5 Athletic Programs
Amount		0.00
Source		None
Budget Reference		None
Amount		0.00
Source		None
Budget Reference		None
Amount		0.00
Source		None
Budget Reference		None

$132,030
0100 LCFF Supp/Conc
1000, 3000 MP 4.3 Coordinator PE/Athletics
$85,921
0100 LCFF Supp/Conc
1000, 2000, 3000, 4000 MP 4.4 Kennedy Games/Pentathlon
$1,086,675
0100 LCFF Supp/Conc
1000, 2000, 3000, 4000, 5000 MP 4.5 Athletic Programs
$226,871
0100 LCFF Supp/Conc
1000, 2000, 3000, 4000 MP 4.6 Student Empowerment through College & Career Leadership
$125,000
0100 LCFF Supp/Conc
1000, 3000, 4000, 5000 MP 4.7 Stockton Master Innovators
$32,000
0100 LCFF Supp/Conc
5000-5999: Services And Other Operating Expenditures MP 4.8 Student Access to Leadership Conferences

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)

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)

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: - See description for 2017-2018.	MP 5: See description for 2017-2018.

Budgeted Expenditures

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

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

Unchanged Action

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

Modified Action

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

Modified 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-	MP 6: Visual and Performing Arts (VAPA) Activities To build district capacity in providing students, principally directed towards increasing opportunities for foster youth, English learners, and socioeconomically disadvantaged students with hands-on activities and exposure to opportunities in areas beyond the core instructional requirements aligned with stakeholder feedback desiring increased art integration and enrichment opportunities for students. Enrichment activities provide enhanced educational experiences that increase attendance rates, decrease discipline incidents, and increase parent/guardian

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

involvement. District support of VAPA programs are strategically focused on building Kindergarten to Eighth grade school sites VAPA pathways alignment with high schools to provide expanded learning opportunities, increase engagement, and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and socioeconomically disadvantaged students) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities). This action/service will build a bridge between elementary/middle school and high school music and arts programs. Increased opportunities for students during and outside the school day to gain experiences in the arts and explore music will be provided through VAPA showcases and school events.

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	$338,522
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	NA	$157,628	$158,511
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 MP 6.2 Music Coordinator	1000, 3000 MP 6.2 Music Coordinator
Amount	NA	$844,124	$1,397,264
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	1000, 3000 MP 6.3 Arts Resource Programs	1000, 3000 MP 6.3 Arts Resource Programs
Amount	NA	$2,309,721	$2,604,012
Source	None	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	None	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)

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	Modified Action	Modified 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 thStudat 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: Student Attendance Accountability To provide a Multi-Tiered System of Supports (MTSS) that enables students to be academically successful through regular and on-time attendance. This action/service implements a comprehensive program to increase attendance and decrease habitual truancy and 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 schools with the highest rates of chronic absenteeism will receive strategic and intensive services. Increase phone calls, home visits, attendance conferences, and student check-ins will occur principally directed towards English learner, foster youth, socioeconomically disadvantaged students and the following student groups: homeless/families in transition, students with disabilities, African American, American Indian or Alaska Native, Hispanic, Native Hawaiian

or Pacific Islander, and White students who all represent student groups who have high percentages of habitual truancy rates and chronic absenteeism. Students will receive support in addressing behavioral and social-emotional support through a Multi-Tiered System of Supports approach providing instruction and restorative practices and trauma informed care.

In partnership with Regional Transit Distict, SUSD will provide all students, principally directed towards meeting the transportation needs of unduplicated pupils, with free transportation to and from school, no matter the distance from the student's school site, using public transit services and providing access to free transportation to all SUSD students.

MP 7.1: Improve student attendance accountability

MP 7.2: Truancy Intervention & Outreach

MP 7.3: K8 In School Suspension Teachers

MP 7.4: Universal Transportation Access For All SUSD Students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,001,710	$902,067	$231,612
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	NA	0.00	$600,000
Source	None	None	0100 LCFF Supp/Conc
Budget Reference	None	None	2000, 3000 MP 7.1 Improve Student Attendance
Amount	NA	$251,903	$238,173
Source	None	0090: LCFF Educ Disadv Youth	0090: LCFF Educ Disadv Youth
Budget Reference	None	2000, 3000 MP 7.2 Truancy Outreach	2000, 3000 MP 7.2 Truancy Outreach
Amount		$516,871	$534,358
Source		0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference		1000, 3000 MP 7.2 K8 In School Suspension Teachers	1000, 3000 MP 7.3 K8 In School Suspension Teachers
Amount			$300,000
Source			0100 LCFF Supp/Conc
Budget Reference			5000-5999: Services And Other Operating Expenditures MP 7.4 RTD Universal Student Transportation

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$82,931,117	29.35%

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).

Descriptions supporting actions/services being funded and provided on a LEA-wide basis are as follows:

Stockton Unified School District (SUSD) provides basic services that are provided to all students addressing the need for increasing student academic achievement, providing equitable learning environments, and building meaningful partnerships. SUSD also provides additional actions and services principally directed towards the academic growth and social-emotional development needs of unduplicated pupils in order to increase or improve services by at least 29.35%, relative to services provided to all students, in proportion to the supplemental and concentration grant funds provided by the Local Control Funding Formula (LCFF). These additional actions and services are identified as contributing to increased or improved services principally directed towards meeting the data-based and stakeholder identified needs of our unduplicated pupils aligned with the California School Dashboard. SUSD both recognizes and celebrates our most valuable asset, our student body, that is made up of culturally and linguistically diverse learners. The California School Dashboard and local district data shows our students are making some growth with many areas in need of improvement and strategic support as data shows that unduplicated pupils struggle in the following areas: meeting or exceeding grade level standard in English Language Arts & Mathematics as measured by the state standardized assessment (CAASPP), English Language Development Proficiency and attainment of reclassification status as measured by the state standardized assessment (ELPAC), positive daily attendance, college and career readiness, and reduced suspension incidents.

81.22% of the students within SUSD are identified as unduplicated pupils. The actions and services within our district's LCAP have been identified through data analysis, needs assessment, and stakeholder feedback as areas needed in contributing to increase or improved services that are principally directed towards addressing the needs of unduplicated pupils. The 20% of students within the district, that have not been identified as unduplicated pupils, have needs that are aligned with unduplicated pupils, and district goals for their academic growth and social-emotional development are the same. Therefore, most actions and services within the LCAP are

available district wide and being provided to all students with a focus on ensuring that unduplicated students needs are met through principally directed increased or improved supports that contribute to addressing data-based needs of unduplicated pupils. The actions/services provided are principally directed towards and effective in allocating funds to enhance student's level of engagement, active participation, and increase their level of interest in the learning process in order to positively impact the growth of unduplicated pupil's academic achievement. The conditions of student learning and levels of engagement has been extensively studied (Tomlinson, C.A., Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching; www.ascd.org). Conditions of student learning and increasing their engagement in the learning process is a dynamic process that is directly linked to being provided with high quality first instruction. The process of engaging unduplicated pupils in the learning process and motivating them to be active learners is directly connected to the professional learning provided to instructional staff and having the staff to support building relationships with students to improve academic achievement (Fredricks, J.A. & McColskey, W., 2012).

Actions and Services provided district wide that are principally directed towards addressing unduplicated pupils' needs and the reasons the actions and services are effective in meeting those needs are as follows:

Goal 1, Student Achievement, all actions and services are principally directed towards our unduplicated pupil population as data and stakeholder input continues to demonstrate that there exists performance gaps aligned with intensive and strategic academic needs in supporting increased academic achievement for our unduplicated pupils. With the majority of assessments and research expectations being technology based, and college and career 21st century skills focused on technological competence and integration, it is important that the district provides up to date highly functional access to technology to provide unduplicated pupils with increased opportunities to have full access to curriculum resources and improved learning experiences exploring digital capabilities of enhancing learning activities (Reardon, Valentino, & Shores, 2013). Ensuring that every unduplicated pupil has a laptop assigned to them provides improved access to learning across broad course of study. Research and studies conducted on computer usage and access for unduplicated pupils is an issue of equity due to the increasing academic needs beyond a "digital divide," and focused more on student access to knowledge and usage patterns aligned with technology integration learning activities (Rethinking Educational Equity In A Digital Era: Forging a Strong Partnership Between District Title I and Technology Leaders, 2014). Early experiences with learning how to navigate the world wide web and intranet features and exploring the functionality of key features of computers allows for unduplicated students to improve their computer literacy and build job-based skills that help to increase student achievement and decrease dropout rates (National Center for Education Statistics, 2018). Goal 1 of the SUSD LCAP focus is on addressing state priorities state standards (conditions of learning / state priority 2), pupil achievement (pupil outcomes / state priority 4), course access (conditions of learning / state priority 7), and other pupil outcomes (pupil outcomes / state priority 8).

