LCFF Budget Overview for Parents

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

CDS Code: 39-68676-0000000

School Year: 2021-22
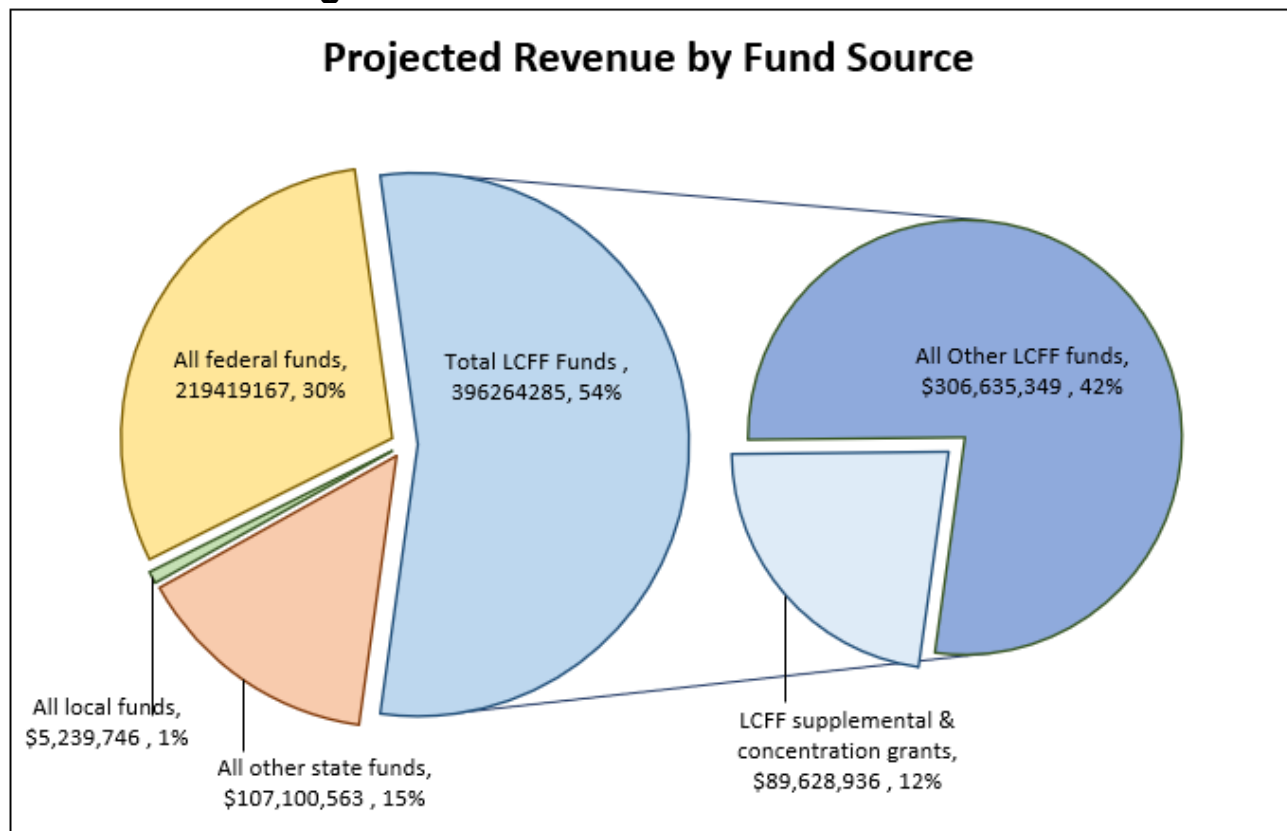
LEA contact information:

John Ramirez Jr

Superintendent

JRamirezJr@stocktonusd.net

209-933-7000

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 219419167, 30%

Total LCFF Funds , 396264285, 54%

All Other LCFF funds, $306,635,349 , 42%

All local funds, $5,239,746 , 1%

All other state funds, $107,100,563 , 15%

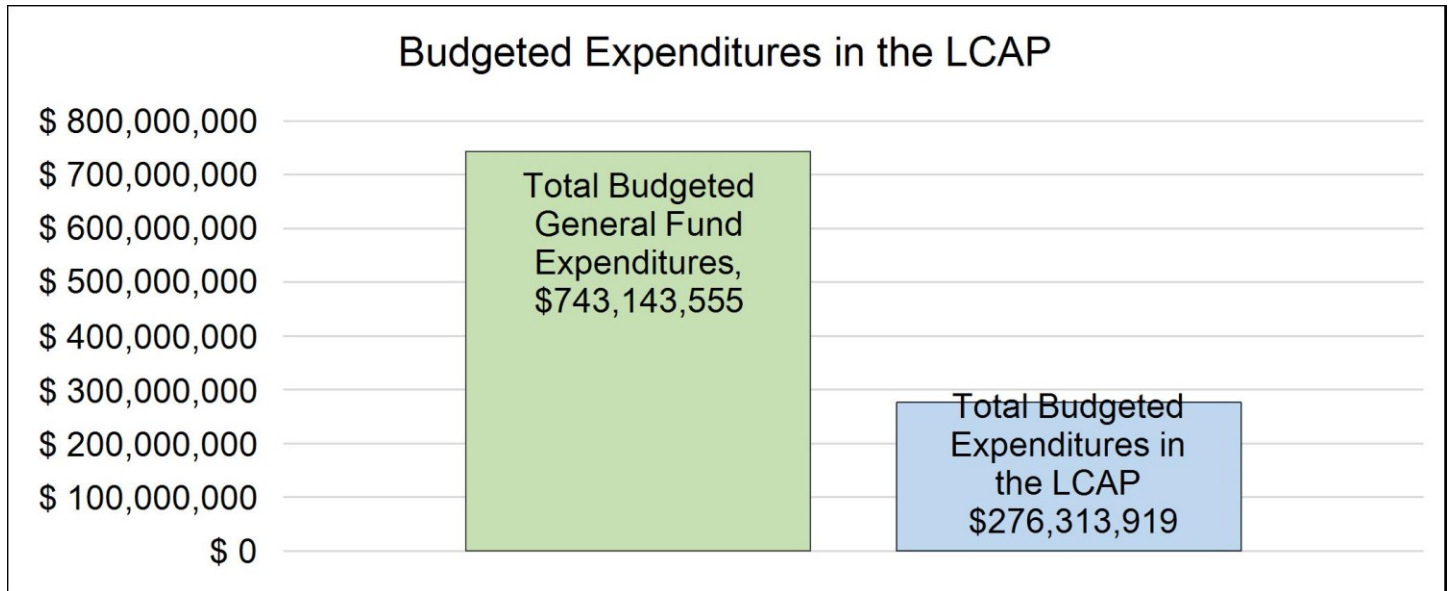LCFF supplemental & concentration grants, $89,628,936 , 12%

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 $728,023,761, of which $396,264,285 is Local Control Funding Formula (LCFF), $107,100,563 is other state funds, $5,239,746 is local funds, and $219,419,167 is federal funds. Of the $396,264,285 in LCFF Funds, $89,628,936 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 in the LCAP

Total Budgeted General Fund Expenditures, $743,143,555

Total Budgeted Expenditures in the LCAP $276,313,919

This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Stockton Unified School District plans to spend $743,143,555 for the 2021-22 school year. Of that amount, $276,313,919 is tied to actions/services in the LCAP and $466,829,636 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Stockton Unified School District plans to spend $743,143,555 for the 21-22 school year. Of that amount, $276,313,919 is tied to actions/services in the LCAP and $466,829,636 is not included in the LCAP. The budgeted expenditures that 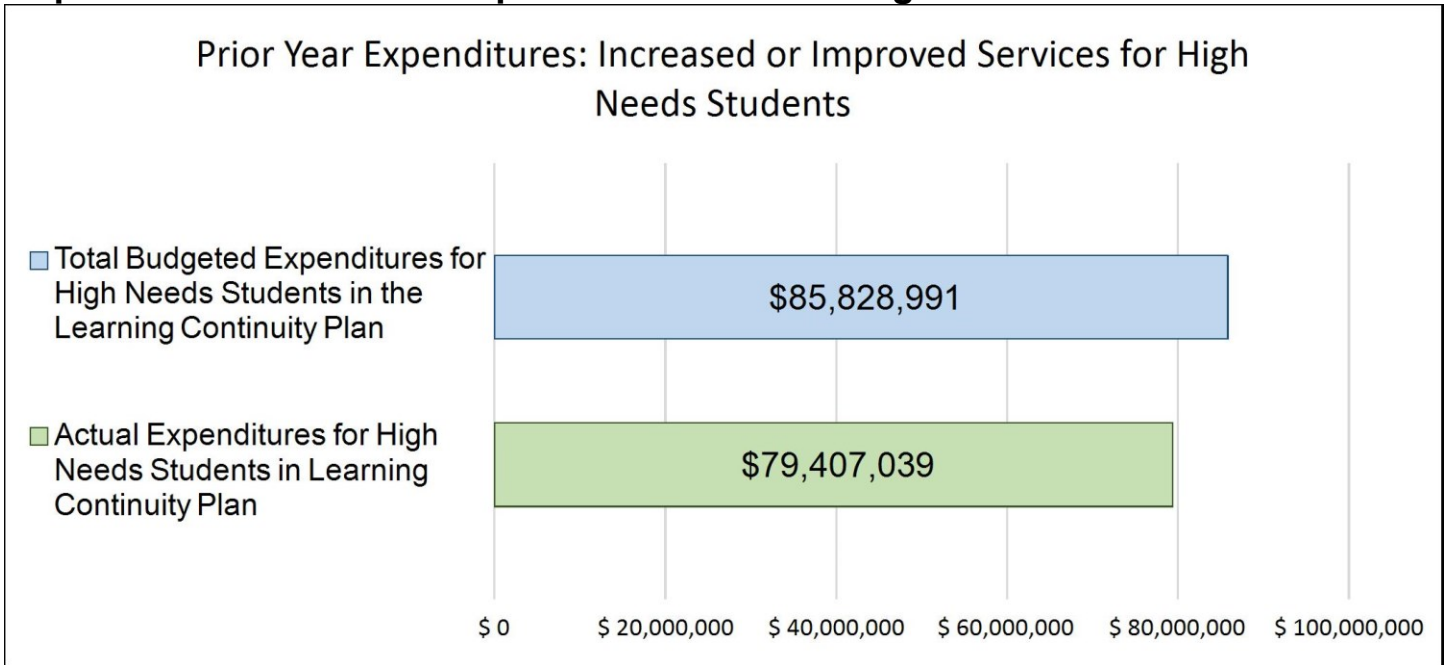are not included in the LCAP will be used for the following: General operations of the district, including Mgt, M/O, Clerical and General Admin cost.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Stockton Unified School District is projecting it will receive $89,628,936 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $89,628,936 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$85,828,991**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$79,407,039**

(Horizontal axis: $0, $20,000,000, $40,000,000, $60,000,000, $80,000,000, $100,000,000)

This chart compares what Stockton Unified School District budgeted last year in the Learning Continuity Plan 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 2020-21, Stockton Unified School District's Learning Continuity Plan budgeted $85,828,991 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $79,407,039 for actions to increase or improve services for high needs students in 2020-21.

In 2021-22, Stockton Unified School District is projecting it will receive $89,628,936 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 $276,313,919 on actions to meet this requirement.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Stockton Unified School District	John Ramirez Jr Superintendent	jramirezjr@stocktonusd.net 209-933-7000

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	The District met this metric aligned with full implementation of standards provided with instruction and learning materials and with professional development, policies and program support with 100% of school sites having sufficient number of District Board of Education adopted curriculum aligned with Common Core State Standards for every student at each school site. A series of curriculum training facilitated by the publishers were provided to instructional staff and district leadership supported by side-by-side coaching and pedagogy training. Training pathways were focused on the areas of curriculum implementation, leadership, pedagogy, and equity. During the time of distance learning in response to health and safety regulations addressing COVID-19, over 100 professional development online opportunities were provided with over 3,000 staff virtually taking part in the professional learning to ensure that students continued to be provided with academic content aligned with performance and state academic standards during the period of distance learning that was provided to students across the district in all grades PK-12th.

19-20
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 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)
- 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-based high quality first

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.

Expected	Actual
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 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.) **Baseline** Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	
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? **19-20**	The district met the metric/indicator and the Language Development Office of Stockton Unified School District (SUSD) actively monitored SUSD's schools' 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

Expected	Actual
100% of identified English Learners will receive at minimum 30 minutes a day of designated English Language Development, 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.) **Baseline** Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	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.
Metric/Indicator State Priority 4A: Statewide Assessments **19-20** 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) **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	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 2018-2019 the SBAC results for students grades 3rd-8th and 11th that exceeded or met standards for ELA was 30.28% (53.70 points below standard) and Math was 20.85% (81.20 points below standard). The 2018-2019 results demonstrated a 3.72% increase compared to the 2017-2018 ELA results and a 1.08% increase in comparison to 2017-2018 Math results. (Due to the COVID-19 pandemic the state of California did not administer the SBAC assessment in 2019-2020). 2018-2019 additional data for student groups: English Language Arts: All Students: -53.70 points below standard (increased 9.8 points closer to standard) English Learners: -74.50 points below standard (increased 8.9 points closer to standard) Foster Youth: -78.20 points below standard (increased 23.7 points closer to standard)

Expected	Actual
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.)	Homeless:-94.60 points below standard (increased 7.5 points closer to standard) Low-Income:-59.30 points below standard (increased 9.9 points closer to standard) Students With Disabilities: -124.20 points below standard (increased 5.1 points closer to standard) African American: -84.70 points below standard (increased 9 points closer to standard) American Indian: -55.00 points below standard (increased 9.1 points closer to standard) Asian: -21.70 points below standard (increased 8.5 points closer to standard) Filipino: 1.60 points above standard (increased 0.10 points above standard) Hispanic: -58.50 points below standard (increased 10.9 points closer to standard) Pacific Islander: -40.50 points below standard (decreased -2.2 points farther away from standard) Two or More Races: -43.30 points below standard (increased 11.9 points closer to standard) White: -40.90 points below standard (increased 4.9 points closer to standard) Math: All Students: -81.20 points below standard (increased 3.5 points closer to standard) English Learners: -95.00 points below standard (increased 3.7 points closer to standard) Foster Youth: -110.00 points below standard (increased 16.9 points closer to standard) Homeless: -120.70 points below standard (increased 2.6 points closer to standard) Low-Income: -86.00 points below standard (increased 3.8 points closer to standard) Students With Disabilities: -149.90 points below standard (increased 3.2 points closer to standard)

Expected	Actual
	African American: -119.00 points below standard (increased 0.50 points closer to standard) American Indian &/or Alaskan Native: -100.10 points below standard (decreased -9.2 points farther away from standard) Asian: -45.70 points below standard (increased 1.6 points closer to standard) Filipino: -27.10 points below standard (decreased -3.3 points farther away from standard) Hispanic: -85.20 points below standard (increased 5 points closer to standard) Pacific Islander: -75.30 points below standard (decreased -13.8 points farther away from standard) Two or More Races: -65.30 points below standard (increased 1.8 points closer to standard) White: -67.90 points below standard (increased 4.4 points closer to standard)
Metric/Indicator State Priority 4B: The Academic Performance Index **19-20** The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education. N/A **Baseline** Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.	N/A

Expected	Actual
Metric/Indicator State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved Career Technical Education standards and frameworks. **19-20** 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.) **Baseline** Baseline (2015-2016): 26% Data Source: CALPADS	Data Source: California School Dashboard Data and DataQuest 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 frameworks was 36.1% for 2018-2019 and 35.02% for 2019-2020. The District experienced a decrease for this metric, and did not meet this metric/indicator of a 5% increase from the prior year data as 2017-2018 was 32.20%, for 2018-2019 was 36.10% which represents a 3.9% increase, and was 35.02% for 2019-2020 which represents a decrease of 1.08%. The following represents the percentages from each priority student group (consisting of 11 or more students enrolled in Stockton Unified School District 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 (CTE) standards and framework in 2018-2019: All Students: 36.10% (increase of 3.9%) Low-Income: 36.00% (increase of 4.5%) Foster Youth: 19.00% (increase of 6.0%) English Learners: 23.30% (increase of 5.7%) Students With Disabilities: 7.70% (increase of 1.8%) African American: 34.00% (increase of 6.5%) American Indian and/or Alaskan Native: 25.80% (decrease of -8.2%) Asian: 47.80% (increase of 0.9%) Filipino: 54.50% (decrease of -11.8%) Hispanic: 34.50% (increase of 5.7%) Homeless: 21.90% (increase of 14.3%) More Than One Race: 31.60% (increase of 6.6%) Pacific Islander: 16.70% (no data for prior year due to student group size) White: 23.30% (increase of 4.1%)

Expected	Actual
	For 2019-2020: All Students: 35.02% (decrease of -1.08%) Low-Income: 34.40% (decrease of -1.6%) Foster Youth: 8.33% (decrease of -10.67%) English Learners: 20.51% (decrease of -2.79%) Students With Disabilities: 9.09% (increase of 1.39%) African American: 29.89% (decrease of -4.11%) American Indian and/or Alaskan Native: 14.81% (decrease of -10.99%) Asian: 49.12% (increase of 1.32%) Filipino: 64.15% (increase of 9.65%) Hispanic: 31.97% (decrease of -2.53%) Homeless: 15% (decrease of -6.90%) More Than One Race: 23.08% (decrease of -8.52%) Pacific Islander: 18.18% (increase of 1.48%) White: 32.50% (increase of 9.20%)
Metric/Indicator State Priority 4D: The percentage of English Learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board. **19-20** 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.) **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: California School Dashboard and DataQuest The District did not meet this metric of increasing the percentage of English learners who make progress towards English proficiency as measured by the ELPAC. Overall performance level on the English Language Proficiency Assessment for California (ELPAC) for English learners in Stockton Unified School District was 20.03% of English learners overall performance level was at a Level 1 (Beginning Stage) (a 4.32% increase from the prior year) 35.82% of English learners overall performance level was at a Level 2 (Somewhat Developed) (a 5.7% increase from the prior year) 34.47% of English learners overall performance level was at a Level 3 (Moderately Developed) (a 3.3% decrease from the prior year)

Expected	Actual
Data Source: CALPADS, CELDT	9.68% of English learners overall performance level was at a Level 4 (Well Developed) (a 6.72% decrease from the prior year)
Metric/Indicator State Priority 4E: The English Learner reclassification rate. **19-20** To increase the English Learner reclassification rate by 5% from the year prior. (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 was not increased from the prior year. 2019-2020 English Learner Reclassification Rate: 12.10% 2018-2019 English Learner Reclassification Rate: 19.40% 2017-2018 English Learner Reclassification Rate: 17.30% 2016-2017 English Learner Reclassification Rate: 17.10%
Metric/Indicator State Priority 4F: The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher. **19-20** 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 **Metric/Indicator** State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early	Data Source: College Board This metric/indicator was met with the overall percentage of students increasing by 5% from the previous year. District data shows that in 2019-2020, 32% of students who took an Advanced Placement exam passed the exam with a score of three or higher which is a 11% increase from the prior year, in 2018-2019, 21% of students who took an Advanced Placement exam passed the exam with a score of three or higher which is a 5% increase from the prior year where in 2017-2018 16% of students passed the exam. Data Source: Data Quest The metric of increasing the percentage by 5% was not met for the College and Career Indicator: Percent of grade 11 students in the

Expected	Actual
Assessment Program, or any subsequent assessment of college preparedness. **19-20** 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.) **Baseline** Baseline (2015-2016): 31% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math	four year graduation cohort who met the prepared criteria as measured by the state assessment SBAC/CAASPP: College Ready 4: ELA 2019= (12.86%) 2018= (9%) 2017= (11%) Math 2019= (12.86%) 2018= (2%) 2017= (3%) Conditionally Ready: 3 ELA 2019= (26.02%) 2018= (24%) 2017=(23%) Math 2019= (12.37%) 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. **19-20** To maintain that a broad course of study is offered to all students grades 1st-6th in the areas of English Language Arts (ELA),	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, World Language or Languages, Mathematics, Science, Applied Arts, Career