California School Dashboard data continues to illustrate the need for increased professional learning opportunities addressing the need for high quality rigorous first instruction to be provided to all students and principally address the differentiated learning needs of unduplicated pupils. Increased primary language support, professional learning opportunities for district staff and parents/guardians, teacher collaboration time and instructional supports through data-driven Professional Learning Community strategies will be strategically implemented to address the needs of unduplicated students through increasing their academic skills, knowledge, and vocabulary to attain reclassification status and English language proficiency, having access to research-based curriculum, culturally inclusive and relevant literature within the classrooms, being provided with evidence-based interventions and academic guidance

support, Career Technical Education pathways that provide improved options for diverse interests, and access to after school tutoring and enrichment opportunities. Goal 1 addresses actions/services that support high quality rigorous first instruction and professional learning opportunities that support implementation of the creation and adapting of lessons that increase the access and participation, principally directed towards meeting the learning needs of unduplicated pupils, and in support of all students learning, utilizing standards-based board adopted curriculum.

School sites are provided with LCFF site allocations to address unduplicated student needs aligned with their specific site needs aligned with their needs assessment data and stakeholder input. School sites servicing high percentages of English learners are able to increase primary language support services beyond what the district provides, increase the tutoring and enrichment opportunities offered and provided after school, increase site staff support and resources for increasing parent/guardian engagement, and provide increased opportunities for unduplicated students to access educational school trips and experiences beyond the school campus. The site allocation allows for site-based professional learning opportunities specific to the learning needs of the unduplicated students attending their schools and address any inequities of resources through school based expenditures aligned with need-based outcomes and stakeholder feedback.

In preparing unduplicated pupils for college readiness, students will be provided with opportunities to take college preparatory and college entrance exams at their school sites free of charge. The district will also provide college entrance exam preparation and skill-based workshops for unduplicated students at their school sites. The district will provide career readiness opportunities for unduplicated pupils through counselor and guidance technician support, workshops, and job-based training discussions and activities utilizing career readiness & interest inventories and computer based programs to develop plans aligned with the interests the students have for their future. For unduplicated pupils who struggle for one reason or another in the traditional school setting, increased opportunities will be provided for 9th-12th graders to take part in credit and dropout recovery learning experiences in order for the district to adapt to the needs of students. Students with disabilities who are in high school and need reading support will be provided with evidence-based literacy interventions to assist them with developing the foundation of their reading abilities. Through instructional scaffold strategies provided within evidence-based intervention programs, students with disabilities will be supported in developing grade level reading proficiency skills. An increase of resource teachers to service the needs of students with disabilities will also be offered at the high school level to ensure that students are being provided with access to high quality first instruction and scaffold support in meeting the rigorous expectations of A-G courses.

Actions and Services:

Student Technology SA 1 -This action increases student access to instructional technology tools 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 (socioeconomically disadvantaged, foster youth, and English learners) with increased access to technology (1 to 1 ratio), integration of curriculum based assignments, Google classroom activities, research & cross-curricular explorations of content-based projects provides unduplicated students with increased access to technology that provides transferable skills needed in preparation for success in high school college, a career, and within the community. Many of the

unduplicated students have access to a Smart phone outside of school, however, do not have access to a laptop or desktop computer within their residence outside of school. Providing access to laptops and technology integration within the classroom setting allows for unduplicated pupils to have access to activities and projects that build up their word processing, research, presentation creation, computer literacy, Google Docs navigation, email communication, and spreadsheet creation skills that are aligned with increasing student academic achievement, implementation of academic standards, and skills needed to be successful in broad course of study. Allocation of funds will be based on percentage of unduplicated students enrolled in schools and site-based needs assessment outcomes for computer needs and replacement.

SA 1.1 : This action and service purchase of software allows teachers and district Instructional Technology staff to monitor student activities on their Chromebooks and Windows machines to progress monitor learning progress and proactively address responsible digital citizenship and usage by students. This service is aligned with addressing state priority 2, implementation of state standards, and state priority 4, pupil achievement, and is principally directed to and effective in improving instructional services provided to students by providing teachers with the ability 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 direct instructional class time. 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 action and service takes into account the differentiated instructional needs of unduplicated pupils and is designed to increase instructional time, enhance the teacher's ability to monitor and interact with student's learning, and effectively implement state standards while increasing student academic achievement. This action and service is imperative in supporting the high percentage of foster youth, English learner and socioeconomically disadvantaged student groups who need equitable access to technology skill-based experiences and high quality rigorous first instruction. The functionality and options provided with this service improves a more timely and tiered instructional support embedded within standards-based lessons.

SA 3.1-3.3: Primary Language Support - This action/service is principally directed to and effective in meeting the goal of providing improved instructional support for linguistically and culturally diverse students increasing the skills and knowledge needed to gain attainment of reclassification and English proficiency. Through providing appropriate interventions and supplemental supports to students and their families, that values their native language and culture through culturally responsive learning experiences, and fostering academic success in English Language Development. These actions/services are principally directed and are an effective use of funds, strategically focusing on addressing the learning needs of our English learners and their families meeting the district's goals in the state priority areas, 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) through professional learning in primary language supports and increasing instructional staff capacity to provide integrated ELD throughout the content areas. Our EL students greatest need based on the 2018 California School Dashboard outcomes is in English Language Arts and Mathematics which were both identified as Red with intensive needs by the LCFF Evaluation rubrics. 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 states, 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 bilingual 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.

SA 5: Teacher Collaboration, Monitoring and Support - This action/service is principally directed towards and effective in improving the high quality rigorous first instruction that unduplicated pupils need to increase their academic achievement and improve their engagement in actively learning through providing 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, utilizing a cycle of inquiry approach to identifying performance gaps and strategic areas of instruction to address the learning needs of linguistically and culturally diverse students. The teacher collaboration supports and enhances effective instructional strategies that are aligned with Common Core State Standards and identifying what the teachers want the students to learn, how teachers will know when the students have learned the objective of the lesson, what teachers will do to address the needs of students who have not learned the lesson content, and ways to extend learning for those students who have demonstrated proficiency in understanding the content of the lesson. These services are principally directed and are an effective use of funds, strategically addressing the learning needs of our unduplicated students through a Multi-Tiered System of Supports (MTSS), while addressing the district's goals in the state priority areas, 2, 4, 7, and 8. Providing teachers increased time to collaborate and take part in professional learning aligned with effective implementation of the curriculum supports improved instructional practices that will be provided for our unduplicated student groups. Having this time allows for increased planning to identify the academic gaps and provide evidence-based interventions that scaffold the instruction. Providing our teachers and principals collaboration time increases above and beyond the time they would normally have to analyze data, plan instruction, and determine best differentiated instruction to deliver to our socioeconomically disadvantaged, foster youth, and English learners.

SA 7: Student Intervention Strategies and Supports - This action/service is principally directed towards and effective in improving the tiered instructional support that is strategically embedded within universal access instruction. To increase English Language Arts & Math academic achievement and increase the number of English learners that attain reclassification, it is important that unduplicated students are provided with access to high quality rigorous first instruction and research-based curriculum while being supported with tiered strategies of differentiation and learning engagement. This action/service increases the support students with disabilities will be provided with to ensure access to high quality rigorous instruction through tiered using tiered evidence-based interventions and direct staff support within the classroom. The recent California Dashboard data indicates that our socioeconomically disadvantaged students, English learners, and foster youth are performing at intensive levels of achievement and need strategic support to address the performance gaps. It is vital that we provide additional intervention support to increase their achievement levels and improve the strategies being utilized to increase student interest in learning and depths of knowledge of the content. These services are principally directed and are an effective use of funds, strategically supporting our unduplicated students in meeting the district's goals in the state priority areas, 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes). Credit recovery programs will continue to be offered at the high schools; additional allocations to explore strategic site based initiatives for sites with high percentages of foster and homeless youth will be explored in order to provide additional tutoring and evidence-based intervention implementation opportunities.

SA 7.7: Student Intervention Strategies and Support -SUSD has done a reevaluation of the base program and the services that are provided to students with disabilities. Resource inequities were identified in the area of needing to increase and improve the support unduplicated pupils with disabilities are being provided with at the comprehensive high schools, small high schools, and alternative school programs. This action/service focuses on addressing state priorities pupil achievement (state priority 4), course access (state priority 7), and other pupil outcomes (state priority 8). 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 and will increase the resource teachers in support of increasing unduplicated pupils with disabiltiies access to A-G courses, addressing the increased rigor with the newly adopted curriculum, and providing improved in class support to increase student access to college and career pathway courses. Our students with disabilities 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 and an additional three resource teachers will be added. A percentage of students with disabilities are part of our unduplicated student numbers at the high school level. Supplemental evidence-based intervention reading materials will be offered to our students with disabilities 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.

SA 8: Instructional Coaching - This action/service improves the effectiveness of the high quality rigorous first instruction provided to unduplicated pupils, provides built in professional learning opportunities through objective feedback, and increases the frequency in which high engagement and culturally responsive instructional strategies are being utilized within lessons. A focused objective of this action/service is to provide educators with instructional strategies and resources that support differentiated instruction, thus, promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students (socioeconomically disadvantaged, English learners, and foster youth) in meeting the district's goals in the state priority areas, 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to utilize the most evidence-based instructional practice which is high quality rigorous first instruction for all. This action/service supports instructional coaches ability to support increasing classroom teacher's abilities of applying research-based instructional strategies aligned with content standards and the diverse learning needs of the students. Support provided by instructional coaches will address the need to provide opportunities for strategic scaffold support, differentiated complexity of learning experiences, and culturally relevant learning aligned with common core state standards for all students. 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 socioeconomically disadvantaged, English learners, and foster youth receive from both new and veteran teachers will increase their opportunities to meet or exceed expected proficiency in the content areas of English Language Arts and Mathematics directly impacting student achievement.

SA 9.1-9.4: Extended Day/Year Programs - All stakeholders shared in the engagement process of developing the LCAP that a desire to improve upon the educational, recreational, and enrichment activities for students that aligns with and extends beyond the mandatory instructional/academic day. Taking into consideration data and research showing that unduplicated pupils both need and benefit from access to extended learning opportunities and enrichment provided by schools, the after school programs are designed to provide increased access to food, tutoring, academic and enrichment activities. These services are principally directed and are an

effective use of funds, in support of our unduplicated students (foster youth, English learners, low income students in meeting the district's goals in the state priority areas, 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) through providing 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 needs at non After School Program Grant Supported school sites. Many of our socioeconomically disadvantaged students, English learners, and foster youth do not have opportunities to engage in structured activities outside their place of residence due to environmental factors or take part in sporting leagues due to transportation, financial, or other barriers. The extended school programs offer students a chance to access tutoring, play intramural sports, be provided with a snack, have homework help and assistance, and various academic enrichment activities.

SA 10: Site Allocation - In order to increase equity and improve the way in which site-based needs assessment outcomes are addressed, sites are allocated funds aligned with their unduplicated student body that are enrolled and identified needs or resource inequities from the needs assessment and aligned with identified needs within the California School Dashboard and local indicators data. Sites are provided with funds and through collaborative discussions with staff and families within site leadership, School Site Council, and English Learner Advisory Committee meetings, the funds are utilized to increase staffing support, increase access to resources, and improved the collaborative way in which stakeholders are involved in the consultation process and development of the School Plan for Student Achievement. This action/service provides 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 towards and are an effective use of funds to strategically support our unduplicated students in meeting the district's goals in the state priority areas 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) 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 unduplicated pupils while aligning the desired outcomes with the district LCAP goals and SPSAs. The funds are used to increase academic achievement, decrease suspensions, increase attendance, and parent involvement. An example of increased services are counselors, assistant principals, parent liaisons, library media assists and tutors.

SA 11: College and Career Preparatory Opportunities - This action/service looks to improve the college and career opportunities that are provided to our low socioeconomically disadvantaged, 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 towards and are an effective use of funds strategically supporting our unduplicated students in meeting the district's goals in the state priority areas 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) 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 and increase the college and career readiness activities and support that unduplicated high school students receive. This position will determine targeted college awareness and preparatory activities based upon data collected from multiple sources. These activities will be geared toward our English learners,

socioeconomically disadvantaged, 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 5-12; provide quarterly Ontrack A-G feedback to students and work with counselors to hold quarterly academic check-ins with unduplicated pupils, community and parent educational workshops focused on A-G requirements, college application, and financial aid application support; 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 5 year plan for 7-12 grade; and 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 and families in transition in ensuring they increase their college and career readiness and become more aware of the requirements for high school graduation and college admittance.

SA 11.6: This action/service is principally directed towards and effective in increasing unduplicated pupil access to Career Technical Education (CTE) opportunities by funding career pathways and state and local priorities aligned programs. This action/service supports state priorities state standards (priority 2), pupil achievement (state priority 4), course access (state priority 7), and other pupil outcomes (state priority 8). Three new education pathways were added in the 2018-2019 school year and 8 new sections/classes in support of developing additional Education Pathways; these education pathways will be maintained in the 2019-2020 school year. Through the guidance of counselors, unduplicated pupils are provided with increased access to Career Technical Education pathways and with their improved interest in the content they are learning and engagement with the activities they are partaking in, unduplicated attendance is positively affected by their enrollment in these courses. These courses provide unduplicated pupils with opportunities to build their skill sets in areas that increase their competitiveness in graduating from high school, being admitted into college, being competitive in finding employment, and an active and valued member of their community.

SA 12: Special Education Assistive Opportunities - This action/service focuses on improving the full inclusion into mainstream classrooms and A-G track classes that unduplicated pupils with disabilities are provided access to. Our data from Synergy indicates that many of our students with disabilities (SWD) are part of our unduplicated student groups. To provide our students with disabilities with equitable access to instruction as compared to their grade level peers, assistive technology support will be provided to meet their needs to achieve academic success and improve students with disabilities opportunities to communicate and learn 21st century skills that will increase their ability to become employed. These services are principally directed towards and are an effective use of funds, strategically supporting our unduplicated students in meeting the district's goals in the state priority areas 2 (state standards), 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) 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 and gain access to course content and skill development aligned with conceptual understanding and interpersonal communication.

New SA 12: Special Education Program Support: Our Students With Disabilities (SWD) have been identified as needing differentiated assistance support and strategic integration of evidence-based interventions to address the need for growth in the area of academic achievement. This action and service is aligned with state priority areas state standards (state priority area 2), pupil achievement (state priority area 4), and course access (state priority 7). Our Students With Disabilities (SWD) student group results on the California School Dashboard were intensive (red) for every area (chronic absenteeism, graduation rate, college/career, ELA, Math) but suspension as this area was orange. These results signify that our students with disabilities have areas of high need. Implementing evidence-based interventions and increased staff support will help to address the need for increasing areas of growth in these identified areas of performance gaps. Increased support will be provided for beginning of the 2019-2020 school year which will entail additional reading intervention support for our students with disabilities at the high school level. Read 180 is a research based reading intervention program that will provide a valuable tiered instructional approach to building foundation literacy skills the least restrictive setting. This program is principally directed towards meeting the needs of unduplicated pupils who have IEPs and will be effective in supporting increasing reading skills for students with disabilities. 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 180 is a well-regarded online reading intervention program that can address the need of students with disabilities through a tiered program that is tailored towards the specific learning needs of each student. Students with disabilities will also benefit from teacher led small group writing and self-regulation intervention that is offered during the reading intervention period. 9 Resource teachers will continue to service the needs of unduplicated pupils who are high school students. These teachers support the students within the classroom setting and provide extra instructional support and work in collaboration with the teachers to ensure that unduplicated pupils with disabilities have access to A-G required courses, are being provided high quality rigorous first instruction with scaffold support provided by the resource teachers, while supporting the students organizational process of taking notes, keeping track of when assignments and projects are due, and being provided with homework and reading assistance. This action/service is to address the need to increase unduplicated students with disabilities maintaining progress on the diploma track in high school and getting in class support with the new 4 by 4 block schedule and high school graduation requirements that will go into effect in 2019-2020. This action/service is principally directed towards and effective in utilizing the funds intended to help unduplicated students acquire the A-G credits needed to graduate from high school with the needed courses to be admitted in a California college or university and be provided with additional support from teachers specifically focused on the individualized needs of unduplicated pupils with IEPs.

SA 13.1 This action/service is principally directed towards and effective in ensuring that all unduplicated pupils are provided with the district board adopted curriculum, classrooms are provided with culturally relevant literature for unduplicated pupils to have access to, supporting school libraries district wide to ensure they are up and running and that students are able to check out books while also making sure that unduplicated pupils have access to check out books. This action and service is aligned with state priority areas 2 (state standards) and 4 (pupil achievement). This action/service supports school libraries across the district through providing a district librarian and library media assist. Taking into consideration that many unduplicated pupils have limited access to books and literature within their place of residence, this action and service is designed to increase the access students have to bring books from school to home and access literature on mobile devices which is intended to help achieve increased academic achievement. As most schools do not have any one staff member that runs the school libraries at sites these two staff members provide above base services that support school libraries to have the books they need for students, the bar codes needed for the checkout process, and that every

classroom is provided with a classroom library of culturally relevant books for students to have access to. The district librarian and library media assist also oversee the Overdrive Ebooks system and ensure that sufficient number of licenses are available in the areas of interest shared by student book inventories and surveys that are provided to sites. The district librarian and library media assist provide direct support to all high schools, principally directed towards ensuring that unduplicated pupils have access to check out supplementary books for their classes; especially advance placement (AP) courses taken by unduplicated pupils.