Expected	Actual
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) **Baseline** Baseline (2015-2016): Yes Data Source: CALPADS	Technical Education, Visual & Performing Arts, and Physical Education. (Verified by CALPADS)
Metric/Indicator State Priority 7B: Programs and services developed and provided to unduplicated pupils. **19-20** 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 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 all undupllicated 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, World Language or Languages, Mathematics, Science, Applied Arts, Career Technical Education, Visual & Performing Arts, and Physical Education. (Verified by CALPADS)

Expected	Actual
Metric/Indicator State Priority 7C: Programs and services developed and provided to pupils with exceptional needs. **19-20** 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 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 all students 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, World Language or Languages, Mathematics, Science, Applied Arts, Career Technical Education, Visual & Performing Arts, and Physical Education. (Verified by 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. **19-20** To increase by 5% from the previous year Grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by CAASPP.)	Data Source: Measure of Academic Progress (MAP) Stockton Unified School District Local Assessment The District did not meet the metric/indicator of a 5% increase of grade 3 students meeting grade level proficiency in Reading Comprehension with a reported 3% increase from the prior year reported data. 3rd Grade Student Data showed that students increased by 3%. (27% of students who met grade level proficiency expectations in Reading Comprehension as measured by Spring MAP results): ELA MAP

Expected	Actual
5% increase of Grade 9th students meeting grade level proficiency in Math concepts as compared from data from the prior year. (Verified by CAASPP) **Baseline** Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	2018-2019 (27%) 2017-2018 (24%) 2016-2017 (19%) 2015-2016 (16%) The District was not able to report on students meeting this metric/indicator meeting the 5% increase from the prior year as a different test was administered to 9th grade students in math that was not administered in the prior year so comparison data was not available. 2018-2019 (N/A%) Grade 9 students were administered the Algebra 1 Growth Test in 2018-2019 and not the MAP assessment in Math 2017-2018 (16%) 2016-2017 (19%) 2015-2016 (18%) Due to the impacts of the COVID-19 pandemic, the shelter in place order that took place during the end of the 2019-2020 school year, and the distance learning provided, end of the year assessments were not administered as planned.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	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 $648,023 SA 1.2 Chromebook monitoring software 4000, 5000 0100 LCFF Supp/Conc $64,720

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
success in schools, careers, and the community, 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 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.		
SA 2: Instructional Materials and Supplies (Inactive for 2019-2020) SA 2.1: (Inactive for 2019-2020) SA 2.2: (Inactive for 2019-2020)	N/A None None N/A N/A None None N/A N/A None None N/A	N/A None None N/A N/A None None N/A N/A None None N/A
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 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.	SA 3.1 Bilingual Asst 2000, 3000 0100 LCFF Supp/Conc $292,765 SA 3.2 ELD Coaching 1000, 3000 0100 LCFF Supp/Conc $167,405 SA 3.3 EL Specialist 1000, 3000 0100 LCFF Supp/Conc $267,210	SA 3.1 Bilingual Asst 2000, 3000 0100 LCFF Supp/Conc $252,460 SA 3.2 ELD Coaching 1000, 3000 0100 LCFF Supp/Conc $117,854 SA 3.3 EL Specialist 1000, 3000 0100 LCFF Supp/Conc $291,284

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 3.1: 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		
SA 4: See description for 2017-2018	N/A None None N/A	N/A None None N/A
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	SA 5.1 STA Collaboration/PD & Parent & USA PD 1000, 3000	SA 5.1 STA Collaboration/PD & Parent & USA PD 1000, 3000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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? 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.	0100 LCFF Supp/Conc 10,599,542 SA 5.2 USA Instructional Leadership & Prof Learning Comm 1000, 3000 0100 LCFF Supp/Conc $629,829	0100 LCFF Supp/Conc $11,279,360 SA 5.2 USA Instructional Leadership & Prof Learning Comm 1000, 3000 0100 LCFF Supp/Conc $693,087

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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),	SA 6.1 Professional Learning PLC's 1000, 3000, 5000 4035: TitleIIPartA-ImpvTchrQuality $300,000	SA 6.1 Professional Learning PLC's 1000, 3000, 5000 4035: TitleIIPartA-ImpvTchrQuality $61,313

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SA 7: Student Intervention Strategies and Support

To provide students, principally foster youth, English learners, and socioeconomically disadvantaged students with scaffold instructional support and 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 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. | N/A None None N/A

SA 7.3 Credit/Dropout Recovery Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,044,605

SA 7.3 Frederick Teachers Prep 1000, 3000 0000 LCFF Base $91,500

SA 7.6 Teacher Participation in IEP Meetings 1000, 3000 0100 LCFF Supp/Conc $49,196

SA 7.7 Special Ed Inclusion Specialist 1000, 3000 0100 LCFF Supp/Conc $329,275

SA 7.8 Reading Intervention Supplemental Materials 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $15,000

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

SA 7.10 Marshall Community Day Prog 2000, 3000 0100 LCFF Supp/Conc $114,658

SA 7.11 Special Ed Resource Teachers 1000, 3000 0100 LCFF Supp/Conc $319,306 | N/A None None N/A

SA 7.3 Credit/Dropout Recovery Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $699,365

SA 7.3 Frederick Teachers Prep 1000, 3000 0000 LCFF Base $0.00

SA 7.6 Teacher Participation in IEP Meetings 1000, 3000 0100 LCFF Supp/Conc $23,091

SA 7.7 Special Ed Inclusion Specialist 1000, 3000 0100 LCFF Supp/Conc $299,078

SA 7.8 Reading Intervention Supplemental Materials 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $54,078

SA 7.9 New Teacher Mentoring 1000, 3000 4035: TitleIIPartA-ImpvTchrQuality $532,165

SA 7.10 Marshall Community Day Prog 2000, 3000 0100 LCFF Supp/Conc $104,322

SA 7.11 Special Ed Resource Teachers 1000, 3000 0100 LCFF Supp/Conc $253,263 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 | | |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SA 7.11 Resource Teacher Support For Small High Schools & Marshall Day Program		
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 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	SA 8.1 Instructional Coaches (Centralized) 1000, 3000 0100 LCFF Supp/Conc $3,720,182 SA 8.1 Instructional Coaches (Centralized) 1000, 3000 3010: IASA-Title 1 Basic Grants-Low $3,844,444 SA 8.3 New Teacher Support Prog Tech/Director 1000, 2000, 3000 0100 LCFF Supp/Conc $423,168	SA 8.1 Instructional Coaches (Centralized) 1000, 3000 0100 LCFF Supp/Conc $2,372,004 SA 8.1 Instructional Coaches (Centralized) 1000, 3000 3010: IASA-Title 1 Basic Grants-Low $3,720,781 SA 8.3 New Teacher Support Prog Tech/Director 1000, 2000, 3000 0100 LCFF Supp/Conc $315,332
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 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	SA 9.1 After School Tutoring & Enrichment 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $2,000,000 SA 9.4 After School Site Facilitators 2000, 3000 0100 LCFF Supp/Conc $224,036 N/A None None N/A	SA 9.1 After School Tutoring & Enrichment 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $835,254 SA 9.4 After School Site Facilitators 2000, 3000 0100 LCFF Supp/Conc $217,425 N/A None None N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		
SA 10: Site Allocation 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.	SA 10.1 School Site Allocations 1000, 2000, 3000, 4000, 5000, 6000 0090: LCFF Educ Disadv Youth $9,975,519 SA 10.2 Department Allocations Language Development 1000, 2000, 3000, 4000, 5000 0091: LCFF English Learners $603,096 SA 10.2 Curriculum, Research, Child Welfare & Attend 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $2,529,069	SA 10.1 School Site Allocations 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $7,396,346 SA 10.2 Department Allocations Language Development 1000, 2000, 3000, 4000, 5000 0091: LCFF English Learners $507,112 SA 10.2 Curriculum, Research, Child Welfare & Attend 1000, 2000, 3000, 4000, 5000 0090: LCFF Educ Disadv Youth $4,349,232

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 | | |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SA 11: College and Career Preparatory Opportunities	N/A None None N/A	N/A None None N/A
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.	SA 11.2 AVID 1000, 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $1,000,000	SA 11.2 AVID 1000, 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $484,985
	SA 11.3 Guidance Technicians Career Centers 2000, 3000 0100 LCFF Supp/Conc $923,403	SA 11.3 Guidance Technicians Career Centers 2000, 3000 0100 LCFF Supp/Conc $857,442
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.	SA 11.5 Student Data Technicians 2000, 3000 0100 LCFF Supp/Conc $268,981	SA 11.5 Student Data Technicians 2000, 3000 0100 LCFF Supp/Conc $260,853
	SA 11.6 CTE Career Pathways 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $334,319	SA 11.6 CTE Career Pathways 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $251,399
	N/A None None N/A	N/A None None N/A
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 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.	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 $152,136
	SA 11.8 Stockton Public Safety Academy 1000, 2000, 3000 0100 LCFF Supp/Conc $184,298	SA 11.8 Stockton Public Safety Academy 1000, 2000, 3000 0100 LCFF Supp/Conc $192,771
	SA 11.9 Project Lead the Way 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $645,555	SA 11.9 Project Lead the Way 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $611,729
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,	SA 11.10 JROTC Teacher 1000, 3000 0100 LCFF Supp/Conc $72,338	SA 11.10 JROTC Teacher 1000, 3000 0100 LCFF Supp/Conc $52,746

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		
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 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	SA 12.1 Spec Ed Student Assistive Technology & Support 4000-4999: Books And Supplies 0000 LCFF Base $100,000 SA 12.2 Special Ed A-G Resource Teachers 1000, 3000 0100 LCFF Supp/Conc $847,655	SA 12.1 Spec Ed Student Assistive Technology & Support 4000-4999: Books And Supplies 0000 LCFF Base $0.00 SA 12.2 Special Ed A-G Resource Teachers 1000, 3000 0100 LCFF Supp/Conc $763,619
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; 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	SA 13.1 Librarian & Lib Med Asst 1000, 3000 0100 LCFF Supp/Conc $197,124 SA 13.2 Library Rotating Catalog 4000-4999: Books And Supplies 3010: IASA-Title 1 Basic Grants-Low $20,000	SA 13.1 Librarian & Lib Med Asst 1000, 3000 0100 LCFF Supp/Conc $220,866 SA 13.2 Library Rotating Catalog 4000-4999: Books And Supplies 3010: IASA-Title 1 Basic Grants-Low $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 | N/A None None N/A

SA 13.4 - 25 Book Challenge 4000-4999: Books And Supplies 3010: IASA-Title 1 Basic Grants-Low $250,000 | N/A None None N/A

SA 13.4 - 25 Book Challenge 4000-4999: Books And Supplies 3010: IASA-Title 1 Basic Grants-Low $341,381 |
| SA 14 District Program Evaluation (Removed) | N/A None None N/A | N/A None None N/A |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of funds budgeted for actions and services were implemented as planned to support students, families, teachers, and staff, strategically focusing budget allocations addressing the unique needs of enrolled students identified as youth in foster care, English learners, and low-income students. Funds budgeted for actions and services that were not fully implemented were used to support distance learning professional development for teachers and instructional staff in order to address the new learning landscape and technological features involved with providing both synchronous and asynchronous learning for students due to the school building closures caused by the impacts of the COVID-19 pandemic. Due to the impacts of the pandemic at the end of the year all conferences and costs aligned with in-person professional learning experiences were canceled, all Advancement via Individual Determination (AVID) summer institutes were canceled, and all in-person after school tutoring and enrichment activities were canceled due to the shelter in place order within the county and state. Budgeted funds were also utilized to create paper-based learning packets with bags of learning supplies to provide English learners, foster youth, low-income students, and students with exceptional needs with learning supplies they could use within their place of residence since the logistics of ensuring all students had access to a laptop and Wifi-hotspot took some time due to the supply and demand distribution variables presented by the COVID-19 pandemic. Increased credit recovery opportunities were extended to high school students to address the various academic course credit needs high school students had both before and because of the COVID-19 pandemic and school building closures. Extended school learning and credit recovery opportunity offerings were increased during the month of June to provide access to ongoing distance learning and credit recovery opportunities for students and professional learning was provided to instructional staff and school site administration focused on using learning management systems and engaging students and family within a distance and remote educational landscape. Distance learning informational packets translated into five different languages were developed and provided to families. Virtual workshops and training opportunities provided to families were increased to support families ability to better understand the distance learning format, address computer/technology literacy needs aligned with the new way of accessing school academics related to distance learning, how to access and use the curriculum online, and to increase awareness of the various learning management systems that were being used to provide instruction and access to academic assignments.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the successes in implementing the actions and services to achieve the LCAP goal focused on student achievement was increasing learning technology access for all enrolled foster youth, English learner, and low-income students ensuring that students had a laptop they could use at school and within their place of residence. Professional development opportunities and teacher collaboration time provided focused opportunities for instructional staff to take part in professional learning opportunities that increased student access to Common Core State Standards based curriculum learning activities, reteaching and intervention resources, and online access to the academic content learning resources and assessment tools. High school students were provided with teacher led programs that provided credit recovery opportunities that provided over 1,800 credits recovered for foster youth, English learner, and low-income high school students. Students with exceptional needs received improved support with increased resources being

provided focused on transitional support throughout the year in high school focused on teachers providing high quality first instruction with curriculum modifications, behavior reinforcement strategies, and collaboration between resource and general education teachers leading to increased opportunities for students with exceptional needs to take part in main stream inclusion learning experiences in the student's least restrictive learning environment; the increased support provided the opportunity for 127 low-income students with disabilities to graduate high school meeting all A-G requirements. High school students who were identified as English learners and had an active IEP were provided with increased access to literacy support by being able to take part in the Read 180 reading intervention program that was used by students during in-person and distance learning with 52% of students making gains in their Lexile scores. Students were provided with increased access to Career Technical Education Pathway options (47 CTE pathways were offered), college and career events, college application and financial paperwork completion support events, and high school transition presentations. Specifically focused on addressing foster youth needs, staff were provided with training covering AB 167/210 graduation plan eligibility, immediate enrollment procedures, records requests, foster youth rights, and transcript procedures in support of improving the direct services that foster youth receive. Instructional coaches received ongoing professional learning opportunities aligned with core curriculum implementation and provided direct support to teachers in differentiating their instruction to address the learning needs of students during in-person and distance learning providing increased support in addressing the diverse learning needs of enrolled students through implementation of a collaborative coaching model. Local assessment data demonstrated that Kindergarten through 11th grade students on grade level percentage grew from the Fall to Winter administration of the ELA and Math iReady assessment. Library support provided improved access to online books for students increasing access to high interest book titles and genres for students without any late fees. The online books, SORA program, allowed for students to continue to access library books while school buildings were closed due to the impacts of the COVID-19 pandemic.

Professional development opportunities focused on providing curriculum implementation, equitable instructional practices, high quality distance-learning, accessing online features of SUSD board adopted standards-aligned curriculum, providing social-emotional learning support for students, utilizing virtual platforms to teach and connect with others in equitable ways, and other distance learning topics were provided to instructional and district staff through online video platforms on a weekly basis. Online tutorials and workshops were offered and provided to parents & guardians focused on supporting increased understanding of how to use and navigate the distance learning platforms, online curriculum resources, and video conferencing software that was utilized for direct instruction and standards-aligned learning. Bilingual Paraprofessionals provided primary language support, reinforced learning concepts using the student's primary language, assisted in the implementation of instructional activities and students understanding of instructional assignments, and assisted the teacher with explaining and clarifying work assignments to English learners so that they could have improved access to the content that was being taught in English. Bilingual paraprofessionals also previewed and reviewed material so that it was accessible to our English learners. On May 6th, SUSD held a virtual job fair focused on hiring for current vacant school site instructional positions to address the need to have all teacher positions filled for the beginning of the 2020-2021 school year. Open enrollment was extended and online access and support was provided in assisting families register their children for the 2020-2021 school year. In accordance with the guidance of local and state health agencies and executive orders issued by Governor Newsom, all in person gatherings, meetings, and celebrations were canceled across the district starting March 13th and for the duration of the 2019-2020 school year were converted into virtual (video and/or telephonic) meeting platforms. Strategic planning teams made up of district leadership staff, site administrators, teachers, students, and parents/guardians were created to provide guidance around promotion and graduation ceremonies, facilitating Individual Education Program (IEP) and 504 plan meetings utilizing video or

telephonic platforms, closing out the school year protocols, summer school and credit recovery offerings, and strategic planning for opening of the 2020-2021 school year. A success was the increased collaboration and involvement of stakeholders in the process of developing both celebratory events for the promotion and graduation of students and for the structuring and offering of expanded learning and family workshop opportunities. All summer school and credit recovery offerings were provided through virtual and distance learning platforms.

The challenges in implementing the actions/services to achieve this LCAP goal were directly aligned with the impacts of the COVID-19 pandemic, closure of school buildings, and lack of availability of in-person allowable offerings and the challenging purchasing logistics due to supply chain obstacles and nation wide high demand of needed items. All conferences, in-person activities and events, and District facility meetings were either canceled or offered virtually through remote access. The process of ensuring a safe distribution of laptops to both staff and students, adapting professional learning focuses to administering instruction on distance learning platforms, and providing Wifi-hotspots for connectivity presented multiple layers of challenges. Making sure that school sites had the most up to date working phone number or email for student's family contact presented a challenge for high mobile population student groups, including families in transition, migrant, new comer, foster youth, and low-income students. Home visits and working with the Child Welfare and Attendance department and city agencies to ensure school sites could locate students and their families and provide them with up to date information and the resources to continue to access learning presented many challenges in the outreach process. The changes to programs and district building closures to address the COVID-19 pandemic health emergency presented major impacts on students and families. Some of the most serious impacts of school closures were the challenges of ensuring all those facing food scarcity were being provided with meals/food, all students had access to a computer/laptop and ability to access the internet, providing individual and group counseling services, maintain contact and providing direct services to families in transition whose location and contact numbers change frequently, and with students that require and had been getting one-to-one contact with adults for services such as physical & occupational therapy, speech therapy, and mobility and physical support for immobile students. The impact of shelter in place for safety and not being able to be around classmates and colleagues, experience learning through distance interactions, and taking part in end of the year celebrations, promotions, and graduations virtually, presented social-emotional and mental-health impacts that as a school system and community we had never collectively experienced before. Families were thrust into the role of managing the "new reality" presented by the COVID-19 pandemic, having their child(ren) present within their place of residence Monday through Friday during traditional school hours, navigating the online virtual realm of distance learning, doing their best to support their children's learning within their place of residence, and addressing all of the financial, health, mental, emotional, and societal struggles intertwined with the COVID-19 pandemic and sheltering in place for an extended period of time. Challenges that presented themselves aligned with the COVID-19 pandemic clearly presented difficulties ensuring that students with the highest needs were consistently receiving the services and support they needed to fully engage in the distance learning experiences that were offered during the end of the 2019-2020 school year.

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:

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. **19-20** 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.) **Baseline** Baseline (2016-2017): 86% Data Source: SUSD Human Resource Reports	Data source: Human Resources Records This metric was not met as Stockton USD had a percentage of 98% of teachers that were appropriately assigned and authorized to teach in the subject areas and for the pupils they were teaching representing a 1% increase from the prior year and a 12% increase from the baseline data.
Metric/Indicator State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	Data source: William's Report This metric was met as 100% of students had sufficient access to standards-aligned instructional materials. The outcomes for the 2019-2020 William's report showed that there was sufficient textbooks/curriculum and instructional materials provided to all students district wide.