Goal 2, Equitable learning environments, all actions and services are principally directed towards our unduplicated pupil population as data and stakeholder input continues to demonstrate that there exists performance gaps aligned with intensive and strategic social-emotional and academic needs in supporting increased academic achievement, decreased discipline incidents and suspensions, and increased attendance and college/career readiness for our unduplicated pupils. The SUSD LCAP Goal 2 is focused on addressing the sate priority areas of basic conditions (state priority 1) and school climate (state priority 6). Analysis of district data, needs assessments, and stakeholder input continues to demonstrate that their exists a need for recruiting and retaining highly qualified staff, addressing the mental health and well-being of students, maintain clean and safe schools, develop equitable schools that are responsive to trauma informed care needs, implementation of restorative practices, and provide supports that build healthy inclusive communities. Interventions which integrate academic learning and positive behavior management may be appropriate in some schools. Research links the depth of social-emotional learning (SEL) skill development to student engagement with Common Core State Standards; "Students who do not have a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it" (Elias, M.J., Phi Delta Kappan, 2014). Research continues to find links between a student's academic achievement and their level of poverty (Holley, Lynd & Lynd; Harwell, Maeda, Bishop, & Xie, 2017). The amount of collective societal hardships experienced by students has a direct impact on student achievement (Ewijk & Sleegers, 2010; Reardon, 2016). The relationship between family socioeconomic status and the academic performance of students has been well established in research (NCES, 2017; Reardon, S.F., 2016; Riddell, R. 2016). In using student achievement or growth to evaluate a school's performance, it is important to ensure that the social-emotional needs of unduplciated pupil's are being addressed, access to high quality first instruction is being provided in equitable learning environments, and a Multi-Tiered System of Supports (MTSS) approach to providing tiered strategies to meet the social-emotional and academic needs of students are being implemented.

LE 1: Technology integration and support-This action/service is principally directed towards and effective in allocating funds to address the need for unduplicated pupils to have access to Common Core State Standards curriculum-based lessons, Google classroom assignments that are differentiated and tiered to address the individualized learning needs of linguistically and culturally diverse students, and project-based learning experiences. This action/service focuses on addressing state priority 1 (basic services) and 6 (school climate). Teachers and students are provided with the opportunity to have access to a laptop that are assigned to each student and teacher and with the support from the Information Services department, computers are all provided with CIPA filtered access to the internet, up to date operating systems, weekly checks on infrastructure capability to ensure that the systems in place can continue to support the online traffic produced daily by students and staff accessing their technology tools. With unduplicated students being provided access to one to one ratio of computers and each teacher being provided with a laptop, this action/service increases the access to instructional standards-based lessons and improves the communication between teacher and student and teacher and families through tools to send messages, send out flyers and updates, update the classroom web page, and update grades and attendance data so that families have real time access to student data. This action and service takes into consideration the

differentiated learning needs of unduplicated pupils and is designed to improve the teacher's ability to create differentiated lessons and project-based learning activities through Google Classroom and assign, progress monitor, provide feedback, and answer student inquiries aligned with standards based learning activities with the intention of positively impact student academic achievement.

LE 2: High-Quality Teachers, Substitutes, Administrators and Staff - This action/service is principally directed towards and effective in allocating funds to address the need for unduplicated pupils to have access to the highest quality staff through district outreach of recruiting, hiring, training, and retaining staff. This action and service is focused on state priority areas 1 (basic services) and 6 (school climate). 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 it is important to have a strategic plan, district staff focused on acquiring talent, ongoing professional learning opportunities, and incentives to further staff's educational accreditation. These services are principally directed and are an effective use of funds, strategically supporting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the improvement of staff hiring timelines including incentives and credentialing, training, and support to develop and maintain high quality staff. To support unduplicated pupils receiving high quality first instruction with increased rigor delivered by highly qualified staff the district continues to provide support to all first and second year teachers in the form of assigning them a mentor and providing ongoing training, professional learning, onsite coaching, and co-lesson planning sessions to actively develop new teacher's ability to meet the differentiated learning needs of linguistically and culturally diverse students. This action and service takes into consideration the need for unduplicated pupils to be provided with the highest quality staff that the district can recruit, train, and retain in support of increasing access to Speech Language Pathology resources and efficient and effective assessment process aligned with student success team collaboratively agreed upon outcomes in support of students being provided with high quality rigorous first instruction within the least restrictive learning environment.

LE 2.3: Positive Behavior Intervention Support: This action increases services provided to parents/guardians and students with the resources necessary to enhance relationships that creates safe and healthy learning environments with the design of supporting unduplicated pupils being academically and social-emotionally successful within the least restrictive learning environment. These services are principally directed and are an effective use of funds, strategically addressing our unduplicated student's needs 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 socioeconomically disadvantaged, English learners, and foster youth students are high leverage services for our unduplicated students addressing directly the areas of suspension and chronic absenteeism through a Multi-Tiered System of Supports approach and increasing staff above the base provided to school sites for schools servicing high percentages of unduplicated pupils. Through training our staff on development and implementation of Behavior Intervention Plan (BIP) services, they are able to provide our unduplicated students and family support 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 to progress monitor the effectiveness of the evidence-based interventions that are being implemented. District offered training sessions and workshops will include a review of the framework and implementation process of Multi-Tiered System of Supports, the CARE, SST, and SAP process including universal instruction and evidence-based interventions implemented to meet the social-emotional and academic needs of unduplicated 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 socioeconomically disadvantaged, 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. This training will lead to improved school climate and provide caring relationships and support for vulnerable students such as our foster youth and families in transition. Providing evidence-based interventions for behavior will help decrease exclusionary discipline for our unduplicated pupils and address the need for collaborative problem solving approaches to implementing a trauma informed care response to students behavioral and mental health needs. Training will be provided to staff on building trauma informed and responsive schools focused on the development for understanding of impact of trauma on student learning and behavior, effective strategies for supporting learning and behavior needs of children who have experienced 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, compassionate communication, and relational trust building strategies. This will be principally directed towards meeting the needs of unduplicated pupils, however, the action/service will benefit all students and particularly students affected by trauma such as foster youth and socioeconomically disadvantaged students.

LE 2.6: This action/service is principally directed towards and effective in providing increased staff to improve the strategic site-based outreach that is provided to both unduplicated students and their families through coordination of instructional and social-emotional staff directly working in collaboration to address the needs and performance gaps connected with unduplicated student's data. This action/service is focused on state priority areas 1 (basic services) and 6 (school climate). The Student Assistance Program Chairperson for Grants and Special Projects coordinates grant activities for tobacco prevention and intervention and violence prevention and mental health/wellness promotion. Tobacco prevention and youth development activities provide primary prevention and also increase protective factors for youth, particularly vulnerable youth. Our unduplicated pupils, students with disabilities, and LGBTQ+ youth are considered high risks groups and are in need of improved education and resources aligned with healthy living and drug and tobacco prevention. 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 use of marijuana and alcohol have also decreased in the past 7 years. This action/service is focused on addressing the development of 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 (SEL) 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 were 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 District is focused on sustaining and scaling up the professional learning and system implementation aligned with restorative practices, trauma responsive schools, and wellness centers for coordination of school based services.

LE 2.7: This action/service is principally directed towards and effective in providing increased staff to improve the strategic site-based outreach that is provided to both unduplicated students and their families through intensive behavior intervention support (BIT) for our most at-risk students. This action/service is aligned with state priority 6 (school climate). The Behavior Intervention Team (BIT) provides support services to students, teachers, and families in order to maintain a student in their current educational classroom/program. 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. The Behavior Intervention Team works in collaboration with school sites, in consultation with staff and families, and provides recommendations for supports, strategies, evidence-based interventions, and relational trust building activities to school site staff members focused on data and observations of current behavior expectations, procedures for common movement and socialization, classroom area management plan, daily schedule structure, behavioral data, review of any current behavior intervention plans (BIP), attend and provide support, data, and recommendations at CARE, SST, and/or IEP meetings, and provide staff and families with connections to community based organizations in support of addressing the social-emotional needs of the student. Based on stakeholder consultations and the high number of referrals this year for BIT support for unduplicated pupils, support services will be increased starting in the 2019-2020 school year. Increased services entail: BIT Administrator, 5 mental health clinicians, 1 behavioral specialists ll's, 6 behavioral specialists I's, 12 behavior intervention assistants, and 4 Board Certified Behavior Analysts.

LE 2.8 & 2.14: This action/service is principally directed towards and effective in providing increased staff to improve the strategic placement of staff at schools to support the needs of unduplicated pupils and their families. This action/service is aligned with state priority 1 (basic services) and 6 (school climate). Through stakeholder feedback identifying the need of students to feel safe at their school sites, reduce the number of suspensions, and increase positive student attendance the district has strategically utilized an assistant principal restorative formula and over-formula for other staff to provide school sites that have a high percentage of unduplicated pupil's enrolled and high number of discipline incidents and suspension rate increased staff support to proactively address the need to implement a Multi-Tiered System of Supports facilitated by the assistant principal in addressing the need to keep students in class and ensure a school climate and culture is aligning their behaviors with the collective norms and agreements that were or will be created through the implementation of their site-based Professional Learning Community. Sites where it was identified through a needs-assessment and stakeholder feedback that increased staff are needed to service the needs of unduplicated pupils strategic staffing decisions were made to address these identified needs. This action and service takes into consideration the discipline, attendance, and academic data aligned with the percentage of unduplicated pupils that are attending the school site and is designed to improve the school experience for unduplicated pupils in providing staff to address data-based variables intended to

increase student academic achievement through providing basic services and positively impacting the school climate.

LE 2.9 & 2.11: This action/service is principally directed towards and effective in addressing the need for improved educational experiences for our unduplicated pupils and families supported by a district wide equity initiative focused on developing and sustaining equitable learning environments that help unduplicated students overcome the significant educational challenges they face. This action/service is aligned with state priority 6 (school climate). On-going Professional Development training and workshops for district staff will be provided 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 2018-2019 school year to assess the current needs of the district in order to propose strategies and resources designed to address the identified 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. Our recent CA School Dashboard data indicates that suspension is an area of intensive concern for our homeless and socioeconomically disadvantaged students and a strategic concern for our students with disabilities, African American students, and American Indian or Alaska Native students. 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 training for all district staff in the area of equity, implicit bias, diversity and inclusion, culturally responsive teaching strategies and pedagogy, LGBTQ+ Awareness and Inclusive Practices. 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 microaggressions, culturally mediated behaviors and responsive teaching practices for linguistically and culturally diverse students. This is also a critical need because currently our district demographics consists of 83% unduplicated pupils. These topics have substantial implications for reducing suspension disparities because they address a key component in the over-representation of culturally diverse students 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 research-based alternative strategies for culturally relevant classroom management and trauma informed care relationship-building with students. To improve upon our current services to support our undupilcated student groups SUSD will assess the needs of the support and training needed for staff in the areas of equity, unconscious bias, diversity and inclusion and culturally responsive strategies. The assessment of current practices and strategies will increase staff awareness and best practices to be utilized to support our socioeconomically disadvantaged, English learners, and foster youth student groups.

LE 3.1: This action and service purchase of software allows teachers and district Instructional Technology staff to back up all data, lessons, and information stored on student and teacher computers, while also improving teacher's abilities to monitor student activities on their Chromebooks and Windows machines to progress monitor learning progress and proactively address responsible digital citizenship and usage by students. This action/service is aligned with addressing state priority 6 (school climate). This service is principally directed to and effective in improving instructional services provided to students by providing teachers with the ability 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 direct instruction sessions within class instructional time. 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 socioeconomically disadvantaged student groups who need equitable access to technology skill-based experiences and high quality rigorous first instruction. The functionality and options provided with this service improves a more timely and tiered instructional support embedded within standards-based lessons and supporting positive, productive, and safe communication and messaging between students utilizing school computers with the intention of having a positive impact on school climate and increasing student's awareness of digital citizenship responsibility.

LE 6: Basic Instruction and Teacher Staffing - The focus of this action/service is to provide instructional time beyond the state minimum and maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements focused on meeting the student achievement needs principally directed toward unduplicated pupils and benefited by all students. These services are principally directed and are an effective use of funds, strategically in addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 1 (basic services) and 6 (school climate) 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 socioeconomically disadvantaged students, English learners, and foster youth.

LE 7: "Whole Family Response" and Resources: This action/service is principally directed towards and effective in improving the outreach services and access to academic support provided to our unduplicated pupils and their families. This action/service is focused on addressing state priority areas 1 (basic services) and 6 (school climate). A Foster Youth Liaison was hired to increase the needed services for our foster youth. This position provides and coordinates services for all of our foster youth students. Based on current needs, and research, outcomes on all reports from the California School Dashboard demonstrates that our foster youth students are in need of 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. To coordinate and provide outreach support to families of unduplicated pupils two parent liaisons have been hired, 7 social service case managers, 1 community assist, 1 social worker assist, and 2 social service case managers. Two community partnership outreach specialists through a collaborative agreement between the district and a community based organization help to address unduplicated students habitual truancy and chronic absenteeism rates and conduct student conferences, home visits, and outreach efforts to connect families with community based resources to assist with addressing the need for increased positive attendance of unduplicated pupils. This action and service takes into consideration the need of unduplicated pupils to attend school everyday on time and that these student groups struggle with barriers and obstacles at times to ensuring consistent school attendance and positive experiences at school, therefore, this action and service is designed to strategically address relationship building and increase access to resources for unduplicated pupils focused on increasing their daily attendance rates, decreasing their suspension rates, and increasing their sense of feeling connected and valued at school.

LE 8: Health Services- Strategic services are needed to be increased to address the health and well-being of socioeconomically

disadvantaged students, English learners, and foster youth as they experience health and social emotional issues at a higher rate than their peers. 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 service interventions to be healthy and enhance their ability to learn. These services are principally directed towards and are an effective use of funds, strategically addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 1 (basic services) and 6 (school climate) through subacute and specialized health care services response and management. Additional staff will address the need for subacute healthcare services response and management with 7 licensed vocational nurses and 21 health care assists. A community resource liaison program coordinator will be provided to help facilitate and coordinate the services principally directed towards meeting the needs of unduplicated pupils. This action/service both increases and improves the Wellness Centers health services capacity by ensuring that every Wellness Center has a Healthy Start Coordinator, a school nurse (5 total to be hired for 2019-2020), and 1 Family Nurse Practitioner. A mental health clinician will also be assigned to each of the Wellness Centers to provide mental health services. This action/service will help to increase and improve the services to foster a caring and nurturing environment that emphasizes the social, emotional, physical, and intellectual development of unduplicated pupils and their families. Within the Health Centers increased and improved services principally directed towards unduplicated pupils will be: nurse practitioners will provide direct medial services for students under the supervision of a physician, school nurses will develop individual health plans (IHP) for unduplicated pupils who have an IEP or 504 plan, also providing direct case managing services provided by the nurse practitioner, Mental Health Clinicians will provide intake services and mental health individual, group, and family therapy sessions, and Healthy Start Coordinators will provide services coordinating all staff in the Wellness Centers. This action and service takes into consideration the barriers and obstacles that many unduplicated pupils and their families face in accessing health services and is designed to increase student and family access to health and wellness services on school campuses with the intention of increasing unduplicated student's daily attendance and enhancing student's positive perception of their school climate.

LE 9: Building Strong Schools & Healthy Communities- This action/service is principally directed towards and effective in addressing mental health needs of unduplicated pupils and their families by increasing access to services through hiring 30 Mental Health Clinicians to provide individual, group, and family therapy sessions on school campuses and provide mental health service access to unduplicated students and their families so that they do not have to travel to an outside agency to receive services. This action/service is aligned with addressing the state priority areas 1 (basic services) and 6 (school climate). District staff will also be provided with training and resources to improve the level of responsiveness schools have in the area of providing trauma informed care for unduplicated pupils. Through a Multi-Tiered System of Supports (MTSS) approach to providing trauma informed care, staff will be provided with the training and resources to address the need to have tailored responses and increased depths of understanding for our unduplicated pupils who have experienced trauma. The district recognizes there is a need for a comprehensive approach to trauma informed care and evidence based interventions across the district. The services provided and training/workshops offered will help to identify core principles, current research-based practices, effective systems for integration within school sites, and systemic processes to have in place to sustain a comprehensive approach to trauma informed care. This action and service takes into consideration the increased need for unduplicated pupils and their families to have access to health and well-being and student leadership resources provided on site at the schools they attend and designed to build relational trust and leadership skills in order to increase unduplicated students' perception of feeling connected and valued at the school they attend.

LE 10.1 & 10.3: School Counseling - To provide our socioeconomically disadvantaged, 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, strategically addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 1 (basic services) and 6 (school climate) 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 intensive and academic achievement for ELA and Math were also intensive. The California School Dashboard data showed that only 21.2% of high school graduating students were college and career ready. Suspension rates have improved with existing services, but there is still much room for improvement in decreasing the percentage of unduplicated students and all students being suspended. SUSD determined based on stakeholder engagement, data outcomes, and local data that strategic support in counseling services is needed to increase and or improve our services to increase graduation and college career readiness, monitor and provide consultation for our unduplicated pupils on staying on track with A-G courses, progress monitoring attendance, and social emotional support. In addition, increased support for our students with disabilities at the high school is a necessity to ensure equitable access to courses and diploma on track courses scheduling. We have increased the number of students who are full-inclusion who are requiring additional counselling support both academically and socially. The 2019-2020 LCAP will support the staffing of 78.5 counselors to provide services principally directed towards unduplicated pupils in which all students will receive benefits from. Second Step is the evidence based Social Emotional Learning (SEL) curriculum the counselors will be using for increasing school climate, reducing behavioral concerns, and addressing the need to explicitly teach students societal expectations in positive behavioral interpersonal communication. Restorative practices training and site based workshops will be provided to sites will high percentage enrollments of unduplicated pupils to proactively address the need to reduce suspensions, increase attendance rates, and positively impact student's access to high quality rigorous first instruction. A framework and comprehensive plan will continue to be developed in alignment with the district's equity initiative. This action and service takes into consideration the exposure and experiences that unduplicated students have with traumatic events and is designed to increase the counseling services and improve school sites ability to be trauma informed with the intention of increasing student attendance, decreasing student suspension rates, and increasing student's sense of feeling connected and valued at school.

LE 10.4: This action/service is principally directed at improving and increasing the diversity and inclusion resources that our unduplicated pupils receive and that is provided to the staff that directly serve the needs of our unduplicated pupils. This action/service is aligned with addressing state priority area 6 (school climate). LGBTQ+ diversity and inclusion summit and 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 populations; and at higher risk for intensive level academic achievement, high chronic absenteeism, and school dropout will help to enhance the academic experiences that our unduplicated pupils have witin our school system. This partnership with Pride Center also includes parent outreach and engagement activities. Unconscious Bias/Diversity and Inclusion/Culturally Responsive Strategies Training 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 would provide an outside consultant to audit our district data, policies, practices, and procedures to identify strengths, weaknesses, and specific goals for gaps, resources inequities, and improving outcomes for our unduplicated pupils. This action and service takes into consideration the increased need for unduplicated pupils to have access to support networks and identity workshops designed to

increase the opportunities for inclusion, equity, and understanding bias with the intention of increasing student attendance through enhancing student's perception of their school climate through feeling connected and valued at school and within their learning community.