Expected	Actual
19-20 100% 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.) **Baseline** Baseline (2015-2016): 100% Data Source: SUSD District Textbook Sufficiency Resolution	
Metric/Indicator State Priority 1C: School facilities are maintained in good repair. **19-20** 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 source: William's Report and School Accountability Report Card (SARC) Data analyzed from the 2019-2020 Facilities Inspection Tool (FIT) showed that district wide 41% of facilities were in good repair (received a 90% or higher rating) as measured by the Facilities Inspection Tool (FIT) indicating the district did meet the criteria for this metric/indicator by increasing the number of school facilities in good repair by 8% (2018-2019 data showed 33%).
Metric/Indicator State Priority 6A: Pupil suspension rates. **19-20** To decrease the suspension rate for all students by 3% compared to data from the prior year. (Verified by California Dashboard). **Baseline** Baseline (2015-2016): 9.4% suspension rate Data Source: SUSD Student Information System, CALPADS	Data source: Fall 2019 California School Dashboard The suspension rate declined by 1.3% from 2017-2018 (7.3%) to 2018-2019 (6%) (local data for 2019-2020 represents a 5.5% suspension rate) district wide representing a 3.4% decrease from the base year suspension data of 2015-2016 (9.4%) (data source: Fall 2019 California School Dashboard) indicating that the district did not meet this metric by decreasing suspension rates by 3% compared to data from the prior year. In addition, Fall 2019 California School Dashboard Data results for

Expected	Actual
	suspension rates showed the percentage of LCFF student focus groups as follows: • English Learners: 4.40% • Foster Youth: 13.70% • Low-Income: 6.50%
Metric/Indicator Disproportionate student suspension rate of all significant subgroups will continue to decrease. **19-20** To decrease disproportionate student suspension rate of all significant student groups compared to data from the prior year.(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	Data source: Fall 2019 California School Dashboard This metric/indicator was met as data shows suspension rates declined for all significant student-groups. Fall 2019 California School Dashboard data showed the following suspension data: Student Group Percentage Status of Suspension Rates: 2,095 Total Suspensions (students) (2019-2020) • All Students: 6.00% (decreased by 1.3%) (in 2019-2020 local data for all students was 5.50%, a decrease of 0.5%) • Low-Income: 6.5% (decreased by 0.8%) (in 2019-2020 local data for all students was 5.90%, a decrease of 0.6%) • Foster Youth: 13.70% (decreased by 2.5%) (in 2019-2020 local data for all students was 11.70%, a decrease of 2%) • Hispanic: 5.20% (decreased by 0.9%) (in 2019-2020 local data for all students was 4.70%, a decrease of 0.5%) • English Learners: 4.40% (decreased by 0.40%) (in 2019-2020 local data for all students was 4.60%, an increase of 0.20%) • Students With Disabilities: 9.10% (decreased by 2.4%) (in 2019-2020 local data for all students was 8.60%, a decrease of 0.5%) • African American: 14.70% (decreased by 3.2%) (in 2019-2020 local data for all students was 12.70%, a decrease of 2%) • American Indian and/or Alaskan Native: 7.8% (decreased by 3.8%) (in 2019-2020 local data for all students was 10.30%, an increase of 2.5%)

Expected	Actual
	• Asian: 2.90% (decreased by 0.1%) (in 2019-2020 local data for all students was 2.10%, a decrease of 0.8%) • Filipino: 1.50% (decreased by 1.3%) (in 2019-2020 local data for all students was 1.50%, maintaining with a 0% change) • Homeless: 13% (decreased by 1.4%) (in 2019-2020 local data for all students was 12.20%, a decrease of 0.80%) • Two or More Races: 7.3% (decreased by 0.7%) (in 2019-2020 local data for all students was 7.80%, an increase of 0.50%) • Pacific Islander: 5.2% (maintained status) (in 2019-2020 local data for all students was 2.90%, a decrease of 2.3%) • White: 6.1% (decreased by 1.9%) (in 2019-2020 local data for all students was 7.10%, an increase of 1%)
Metric/Indicator State Priority 6B: Pupil expulsion rates. **19-20** To decrease expulsion rates for all students compared to data from the prior year. (Verified by DataQuest.) **Baseline** Baseline (2015-2016): .08% expulsion rate Data Source: SUSD Student Information System, CALPADS	Data source: CALPADS Data Stockton Unified School District in 2019-2020 had a total of 29 expulsions, in 2018-2019 had a total of 23 expulsions that equaled a rate of 0.06% which represented a 0.06 decrease from the 2017-2018 academic year (52 expulsions, 0.12%), indicating the district did meet the indicator of decreasing expulsion rates in 2018-2019, and with an increase of 6 expulsions within the 2019-2020 school year did not meet the metric as measured by local data.
Metric/Indicator Disproportionate student expulsion rate of all significant subgroups will continue to decrease. **19-20**	The total expulsion count reported in CALPADS for Stockton USD in 2018-2019 was 23, representing the District meeting this indicator by decreasing the number of expulsions from the prior year.

Expected	Actual
To decrease disproportionate student expulsion rates for all significant student groups compared to data from the prior year. (Verified 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 student group expulsion rates are reported as the percent of unduplicated students expelled aligned with the total cumulative enrollment of students within each student group as reported in CALPADS: 2018-2019 CALPADS expulsion data by significant student groups: African American expulsion rate was 0.22% (9 expulsions out of 4,102 enrolled) American Indian or Alaskan Native expulsion rate was 0.18% (1 expulsion out of 556 enrolled) Asian expulsion rate was 0.03% (1 expulsion) out of 3,299 enrolled) Filipino expulsion rate was 0% (0 expulsions out of 1,436 enrolled) Hispanic or Latino expulsion rate was 0.05% (12 expulsions out of 25,169 enrolled) Pacific Islander expulsion rate was 0% (0 expulsions out of 213 enrolled) White expulsion rate was 0% (0 expulsions out of 2,100 enrolled) Two or More Races expulsion rate was 0% (0 expulsions out of 1,227 enrolled) 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. **19-20** 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). **Baseline**	Data Source: Peer Leaders Uniting Students (PLUS) District Survey The District did meet this metric/indicator as the data for this metric/indicator indicates that the District increased and maintained on average student sense of connectedness. The following are the results from the 2018-2019 and 2019-2020 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: • I have friends that really care about me: {4th-5th: 88% (2019) / 4th-5th: 90% (2018), 6th-8th: 89% (2019) / 6th-

Expected	Actual
Baseline (2014-2015): 82% Data Source: California Healthy Kids Survey (CHKS)	8th: 89% (2018), 9th-12th: 86% (2019) / 9th-12th 85% (2018)} • I feel like I am part of this school: {4th-5th: 82% (2019) / 4th-5th: 76% (2018), 6th-8th: 69% (2019) / 6th-8th: 59% (2018), 9th-12th: 59% (2019) / 9th-12th 48% (2018)} • I feel safe in my school. {4th-5th: 77% (2019) / 4th-5th: 80% (2018), 6th-8th: 66% (2019) / 6th-8th: 68% (2018), 9th-12th: 56% (2019) / 9th-12th 67% (2018)} • At my school there is a teacher or other adult who really cares about me: {4th-5th: 87% (2019) / 4th-5th: 86% (2018), 6th-8th: 78%% (2019) / 6th-8th: 78% (2018), 9th-12th: 71% (2019) / 9th-12th 72% (2018)} • At my school, there is a teacher or other adult who tells me when I do a good job: {4th-5th: 84% (2019) / 4th-5th: 92% (2018), 6th-8th: 91% (2019) / 6th-8th: 85% (2018), 9th-12th: 78% (2019) / 9th-12th 81% (2018)}

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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 all students, principally increased access for foster youth, English	LE 1.1 Windows Computer Replacement 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $650,000 LE 1.2 Information Services Technology Support 2000, 3000 0100 LCFF Supp/Conc $509,042	LE 1.1 Windows Computer Replacement 4000-4999: Books And Supplies 0100 LCFF Supp/Conc $0.00 LE 1.2 Information Services Technology Support 2000, 3000 0100 LCFF Supp/Conc $531,502

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.		
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 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	LE 2.1 Hiring Incentive 1000, 3000, 5000 0100 LCFF Supp/Conc $50,000 LE 2.1 Labor Relations Analyst 2000, 3000 0000 LCFF Base $120,916 LE 2.2 Teachers & Supplies 1000, 3000, 4000, 5000 4035: TitleIIPartA-ImpvTchrQuality $30,000 LE 2.3 PBIS Framework 1000, 3000 0000 LCFF Base $1,066,000 LE 2.3 PBIS Chair 1000, 3000 0100 LCFF Supp/Conc $162,407 LE 2.6 Student Success Teams 1000, 3000 0100 LCFF Supp/Conc $162,407 LE 2.7 BIT Teams 1000, 2000, 3000 0100 LCFF Supp/Conc $2,725,320 LE 2.8 Assistant Principal Restoration 1000, 3000 0100 LCFF Supp/Conc $4,796,837	LE 2.1 Hiring Incentive 1000, 3000, 5000 0100 LCFF Supp/Conc $182,787 LE 2.1 Labor Relations Analyst 2000, 3000 0000 LCFF Base $119,393 LE 2.2 Teachers & Supplies 1000, 3000, 4000, 5000 4035: TitleIIPartA-ImpvTchrQuality $181 LE 2.3 PBIS Framework 1000, 3000 0000 LCFF Base $721,848 LE 2.3 PBIS Chair 1000, 3000 0100 LCFF Supp/Conc $160,068 LE 2.6 Student Success Teams 1000, 3000 0100 LCFF Supp/Conc $411,057 LE 2.7 BIT Teams 1000, 2000, 3000 0100 LCFF Supp/Conc $2,473,846 LE 2.8 Assistant Principal Restoration 1000, 3000 0100 LCFF Supp/Conc $4,695,897

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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) 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. | LE 2.9 Educational Equity 1000, 2000, 3000 0100 LCFF Supp/Conc $266,260

LE 2.11 Unconscious Bias/Diversity & Inclusion 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low $300,000

LE 2.11 Unconscious Bias/Diversity 4000, 5000 0100 LCFF Supp/Conc $300,000

N/A None None N/A

N/A None None N/A

LE 2.14 Over formula Positions AP's, CSA's, CSM's & Teachers 1000, 2000, 3000 0100 LCFF Supp/Conc $1,035,721

LE 2.15 Teacher on Special Assignment 1000, 3000 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low $0 | LE 2.9 Educational Equity 1000, 2000, 3000 0100 LCFF Supp/Conc $251,265

LE 2.11 Unconscious Bias/Diversity & Inclusion 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low $112,500

LE 2.14 Over formula Positions AP's, CSA's, CSM's & Teachers 1000, 2000, 3000 0100 LCFF Supp/Conc $1,466,302

LE 2.15 Teacher on Special Assignment 1000, 3000 0100 LCFF Supp/Conc $106,316 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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)		
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	LE 3.1 Google Monitoring Software (SysCloud) 4000, 5000 0100 LCFF Supp/Conc $100,000	LE 3.1 Google Monitoring Software (SysCloud) 4000, 5000 0100 LCFF Supp/Conc $90,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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.		
LE 4: See description for 2017-2018.	No cost due to inactive status None None $0	No cost due to inactive status None None $0
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	LE 5.1 Custodial Restoration 2000, 3000 0000 LCFF Base $1,980,790 LE 5.2 Deferred Maintenance 7000-7439: Other Outgo 0000 LCFF Base $2,000,000 N/A None None N/A	LE 5.1 Custodial Restoration 2000, 3000 0000 LCFF Base $1,837.546 LE 5.2 Deferred Maintenance 7000-7439: Other Outgo 0000 LCFF Base $2,000,000 N/A None None N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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)		
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 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	LE 6.1 BASE Instructional Program 1000, 3000 0000 LCFF Base $182,278,082 LE 6.2 Instructional Minutes 1000, 3000 0100 LCFF Supp/Conc $7,067,152	LE 6.1 BASE Instructional Program 1000, 3000 0000 LCFF Base LE 6.2 Instructional Minutes 1000, 3000 0100 LCFF Supp/Conc
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.	LE 7.1 Parent Liaisons 2000, 3000 0100 LCFF Supp/Conc $186,990 LE 7.2 Social Svs Case Managers & Community Asst 2000, 3000 0100 LCFF Supp/Conc $981,750	LE 7.1 Parent Liaisons 2000, 3000 0100 LCFF Supp/Conc $193,163 LE 7.2 Social Svs Case Managers & Community Asst 2000, 3000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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 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);	LE 7.3 Homeless Healthy Environments 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $445,168 N/A None None N/A	0100 LCFF Supp/Conc $1,097,760 LE 7.3 Homeless Healthy Environments 2000, 3000, 4000, 5000 3010: IASA-Title 1 Basic Grants-Low $354,825 N/A None None N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
- 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-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.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
LE 7.1: "Whole-Family" Response and Resources Parent Liaison LE 7.2: Social Services Case Manager & Community Assist Serving Foster Youth LE 7.3: Serving Homeless Students		
LE 8: Health Services 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 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.	LE 8.1 LVN's & HCA's 1000, 2000, 3000 0100 LCFF Supp/Conc $1,571,032 LE 8.2 Healthy Start Coordinators 2000, 3000 0100 LCFF Supp/Conc $282,536 LE 8.3 Community Resource Liaison Prog Coordinator 2000, 3000 0100 LCFF Supp/Conc $156,679 N/A None None N/A N/A None None N/A LE 8.6 Increase Wellness Center 1000, 2000, 3000 0100 LCFF Supp/Conc $766,868	LE 8.1 LVN's & HCA's 1000, 2000, 3000 0100 LCFF Supp/Conc $1,721,702 LE 8.2 Healthy Start Coordinators 2000, 3000 0100 LCFF Supp/Conc $288,603 LE 8.3 Community Resource Liaison Prog Coordinator 2000, 3000 0100 LCFF Supp/Conc $174,804 N/A None None N/A N/A None None N/A LE 8.6 Increase Wellness Center 1000, 2000, 3000 0100 LCFF Supp/Conc $447,360

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 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		
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.	LE 9.1 School Site CSA's & CSM's 2000, 3000 0000 LCFF Base $998,143 N/A None None N/A LE 9.3 Project Evaluator / Crime Data Analyst 4000-4999: Books	LE 9.1 School Site CSA's & CSM's 2000, 3000 0000 LCFF Base N/A None None N/A LE 9.3 Project Evaluator / Crime Data Analyst 4000-4999: Books And Supplies 0000 LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Campus safety monitors and assistants serve at all schools across our district in a multitude of roles – as our first line of defense, conflict mediators and problem solvers, monitors and mentors. Staff wear standardized uniform attire for a professional appearance and to ensure their visible presence during the school day as well as after hours during games or other events 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 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. | And Supplies 0000 LCFF Base $126,886 | |
	N/A None None N/A	N/A None None N/A
	N/A None None N/A	N/A None None N/A
	N/A None None N/A	N/A None None N/A
	LE 9.8 Behavior Intervention Training 2000, 3000, 4000, 5000 0000 LCFF Base $150,000	LE 9.8 Behavior Intervention Training 2000, 3000, 4000, 5000 0000 LCFF Base
	LE 9.9 Data Analysis Tools & Software 4000, 5000 0000 LCFF Base $60,000	LE 9.9 Data Analysis Tools & Software 4000, 5000 0000 LCFF Base
	N/A None None N/A	N/A None None N/A
	LE 9.11 Safe & Supportive Special Events & Outreach 2000, 3000, 4000, 5000 0000 LCFF Base $115,000	LE 9.11 Safe & Supportive Special Events & Outreach 2000, 3000, 4000, 5000 0000 LCFF Base
	LE 9.12 Youth Explorer Program 2000, 3000, 4000, 5000 0000 LCFF Base $50,000	
	N/A None None N/A	
	N/A None None N/A	
	LE 9.15 Mental Health Services 2000, 3000 0100 LCFF Supp/Conc $4,338,943	LE 9.15 Mental Health Services 2000, 3000 0100 LCFF Supp/Conc $3,474,237
	LE 9.16 Trauma Informed Care 4000, 5000 0100 LCFF Supp/Conc $300,000	
	LE 9.17 Equity Coordinators 2000, 3000 0100 LCFF Supp/Conc $288,701	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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 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.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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)		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 10: School Counseling 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 community and parent education of A-G requirements, college applications, and financial aid applications	LE 10.1 Counselors 1000, 3000 0100 LCFF Supp/Conc $9,387,795 LE 10.3 Restorative Practice Training Matl, Trauma Resp 4000, 5000 0100 LCFF Supp/Conc $300,000 LE 10.4 LGBT Pride Ctr, LGBT Training 4000, 5000 0100 LCFF Supp/Conc $50,000 N/A None None N/A N/A None None N/A	LE 10.1 Counselors 1000, 3000 0100 LCFF Supp/Conc $10,372,087 LE 10.3 Restorative Practice Training Matl, Trauma Resp 4000, 5000 0100 LCFF Supp/Conc $7,262 LE 10.4 LGBT Pride Ctr, LGBT Training 4000, 5000 0100 LCFF Supp/Conc $17,631 N/A None None N/A N/A None None N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 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 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		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 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 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 • 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		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
participate in Student Success Team meetings to assist students who need support in Tier 2 and 3 to address academic and behavioral concerns • Complete referrals to appropriate mental health services for those student demonstrating need for additional intensive interventions • Assist administration with the implementation of Trauma Responsive Schools including supporting classroom-based strategies, early and targeted interventions, whole school prevention and safety planning, crisis response, and community partnerships and referral processes, including family supports • Promote the reduction of barriers to learning resulting in adults and children feeling safe and supported on SUSD campuses. This will be evidenced by school climate data, increased attendance rates, and decreased incidents of discipline. This data will be disaggregated to look for progress/needs for marginalized youth, including Low Income, EL, Foster/Homeless, Special Needs, and LGBTQ+ Youth • Delivery of Social-Emotional Learning (SEL) curriculum across all grade levels. Lessons will be grade-level appropriate and delivered per the district School Counselor Core Curriculum calendar. These SEL lessons will address the attitudes, skills, and knowledge pertaining to self-awareness, self-management, social awareness, relationship skills (ex. bullying prevention), and responsible decision making. • Provide social marketing strategies to support parent education regarding the importance of attendance and GPA • Lead Counselor/SAP Chairpersons will continue to participate in curriculum leadership teams, district decision-making teams, and intervention teams 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		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of funds budgeted for actions and services were implemented as planned to support students, families, teachers, and staff, with an intentional focus of the allocations addressing the unique needs of enrolled students identified as youth in foster care, English learners, and low-income students. Funds that were budgeted for actions/services that were not fully implemented were used to support increased student and family access to mental health and social-emotional well-being services, provide social-emotional learning and trauma-informed responsive training to instructional school site staff, and provide workshops and training for families to provide strategies in developing a healthy and supportive learning environment for their child(ren) within their place of residence. Subacute health services and behavioral intervention support were increased to address the adaptive needs aligned with the distance and remote learning environment that presented itself due to the COVID-19 pandemic. Funds were used to create video training and workshops resources for families and staff focused on promoting healthy student work habits and supporting student's social-emotional well-being. The Behavior Intervention Team (BIT) strategically and collaboratively developed a process flow chart to assist school sites with increasing access to the behavioral intervention services resources. The BIT addressed 54 requests from sites for behavior support for a specific student (21 special education students and 32 general education students), the 54 students were made up of 13% English learners, 6% foster youth, and 81% were low-income students. These requests for behavioral intervention presented the Behavior Intervention Team the opportunity to provide triage services to 26 K-8th grade schools and 1 high school. BIT members provided training in the following areas: topics in behavior planning, TH-INQ Crisis Training, Information about Mental Health and Behavioral Support Services, Psycho Education, Coping skills, self-care, self-regulation, and parenting. Parent liaisons in

collaboration with community organizations supported school sites with ongoing outreach, training, workshops, and services provided to families.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes aligned with providing equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports were connected to increasing access and improving direct services that were provided to students, staff, and families with a principal focus on addressing the needs of low-income, English learners, and foster youth students. In the Local Control and Accountability Plan (LCAP) survey that was provided to 3rd-12th grade students (total of 10,421 students), data showed that the following amount of 3rd-12th grade students either strongly agreed or somewhat agreed that they felt connected and valued at school by: other students (8,205 students), their classroom teachers (8,341 students), school staff (7,266 students), and their school community (6,935); employees (1,036 certificated and classified employees) data results showed they either strongly agreed or somewhat agreed that students feel connected and valued at school by: other students (754 employees), classroom teachers (905 employees), school staff (893 employees), and their school community (737 employees); and families (2,489 parents/guardians) data results showed they either strongly agreed or somewhat agreed that students felt connected and valued at school by: other students (1,750 families), their classroom teachers (1,874 families), school staff (1,815 families), and their school community (1,724 families). Focused on ensuring school climates were increasing access and engagement for students, staff, and families with a focus on decreasing suspensions, trauma-informed care and restorative practices training was provided, implicit bias, equity, and culturally and linguistically relevant learning and teaching professional development was provided, and increased and improved sub-acute health care services were provided, principally directed towards addressing the tiered and diverse needs of low-income, foster youth and English learner students and their families. Behavior Intervention Team, Mental Health Clinicians, Counselors, Wellness Center health services, and Social Services Case Managers provided direct support to classroom teachers, students, and families focused on increasing student access to well-being resources and standards-based instructional classroom experiences. These actions and services provided an increase in student attendance, family involvement in addressing student behavioral needs, and decreasing suspension rates, while adapting to the "new normal" needs related to the impacts of the COVID-19 pandemic.