Goal 3, Meaningful Partnerships, all actions and services are principally directed towards our unduplicated pupil population as data and stakeholder input continues to demonstrate that their exists a need for increased opportunities for parent/guardian training and involvement, improved school & family communication, increased student engagement and leadership opportunities, and strategic outreach addressing student attendance and in school behavioral needs. The SUSD LCAP Goal 3 is focused on addressing the state priority areas of parental involvement (state priority 3) and pupil engagement (state priority 5). When supported by strong practices and policies, positive school experiences, and parent/guardian involvement, leadership capacity can be developed at all levels directly benefiting the student academic achievement of unduplicated pupils. The actions/services integrated into this goal improve the District's ability to develop collaborative partnerships and activities involving school staff, parents/guardians, and community based organizations. Embedded in this goal are the District's focus is on increasing student engagement, leadership opportunities, attendance, and academic achievement through developing meaningful partnerships with stakeholders. Meaningful partnerships are based on relational trust and this goal provides actions/services that welcome all families into the school community, increase the District's ability to communicate effectively, support student success, empower students to take on leadership roles, improve access to enrichment educational experiences, support Career Technical Education Student Organizations (CTSO), and collaborating with the community. With a shared responsibility and reciprocal process in which schools, academic organizations, and community agencies engage families and build meaningful partnerships that support the development of leadership capacity for all stakeholders and ensure that families are active partners in their children's school experience.

MP 1: Parent Empowerment - To develop and fosters relationships with parents/guardians that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, strategically supporting the needs of our unduplicated students in meeting the district's goals in the state priority areas 3 (parental involvement) and 5 (pupil engagement) 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. Increased services for parent and community outreach which will include parent/guardian training and access to community resources that will be provided by the support of parent liaisons, parent involvement specialist, and a parent community empowerment coordinator under the guidance and direction of the Communication Relations department and in coordination with the Educational Services department.

MP 2: Parent and School Communication - The goal of this action/service is to provide and maintain systems of communication that meets the needs of the school, parents/guardians, students and the community. Providing ongoing communication via the district website, robo calls, parent and community meetings and opportunities to connect with the schools are services that SUSD has in place to increase parent and community connection to our schools to build services and support for our foster youth, socioeconomically disadvantaged and English learner students. These services are principally directed and are an effective use of funds, strategically addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 3 (parental involvement) and 5 (school climate) through the continuous improvement in systems of communication with the district,

community and stakeholders. With the new development of a district wide App, communication efficiency will be improved and parent/guardian access to student data will be increased with real time access to student data and district resources. The position of the Director of LCAP allows for a district focused approach to strategic outreach, engagement, and progress monitoring of the LCAP actions/services in the updating and development process. Improved services principally directed towards and effective in increasing English learner access to high quality rigorous first instruction and second language family members ability to participate in site-based and district sponsored events are addressed by this action/service. The demands for translation services have continued to be voiced as a need by stakeholders this school year for our English learners and their families. Our translators interpret for family and community members at meetings, school events, student and parent conferences, student enrollment, academic meetings, and district communication that goes out to the community. There is a high need to sustain the positions provided in the LCAP and offer professional development to improve the services that are being offered.

MP 4.2, 4.3, 4.4., 4.5: Student Engagement and Leadership Opportunities - The focus of these actions/services are 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 towards and are an effective use of funds, strategically addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 3 (parental involvement) and 5 (school climate) through providing opportunities for students to participate in youth development activities, Peer Leaders Uniting Students (PLUS) program, and access to athletics and enrichment activities. 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, LGBTQ+ inclusion and diversity summit, supporting youth development and leadership, and provided mentoring experiences. School Climate data demonstrates the need for additional support and resources at the high school level to build up the sense of students feeling valued and connected at school. 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 need ongoing strategic program implementation to address student engagement needs. Working with the high school teachers of the PLUS Program, we determined that PLUS teachers recognize the high needs of our EL, foster youth, and socioeconomically disadvantaged 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) to plan necessary prevention activities that are highly beneficial for our EL, foster youth, and socioeconomically disadvantaged youth populations. Four teacher positions will support the four comprehensive high schools next school year to support the services listed above.

Kennedy Games and Pentathlon provide opportunities for all of our unduplicated student groups to participate in extended learning and enrichment activities. These events provide leadership opportunities, collaboration among peers, and competition experiences that build up 21st century transferable skills for our unduplicated pupils that are directly applicable to college, career, and community readiness. Athletics programs are provided to increase access for unduplicated pupils to take part in sports and club activities as within the city we have experienced a deficit in children focused experiences and activities and the ones that are available within the city are offered at an increasingly inflated cost for participation. A Coordinator for PE & Athletics will oversee the programs and ensure that unduplicated pupils are being provided with equitable access to take part in activities provided by the district.

MP 4.6-4.8: Student Empowerment, Innovation, & Leadership Opportunities-These actions/services are principally directed towards and are an effective use of funds in providing an increased and improved educational experience for our unduplicated pupils focused on developing their leadership skills directly aligned with college, career, and community readiness. This action/service is focused on addressing state priority 5 (pupil engagement). Latinos In Action is a program that will provide empowerment to our high school students through leadership opportunities. The program takes an asset-based approach to engaging Latino youth and preparing them for college and careers while helping them develop skills to become contributing citizens. The model involves four key essentials: a unique student composition, tutoring at a neighboring elementary school, hands-on leadership experience in the class, and Latinos In Action college and career readiness curriculum.   Stockton Master Innovators is a program that will provide the opportunities for our students to develop academic, collaboration, leadership, and career-based transferable skills that will enhance their learning experiences while providing them with leadership activities to be active agents of change within their community. Participating students are motivated to lead the way to drive change. The program offers monthly workshops, skill building activities, and guided projects. The program is an 18 month program for high school juniors. Students will learn and practice critical skills, such as researching, setting goals, and directing their own learning, that will help them thrive in high school and beyond. Students that are members of the Black Student Unions at the comprehensive high schools will be provided with the opportunity to attend the Black Students Of California United (BSCU) Leadership Conference. This experience will be a culmination of leadership activities and college & career experiences the students take part in throughout the year.

MP 6.1-6.4: Visual and Performing Arts (VAPA) Activities - This action and service is principally directed towards and effective in addressing the need for the district to improve its capacity 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 are made up of socioeconomically disadvantaged, foster youth, and English learners. Most of these student have continued the VAPA pathway from elementary to high school taking part in band, strings, choir, dance, and the mariachi band. These types of programs increase school connectedness and student's attendance rates. These services are principally directed and are an effective use of funds, strategically addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 3 (parental involvement) and 5 (school climate) through music, band, art, physical education, and intramural sporting activities. This action/service improves the district's capacity to provide enrichment opportunities for unduplicated pupils through supporting a band assist, concert assist, dance assist, mariachi assist, music coordinator, 7 arts resource teachers, and 22 K-8th grade music teachers.

MP 7: Student Attendance Accountability - These actions and services provide an improved 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, strategically addressing the needs of our unduplicated students in meeting the district's goals in the state priority areas 3 (parental involvement) and 5 (school climate) 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 socioeconomically disadvantaged, foster youth and English learners, California Dashboard data continues to indicate more support is needed to reduce our high chronic absenteeism. To address the need for strategic outreach and support increasing student attendance, 4 attendance technicians, 12 attendance assistants, 4 truancy intervention and outreach specialists, and 4 in-school discipline intervention teachers will be utilized to address the need to decrease habitual truancy and chronic absenteeism rates for our unduplicated pupils. 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 partnership with Regional Transit Distict, SUSD will provide all students, principally directed towards meeting the transportation needs of unduplicated pupils, with free transportation to and from school, no matter the distance from the student's school site, using public transit services and providing access to free transportation to all SUSD students. This service takes into consideration the transportation and distance from school sites for unduplicated students and provides access to free transportation for all unduplicated pupils no matter the distance they reside from their school and allows for the students to access transportation at any given time in which they need to access transportation to and from school or any school events.

Summary:
The district is principally directing actions/services to actively address the academic and social-emotional needs of unduplicated pupils and their families. Comprehensive professional learning opportunities are being implemented to ensure students are provided with high quality rigorous first instruction, improving support for new teachers, and focusing instructional differentiation through a Multi-Tiered System of Supports (MTSS) approach to raise student academic achievement for unduplicated pupils. For the 2019-2020 year a major focus is on increasing the District's capacity to address the mental health needs of unduplicated pupils and improve school's ability to provide trauma informed care and implement restorative practices. Bilingual assists, translators/interpreters, and English Language Development training are provided to help increase English learner's attainment of reclassification and English proficiency. Opportunities for student leadership and empowerment activities are being developed aligned with Career Technical Education pathways and increased inclusion support for diploma track access and success for students with disabilities are integrated into the plan. An increase of the capacity for all Wellness Centers to service the needs of unduplicated pupils is built into the plan to ensure that the health and well-being needs of students, families, and staff are being addressed. The District is focused on increasing equity across the district and improving the trauma informed care and restorative practices approach to developing culturally responsive schools. Partnerships are essential for helping students achieve and the plan continues to improve on the District's ability to communicate effectively, engage and increase parent/guardian participation, and build meaningful partnerships with community based organizations. These actions/services are directly aligned with our mission of lifting youth out of poverty and graduating every single youth college, career, and community ready.

Research & Resources:
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https://blogs.edweek.org/teachers/coaching_teachers/

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https://www.rcoe.us/educational-services/files/2015/12/10c-Hanover_Improving_Student_Achievement_and_Closing_the_Achievement_Gap__12-2014.pdf

http://www.ascd.org/publications/educational-leadership/nov04/vol62/num03/Why-Does-the-Gap-Persist%C2%A2.aspx

https://www.lexialearning.com/blog/educational-organizations-are-preparing-lower-income-students-college

https://edsource.org/2017/community-schools-linked-to-improved-grades-attendance-study-says/583118

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https://www.kqed.org/mindshift/46457/how-mindfulness-and-storytelling-help-kids-heal-and-learn?fbclid=IwAR0TWyIXTX3ozeGVLKtLqdaFVclatR8QLKM9JukN1pOlqt01FTRRvot02a0
http://www.theotx.org/wp-content/uploads/2018/10/2.8-%E2%80%93-TEA-Mental-Health-and-Trauma-Informed-Schools-.pdf
http://blog.brookespublishing.com/5-types-of-instructional-adaptations-for-your-inclusive-classroom/
https://citl.ucsc.edu/teaching-resources/active-learning/

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$86,583,078	31.853%

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 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.

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. 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:

Student Technology SA 1 -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.

SA 1.1 : Purchase of software to allow teachers and district to monitor student activities on their 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 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 189-190.

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

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 191-192.

SA 3.1-3.3: 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 193-195.

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 pages 270-271 .

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 and principals 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 197-198.

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 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 201-203.

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 204-205.

SA 91-9.4: 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 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 206-207.

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 increased services are counselors, assistant principals, parent liaisons, library media assists and tutors. Actions and services can be found on pages 208-209.

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; 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 210-214.

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 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 215-216.

SA 13.1 District Librarian support services will be added to the LCAP to support district library services.

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 217-218.

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:

- 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.

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 assessed on a needed basis for replacement of outdated equipment and/or an addition of teachers to the district. Actions and services can be found on pages 224-225.

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, 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 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 I'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 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 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.

2.10 Positive Behavior Intervention Support (PBIS) training materials and resources are needed to support the PBIS program.

2.11 To improve upon our current services to support our unduplicated student groups SUSD will assess the needs of the support and training needed for staff in the areas of unconscious bias, diversity and inclusion and culturally responsive strategies. The assessment of current practices and strategies will increase staff awareness and best practices to be utilized to support our low-socioeconomic, English Learners, and Foster Youth student groups. Actions and services can be found on pages 225-232.

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 236-238.

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 238-242.

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 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 242-245.

LE 9: Increased safety measures will be added to support our after school program which services all students and specifically 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 251.

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 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 -A district-wide social emotional curriculum will be provided to all student with the support of the site counselors. The teaching staff and counselors will receive training on the Second Step Curriculum which aligns with our 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 255-261 .

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 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 268-269.

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 269-271.

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 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 272-274.

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 .

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 276-278.

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 278-280.

Summary:

Increase in coaches; providing content coaching and Common Core professional development; increasing the amount and support of technology and student access at every school site; and purchasing supplemental materials to implement Common Core aligned instruction have been identified as needed increased/improved services.

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 support the English Learner programs 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 student groups, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

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.

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).

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.

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 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).

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, 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 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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

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

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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.
    - 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
        (A) enrolled less than 31 days
        (B) enrolled at least 31 days but did not attend at least one day
        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
            (i) are enrolled in a Non-Public School
            (ii) receive instruction through a home or hospital instructional setting
            (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
        (B) The total number of students in the cohort.
        (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
        (A) The number of students who either graduated as grade 11 students or who earned any of the following:
        (i) a regular high school diploma
        (ii) a High School Equivalency Certificate
        (iii) an adult education diploma
        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
        (B) The number of students in the DASS graduation cohort.
        (C) Divide (1) by (2).

(d) "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).