Throughout the school year and during the school building closures subacute care and health services were provided to students with licensed vocational nurses providing 17,582 health service encounters with 281 families in transition students, 484 youths in foster care, 4,363 English learners, 9,059 low-income students, and 12,410 students with special education aligned needs. Health Care Assists provided 5,471 health service procedures to 19 families in transition, 205 youths in foster care, 1,035 English learners, 3,297 low-income students, and 2,546 students with special education aligned needs. Healthy Start Coordinators developed and facilitated the implementation of 84 emergency action plans and made 873 referrals to partner agencies for multi-tiered health service resources; such as Big Smiles Dental, Community Medical Centers, San Joaquin Public Health, and Angkor Pharmacy. Addressing the social-emotional and academic guidance needs of students, school counselors provided tier 1, 2, and 3 services that included 160,000 student contacts focused on core curriculum, 44,000 student contacts focused on individual student planning, 59,658 student contacts focused on referral consultation, 85,000 responsive services provided to students, and took part in over 3,100 Student Success Team meetings. To address the need for continuous connection with students during school building closures and distance learning due to

the COVID-19 pandemic over 40 social-emotional , college & career, and academic video lessons were created for students and parents/guardians. Virtual career days, college tour lessons, high school informational nights, and financial aid information meetings were provided to ensure ongoing and increased access to information and student engagement focused activities for staff, students, and families to participate in. With counselors ongoing support and strategic outreach, the college financial submission and completion rates were around 64% submission and 60% completion rates.

Wellness Centers provided increased and improved health services on all of the comprehensive high school campuses. 10,990 services were provided to students through the Wellness Centers supported by 1 Community Integrated Resources Program Coordinator who coordinated services at the high schools. The Wellness Centers were supported by 4 school nurses at each of the comprehensive high schools. The nurses provided assessments for 543 students who were made up of 23 families in transition students, 7 foster students, 239 students with disabilities, 95 English learners, and 376 low-income students. 16 clinics for dental services were provided servicing 248 students and 721 flu vaccinations were provided. Finding a nurse practitioner and doctor to oversee the position was difficult, so the District was able to create a memorandum of understanding (MOU) between Stockton Unified School District (SUSD) and Community Medical Center (CMC), and with District board approval, created a partnership that allowed for a nurse practitioner with doctor oversight to be formed in support of a medical clinic being opened in connection with the district central enrollment office providing increased and improved medical services such as acute care, physical examinations, and immunizations to SUSD students and families. Families have had the opportunity in conjunction with these services to apply for medical insurance and connect to a network of medical services in San Joaquin County. The medical clinic served the needs of SUSD families exclusively.

Staff provided direct services to students who were experiencing families in transition situations through providing them with bus passes, backpacks, supplies, groceries, clothes, shoes, increased support from counselors, and academic support and tutoring services. Staff conducted 1,258 home visits and check-ins to increase student attendance and ensure students felt both supported and connected to the academic experiences they were involved with at school. In the beginning of the school year families in transition staff collaborated with district instructional support staff to ensure that all high school students who were identified as families in transition to be provided with a laptop and hot-spot to be able to utilize computers and access the internet outside of school. Families in transition staff provided students with information about the McKinney Vento Federal Protection Laws/Rights, community resources (food bank, shelters, Central Valley Housing), informed parents/guardians of families in transition students of the RTD partnership with the district for all 7th-12 grade students to ride for free, and assisted with waivers for birth certificate and CA DMV services.   Clothes closets were held, food drives, free tax services, resume building workshops, mock interviews, coordination with WIC services, Realizing the American Dream (RAD) family engagement and worked in collaboration with the Mental Health and Behavior Support Services office 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 perceived out of-control children. Parent liaisons also worked in collaboration with the School for Adults to provide English as a Second Language (ESL) classes at five sites across the district. Social services case managers and community assists provided direct services to foster youth across the district providing monthly workshops at school sites for students and providing them with groceries, school supplies, and resources to support their academic achievement and social-emotional development. Two presentations focused on career exploration was provided to foster youth students at the high school level. 100% of high school senior foster youth completed their FAFSA, 9 Chafee Grant applications completed, 4 college admissions and financial aid workshops were provided, and multiple training opportunities were provided to staff on AB167/210 graduation plan eligibility, foster youth rights and educational rights, mindfulness, nutrition, and other foster youth

aligned topics. In the 2019-2020 school year 15 AB 167/216 were completed, 108 intakes were done, and 604 foster youth conference notes were input into the District data system (Synergy). Training and workshops focused on behavioral supports and self-regulation in support of addressing the academic and social-emotional needs of students was provided to 377 staff members for a total of 45 hours.

Mental Health Clinicians provided increased and improved services to students and families district wide. The mental health clinicians addressed 918 requests and these requests represented students who were made up of 42% low-income, 44% English learners, and 14% foster youth students. From these requests for services the mental health clinicians provided 24,130 hours of services to low-income, English learners, and foster youth students and families. Mental health clinicians provided direct services to students with disabilities through direct individual counseling aligned with Individualized Educational Plan (IEP) goals and focused on addressing short-term, educationally-related areas of social, emotional, and behavior needs impacting students' ability to progress in their special education program and accessing instruction in the least-restrictive learning environment.

Multiple workshop sessions were provided to staff focused on restorative practices, restorative circles, and trauma-informed care practices. Trauma-informed care and support services and training were implemented and provided as intended. Direct services were provided to sites that experienced high levels of referrals and consultation needs aligned with mental health and social-emotional needs identified by staff, students, and families. The District offered a total of 28 trauma-informed care professional development training and workshops for a total of 89 hours of professional learning focused on trauma-informed care topics. The topics for the trauma-informed care training and workshops were: trauma and Adverse Childhood Experiences (ACEs), trauma and student fundamentals, Polyvagal Theory and trauma, trauma-informed care in the classroom, trauma-informed response for SUSD police department, understanding trauma, building self-regulation, suicide awareness, youth mental health first aid, and TH-INQ crisis training (feedback collected from the training/workshops showed that participants felt they were useful and engaging learning experiences).

Some challenges that the District was presented with in implementing actions and services aligned with this goal were finding a qualified candidate and doctor to oversee the nurse practitioner position in support of increased services at the Wellness Centers and getting the Sutter Clinic up and running at the Central Enrollment office, utilizing school site funds as intended and outlined within district initiatives in the LCAP and site based plans aligned with School Plans For Student Achievement (SPSA) proved difficult during a time frame of the 2019-2020 school year due to restrictions of travel and event participation aligned with the health guidelines put in place for the safety of students, staff, and families addressing the COVID-19 pandemic that occurred across the United States, finding time to provide ongoing equity professional development to site administrators in which they were available and did not conflict with their scheduled curriculum implementation training and school site duties, addressing all of the mental health needs as there were many referrals across the district, and being able to provide consistently dependable coverage releasing classroom teachers to take part in training and professional development that did not conflict with the curriculum implementation professional development scheduled August through January. The desire to ensure highly qualified staff were hired to fill the vacant or newly created positions were presented with some timing obstacles causing for some late hires to occur throughout the year due to the need to go through multiple applicant interview pool cycles and to adhere to the school board meeting schedule aligned with official employee hiring protocol by the District.

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:

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. **19-20** 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), African American Black Parent Advisory Committee (AABPAC), Foster Youth and Families in Transition Committee meetings, comprehensive needs assessments, LCAP Engagement Forums/Events, and surveys. (Verified by SUSD District & Site Participation Reports)	Data Source: SUSD District and Site Participation Reports The District met this metric/indicator in 2019-2020 with 47 school sites that were included in the SUSD LCAP, each holding annually a minimum of 5 School Site Council (SSC) meetings, 4 English Learner Advisory Committee (ELAC) meetings, one Title 1 Parent/Family meeting, and a Back to School Night. School sites also held parent/family academic conferences, after school family engagement and participation events and facilitated Parent Teacher Association (PTA), Parent Teacher Organization (PTO), Science, STEM, Math, and Literacy nights, 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. **19-20** 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), African American Black Parent Advisory Committee (AABPAC), Foster Youth and Families in Transition Committee meetings, comprehensive needs assessments, LCAP Engagement Forums/Events, and **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	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 Family Engagement and Education Office provided multi-tiered parent/guardian academies to address the stakeholder feedback and areas desired by families to increase their leadership capacity and involvement in support of their children's education. Throughout the 2019-2020 school year the District offered more than 120 multi-tiered Family Academies and Parental Advisory Committees where the following topics were covered: • LCAP Engagement Forums • Family Literacy • Health Dangers Of Vaping & Tobacco Awareness • Anti-bullying Workshop • Parent Involvement Orientation & Training (Title 1, School Site Council (SSC), Parent Advisory Committee (PAC), PTA/PTO, District English Learner Advisory Committee (DELAC), AABPAC, Robert's Rules) • Realizing the Academic Dream (RAD) Academy • Understanding Common Core State Standards • Tech Talk: Cyber Bullying • Every Student Succeeds Act (ESSA)

Expected	Actual
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 **Metric/Indicator** State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs. **19-20** 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), African American Black Parent Advisory Committee (AABPAC), Foster Youth and Families in Transition Committee meetings, comprehensive needs assessments, LCAP Engagement Forums/Events, and **Baseline** Baseline (2015-2016): All SUSD schools (the 5 dependent charter schools are not included in the count) provided at least four opportunities for	• Anti-Bullying Workshop • Zumba and Family Fitness • Road Map To College • FAFSA and College Scholarships Workshop • Transitioning into High School • Know Your Rights Immigration Training • Busy Parents Helping Students Succeed In School • Homework Support Strategies • Father STEM Nights 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 2019-2020. The district increased the opportunities for outreach and participation during the 2019-2020 school year. The district held multiple public meetings at locations around the district where food, beverages, child care, and interpreting services were provided. SUSD schools held five School Site Council (SSC) meetings and informed families of the meeting and ensured the meeting was open to the public. The times the meetings were 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 was 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 Learner Advisory Committee (ELAC) attends; school sites also held a minimum of four ELAC meetings a year. A representative from each school site, parents and guardians of English learners, foster youth, and low-income students, were invited to attend a monthly Parent Advisory Committee (PAC) meeting. A district Community Advisory Committee (CAC) was held nine 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. An African American Black Parent Advisory(AABPAC) was held six times and the community was also invited to attend. For all these sessions, an agenda was created and posted at

Expected	Actual
parental participation in programs for students with exceptional needs through various parent meetings and committees. Some of the opportunities offered to parents were participation in School Site Council (SSC), Parent Teacher Association (PTA), Parent Advisory Committee (PAC), District English Learner Parent Involvement Committee (DELPIC)/ English Learner Advisory Committee (ELAC), Title I Parent Meeting, 504 Meetings, Student Success Team (SST), Community Advisory Committee (CAC), Individual Educational Program (IEP) meetings. Data Source: SUSD District and Site Participation Reports, SEIS Database	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 were 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.
Metric/Indicator State Priority 5A: School attendance rates. **19-20** To increase attendance rates by 2% as compared to data from the prior year. (Verified by CALPADS, Student Information System.) **Baseline** Baseline (2015-2016): 94.37% Data Source: SUSDs Student Information System, CALPADS	Data Source: CALPADS The district did not meet the increase goal of 2% for this metric/indicator for 2019-2020. The average daily attendance percentage for 2019-2020 for Stockton Unified School District (SUSD) was 94.12% which is an increase of 0.50% from the 2018-2019 (93.62%) school year.
Metric/Indicator State Priority 5B: Chronic absenteeism rates. **19-20** 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.)	Data Source: 2019 Fall California School 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 5% for 2018-2019. Absenteeism data has not been reported out due to school building closures that occurred from March 2020 until the

Expected	Actual
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, Hispanic, Native Hawaiian or Pacific Islander, and White. (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.) **Metric/Indicator** State Priority 5C: Middle school dropout rates. **19-20** To decrease middle school dropout rates as compared to data from the prior year. (Verified by CALPADS.)	end of the year aligned with the direct impacts of the COVID-19 pandemic (2019-2020 local data is reported below). Chronic Absenteeism for 2018-2019 • All Students: 17.1% (2019-2020 18%) • Foster Youth: 22.20% (decrease of 4%) (2019-2020 21.70%) • Low-Income: 18.60% (decrease of 0.05%) (2019-2020 17.99%) • English Learners: 11.90% (decrease of 1.10%) (2019-2020 16.24%) • Students With Disabilities: 22.70% (decrease of 1.50%) (2019-2020 24.73%) • African American: 31.60% (increase of 0.20%) (2019-2020 27.94%) • American Indian / Alaskan Native: 22.20% (decrease of 3.30%) (2019-2020 28.90%) • Asian: 8.10% (increase of 0.10%) (2019-2020 8.59%) • Filipino: 4.70% (decrease of 2.90%) (2019-2020 7.77%) • Hispanic: 16.30% (decrease of 0.80%) (2019-2020 17.42%) • Homeless: 42.30% (decrease of 3.30%) (2019-2020 42.34%) • Multiple Races: 20.50% (decrease of 2.70%) (2019-2020 20.91%) • Pacific Islander: 15.70% (decrease of 5.80%) (2019-2020 17.73%) • White: 20.20% (decrease of 1.70%) (2019-2020 21.12%) Data Source: CalPads (15.1 Cohorts Outcome-Counts) The District met this metric/indicator as 5 middle school students (0.0009%) dropped out in the 2018-2019 school year representing a 24 student decrease from the 2017-2018 school year and a

Expected	Actual
Baseline Baseline (2015-2016): .3% Data Source: CALPADS	0.2991% middle school dropout rate reduction from the baseline year percentage.
Metric/Indicator State Priority 5D: High school dropout rates. **19-20** To decrease high school dropout rates as compared to data from the prior year. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 13% Data Source: CALPADS	Data Source: CalPads (15.1 Cohorts Outcome-Counts) The District doesn't appear to have met the metric/indicator of decreasing high school drop out rates as the drop out rate for high school was 5.6% which is a 2.8% increase from the prior year drop out data reported in Dataquest, however, the drop out rate shows a 7.4% decrease as compared to the baseline data for this metric/indicator.
Metric/Indicator State Priority 5E: High school graduation rates. **19-20** To increase high school graduation rates by 7% point growth compared to data from the year prior. (Verified by CALPADS.) **Baseline** Baseline (2015-2016): 81% Data Source: CALPADS	Data Source: 2019 Fall California School Dashboard The District did not meet the metric/indicator of increasing high school graduation rates by 7% point growth compared to data from the year prior. Graduation Rate Baseline: 2015-2016 = 81% 2017-2018 = 78.8% 2018-2019 = 79.40% 2019-2020 = 77.40% 2019-2020 • All= 77.40% (decreased by -2%) • Foster Youth= 74.40% (increased by 16.10%) • English Learners= 66.80% (decreased by 4.80%) • Low-Income= 77.30% (decreased by 2.70%)

Expected	Actual
	• Students With Disabilities= 43.70% (remained constant) • African American= 72.10% (decreased by -2.50%) • American Indian / Alaskan Native= 71.90% (increased by 14.80%) • Asian= 85.60% (decreased by -2.30%) • Filipino= 90.10% (decrease of -4.10%) • Hispanic= 77.10% (decreased by -2.30%) • Homeless= 67.10% (increased by 6.30%) • Multiple Races= 78.40% (increased by 10.50%) • White= 70% (decreased by 3.80%) 2018-2019 • All= 79.40% (increased by 0.60%) • Foster Youth= 58.30% (decrease by 9%) • English Learners= 71.60% (increased by 2.50%) • Low-Income= 80% (increased by 1.10%) • Students With Disabilities= 43.70% (decreased by 2.60%) • African American= 74.60% (increased by 1.10%) • American Indian / Alaskan Native= 57.10% (decreased by 22.60%) • Asian= 87.90% (maintained) • Filipino= 94.20% (decrease of 1%) • Hispanic= 79.40% (increased by 1.4%) • Homeless= 60.80% (decreased by 9.90%) • Multiple Races= 67.90% (8.30%) • White= 73.80% (increased by 1.80%)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	MP 1.1 Parent Academy 4000, 5000 0100 LCFF Supp/Conc $30,000	MP 1.1 Parent Academy 4000, 5000 0100 LCFF Supp/Conc $46,662

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 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	MP 1.1 Parent Liaisons 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $360,474 MP 1.1 Parent Involvement Specialist 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $220,266 MP 1.3 Adult Literacy Training 1000, 3000 Other $139,756	MP 1.1 Parent Liaisons 2000, 3000 3010: IASA-Title 1 Basic Grants-Low $352,932 MP 1.1 Parent Involvement Specialist 2000, 3000 3010: IASA-Title 1 Basic Grants-Low ?? MP 1.3 Adult Literacy Training 1000, 3000 Other $0.00
MP 2 and 2.1: 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.	MP 2.1 District Communication 2000, 3000 0100 LCFF Supp/Conc $631,509 MP 2.2 Translators 2000, 3000 0100 LCFF Supp/Conc $349,565 N/A None None N/A	MP 2.1 District Communication 2000, 3000 0100 LCFF Supp/Conc $714,746 MP 2.2 Translators 2000, 3000 0100 LCFF Supp/Conc $368,614 N/A None None N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		
MP 3: See description 2018-2019.	N/A None None N/A	N/A None None N/A
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 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.	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 $160,126 MP 4.2 Plus Program 1000, 3000 0100 LCFF Supp/Conc $482,742 MP 4.2 Plus Prog supporting inclusiveness. Positive School Climate 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $398,473 MP 4.3 Coordinator PE/Athletics 1000, 3000 0100 LCFF Supp/Conc $132,030 MP 4.4 Kennedy Games/Pentathlon 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $85,921 MP 4.5 Athletic Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,086,675	MP 4.1 CTSO Related Student Clubs 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $90,168 MP 4.2 PLUS Program 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $164,298 MP 4.2 Plus Program 1000, 3000 0100 LCFF Supp/Conc $504,084 MP 4.2 Plus Prog supporting inclusiveness. Positive School Climate 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $306,505 MP 4.3 Coordinator PE/Athletics 1000, 3000 0100 LCFF Supp/Conc $208,777 MP 4.4 Kennedy Games/Pentathlon 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $81,079 MP 4.5 Athletic Programs 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc $1,317,274

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 4.6 Student Empowerment through College & Career Leadership 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $226,871 MP 4.7 Stockton Master Innovators 1000, 3000, 4000, 5000 0100 LCFF Supp/Conc $125,000 MP 4.8 Student Access to Leadership Conferences 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $32,000	MP 4.6 Student Empowerment through College & Career Leadership 1000, 2000, 3000, 4000 0100 LCFF Supp/Conc $0.00 MP 4.7 Stockton Master Innovators 1000, 3000, 4000, 5000 0091: LCFF English Learners $125,000 MP 4.8 Student Access to Leadership Conferences 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $11,400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		
MP 5: See description for 2017-2018. 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 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	N/A None None N/A MP 6.1 Visual and Performing Arts 2000, 3000 0100 LCFF Supp/Conc $338,522 MP 6.2 Music Coordinator 1000, 3000 0100 LCFF Supp/Conc $158,511 MP 6.3 Arts Resource Programs 1000, 3000 0100 LCFF Supp/Conc $1,397,264 MP 6.4 K8 Music Program 1000, 3000 0100 LCFF Supp/Conc $2,604,012	N/A None None N/A MP 6.1 Visual and Performing Arts 2000, 3000 0100 LCFF Supp/Conc $305,272 MP 6.2 Music Coordinator 1000, 3000 0100 LCFF Supp/Conc $171,559 MP 6.3 Arts Resource Programs 1000, 3000 0100 LCFF Supp/Conc $1,817,671 MP 6.4 K8 Music Program 1000, 3000 0100 LCFF Supp/Conc $2,530,627

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		
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.	MP 7.1 Student Attendance 2000, 3000 0100 LCFF Supp/Conc $231,612 MP 7.1 Improve Student Attendance 2000, 3000 0100 LCFF Supp/Conc $600,000 MP 7.2 Truancy Outreach 2000, 3000 0090: LCFF Educ Disadv Youth $238,173 MP 7.3 K8 In School Suspension Teachers 1000, 3000 0100 LCFF Supp/Conc $534,358 MP 7.4 RTD Universal Student Transportation 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $300,000 MP 7.5 Improve Student Attendance Accountability 2000, 3000 0100 LCFF Supp/Conc $231,612	MP 7.1 Student Attendance 2000, 3000 0100 LCFF Supp/Conc $256,228 MP 7.1 Improve Student Attendance 2000, 3000 0100 LCFF Supp/Conc $696,691 MP 7.2 Truancy Outreach 2000, 3000 0090: LCFF Educ Disadv Youth $213,262 MP 7.3 K8 In School Suspension Teachers 1000, 3000 0100 LCFF Supp/Conc $817,516 MP 7.4 RTD Universal Student Transportation 5000-5999: Services And Other Operating Expenditures 0100 LCFF Supp/Conc $801,085 MP 7.5 Improve Student Attendance Accountability 2000, 3000 0100 LCFF Supp/Conc $256,228

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of funds that were budgeted for actions and services were implemented and used to support students, families, teachers, and staff. Funds budgeted for actions and services that were not fully implemented were used to increase student access to leadership, collaboration, and socialization activities aligned with the Peer Leaders Uniting Students (PLUS) program, virtual end of the year celebrations and transitional events preparing students for high school and college, and direct service outreach to parents, families, and guardians to support students attending school regularly, increasing student attendance rate and participating in the distance learning that took place in the last three months of instruction for the 2019-2020 school year, extended school year instructional programs for students to access during the month of June, and professional learning development for staff in support of increasing staff's skills and abilities to engage and increase student engagement and participation within remote and distance learning platforms for providing educational services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some of the success in implementing actions/services were through the support of engaging students, supporting students increasing their daily attendance, and focused outreach and support provided to high needs student groups, four student groups experienced increases in high school graduation rates: foster youth 74.4% graduation rate (an increase of 16.10% from the prior year), American Indian/Alaskan Native 71.90% graduation rate (an increase of 14.80%), Homeless/Families in Transition 67.10% graduation rate (an increase of 6.30%), and students of multiple races 78.40% graduation rate (an increase of 10.50% from the prior year). Career Technical Education (CTE) had a significant and positive impact on the attendance, behavior, and academic focus of students who persist from participants to certification attainment across all student groups. Within the school year, a total of 104 students took part in

CTE pathways, with an average positive student attendance rate of 94% of those CTE students, and an average grade point average (GPA) for those who completed the CTE pathway courses of a 3.32 GPA.

The Peer Leaders Uniting Students (PLUS) program consisted of 1,200 PLUS student leaders made up of 78% low income, 7% English learners, 1% foster youth, 2% American Indian or Alaskan Native, 9% Asian, 10% African American, 5% Filipino, 66% Hispanic, 1% Hawaiian, 5% White, 3% Two or more races and 7% students with disabilities. PLUS leaders facilitated 212 PLUS forums in which 6,572 Stockton Unified School District students took part in. Some of the topics that were discussed and covered in the PLUS forums were: Cyber-bullying, Avoiding drama, gossip, and rumors, Friendships and relationships, Safety, School attendance, Student moral, Caring for the campus, Peer Conflicts, Racism, Dangers of Vaping and Drugs. PLUS leaders actively took on the role of mentor activities on their school campuses, examples of mentor activities PLUS student leaders engaged in during the school year would be: Cross-age forums, Attendance support, Classroom buddies, Reading buddies, New student orientations, Peer tutoring, Conflict mediation, Classroom resilience lessons, Academic and attendance incentive events. The PLUS program provided ongoing student engagement and participation in leadership opportunities providing a continuity of student collaboration and socialization connectedness to one another and their school experience both during in-person learning and while distance learning was occurring due to the COVID-19 pandemic.

The District continued to increase school site administrators access to monthly updates on attendance and discipline data that reflected whole school data and data by student groups attending the school site. Discipline data was provided monthly identifying the offenses that were being identified by the site, the time of day disciplinary actions were taking place, and location of discipline incidents in support of increasing site leadership awareness of attendance and discipline trends. Weekly strategies and communication suggestions were provided to sites on how to increase attendance and develop positive school climate, thus, decreasing discipline incidents and suspensions rates. In 2019-2020 the Child Welfare and Attendance office made 1,677 home visits, logged 3,463 phone calls to parents/guardians of students in support of attendance outreach, and held 6,574 conferences and habitual truant meetings. In support of improving student attendance accountability 17,604 1st attendance letters, 11,134 2nd attendance letters, and 7,628 3rd attendance letters were sent to students' place of residence logged into the District data system. Truancy intervention and outreach was provided throughout the year to school sites and tiered strategic support was provided at sites with greater rates of chronic absenteeism. Child Welfare and Attendance (CWA) truancy intervention and outreach team members were assigned to work closely with the social workers overseeing foster youth education and managing McKinney-Vento Homeless and Unaccompanied Youth program to address the needs of these students and their families in support of increasing daily attendance and providing students and families with resources. With the shift of student enrollment to a Centralized Enrollment office, site attendance staff focused time spent on accurate attendance input into the data systems and supporting the school sites with office support services and phone call home communication in support of increasing daily attendance. The number of School Attendance Review Board (SARB) hearings held in 2019-2020 were 76 with 72 for high school students and 4 for K-8th grade students. Two student outreach days were coordinated by Child Welfare and Attendance resulting in 766 student places of residence/homes being visited by Stockton USD staff, resulting in enrolling 56 students who were not currently enrolled in school, and speaking with 354 chronically absent students who were not in school and offering their families resources in support of having the student attend school regularly and provide resources for the families in support of their children attending school every day.

Some of the challenges in implementing the actions/services to achieve this goal were that from the March spring break through the end of the academic year due to the COVID-19 pandemic, all school buildings were closed and in-person gatherings and instruction were not able to occur. The health and safety protocols, such as the shelter in place order, that were aligned with the response to the COVID-19 pandemic presented obstacles to providing planned actions and services, such as field trips, student leadership events and forums, Visual and Performing Arts performances and events, and sporting events. The shift to distance learning created an increase in student not engaging/attending school through the distance learning platform and effective outreach and connecting with students from high mobility student groups, foster youth, unaccompanied youth, families in transition, migrant students, undocumented students, low-income students. Many student's families changed contact information and place of residence during the shelter in place distance learning time and multiple approaches and outreach (phone calls, home visits, working with local family advocacy organizations, working with the city) to connecting with families and ensuring students were attending distance learning and provided with access to resources and supports to address the fiscal, health, home, and food security issues that presented themselves and or increased the struggles already present both prior and during the COVID-19 pandemic.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased health and cleanliness protocols aligned with providing transportation for students. (IPI-1)	$100,000		No
Signage, posters, and floor decals for visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing/sanitizing protocols. (IPI-2)	$20,000		No
Maintain custodial/maintenance staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. (IPI-3)	$2,100,000		No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. (IPI-4)	$37,775		No
Individual instructional supplies to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process. (IPI-5)	$433,282		No
New teacher mentoring support focused on providing training, workshops, and resources in providing in-person instructional offerings. (IPI-6)	$400,000		No
HVAC filters: Facilities will increase the rates at which they replace HVAC filters at school sites and district buildings as recommended per current health and safety guidelines. (IPI-7)	$253,000		No
Personal Protective Equipment (PPE): Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and	$4,180,277		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer, and thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness. (IPI-8)			
Qualtrics COVID-19 contract tracing and symptom checker software for all students, staff, and families to utilize as a database and safety application for the health and well-being of providing in-person instructional offerings in response to the COVID-19 pandemic. (IPI-9)	$50,427		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The majority of allocated funds budgeted for expenditures for in-person instruction were implemented and expended as planned on the actions outlined within the expenditure table and there were no identified substantive differences between the planned actions and budgeted expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As of April 29th, 2021, Stockton Unified School District (SUSD) began providing consistent and ongoing in-person instructional offerings within the instructional day within a hybrid blended learning model with a cohort of PK-12th grade students attending in-person learning Monday and Tuesday while the rest of students engaged in synchronous distance learning, distance learning for all students on Wednesday, and the second student cohort of PK-12th grade students attended in-person learning on Thursday and Friday while the rest of the students engaged in synchronous distance learning. A third cohort of students opted into remaining in full distance learning for the rest of the school year and took part in distance learning Monday through Friday. Success aligned with in-person learning were offering in-person learning to all students that wanted the option of in-person learning, providing social-emotional learning lessons to students for their first 10 days of in-person learning, using the District adopted standardized assessments as the academic measure of growth for the 2020-2021 school year, implementing health and safety protocols across all school campuses, and providing live streaming technology and professional development to all teachers and classrooms to ensure synchronous distance learning and in-person learning could be accessed by students. Some of the challenges were the organizational process of creating the routes and addressing the logistics aligned with providing transportation for the in-person learning student cohort schedules, ensuring that adequate number of substitute teachers were available to provide school site support and fill classroom instructional absence needs due to various reasons, and addressing some of the site technology working condition needs such as walkie talkies

since many forms of technology had not been readily used throughout the school year and battery and other issues presented the need to address technology troubleshooting.

Before April 29th, beyond assessments that were needed to be done in-person in support of students with exceptional needs and English learner assessment support, due to the impacts of the COVID-19 pandemic and aligned with a heightened sense of health and safety relating to the ongoing widespread tiered status of San Joaquin County relating to new COVID-19 positive cases per day per 100,000 people, high COVID-19 positivity rate, and lack of Intensive Care Unit (ICU) availability, all students took part in daily distance learning. Starting in February of 2021, in-person after school cohorts, with a maximum ratio per cohort of 1 adult to 15 students, were offered after school. Cohorts were led by teachers who volunteered to take part in the paid after school instructional in-person offering focused on addressing learning needs of students, principally focused on students identified as English learners, families in transition, foster youth, students with exceptional needs, disengaged students, and students in which data showed they were academically struggling. Cohorts focused on addressing credit recovery for high school students, growth-focused reteaching and foundational skill review of standards-based concepts, and instructional differentiation focused small group academic support. The challenges shared by stakeholders was that the constantly changing COVID-19 rate of positivity, guidance on allowability of opening school building criteria varying, and our county remaining in the wide spread purple tier for the majority of the 2020-2021 school year provided ongoing difficulties with both preparing and communicating the expectations and timelines aligned with in-person instructional offerings. Surveys were provided throughout the school year and ongoing communication around the process of providing in-person learning and on average stakeholder voice showed that around 51% wanted to remain on distance learning until full vaccination processes had been completed and 49% desired for students to return to in-person learning with heightened health and safety measures with the understanding that a vaccination process would be implemented as soon as available to staff and the public. A success during this time is that all personal protection equipment, signage, plexiglass, technology resources, and HVAC filtration and systems updates took place preparing a healthy and safe learning environment upon the return of students and staff to in-person instructional offerings through the ongoing efforts of staff across the district focusing on implementing the safe return to school plan. Stakeholder feedback shared a desire to return to in-person instruction to address the mental health and academic needs of students while also sharing concerns with safety and the impacts of the widespread nature of the COVID-19 virus. Multiple surveys were administered throughout the school year and all surveys demonstrated that the majority of families and staff shared they wished to remain on full distance learning until the vaccination process was fully provided and administered with a usual 60% want to stay on distance learning and 40% wishing to return to in-person learning with student surveys demonstrating that the majority of students felt they were struggling in distance learning and would like to return for in-person learning. Ongoing discussions and negotiations occurred with bargaining units focused on returning to in-person learning with health, safety, and deep-cleaning protocols in place to provide a learning environment that was safe and aligned with the local, state, and national guidelines for reopening school safely plans.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops to continue to the refresh cycle process and ensure they are provided for every student enrolled in SUSD. (DLP-1)	$3,007,365		Yes
WiFi hot spot provided to every student's place of residence/household (37,000 WiFi hot spots) (DLP-2)	$4,531,000		No
Resources that help ensure and support students using and accessing appropriate and safe internet and websites when using computers. (DLP-3)	$65,000		Yes
Substitute teachers provided to school sites to support synchronous distance learning experiences for students. (DLP-4)	$2,000,000		No
School site budget allocations to support addressing student learning needs, creating a safe and equitable learning environment, and building meaningful partnerships with the students and families they serve. Site budgets will be used to address the technology, instructional and learning supplies, offering after school tutoring and enrichment experiences, family engagement, and other services and resources that meet the needs of students, staff, and families during distance learning experiences. (DLP-5)	$8,165,760		Yes
Laptops for administrators, teachers, and instructional support staff. (DLP-6)	$1,390,000		Yes
Assistive technology for Students with Disabilities to access distance learning instruction from home. (DLP-7)	$100,000		No
Maintain centralized district library support staffing to ensure access to eBooks and audio books is provided to all students and staff and training and resource support is provided in the checking in and out process of technology and curriculum within distance learning. (DLP-8)	$194,798		Yes
Language Development Office: Maintain staffing of bilingual assists, English Language Development (ELD) coaches, English learner specialists, interpreters/translators, and supports that specifically	$1,686,294		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs. (DLP-9)			
Collaboration Time Professional Development Days, and Family Engagement: Continue monthly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID and engaging families in office hours support and family conferences with teachers. (DLP-10)	$11,443,348		Yes
Central Enrollment Center: Ensure continued services connected to SUSD enrollment and/or intra-district transfer processes are supported by staffing so that students are efficiently transitioned into school system and between school sites, while providing online enrollment and in-person enrollment by appointment. (DLP-11)	$1,101,606		Yes
Staffing for family extended office hours offered later in the evening to increase access for families and students to communicate needs and support from school site staff aligned with distance learning logistics and systems. (DLP-12)	$3,000,000		No
Summer professional development and collaboration opportunities provided to administration and instructional staff focused on building capacity in providing high quality rigorous first instruction and asynchronous learning opportunities within distance learning that engages students and meets the diverse learning needs of foster youth, English learners, families in transition, and students with exceptional needs. (DLP-13)	$1,800,000		No
Parent & Guardian Distance Learning guidebook that was published in multiple languages in support of services, information, and resources being provided to all SUSD families. (DLP-14)	$20,000		No
Zoom licenses to ensure site administrators and student support services to create virtual platforms for outreach and workshops for	$92,635		No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
families in support of building partnerships, understanding, and family capacity to assist children accessing and being successful within distance learning. (DLP-15)			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The majority of allocated funds budgeted for expenditures for in-person instruction were implemented and expended as planned on the actions outlined within the expenditure table and there were no identified substantive differences between the planned actions and budgeted expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes and challenges for implementing the following elements of the distance learning programs in 2020-21 school year were as follows:
For continuity of instruction across the system both staff and students embraced the use of technology and learned side by side new skills and interactive formats of virtually learning through remote forms of distance learning platforms. All students were provided with access to their curriculum and students, staff, and families through the learning process of navigating technology became more versed and increased access to the interactive features of the curriculum that were available online, students were provided with access to both the physical textbooks and full online access to the Board adopted grade level curriculum. Students were provided with ongoing both benchmark and curriculum based forms of assessment and were provided with iReady practice of at least 45 minutes per week in Math and English Language Arts with learning activities tailored to the students standards skills-based needs for review, reteaching, and practice. Local data showed that 94% of students participated in the administration of math assessments in the Fall and 97% in the Winter and for English Language Arts (ELA) administration of the assessment 90% in the Fall and 94% in the Winter. Each school site created a distance learning instructional bell schedule, took daily attendance accounting of live contact and synchronous instructional minutes, asynchronous learning and completed weekly student engagement forms, and site administrators were provided with digital walk through access to each teacher's distance-learning approach to parallel normal on-site visits to a physical classroom. Staff stakeholder feedback was shared that the attendance engagement logs were an extra layer to keep up with on top of all the other distance learning lesson planning and logistics to address and keeping track of the synchronous and asynchronous student engagement were time consuming tasks. Assessments that evaluated how students were progressing within the core content areas of English Language Arts (ELA), Mathematics, and English Language Development (ELD) occurred throughout the year and instructional staff utilized curriculum-based assessments and common formative assessments to monitor student progress and adapt

instruction to meet the individualized needs of students. Stakeholder feedback shared identified that the assessment process within distance learning posed many layers of difficulties for students who struggled with bandwidth issues, English learner students, and students with disabilities. Live instruction was delivered during distance learning with a strategic inclusion of whole class, small group, one-on-one, and independent learning activities. Many of the same instructional strategies utilized within in-person instructional offerings were utilized to measure participation and time value of student work such as checking for understanding, curriculum-based assignments, projects, presentations, curriculum-based assessments, summative assessments, and student work products such as focus notes, written assignments, and teacher created activities. Stakeholder feedback shared that a major challenge was that many students for various reasons and presence of obstacles did not turn in assignments and engage in asynchronous work and assignments. Formative assessment and checking for understanding practices were used by staff to identify the individual and class-based content standards-grade-level-skills learning needs of students. School site allocations were directly utilized in support of providing direct services to students such as embedded professional learning for staff, family workshops and training, extended office hours, instructional supplies for teachers and students, student leadership and enrichment activities, after school tutoring and homework assistance time, hands-on project resources, art materials, and incentives for students who met their academic or attendance goals. Stakeholder feedback focused on the struggles of having consistent student attendance, that many students and staff struggled with managing the focus of staying present within the synchronous distance learning time while also addressing the needs of the siblings or family members within the place of residence. Bandwidth issues was another common area that stakeholders shared they struggled with. Instructional staff shared in professional development and learning feedback that they continued to gain a stronger understanding of where the online curriculum resources were located, understanding how to use the curriculum as a teaching tool effectively, and utilizing the various learning management systems to provide instruction during distance learning. Local data showed a curriculum test count (total count of tests administered online in the curriculum portals: Ready Class Math, Saavas, and Benchmark) of 60,264 ELA assessments for Kindergarten-8th grade students administered, 87,755 Math assessments, and 5,367 ELA assessments for 9th-12th grade students, which reflects the average number of assessments provided as 33 Benchmark, 73 Ready Class Math, and 20 Saavas curriculum assessments.