(e) "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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	274,963,055.00	263,990,799.00	195,807,860.00	274,963,055.00	282,076,416.00	752,847,331.00
	0.00	0.00	9,000.00	0.00	0.00	9,000.00
0000 LCFF Base	176,236,967.00	184,105,833.00	3,598,249.00	176,236,967.00	189,137,317.00	368,972,533.00
0090: LCFF Educ Disadv Youth	13,818,504.00	10,234,357.00	0.00	13,818,504.00	12,742,761.00	26,561,265.00
0091: LCFF English Learners	435,638.00	405,240.00	0.00	435,638.00	603,096.00	1,038,734.00
0100 LCFF Supp/Conc	72,329,852.00	59,002,614.00	0.00	72,329,852.00	72,483,134.00	144,812,986.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	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	0.00	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	0.00	0.00	3,323,665.00	0.00	0.00	3,323,665.00
0100: LCAP/LCFF	0.00	0.00	0.00	0.00	0.00	0.00
0101: Prior Year LCFF S&C C/O	6,323,000.00	5,574,644.00	0.00	6,323,000.00	0.00	6,323,000.00
1100 Unrestricted Lottery	0.00	0.00	0.00	0.00	0.00	0.00
3010: IASA-Title 1 Basic Grants-Low	3,559,993.00	2,895,974.00	0.00	3,559,993.00	6,240,352.00	9,800,345.00
3312: SpEdLocAsstPrtBSec611 CEIS	1,066,000.00	1,133,870.00	0.00	1,066,000.00	0.00	1,066,000.00
4035: TitleIIPartA-ImpvTchrQuality	1,060,000.00	496,487.00	730,000.00	1,060,000.00	730,000.00	2,520,000.00
6512 (Spec Ed Mental Health)	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00
Other	133,101.00	141,780.00	0.00	133,101.00	139,756.00	272,857.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	274,963,055.00	263,990,799.00	195,807,860.00	274,963,055.00	282,076,416.00	752,847,331.00
	0.00	0.00	9,000.00	0.00	0.00	9,000.00
1000, 2000, 3000	5,195,380.00	5,399,808.00	1,124,039.00	4,988,594.00	6,972,667.00	13,085,300.00
1000, 2000, 3000, 4000	0.00	174,558.00	696,554.00	206,786.00	711,265.00	1,614,605.00
1000, 2000, 3000, 4000, 5000	18,651,356.00	19,923,554.00	23,116,073.00	18,651,356.00	6,263,445.00	48,030,874.00
1000, 2000, 3000, 4000, 5000, 6000	0.00	0.00	0.00	0.00	9,975,519.00	9,975,519.00
1000, 3000	217,469,188.00	211,342,448.00	156,566,936.00	217,469,188.00	231,904,359.00	605,940,483.00
1000, 3000, 4000, 5000	7,426,889.00	2,562,566.00	2,298,447.00	7,426,889.00	3,807,653.00	13,532,989.00
1000, 3000, 5000	630,000.00	274,119.00	0.00	630,000.00	350,000.00	980,000.00
1000,2000,3000,5000	0.00	315,805.00	0.00	0.00	0.00	0.00
2000, 3000	9,520,449.00	8,678,144.00	1,517,552.00	9,520,449.00	14,638,454.00	25,676,455.00
2000, 3000, 4000	237,929.00	1,104,821.00	1,338,976.00	237,929.00	0.00	1,576,905.00
2000, 3000, 4000, 5000	1,731,364.00	575,522.00	7,549,914.00	1,731,364.00	760,168.00	10,041,446.00
2000, 3000, 4000, 5000, 6000	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 5000	422,410.00	141,507.00	403,869.00	422,410.00	0.00	826,279.00
4000, 5000	6,681,000.00	6,066,372.00	100,000.00	6,681,000.00	1,290,000.00	8,071,000.00
4000-4999: Books And Supplies	3,456,090.00	2,856,162.00	986,500.00	3,456,090.00	2,661,886.00	7,104,476.00
5000-5999: Services And Other Operating Expenditures	1,541,000.00	2,575,413.00	0.00	1,541,000.00	741,000.00	2,282,000.00
7000-7439: Other Outgo	2,000,000.00	2,000,000.00	0.00	2,000,000.00	2,000,000.00	4,000,000.00
None	0.00	0.00	100,000.00	0.00	0.00	100,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	274,963,055.00	263,990,799.00	195,807,860.00	274,963,055.00	282,076,416.00	752,847,331.00
		0.00	0.00	9,000.00	0.00	0.00	9,000.00
	None	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	0100 LCFF Supp/Conc	5,195,380.00	5,399,808.00	0.00	4,988,594.00	6,972,667.00	11,961,261.00
1000, 2000, 3000	LCFF	0.00	0.00	1,124,039.00	0.00	0.00	1,124,039.00
1000, 2000, 3000, 4000	0100 LCFF Supp/Conc	0.00	174,558.00	0.00	206,786.00	711,265.00	918,051.00
1000, 2000, 3000, 4000	LCFF	0.00	0.00	696,554.00	0.00	0.00	696,554.00
1000, 2000, 3000, 4000, 5000	0090: LCFF Educ Disadv Youth	13,566,601.00	10,006,983.00	0.00	13,566,601.00	2,529,069.00	16,095,670.00
1000, 2000, 3000, 4000, 5000	0091: LCFF English Learners	435,638.00	405,240.00	0.00	435,638.00	603,096.00	1,038,734.00
1000, 2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	2,051,182.00	7,265,087.00	0.00	2,051,182.00	2,131,280.00	4,182,462.00
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	0.00	0.00	5,341,516.00	0.00	0.00	5,341,516.00
1000, 2000, 3000, 4000, 5000	0101: Prior Year LCFF S&C C/O	0.00	87,697.00	0.00	0.00	0.00	0.00
1000, 2000, 3000, 4000, 5000	3010: IASA-Title 1 Basic Grants-Low	1,531,935.00	1,024,677.00	0.00	1,531,935.00	1,000,000.00	2,531,935.00
1000, 2000, 3000, 4000, 5000	3312: SpEdLocAsstPrtBSec611 CEIS	1,066,000.00	1,133,870.00	0.00	1,066,000.00	0.00	1,066,000.00
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	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000, 4000, 5000, 6000	0090: LCFF Educ Disadv Youth	0.00	0.00	0.00	0.00	9,975,519.00	9,975,519.00
1000, 3000	0000 LCFF Base	174,980,510.00	176,586,197.00	0.00	174,980,510.00	183,435,582.00	358,416,092.00
1000, 3000	0100 LCFF Supp/Conc	41,955,577.00	34,401,786.00	0.00	41,955,577.00	44,084,577.00	86,040,154.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
1000, 3000	0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	0.00	0.00	3,323,665.00	0.00	0.00	3,323,665.00
1000, 3000	3010: IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	0.00	3,844,444.00	3,844,444.00
1000, 3000	4035: TitleIIPartA-ImpvTchrQuality	400,000.00	212,685.00	630,000.00	400,000.00	400,000.00	1,430,000.00
1000, 3000	6512 (Spec Ed Mental Health)	0.00	0.00	0.00	0.00	0.00	0.00
1000, 3000	LCFF	0.00	0.00	152,613,271.00	0.00	0.00	152,613,271.00
1000, 3000	Other	133,101.00	141,780.00	0.00	133,101.00	139,756.00	272,857.00
1000, 3000, 4000, 5000	0100 LCFF Supp/Conc	7,396,889.00	2,552,883.00	0.00	7,396,889.00	3,777,653.00	11,174,542.00
1000, 3000, 4000, 5000	4035: TitleIIPartA-ImpvTchrQuality	30,000.00	9,683.00	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	0.00	0.00	0.00	0.00	50,000.00	50,000.00
1000, 3000, 5000	4035: TitleIIPartA-ImpvTchrQuality	630,000.00	274,119.00	0.00	630,000.00	300,000.00	930,000.00
1000,2000,3000,5000	0100 LCFF Supp/Conc	0.00	315,805.00	0.00	0.00	0.00	0.00
2000, 3000	0000 LCFF Base	1,256,457.00	3,575,481.00	0.00	1,256,457.00	3,099,849.00	4,356,306.00
2000, 3000	0090: LCFF Educ Disadv Youth	251,903.00	227,374.00	0.00	251,903.00	238,173.00	490,076.00
2000, 3000	0100 LCFF Supp/Conc	7,715,504.00	4,822,228.00	0.00	7,715,504.00	10,719,692.00	18,435,196.00
2000, 3000	0100: LCAP/LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000	3010: IASA-Title 1 Basic Grants-Low	296,585.00	53,061.00	0.00	296,585.00	580,740.00	877,325.00
2000, 3000	LCFF	0.00	0.00	1,517,552.00	0.00	0.00	1,517,552.00
2000, 3000, 4000	0000 LCFF Base	0.00	902,492.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	0100 LCFF Supp/Conc	237,929.00	202,329.00	0.00	237,929.00	0.00	237,929.00
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	16,595.00	3,598,249.00	0.00	315,000.00	3,913,249.00
2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	1,299,891.00	0.00	0.00	1,299,891.00	0.00	1,299,891.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
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	0101: Prior Year LCFF S&C C/O	0.00	56,428.00	0.00	0.00	0.00	0.00
2000, 3000, 4000, 5000	3010: IASA-Title 1 Basic Grants-Low	431,473.00	502,499.00	0.00	431,473.00	445,168.00	876,641.00
2000, 3000, 4000, 5000	LCFF	0.00	0.00	3,679,705.00	0.00	0.00	3,679,705.00
2000, 3000, 4000, 5000, 6000	0100 LCFF Supp/Conc	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 5000	0100 LCFF Supp/Conc	422,410.00	141,507.00	0.00	422,410.00	0.00	422,410.00
2000, 3000, 5000	LCFF	0.00	0.00	403,869.00	0.00	0.00	403,869.00
4000, 5000	0000 LCFF Base	0.00	453,946.00	0.00	0.00	60,000.00	60,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	49,487,378.00	41,136,854.00	39,376,131.00	49,487,378.00	45,255,131.00	134,118,640.00
Goal 2	216,722,145.00	214,486,884.00	153,638,618.00	216,722,145.00	225,857,425.00	596,218,188.00
Goal 3	8,753,532.00	8,367,061.00	2,784,111.00	8,753,532.00	10,963,860.00	22,501,503.00
Goal 4			37,679,632.00	0.00		
Goal 5	0.00	0.00	9,000.00	0.00	0.00	9,000.00
Goal 6			4,347,379.00	0.00		
Goal 7			11,246,494.00	0.00		
Goal 8			332,000.00	0.00		

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	273,883,055.00	263,617,101.00	191,470,611.00	273,883,055.00	276,908,219.00
	0.00	0.00	0.00	0.00	0.00
0000 LCFF Base	176,236,967.00	184,105,833.00	0.00	176,236,967.00	185,156,527.00
0090: LCFF Educ Disadv Youth	13,818,504.00	10,234,357.00	0.00	13,818,504.00	12,742,761.00
0091: LCFF English Learners	435,638.00	405,240.00	0.00	435,638.00	603,096.00
0100 LCFF Supp/Conc	71,954,852.00	58,903,035.00	0.00	71,954,852.00	71,595,727.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	0.00	3,841,730.00	0.00	0.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 3312 – 3332 Special Education, 4035 TitleIIPartA-ImpvTchrQuality, 6512 – Special Education	0.00	0.00	5,341,516.00	0.00	0.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	0.00	0.00	3,323,665.00	0.00	0.00
0101: Prior Year LCFF S&C C/O	6,248,000.00	5,574,644.00	0.00	6,248,000.00	0.00
3010: IASA-Title 1 Basic Grants-Low	3,559,993.00	2,895,974.00	0.00	3,559,993.00	6,240,352.00
3312: SpEdLocAsstPrtBSec611 CEIS	1,066,000.00	1,133,870.00	0.00	1,066,000.00	0.00
4035: TitleIIPartA-ImpvTchrQuality	430,000.00	222,368.00	0.00	430,000.00	430,000.00
LCFF	0.00	0.00	178,963,700.00	0.00	0.00
None	0.00	0.00	0.00	0.00	0.00
Other	133,101.00	141,780.00	0.00	133,101.00	139,756.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	24,412,102.00	22,526,641.00	4,328,249.00	24,412,102.00	4,280,790.00
	0.00	0.00	0.00	0.00	0.00
0000 LCFF Base	0.00	94,378.00	3,598,249.00	0.00	3,980,790.00
0090: LCFF Educ Disadv Youth	0.00	0.00	0.00	0.00	0.00
0091: LCFF English Learners	0.00	0.00	0.00	0.00	0.00
0100 LCFF Supp/Conc	18,150,167.00	17,060,794.00	0.00	18,150,167.00	0.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	0.00	0.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 3312 – 3332 Special Education, 4035 TitleIIPartA-ImpvTchrQuality, 6512 – Special Education	0.00	0.00	0.00	0.00	0.00
0100 Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low, 4035 TitleIIPartA-ImpvTchrQuality	0.00	0.00	0.00	0.00	0.00
0101: Prior Year LCFF S&C C/O	4,000,000.00	3,956,936.00	0.00	4,000,000.00	0.00
3010: IASA-Title 1 Basic Grants-Low	1,631,935.00	1,140,414.00	0.00	1,631,935.00	0.00
3312: SpEdLocAsstPrtBSec611 CEIS	0.00	0.00	0.00	0.00	0.00
4035: TitleIIPartA-ImpvTchrQuality	630,000.00	274,119.00	730,000.00	630,000.00	300,000.00
LCFF	0.00	0.00	0.00	0.00	0.00
None	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00