For access to devices and connectivity all students and instructional staff were provided with a laptop and charger. All students that needed access to the internet in their place of residence were provided with a Wifi-hotspot providing them access to the internet from where ever they were accessing distance learning from; SUSD distributed over 33,000 laptops and 18,000 Wifi-hotspots. Wifi-hotspots were provided to all para-professionals, teachers, and other staff that provided direct services to students and families that requested support in being provided with internet connectivity with the laptops staff were provided with. School sites provided systems and opportunities for students and families to bring in their laptops anytime to troubleshoot any issues with the laptops and or swap out laptops to ensure that students had access to a device at all times during the time in which distance learning was being provided. New digital platforms provided ongoing opportunities for students to access all learning assessments and survey and communication outreach. Safe student technology usage internet monitoring programs were implemented in support of providing distance learning opportunities that provided the ability to address any forms of student communication that demonstrated signs of mental health concerns and protected students from unsafe and not school appropriate content through installed content filters. These programs provided flagged information to technology staff aligned with language or content used or accessed by students that would be considered unsafe or not school appropriate, providing opportunities for collaborative follow up conversations to address student needs and provide learning experiences for students, families, and staff around appropriate and safe internet usage and forms of

communication related to messaging and collaborative platforms utilized during distance learning. Feedback from stakeholders focused on the need for students to continue to be able to have access to check out their laptop as a textbook beyond distance learning and be able to use their laptops both within school and their place of residence. Certificated and classified staff shared the importance of having access to a laptop with a built in camera so that they were able to fully participate within the distance learning platforms being provided to students and fully engaged in professional develop and learning offerings and school site distance meetings. The access to Wifi-hotspots was viewed as a welcomed improvement to distance learning resources from the end of the 2020 school year and that increasing the bandwidth ability of the Wifi-hotspots for staff would be appreciated to support the amount of streaming and usage that teachers had to utilize while providing distance learning. Stakeholder feedback also identified the benefits of increased accessibility and offerings using the Zoom platform and that continuing with having access to video conferencing abilities would be welcomed within the next school year.

For pupil participation and progress technology integration into learning provided the ability for instructional staff and support staff to engage students through interactive ways of learning. Opportunities for lunch bunch and student social gatherings not during instructional learning time provided opportunities for students to engage in art and socialization activities, various platforms such as Pear Deck, Padlet, Kahoot, Kami, and other interactive programs were utilized to gamify learning, and virtual student talent showcases for students to share their interests and talents. Stakeholder feedback shared that opportunities for students to have their voices heard such as the student Peer Leaders Uniting Students (PLUS) forums, the talent showcases, lunch bunches, virtual paint and game nights, and other interactive distance activities provided both the ability for students to engage in an online learning community with increased access to have their voices heard and take part in enrichment activities while also providing staff an opportunity to listen and learn from the perspectives and needs shared by students. The counselors, mental health clinicians, social work case managers, parent liaisons, community assists, and other staff members engaged in ongoing outreach through phone calls and home visits to connect with families to ensure students were participating in distance learning and to help address any of the obstacles families were having in supporting their children and ensuring students were attending distance learning. Stakeholders provided feedback around the importance of having clearly set up systems and ongoing checks for correct, active, and functional student addresses, phone numbers, and email addresses to be able to effectively communicate and connect with students and families. Families shared that they desired having evening or later in the day school office hours that they could call and connect with someone at the school to have their questions answered and access resources in support of helping their children with homework and distance learning struggles. All school sites provided office hours for students and families to connect with teachers and administration and extended office hours in the later afternoon to increase the opportunities for students and families to connect and talk to a school representative to have their questions answered and any issues they were experiencing addressed. Chronic absenteeism data average was around 18.10% and attendance trend data showed an increase of about 1% increase of chronic absenteeism data from Sept. to February. Counselors and school site staff continued to address the challenges of student participation and progress through addressing over 3,000 student needs through the Student Assistance Program (SAP) process, making over 104,000 student contacts with core counseling instruction provided, holding over 500 parent, guardian, and family engagement activities, and facilitating monthly Student Success Team (SST) meetings at school sites focused on strategically addressing the specific needs of disengaged foster youth, English learners, low-income students, and Individualized Educational Program (IEP) meetings were held to address the specific needs of students with disabilities. Student groups with the highest rates of chronic absenteeism were foster youth, families in transition, and African American students. School site staff, child welfare and

attendance and student support services staff, community assists, parent liaisons, health service assists, and counselors provided outreach through phone calls, check-in with students, place of residence visits, letters sent to the place of residence on record, connecting families with resources and services with outside agencies, and providing attendance incentives in response to the levels of chronic absenteeism. Stakeholder feedback shared that many families were experiencing housing insecurity challenges, students felt disconnected and overwhelmed by the distance learning experience, and the ongoing social isolation related to the impact of the COVID-19 pandemic was presenting mental health and social-emotional struggles for students and families.

For distance learning professional development, the opportunities to access professional development focused on distance learning was monthly and trainings were recorded so that staff members could have access to watch the training and access the content at flexible times that worked for the staff member. Topics for distance learning professional development were driven by staff interest and need. Some of the topics that were offered for distance learning professional development were accelerating student achievement with iReady, Benchmark Ready Advance, building community in a virtual classroom, building fluency and number sense through engaging activities and online resources CORE, building strong teacher leadership and professional learning communities, collaborative inquiry pre-writing in a digital space UC Davis history project, facilitating IEPs in a distance learning world, course presentation in a virtual learning environment, creating core content virtual lessons using Google Slides and Pear Deck, meeting the needs of English learners within distance learning, supporting English learners in high school through language analysis, creative math virtual lessons, credit recovery collaboration, designated English Language Development (ELD), Dual Immersion within distance learning, facilitating School Site Committee and English Learner Advisory Committee meetings within a distance platform, and many other offerings. The counseling department provided 635 professional development (PD) opportunities for certificated staff and 215 PD opportunities for classified staff, the Family Engagement and Education Office provided 2 workshops for certificated staff and 3 workshops for classified staff, the mental health & behavioral support services provided 98 PD opportunities to certificated staff and 36 for classified staff, site administration were provided with 8 PD opportunities on curriculum, 3 full days of PD focused on site leadership topics, 10 days of PD led by New Leaders, teachers were provided with 4 full days of PD opportunities involving three professional learning sessions per PD day, and the language development office offered 16 PD opportunities focused on designated and integrated English Language Development (ELD). The foster youth, families in transition, and special education departments provided monthly professional learning offerings focused on addressing the diverse mental and social-emotional and academic needs unique to these student groups. Surveys were provided for feedback after all distance learning professional development offerings to respond to the needs and input from staff and continue to improve the professional learning offerings and experiences being provided during the 2020-2021 school year. The professional learning development offered provided opportunities for staff to refine educational practices and providing access to different modalities and practices of learning for students within the distance learning format and developing systems to focus on standards-based instruction and student's ability to demonstrate mastery. Central district library staff support supported distance learning professional development for staff and families focused on increasing access to the E-readers for students and families, supporting creative library check out systems at schools to increase student access to literature, and improve the check-out process at sites for technology, textbooks, and other forms of resources checked out through the Destiny or Synergy systems of information. Feedback from stakeholders showed that on average the majority (around 90%) of participants in the professional learning opportunities provided strongly agreed or agreed that they enjoyed the professional development and learned skills and information that they could directly apply to their scope of work. Feedback shared aligned with the professional learning offerings that there was a desire for time for participants to collaborate, opportunities for break out room experiences to be provided to

allow for smaller group discussions, for clear walk through explicit examples to be provided of how to use the new virtual and online distance learning tools, and support and guidance provided on the attendance engagement log expectations and information needed to be included within the log were taken into account with integrating participant desires into the professional learning experiences and focus of the offerings.

For staff roles and responsibilities, all food and nutrition staff had their schedule and for many their work site assignments shifted during the school building closures and they provided distribution of food for students to their families outside and not within the cafeteria for health and safety reasons. Campus security assistants and monitors and other classified staff assisted with directing people and traffic during the food distribution times and supported school site distribution of laptops, Wifi-hotspots, curriculum, and learning materials for students to families. Child Welfare and Attendance, behavioral intervention teams, and mental health staff continued all of their outreach efforts and departmental services, however, specific roles within distance learning were adapted to provide direct support to school sites that experienced an increase in student absenteeism due to the impacts of the COVID-19 pandemic. Teachers within all instructional models continued to take daily attendance, monitor student engagement using multiple measures, and communicate with students and families about student attendance and learning expectations. After school program facilitators and staff provided after school enrichment, homework assistance, and academic support virtually. Feedback from the after school program staff shared that many students came to the programs early and stayed late as the students were looking for opportunities to talk, socialize with their peers and other caring adults, and were missing the connections to students and adults that students would have attending and walking around school during in-person learning. Within distance learning, teachers were providing live instruction through synchronous learning experiences and monitoring student paced, asynchronous learning, through student completion of assignments, learning activities and communication occurring within Google Classroom and other learning management systems, in collaboration with other collectively agreed upon forms and modes of contact put in place at school sites. Across the district, staff whose services support students with disabilities continued in their roles providing both distance and in-person services for students and families aligned with the goals, assessment needs, and services within each student's Individualized Educational Program (IEP). Health and Wellness staff were assigned to all school sites and oversaw the daily COVID-19 health services self-check process, assisted with the contact tracing process, worked directly with sites in the development of their safe reopening plans, provided site administrators guidance and support ensuring that health and safety protocols were being followed on the school campuses and during meal distribution, assisting with family outreach communication, helping to develop school walk through protocols addressing school site's safe return to school plans, and assisting the county office of education with the COVID-19 vaccination process. The Risk Management office took on the role of coordinating with the Health Service office leading the processes aligned with the contact tracing protocols. SUSD hired a COVID-19 coordinator to facilitate and lead the various systems and procedures connected to the responsibilities of addressing the health and safety impacts the COVID-19 pandemic has had on SUSD and the communities we serve, providing weekly updates and guidance to department leads and school site administrators focused on a safe return to in-person learning for all students and staff and distribution of personal protection equipment and sanitization resources. The Central Enrollment Center for the district supported students both in-person and through remote platforms to directly address the enrollment and resource needs of students with IEPs, foster youth students, unaccompanied, homeless, and families in transition students, new comers and migrant students, and all families in support of providing a school enrollment process that was user friendly to the families, addressed the transportation and learning needs of the students, and provided increased resources and access to information to families with unique needs. The role of many staff members shifted to a remote and or rotating

remote and in-person process of providing their services to students, families, and other staff. The process of adapting to the distance and remote working environment provided the success of increasing training and staff capacity related to technology integration and outreach related to their position and the services they provide and presented an increase in staff embracing the use of technology and new collaborative digital platforms for collaboration and communication. Some challenges that presented themselves were identifying the laptops that needed to be fixed and the ones that could not be repaired, ensuring that the Wifi-hotspots were functioning correctly for staff that needed a district provided device and Wifi-hotspot to perform their work remotely, and the challenge of simply addressing all of the diverse needs of students, families, and staff during the pandemic school building closure period of March 2020 through the 2021 school year. Feedback from stakeholders demonstrated a need to provide resources aligned with grieving due to the loss of family members and loved ones to the COVID-19 pandemic for staff, students, and families, ongoing communication of updates of the status of the county's COVID-19 metrics, and ensuring that social-emotional learning lessons and clear norms of expectations are set up and provided to staff and students upon the transition back into in-person learning.

Support for students with unique needs were focused on the academic and social-emotional services provided consistent with pre-COVID-19 student identified needs and the diverse needs that arose aligned with the impact of school building closures and ongoing distance learning. Supports designed to address the needs of English learners included assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, embedded professional learning supported by instructional coaches focused on designated and integrated ELD, and as applicable support for dual language learning. English learners were provided with distance learning support by bilingual assists and small group instruction focused on designated English Language Development (ELD). Language specialists and coaches from the Language Development Office (LDO) provided training and support to instructional staff focused on learning strategies aligned with designated and integrated English Language Development (ELD) within a distance learning platform. Stockton Unified School District (SUSD) provided K-12 teachers with high quality professional development and coaching to both learn about and build up their knowledge and skills to effectively support English learner (ELs) students taking part in integrated and designated instruction during virtual learning focused on the areas of reading, writing, speaking, and listening. Students were provided with paraprofessional support and access to the program Rosetta Stone, books, and academic supplies and materials to meet the specific learning needs of English learners within distance learning experiences. A parent/guardian distance learning guidebook was published in multiple languages providing families with resources and information on distance learning and the resources available to students and families. Professional development sessions were developed and implemented to offer teachers the opportunity to gain teaching knowledge, sound recommendations concerning research informed best practices, and how to integrate technology within distance learning. Simultaneously, instructional coaching was offered as opportunities to think deeply and reflect on their experiences as a means to improve in their practice and provide meaningful instruction. Furthermore, teachers were offered curriculum support and resources that supported virtual learning for ELs. Parents of ELs were provided translation and interpretation services as a means to ensure meaningful communication and have equitable access to school-related information they needed to make informed decisions about and be helpful participants in their children's education within both distance learning and in-person offerings. Professional development was provided to instructional staff and was ongoing throughout the school year focused on engaging English learners through differentiated instructional strategies, providing students with multiple ways to access and interact with the learning content, interactive instructional strategies within distance learning and in-person learning, and providing activities that present multiple ways for students to demonstrate their learning and understanding of standards-based content. Online tutoring services and in-person after school cohorts were offered to English

learner, foster youth, families in transition, and special education students. Local data demonstrated that around 92% of initial English Language Proficiency Assessments for California (ELPAC) were completed, around a total of 925 students tested. Feedback shared the need and appreciate for after school tutoring being offered to English learners and translation services being provided in support of families taking part in workshops in support of learning about how to assist their children within distance learning. Day camp opportunities were provided to English learners, foster youth, families in transition, students with disabilities who had connectivity issues to access distance learning or data showed were disengaged in participating in distance learning where they were in small daily cohorts, facilitated by after school program staff, and students were provided with bottled water, breakfast, lunch, and snacks while they took part in distance learning within the day camp settings. Feedback from staff shared that their was a need for day camp access for the children of staff and in response to this feedback day camps were open to all staff to sign up their children to attend the days camps across the district to address the staff identified need.

Mainstream and Special education teachers worked collaboratively within virtual platforms to adapt learning experiences to meet the needs of students in a distance learning environment. Instructional interventions were utilized along with supplemental resources to ensure that student's Individualized Educational Program (IEP) requirements and individual goals were addressed. SUSD Special Education department supported the diverse needs of students with IEPs and 504 plans through providing school-based approach focused services to students needing interventions, academic and behavioral supports through the Student Assistance Program (SAP). Special Education staff continued to strategically support students, staff, and families by providing special education workshop videos, training, and collaborative professional learning offerings to ensure all students receiving special education services were provided inclusion within the distance and in-person learning offerings. Special education staff used the IEP process in partnership with families to strategically differentiate learning experiences and supports as needed to address student's academic and social emotional needs. In-person assessments and supports were provided following the health and safety guidelines that were mandated and District protocols. Team teaching with the general education teachers, small group instruction, and participation in a shared virtual learning platform were utilized to ensure all individual students have access to the core curriculum with the goal that all students will be on track to graduate from high school. SUSD offered flexible Individualized Educational Plans/Program (IEP) meeting options such as virtual meetings, teleconference meetings, on-site meetings adhering to county and state health guidelines, and hybrid meetings to meet the needs of families. Teachers created weekly videos for the students to watch on areas of instruction, provide weekly activities, review student progress of online learning and provided additional materials as needed, and created individualized lessons for students based on their IEP. Speech and Language Pathologists provided individualized instruction aligned with the students' IEP including recorded or on a virtual learning platform, school psychologists contacted students who received counseling services for permission to have virtual counseling sessions, occupational & physical therapists contacted families to provide coaching for implementing strategies at home and developed materials which provided opportunities for students to follow along in their place of residence, and board certified behavior analysts provided strategies and home behavior management techniques for families based on each student's individualized needs. Many of the challenges with providing services were aligned with providing speech and language services through a distance format, addressing the individualized needs of moderate and severe needs students, managing the screen time and frustration levels experienced by students and families with the extended distance learning experiences, and ensuring that the IEP goals and services were being provided to students. Feedback from stakeholders also shared the many obstacles and difficulties aligned with students who have hearing or visual impairments with accessing and engaging in the distance learning experiences. Collaborative meetings were held throughout the school year to address the diverse needs and identify the

resources needed to improve students with exceptional needs ability to access and engage in distance learning experiences. The special education department worked in close collaboration with school sites and families to address all new, annual, and triannual IEP meeting and compliance needs. The Special Education department provided supports to all school sites to ensure that services being provided to students were in compliance with IEP goals, 504 plans, and that parents and guardians were provided with opportunities to participate in any decision-making meetings regarding their child's special education program. The Special Education department provided ongoing monthly professional development, tiered guided academic, social-emotional, program, and related services support to students with exceptional needs. Stakeholder feedback shared demonstrated a collective sense that distance learning was difficult for students with various levels of special needs to engage in, that it was important that para-professionals were provided with a laptop with video capabilities so they could fully support the needs of the teacher and the students, students needed in-person interactions with their peers and teachers with those interactions providing valuable social lessons and presenting opportunities to practice and build communication and language skills, many behavioral patterns of frustration were observed by staff and families of students with disabilities struggling with distance learning, sitting in front of a screen presented many challenges for students with exceptional needs, and that a sense of deep appreciation towards teachers and staff for all of the strategic planning, patience, and support provided to students and families during distance learning was collectively shared.

Learning supports within distance and remote instruction for families in transition students were ongoing focused on increased outreach to families and students to address health, safety, and distance learning needs throughout the school year to ensure learning continuity of services and daily attendance and engagement by students within distance learning. The Families in Transition office worked in collaboration with other SUSD departments to ensure families in transition and unaccompanied youth were prioritized in receiving laptops and WiFi-hotspots to ensure internet connectivity and access to distance learning offerings. Check-ins with families and students occurred on a weekly basis to ensure students had access to distance learning and mental health and social-emotional offerings. When the teachers reported a lack of participation by students of families in transition or unaccompanied youth, the families in transition staff conducted a check-in with the family and student for a needs assessment and follow up with the school site counselor and Child Welfare and Attendance case manager to provide resources and support to the family and student. Coordination and communication with local shelters and SUSD staff occurred on a monthly basis to support students accessing distance learning and shared resources provided by homeless agencies to provide families increased access and awareness of services that were available to them. Unaccompanied youth and families in transition students were provided with a backpack filled with learning supplies, portable battery chargers for laptops, and headphones with a microphone as needed to improve their access to distance learning experiences. Online tutoring services and after school in-person learning support cohorts were offered to families in transition students. Remaining in contact and ensuring that food and housing insecurity needs were met throughout the pandemic presented many challenges. Local data demonstrated that families in transition students struggled with consistently engaging and participating within distance learning with an average chronic absenteeism rate of about 39.57%. Feedback shared by stakeholders supported the need for ongoing engagement, incentive support aligned with students meeting their academic and attendance goals, and access to a Wifi-hotspot even once students return to in-person instructional offerings were shared. Staff shared that students and families shared the desire to have students back in school and to be provided with in-person instructional offerings as soon as possible in which the District would be able to provide in class learning for students.

Specific to the needs of foster youth within distance learning, SUSD closely monitored attendance and engagement of foster youth and helped to address any technology or access issues to learning that foster youth students were struggling with. Foster youth staff closely communicated with Child Welfare and Attendance, counseling staff, and mental health clinicians to directly connect with students and provide any needed assistance and increased supports relating to social-emotional and personal well-being. Foster youth staff connected with all foster youth and/or foster parents/guardians to ensure each foster youth received a laptop and Wifi-hotspot. Ongoing check-ins by staff with foster youth via phone, email, and other distance forms of communication occurred throughout the year, specifically focusing on meeting the schedule, financial aid, and graduation needs of high school youth in foster care. Staff worked in collaboration with SUSD departments and outside agencies for access to additional supports and resources as needed. Foster youth students were provided with a backpack filled with learning supplies, portable battery chargers for laptops, and headphones as needed to improve their access to distance learning experiences. Online tutoring services and after school in-person learning support cohorts were offered to foster youth students. Outreach and services for foster youth students that led to the outcome of foster youth students consistently attending and participating in daily distance learning presented many challenges. An increase in students becoming foster youth was observed during the COVID-19 pandemic and providing students with the counseling and mental health services on a consistent basis was challenging due to the unpredictability of the mobility rate of many of our foster youth students moving to different places of residence. Local data demonstrated that foster youth students struggled with consistently engaging and participating within distance learning with an average chronic absenteeism rate of about 26.88%. Stakeholder feedback shared demonstrated a desire for foster youth to be able to access in-person learning as soon as it was safe and able to be offered and the need for ongoing access to a Wifi-hotspot so that students could access intervention and tutoring support even once school buildings open back up for in-person learning so that during both hybrid and full return learning offerings foster students could continue to access offerings after school through a distance learning platform since many of the youth in foster care are not able to stay after school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school tutoring, homework help, and enrichment activities provided through distance learning platforms (PLL-1)	$2,222,825		Yes
Reading intervention program Read 180 provided to students with exceptional needs to address the need for increased tiered acquisition of literacy and reading skills (PLL-2)	$115,248		No
High school credit and dropout recovery program provided to all high school students with a focus on juniors and seniors in need of access to credit recovery opportunities (PLL-3)	$885,732		Yes
Summer school virtual learning program operated by school sites across SUSD (PLL-4)	$485,168		Yes
Instructional coaches to support the integration of research-based supports within providing high quality rigorous first instruction during distance learning and in-person instructional offerings. (PLL-5)	$6,960,631		Yes
Sustain the Advancement Via Individual Determination (AVID) program in support of providing a research-based program that integrates a systems, culture, instruction, and leadership model for teachers and students to engage in writing, inquiry, collaboration, organizational, and reading skills focused on preparing first generation students within their family to graduate from high school and attend college. (PLL-6)	$700,000		No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The majority of allocated funds budgeted for expenditures for in-person instruction were implemented and expended as planned on the actions outlined within the expenditure table and there were no identified substantive differences between the planned actions and budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Throughout the 2020-2021 school year instructional staff took part in professional development and collaboration focused on meeting the academic learning needs of students and implemented formative and curriculum-based assessments to check for understanding during synchronous learning sessions, utilized performance tasks such as student created projects, videos, and other creative forms of students demonstrating and applying what they have learned. Academic support and services in the areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics occurred throughout the year focused on opportunities for increased student and family access to instructional staff, tutoring sessions, homework help opportunities and resources, professional development sessions, virtual afterschool programs, and in-person after school credit recovery and learning support cohorts. Student participation rates in curriculum and District adopted assessments increased with each administration assessment cycle throughout the 2020-2021 school year. The District in partnership with Reading and Math core provided focused literacy and math skill-based small group instructional interventions to address the diverse learning needs of students focused on students performing at grade level within the content areas. Challenges relating to student learning loss was the large number of students who were not attending and/or turning in classroom assignments, not scoring near or at grade-level on their content assessments, and the amount of high school students that were receiving no marks and no credits for their high school courses. The COVID-19 pandemic impacts of extended distance learning, the cancelation or shortening of sports seasons, and the social isolation of distance learning presented many obstacles to engaging students and maintaining consistent participation and student enjoyment with their school experiences. Stakeholder feedback demonstrated that many students felt disconnected and were not enjoying the distance learning experience and preferred in-person learning, that for middle school, freshman, and senior grade level students distance learning was frustrating and awkward because they felt like they were missing out on so many school experiences, the amount of work they had to do outside of direct instruction was frustrating and they felt like they had to teach themselves a lot of the content they were learning, and breakout rooms were awkward because the students did not feel like they really knew each other, did not know what to talk about, and most students had their cameras off and microphone on mute so the breakout rooms were challenging for students to connect. Families and staff shared feedback that even with all of the technology and distance communication tools that were being used, many challenges still presented themselves to connecting with and having consistent communication between the school and families. The issue of bandwidth and consistent connectivity was shared as a challenge by all stakeholders in students and adults ability to consistently address the learning needs and engage in the process. Winter academic benchmark data demonstrated that in the Winter for English Language Arts (ELA), Kindergarten-8th grade students, 32% were on-track to meeting their growth targets and being at grade level and 24% in Math. At the high school level, local data demonstrated that hundreds of students were experiencing no credits earned for their classes they were enrolled in, thousands were receiving no marks for the courses they were enrolled in, and 23% of high school students who took the Mathematics Diagnostic Testing Project (MDTP) assessment scored at the nearly and/or ready grade level status in the Fall and 20% in the Winter. Local data demonstrated that for our low-income, foster youth, English learner, and students with exceptional needs 460 courses were completed for credit recovery using the Cyber High credit recovery program and 2,905 credits were recovered through the APEX program. Feedback from stakeholders demonstrated the need for ongoing credit recovery supports to be provided to students, opportunities for inter-session credit recovery and academic support offerings to be provided for students, increased offerings and student access to tutoring opportunities, the need for ongoing and

consistent communication about student grade status with both students and their families, and the importance of communication and collaboration between teachers and counselors to ensure strategic support and goal setting processes are taking place to address the diverse learning needs aligned with the struggles that were present prior to and because of the impacts of the COVID-19 pandemic. Instructional coaches supported teachers in strategic lesson planning, student data analysis, creating distance learning lessons that addressed the diverse learning needs and levels of comprehension within the classes, and supported ongoing development of the ways in which Google classroom and other learning management systems were being used to engage and assign students lessons to address standards-based areas of skills that students needed more practice and support in developing in order to master and become proficient in at their grade level. Feedback from stakeholders demonstrated a need for ongoing training and professional development opportunities focused on addressing academic interventions, providing improved access to tutoring and credit recovery opportunities for students, and family workshops focused on how early literacy and math skills can be supported and practiced within the families place of residence with their children.

After school in-person intervention cohorts were provided to students at 26 different schools (17 K-8th grade schools, 7 high schools, Preschool Assessment and Autism Center, & Walton school) offering 93 different cohorts of students in-person instructional intervention support. Across the district 2 in-person after school programs were offered that provided 3 cohorts and 43 virtual after school programs were offered focusing on academic intervention, student socialization opportunities, and enrichment activities. Extended day program virtual tutoring was provided at 10 high schools with 52 offerings and 14 TK-8th grade school provided virtual tutoring opportunities with 76 offerings of academic intervention tutoring support. Kindergarten through high school grade English learners were provided with English learner academic hour tutoring and intervention support after school at 21 different K-8th grade schools with 69 offerings and at the four comprehensive high schools having 6 offerings to engage in tutoring focused meeting the needs of English learners Monday through Thursday. The Day Camps had 100 total participants of which included high priority students: 10 were English learners, 15 were students with special needs, 3 were foster youth, 21 were families in transition homeless youth, and the other 49 students were identified as belonging to various other student groups. The In-Person Intervention Cohorts had 521 participants of which 177 were English learners, 228 were students with special needs, 7 were foster youth, 28 were families in transition homeless youth, 4 were migrant students, and and the other 56 students were identified as belonging to various other student groups. The In-Person STEP Up afterschool program had 8 participants of which 1 was an English learner and 2 were students with special needs, and the other 5 students were identified as belonging to various other student groups. The Virtual Extended Day program had 139 participants of which 21 were English learners, 24 were students with special needs, 2 were foster youth, and 9 were families in transition homeless youth, with the other 83 students being identified as belonging to other student groups. The Virtual STEP Up program had 1,368 participants of which 330 were English learners, 139 were students with special needs, 11 were foster youth, 38 were families in transition homeless youth, and 14 were migrant students, with the other 836 students being identified as belonging to various other student groups. The Virtual STEP Up Tutoring program had 568 participants of which 148 were English learners, 58 were students with special needs, 3 were foster youth, 16 were families in transition homeless youth, and 1 was a migrant student, with the other 342 students being identified as belonging to various other student groups. The overall data of Day Camp and after school services provided to address student learning loss was 2,714 students served with a makeup of 687 English learners, 466 students with special needs, 26 foster youth, 112 families in transition homeless youth, and 19 migrant students, and the other 1,404 students being identified as belonging to various other student groups. Stakeholder feedback shared focused on the need for ongoing student access to afterschool tutoring and enrichment activities and the ability for students to

continue to have access to after school programs addressing the need for social-emotional learning, socialization opportunities, STEM and art activities, and supporting working families who have a difficult time being able to pick up their children right after school. Stakeholders also shared that it is difficult for many foster youth to be able to stay after school to participate in tutoring or other activities and would continue to benefit foster youth and families in transition students to have access to a computer and Wifi-hotspot so that they can virtually continue to connect with and access after school tutoring and enrichment opportunities.

Counselors provided 208 academic focused workshops and training for parents, guardians, and family members, and facilitated 2,659 academic focused counselor led workshops and training to students. The main focus of many of these workshops and training opportunities was on college and career exploration, study skills, academic success strategies, requirements for high school graduation and A-G college entrance requirements, cyber safety, stress management, discussions are school climate data, and social-emotional learning lessons for the classroom. Student Support Services staff continued to address learning challenges through a tiered approach. Tier 2 supplemental services continued while students participated in distance learning. School Counselors developed and utilized responsive interventions such as student safety plans, individual solution strategies, check-in and check-outs, peer to peer support, trauma-informed approaches, among other strategic approaches of support; a remote informed consent form was developed for these services. School counselors provided individual/small group psycho-educational counseling to address data driven needs, develop skills, and increase connectedness to school and peers. School counselors collaborated with support providers (e.g. nurses, school psychologists/social workers and clinicians) to address challenges and barriers that students were dealing with in accessing and participating in their daily distance learning experiences. In addition, school counselors monitored student's progress during and after interventions and referred to outside resources as appropriate. Tier 3 intensive services also continued while students participated in distance learning, which provided crisis counseling and short-term solution-focused individual counseling while applying (or reinforcing) trauma-informed restorative practices. They referred students to the school-based mental health clinician or community agency partner(s) for chronic mental/behavioral health related issues and monitored student progress during intervention and post-intervention services. School counselors and School Counselor Program Specialists included academic resources on school and district websites to offer additional support to students in math, reading, and many other subject areas. Mental Health and Behavioral Support Services provided ongoing staff consultations to address direct supports and strategies to provide students and staff in assisting students accessing learning and managing behaviors, took part in Student Success Teams (SST) meetings, provided over 100 professional development opportunities focused on providing mental health and behavioral support, and facilitated an ongoing series of Empowering Parents to Influence their Children (EPIC) family workshops. Stakeholder feedback shared a common need around ongoing counseling and mental health services being provided to students, supporting staff, and connecting families with resources, making sure students were being provided with social-emotional learning lessons, and assistance with creating systems and strategies for students to manage and address the anxiety and frustration they were feeling from the amount of work they were being asked to do and staying healthy within a remote distance learning environment.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

To address the impact of COVID-19 on the staff, students and school community, the Student Support Services Departments mobilized to ensure district and school websites contained pertinent and current information to assist students, families and staff. Counseling and mental health services such as small group and mental health check in meetings as well as online lessons were developed and posted for students and families to access. A virtual calming room was created for anyone who was in need of a virtual trauma-informed place. Services were redesigned to ensure resources were accessible to meet the needs of families during distance learning and that the students received the social-emotional support necessary during the difficult and isolating times of the COVID-19 pandemic. Throughout the school year direct services, access to individual and group therapy, student, staff, and family contacts and check-ins, resources, family workshops, recorded workshop and resource sessions "Insta-Coffee Chats", assessments, coordination with outside agencies, ongoing monitoring of mental health needs, proactive outreach and responding to mental health crises were provided to students, families, and staff.

The Mental Health and Behavioral Support Department provided services focused on increasing mental health and social-emotional awareness and emotional well-being among students, district staff, and provided family group support sessions. A mental health and well-being home resource kit was developed and provided to families in support of families addressing the mental health needs of their child(ren) through a positive and constructive approach with research-based resources. Professional development, training, and resources continued to be provided throughout the year; professional development opportunities were modified to embrace all aspects of staff, students, and family's needs aligned with transition to in-person instruction, diverse needs within distance learning, and within hybrid blended learning experiences. Professional development that was provided were: social-emotional learning and self-regulation for pre-school teachers, practical strategies to address common mental health symptoms in the classroom, therapeutic interventions, trauma responsive classrooms training, practical strategies to address common mental health symptoms in the classroom, monthly mental health newsletters, trauma-informed education foundations, crisis management and the stress model, trauma-informed training for after school program facilitators, and youth mental health first aid. Family workshops and training opportunities that were provided focused on: trauma-informed training for families in transition and foster youth staff, regulation skills training, clinically informed cultural humility, trauma-informed return to school, providing a monthly mental health newsletters, trauma-informed education foundations, mindful Mondays, office hours for stakeholders to directly access clinicians and have their questions answered, YouTube channel videos for stakeholders to access at any time, and school site specific presentations that address the student populations being served at the school site. The Student Support Services department created a website and a helpline to create easy access to school and community resources for basic needs, academic support, and mental health especially the timely and urgent responses necessary in time of students exhibiting crisis and worked to reach out to students who were not engaging within distance learning for myriad reasons. Mental health and behavior support services provided 98 professional development offerings to certificated staff, 36 to classified staff, and facilitated 86 mental health focused workshops and training for families and 69 workshops focused on addressing the needs of teachers. Through out the time of distance learning 1,150 social-emotional learning lessons were provided to students. Some of the reoccurring and main themes of topics/focus of the offerings were on trauma-informed care, grief and loss, supporting LGBTQ+ students, behavior strategies for parents/guardians, mindfulness activities, mental health first aid, foster parent

support, parent skills, emotional and self regulation, coping skills, self-care, understanding anger, anxiety and coping, amongst other topics that were provided to staff, students, and families in support of mental health and social-emotional well-being within the 2020-2021 school year.

Mental health clinicians and counselors supported responding to student communication and content that was flagged as being a safety concern to ensure student safety. School counselors also responded to digital warning signs and provided follow up with students and families, including check in calls, support with stress management, conflict resolution, threat inquiry, and suicide intervention. The helpline created by the district to provide parents with access to school counselors and mental health clinicians as well as technological support has been extremely effective with a large number of parents calling each day to get the support they need.

School counselors also mobilized to develop online resources updating school counseling pages and resources on school websites, creating or updating google classrooms, and creating phone access or office hours or other systems for parents and students to receive support. Oftentimes, school counselors acted as the one stop resource center for parents/guardians, supporting families with everything from school lunches, to technology, to health and safety resources, in addition to academic and social support. During distance learning, school counselors continued to ensure student and site support focused on social-emotional learning, academic success, and college/career development and readiness to develop the mindsets and behaviors students need to achieve success. School counselors joined teachers to present lessons on stress management and self-care, created online "lunch bunch" activities to provide much needed social connection, and facilitated virtual parent coffee hours to provide parent support as well. The lunch bunch social time gatherings proved to be very successful in increasing student engagement and sense of belonging to their school during distance learning. School counselors partnered across the district to create video lessons on self-care, signs of suicide, self-care, youth mental health first aid, engagement strategies, academic strategies for learning at home, and college preparation. School counselors worked with seniors on completing financial aid and college entrance requirements and preparing for the transition to college and worked with school teams to create virtual and socially distanced outdoor ceremonies to recognize and celebrate Kinder, 8th grade and High School Commencements and Graduations during the end of the school year. Many challenges presented themselves in providing and monitoring mental health and social-emotional well-being. Many of the students who were struggling the most with the isolation and various impacts of the COVID-19 pandemic were difficult to get a hold of and consistently meet with. Getting parent/guardian permission for ongoing mental health and counseling services to be provided to students at time also presented some obstacles and barriers to providing direct services to students. Many high school seniors expressed experiencing a heightened sense of detachment from the school community and learning experience as they felt their final year of high school was taken from them with many of the rites of passage and experiences not being provided to them due to the impacts of the pandemic and many freshmen in high school expressed a disconnect with the distance learning experience as they did not have an opportunity to really meet their peers, create friendships, and connect with their teachers as they experienced the introduction to high school through distance and remote learning experiences. Another area of success to highlight are the Family Wellness kits that were created and provided to 3,000 families by the Mental Health & Behavioral Support Services department. The Mental Health & Behavior Support Services Department (MHBSS) created Family Wellness kits to support SUSD family's social emotional wellness. This wellness kit provides improved opportunities and partnership experiences in guiding families of students with unique needs through goal setting and the importance of reinforcement of skills through four main skill areas: Mindful Breathing, Empathy, Communication, and Super Solver. This kit also contains information and resources for mental health and other supports within the

community. The Family Wellness kits are designed to address a new skill each week with practice activities to support family growth. Parents/Guardians can choose to do some or all of the practice activities to reinforce their learning depending on what works for their family. This kit has a companion webpage where families can access all the printed materials included in the kit, as well as view short videos modeling the skills and activities. The Family Wellness kits were provided in either English or Spanish, as well as provide the wellness kit's content via videos in Hmong, Khmer, and Tagalog to support families within SUSD who's primary language is not English. Additionally, we will be linking families who wish to gain further knowledge or skills to our SUSD trainings including those from the MHBSS department (EPIC parenting, Trauma Informed Education Foundations, and BCBA Coffee Talks (supporting behavioral needs), Supporting LGBTQ+ Kids, Foster Parent Support, etc.). The hope is that this kit will spark learning and growth within SUSD families, while addressing skill-based activities within the family's place of residence focused on improving the well-being of students and families. SUSD families were provided with several opportunities to register for a kit. Family Wellness kits were specifically provided to members of our District parent advisory committees, Families in Transition, youth in foster care, low-income families, as well as those who are a part of Special Education. and those families identified by the Child Welfare & Attendance department and Family Engagement and Education office. A plan was also developed with all content within the Family Wellness kits being available on our companion webpage for families who prefer this format, or who are not able to get a hard copy kit.

Challenges shared by stakeholders was focused on the diversity and volume of needs relating to mental health and social-emotional well-being of students, families, and staff during 2020-2021. Providing mental health and social-emotional well-being services consists of building relational trust, connecting through conversation, and providing empathetic and reflective listening. Counselors and mental health clinicians shared the importance and challenge of having access to functioning laptops, with cameras and working microphones, Zoom or other virtual video conferencing technology, and Wifi-hotspots to support their ability to provide direct services to students and families. Students, staff, and families across SUSD's system felt the impact of the school building closure social-isolation in removing the in-person connectivity, daily in-person check-ins, and easily accessible drop-in option that students appreciated and had access to during the school day. Counselors and mental health clinicians provided multiple accessibility options, video resources, a virtual calming room, and extended hours for students and staff to connect with mental health and social-emotional well-being services and found the challenge that students after being in distance learning and in front of a computer all day had screen fatigue and often would not opt-in connecting with offerings after school. Maintaining consistent outreach and ensuring disengaged students also presented many challenges as families in transition, migrant, foster youth, and low-income students were hard at times to continue locate and connect with as their place of residence at times changed frequently and without prior notice and points of contact numbers and information would stop functioning with little to point of contact information provided to follow up with and locate the student and their new numbers or place of residence. Another challenge was that even with all of the various times, formats, and opportunities provided to engage with families and provide direct services and workshop experiences, feedback was shared by stakeholders that is was difficult to increase the participation rates of families whose children were disengaged and not consistently participating in distance learning. With these challenges many reflective lessons have been discussed, focused on continuing with offering virtual options for families to take part in workshops and direct services during the 2021-2022 school year to continue to find ways to increase and improve student and family access to direct services and the need for ongoing professional learning for instructional staff focused on implementing social-emotional learning lessons throughout the year to address the restorative and trauma-informed responsive learning opportunities that will directly assist with connecting student well-being with academic expectations in assisting student manage their social anxieties related to experiencing a year of distance learning.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Expectations were communicated centrally by SUSD central leadership and school site leadership with students and families of daily attendance and engagement with attendance being reported for student participation in both synchronous and asynchronous learning experiences through phone calls, letters, virtual town hall forums, meetings, district and school website resources and posted information. Teachers documented daily attendance with an engagement log every school day for each scheduled instructional period. If a student was not present for a learning experience two automated phone calls were sent to the phone numbers on record for that student, one in the morning the other in the afternoon, informing the parent or guardian that the student was not present in class and a staff member from the school also reached out to the family to identify the reason for the absence and if the school could provide any supports to the family to ensure the student was attending school on a consistent daily basis. Throughout the school year student attendance recovery days occurred where Child Welfare and Attendance and school site staff did student place of residence visits to checkup on students and address barriers to the LCFF priority student's consistent daily attendance. A Distance Learning guidebook for families was developed and made available to families in multiple languages. High school staff and families, facilitated by counselors, were able to get 46% of high school seniors who were low-income, English learners, or foster youth, to submit a Financial Aid Federal Student Aid (FAFSA), 41% completed a FAFSA, 40% completed a Cal Grant Apps completed, and Cal Grant awards. Feedback from stakeholders that there is a need to provide more opportunities for students and families to take part in college and career activities aligned with tours of college campuses, college student and representative panels speaking to students and families, career and job panel conversations, career exploration conversations that are ongoing with students, and job-based skills like job shadowing, internships, and apprenticeships experiences.

Outreach to families to ensure student participation in daily learning offerings and strategies to address learning challenges was provided by the classroom teacher, school site staff, site administrators, parent liaisons, community assists, and district staff focused on engaging all students within equitable learning environments and communication outreach was provided in multiple languages. Students that were disconnected or unreachable were provided with strategic tiered support with home visits, increased outreach, wrap around services, and trauma-informed responses of support to provide both the student and family members the holistic support needed to ensure the student was attending school every day and that their social-emotional well-being needs were being met in the process. Positive Behavior Interventions and Supports (PBIS) strategies were implemented across the district focused on developing positive and inclusive school cultures, welcoming and equitable learning environments, engaging school climates, and culturally and linguistically responsive learning experiences. Ongoing communication occurred between the school and families with phone calls, emails, social media outreach, mailers, training and workshops, meetings, and support provided by the Child Welfare and Attendance, Family Engagement and Education and Language Development offices; outreach to families is communicated in the family's primary home language. Multiple training and workshops were offered throughout each month focused on addressing the needs of staff to increase and improve student engagement and for families aligned with focal areas they shared the need for support in areas such as: Local Control and Accountability Plan development, Career Technical Education pathways, anti-bullying workshops, financial aid information, distance learning workshops, online curriculum resources, mental health supports, reading for success, parent coffees, technology literacy training, making sense of the report card, iReady workshop, managing challenging behaviors at home, trauma-

informed practices and strategies, all about IEPs, distance learning technology, and many other topics focused on addressing the engagement and outreach needs shared by parents, guardians, and family members. Child Welfare and Attendance (CWA) provided support and professional learning opportunities to district staff throughout the school year focused on student and family engagement. The Educational Equity office provided 13 workshops focused on addressing the needs of low-income, foster youth, and special education students, the Family Education and Engagement Office provided 181 workshops throughout the school year addressing the academic, college and career, and social-emotional needs of low-income, foster youth, English learner, and students with disabilities. Child Welfare and Attendance (CWA) provided school site administrators with a monthly data output of student information by school site and student group related to attendance and discipline data and professional learning opportunities focused on attendance strategies and best practices, student recovery supports, and meeting the needs of students with special education needs. Clerical staff were provided by the CWA with professional learning opportunities focused on attendance procedures, outreach to families of chronically absent students, procedures related to the weekly engagement forms, and Synergy student data input processes; making over 18,000 parent and guardian phone calls and other forms of outreach focused on increasing student attendance and engagement within distance learning. The constant outreach and connections made by Child Welfare and Attendance staff and the incentive program they facilitated addressing foster youth, families in transition, low-income, and English learner students helped to build relationships and open lines of communication with students and families creating a sense with students that they are valued and there are adults within the school system that care about them and are staying connected with them beyond staff at the school they are attending. Another success aligned with all of these workshop offerings provided by various departments was the ability to video tape them so that families and staff could access the resources at flexible times and places of their leisure that best worked for their schedules. Many challenges presented themselves in technology connectivity issues with people being able to access the various engagement offerings, ensuring that translation/interpretation services were provided during the engagement experiences, and creating experiences that were engaging and collaborative within the distance and remote virtual platforms used for engagement and outreach. Another challenge was that engagement data for students who were identified as being part of a LCFF high priority student group (low-income, English learner, foster youth) and another student group identified in need of increased strategic support as data showed they were struggling with participating and attending distance learning continued to present struggles for students with intensive high levels of chronic absenteeism with African American, American Indian or Native Alaskan, Foster Youth, Families In Transition, and Students With Disabilities ranging from 23% to 43% of students identified in these student groups missing 10% or more of the days they were enrolled in school. Through analyzing stakeholder feedback, the focus will be connected with ongoing outreach, family workshops and engagement opportunities, student goal setting and incentive programs, improved access to sports, music, and arts experiences, counseling support, and professional development related to creating an inclusive and equitable learning environment that directly engages students integrated into the LCAP that was developed for the 2021-2022 school year to address building partnerships and opportunities to increase student engagement and achievement through a Multi-Tiered Support Systems (MTSS) approach supported by monthly student success team (SST), English learner academic team (ELAT) and student assistance program (SAP) meetings to analyze student data and strategically plan action steps to address the needs of increasing engagement for students specifically in these identified student groups with high levels of chronic absenteeism.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School nutrition services were provided consistently during the 2020-2021 school year. Meals were distributed for students to families at 28 different schools sites strategically chosen to provide student access to nutrition across the district enrollment boundaries. On average 43,400 meals were served per day, with 7 days worth of meals being provided to for each student being provided with food from one of the school meal distribution sites. Around 914,617 breakfast, 914,620 lunch, and 918,881 dinner meals with 916,881 snacks were distributed for around a total of 3,664,447 meals being distributed. Feedback from students, staff, and families shared during the meal distribution process focused on the need for high schools to provide multiple times to be able to pick up meals so that students could continue to access the meals and not miss out on their distance learning classes. All comprehensive high schools adapted to this feedback and provided meal distribution at two different times of the day, one early in the morning and one during the afternoon to accommodate the scheduling needs of both students and families. Students that attended the Monday-Friday day camps at 7 different schools for a total of 14 cohorts, were provided with breakfast, lunch, a super snack everyday, and provided with bottles of water each day, In-person after school programs were offered at two schools, three different cohorts, and these students were provided with a snack and bottles of water during their time attending the daily after school program. Some of the challenges in providing school nutrition was the times during the California fires due to the poor air quality outdoors, the rainy weather that presented difficulties of serving food outdoors, the power outages due to wind and weather that presented challenges to cooking and providing food distribution, and supporting families for one reason or another that were not able to access one of the 28 food distribution sites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Child day camp offerings for district staff who had hardship challenges aligned with the COVID-19 pandemic. (AA-1)	$1,050,000		No
School Nutrition	Child Nutrition and Food Services supplies and materials needed to provide meals during school building closures while continuing services once in-person offerings are allowable, while following public health guidelines (student scan post cards, pop-up tents for shade, Personal Protective Equipment, sanitation supplies, disinfectant supplies, additional food service equipment and supplies, and other supplies as needed to address providing food services within the COVID-19 pandemic) (AA-2)	$32,000		No
Mental Health and Social and Emotional Well-Being	Mental health clinicians provide direct support to each school site in addressing the affects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19. Workshops, training, individual, group, and family therapy sessions focused on trauma-informed practices, social-emotional and well-being needs, and mindfulness services were provided along with many other ongoing series of resources and services provided by the mental health and student conduct department. (AA-3)	$4,620,000		Yes
Mental Health and Social and Emotional Well-Being	Counselors provide direct support to each school site in addressing the academic guidance and social-emotional learning support of addressing the	$10,198,220		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	affects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors to student's social-emotional well-being. (AA-4)			
Pupil Engagement and Outreach	Trauma-informed care and responsive school training for SUSD staff in addressing the diverse needs of students, staff, and families related to the impact of addressing the affects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors aligned with the need for trauma-informed practices. (AA-5)	$150,000		Yes
Pupil Engagement and Outreach	Restorative practice training and materials to address the various behavioral and social-emotional well-being needs connected to students attending school within both a distance learning and in-person setting within a school year during a world wide pandemic. (AA-6)	$150,000		Yes
Pupil Engagement and Outreach	Providing parents, guardians, and families with resources and information necessary to improve partnerships within a distance learning instructional model and once transitioning into in-person instructional offerings through providing direct support and services through student, family, and staff access to parent liaisons, social service case managers, and homeless, unaccompanied youth, and foster youth liaisons and resources. (AA-7)	$1,624,705		Yes
Pupil Engagement and Outreach	Student attendance and accountability staff consisting of office assistants, Child Welfare and Attendance truancy outreach, and attendance techs reached out and communicated with families	$2,312,745		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	on an ongoing basis to reinforce the importance of daily student attendance and build relationships between the families and SUSD. (AA-8)			
Distance Learning Program (Supports for Pupils with Unique Needs)	Inclusion Specialists staffing to support full inclusion of students with exceptional needs within distance learning and in-person instructional offerings while also providing training/workshops to Administrators, General Education Teachers, and support staff regarding students with Autism and Evidence Based Practices to support their student transition into full distance learning, in-person instructional offerings, and the general education setting. (AA-9)	$345,427		Yes
Pupil Engagement and Outreach	Sustaining college and career readiness resources, programs, student access to a career exploration software program, and trimester on-track academic reports for high school students that the counselor provides every enrolled high school student, utilizes for academic guidance conversations, and shares the information with families about the high school credits earned, the A-G coursework still needed, the student's current competitive standing with course work and academic data for acceptance into University of California (UC) and/or California State University (CSU) schools, and career pathways connected to the coursework the students are taking and personal interest data analyzed from the career exploration software. (AA-10)	$319,868		Yes
Mental Health and Social and Emotional Well-Being	Behavior intervention team development and direct services provided to staff, school sites, and families focused on behavioral services and strategic data collection in support of foster youth, families in transition, English learners, low-income, and students with exceptional needs accessing learning	$2,462,742		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	and direct teacher instruction through behavioral management implementation systems designed to meet the social-emotional needs of the students in partnership with instructional staff and families within distance learning and in-person instructional offerings. (AA-11)			
Pupil Engagement and Outreach	Ongoing professional development and stakeholder engagement will be coordinated by the Director of Equity focused on increasing student and family engagement and sharing resources for families to use in addressing barriers to students participating in daily instructional offerings. District wide training for staff focused on implicit bias, diversity and inclusion, and culturally and linguistically responsive strategies in support of developing and sustaining equitable learning environments will be offered throughout the year. (AA-12)	$479,499		Yes
Pupil Engagement and Outreach	Sustain parent liaisons, involvement specialists, workshops, training, and English as a Second Language (ESL) courses to continue supporting the needs of families and providing opportunities for capacity building of families as partners in student learning within both distance learning and in-person instructional offerings principally focused on increasing the daily attendance rates of foster youth, English learners, low-income, families in transition, and students with exceptional needs. (AA-13)	$809,767		Yes
Pupil Engagement and Outreach	Sustain, increase, and adapt student engagement and leadership opportunities for foster youth, English learners, families in transition, low-income, and students with exceptional needs to participate in clubs, athletic and academic activities, programs, and leadership experiences within distance	$2,264,242		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	learning and in-person instructional offerings. (AA-14)			
Pupil Engagement and Outreach	Student engagement incentives provided to schools focused on increasing student participation in distance learning and in-person instructional offerings and setting goals for students with a tiered approach focused on increasing attendance and engagement for foster youth, families in transition, English learners, students with exceptional needs and other student groups supported by data in the need for increased and improved support around increased student engagement in daily learning opportunities. (AA-15)	$400,000		Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	To support and strengthen our civic commitments, GreatSchools will provide SUSD parents a grade-by-grade newsletter to track engagement with grade-based content and measure impact on parent attitudes and behavior. The newsletters will be available in English and Spanish. Results of the grade-by-grade newsletter have been powerful; especially for low-income and English learner parents. Reports reflect that the newsletter had influenced or would influence their opinions and behavior and 85% of parents had already taken action on the information. (AA-16)	$23,000		No
Pupil Engagement and Outreach	Sustain the health services staffing of licensed vocational nurses, health care assists, healthy start coordinators, community resource liaison program coordinator, nurse family practitioner, and staffing for the wellness centers to ensure health services and sub-acute health response management continues to be provided to students and families during distance learning and in-person instructional	$2,826,619		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	offerings addressing their health and wellness needs. (AA-17)			
Pupil Engagement and Outreach	Training opportunities and resources provided to the foster youth office staff to address the needs of foster youth engagement and outreach during distance learning and in-person instructional offerings through providing instructional supplies, increased translation services, staff access to foster youth training, and other resources as needed to increase foster youth engagement in learning experiences and improve forms of outreach to foster youth and parents, guardians, and families providing support to foster youth. (AA-18)	$14,300		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The majority of all allocated funds budgeted for expenditures for in-person instruction were implemented and expended as planned on the actions outlined within the expenditure table and there were no identified substantive differences between the planned actions and budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of goals and actions in the 2021-2024 LCAP through highlighting the importance of providing services that address the mental health and well-being of students as these areas directly impact the student's ability to fully engage and access the learning opportunities and processes that are being provided aligned with developing and sustaining an equitable and healthy learning environment that promotes an irresistible school culture that all students feel connected to and with. Our student's social-emotional state of being directly influences and impacts the student's view of the importance and role of learning and education, drive and motivation to attend school, interest in engaging and participating in lessons, and willingness to be vulnerable and ask for assistance, share that they are not understanding concepts, and to access and apply higher level thinking skills. Ensuring that teachers have ongoing collaboration time, cycles of student data analysis, credit recovery and academic intervention opportunities are provided before and after school,

and increasing students having access to instructional technology within school and the student's place of residence has directly influenced the development of the actions of the LCAP focusing on integrating academic supports and sustaining access to instructional technology for students. The goals of the 2021-2024 LCAP focus on local forms of data to inform the growth of student achievement, student connectedness to school, family participation and involvement, and supports to directly impact increasing achievement, student daily attendance, and college and career readiness for students upon their graduation from high school. As a system we recognized that the various logistics and technological modes of integration helped to refine educational practices and provided access to different learning experiences and practices of gaining grade level content knowledge for students within lessons that directly informed the professional development and learning actions for the 2021-2024 school year. The focus also allowed for the alignment of Career Technical Education pathway offerings to be focused on job skill-based application sequence of courses in which the capstone course provided a pathway aligned with a career that is projected to be sustained in the future and provides a living wage in which students could support themselves with. Lessons were also learned connected to the shortened instructional hours provided to students within distance learning creating a focus of support with the actions in the 2021-2024 LCAP providing availability for after school tutoring, intervention, and enrichment offerings for students to access beyond the instructional day to increase student access to academic support and high interest engaging activities, specifically focused on meeting the academic needs of students with unique and high needs. Sustaining the actions and services aligned with providing subacute care, school Wellness Centers, licensed vocational nurses, and health assists to support school sites continue to be a focus within the LCAP to address health and safety needs. Ongoing support and outreach with community assists, social service case managers, mental health clinicians, counselors, parent liaisons, will continue focused on increasing students with unique needs access to social-emotional services, academic supports, and increasing consistent daily attendance by students. The focus will be sustaining and improving direct services provided to students while increasing student engagement and connectedness to their learning communities and the process of setting academic and attendance goals driven by student needs data.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss continues to be assessed and addressed in the 2021-2024 LCAP through integrating local data focused on English Language Arts and Mathematics district standardized benchmark assessments provided to students in the Fall, Winter, and Spring to measure ongoing academic growth and standards-based areas of content skills that students' need specific to increased high quality first instruction, academic intervention, and supplemental support. Programs and services before, during, and after school will be provided and focused on increasing student access to tiered academic supports aligned with student formative data. Twice a month teacher collaboration time will occur where teachers will analyze student data related to the academic achievement of all students while also focusing on the academic needs relating to students with unique needs and identify supplemental forms of support (examples such as: after school program, English learner academic hour, after school tutoring, online academic support programs, inclusion specialist support and leveled academic resources, long term English learner pathway support within the high schools, family conferences, counseling academic and social-emotional guidance and support, family workshops focused on academic support outside of school, increased student access to E-reader books, small group instruction. skill-based iReady practice) to address the diverse learning needs of students. Wifi-hotspots will continue to be provided to students with unique needs to ensure they have ongoing access to online learning supports outside of school and within their place of residence and that distance tutoring and online academic resources access continues to be increased and improved to address the learning needs of students with unique needs.

For all foster youth, low-income, English learner, and special education students enrolled in Advanced Placement courses they will be provided with increased opportunities for tutoring and academic concept reinforcement aligned with their Advanced Placement (AP) exam content area in support of the students scoring a 3 or higher and passing the AP exam. Focused on the credit recovery and academic intervention needs of students with unique needs before and after school credit recovery support opportunities will be provided for students to participate in APEX and Cyber High credit recovery programs supported by a credentialed teacher to assist with students making up and recovering credits for courses they either got no marks for or did not receive credit for. Counselors will meet with all of the high school students with unique needs and create an academic plan to address both the course sequences aligned with college and career readiness needs and the credit recovery process that students will need to ensure they graduate from high school with the college and career readiness requirements that provide the opportunity for students to pursue the college or career pathway of their choice upon their graduation from high school. To further address students with unique needs academic and social-emotional tiered-support 504 training was provided and will continue to be provided in the 2021-2022 school year to staff across the district, clerical, school counselors, nurses, teachers, school psychologists, and school site administrators with local data showing 753 school staff received the 504 plan training representing 53 school teams. These professional development and learning opportunities focused on addressing the unique needs of students will continue to be addressed within the 2021-2024 LCAP with ongoing collaboration and school site team time being provided to analyze student data and create plans to address the needs of students through a Multi-Tiered System of Supports (MTSS) approach to teaching, learning, and responding to intervention needs to address both academic achievement and social-emotional development of students across grade levels. Trauma responsive and restorative practices training will be provided to staff with quarterly professional development days focused on increasing instructional staff's access to resources and strategies to address the social-emotional and academic needs of students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of services that have been implemented to address the increased and improved services of students with unique needs has been included in all of the annual update sections. The actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement were implemented as described and intended. All students with unique needs were provided with a laptop and a Wifi-hotspot to ensure they had increased, improved, and ongoing accessibility to distance learning, online academic resources, and beyond the instructional day supplemental learning supports and interventions. Safe student internet monitoring programs were implemented to support students with a safe and filtered online learning experience providing a safe and student appropriate distance learning experience. School sites utilized their allocated budgets to address the academic and social-emotional needs of students with unique needs enrolled within their school sites and increase family opportunities to be involved and participate in learning supports through offering increase family workshops and training, embedding professional learning opportunities for staff across the content areas, providing learning resources and supplemental literature for students with unique needs to use within their homes, provide incentives and rewards aligned with students meeting their academic and attendance goals, offering before and afterschool tutoring and enrichment activities for students, amongst other forms of direct services and supports that were provided by school sites to address their identified needs related to students with unique needs enrolled in their school. Laptops were provided to staff to ensure that ongoing bilingual academic support, academic inclusion direct services, and supplemental forms of academic and social-

emotional support were provided with continuity throughout the distance learning experience. Central district library staff support provided students with unique needs with the checkout process to ensure they all received a laptop, Wifi-hotspot, head phone set with microphone, and students who were identified as families in transition with an external battery plug-in power to support at least two charges of their laptop before it would need to be plugged into an outlet to recharge. Central library staff also worked with students with unique needs to identify the high interest titles and genres of books they were interested in and added those to the SORA E-reader program so that students could have increased access to books of high interest to read with no late fees attached to them during the distance learning experience. The Language Development Office (LDO) provided ongoing direct services support increasing the workshops and training offerings provided to staff and families focused on addressing the diverse learning needs of English learners, new comers, long term English learners, migrant students, designated and integrated English Language Development strategies and implementation expectations, English learner specialists and instructional coaching support to schools sites, implementation of English learner academic team meetings, coordinating the English Learner academic hour after school focused on providing academic support specific to meeting the academic skill needs in the areas of reading, writing, speaking, and listening, supporting the District English Learner Advisory Committee meetings, and the assessment needs related to the state assessments and reclassification process. For English learners staff provided access and learning support for long-term English learners with the Expository Reading and Writing Curriculum and iLit curriculum for newcomers in support of improving student English language acquisition. Ongoing services provided to migrant students focused on providing Science Technology Engineering Mathematics (STEM) learning experiences such as the STEM Spring session with San Joaquin Office of Education (SJCOE), after school program offerings in partnership with Great Valley Writing Project, access to free legal advice through Delta Community College, and paraprofessional support within their classroom learning experiences. Feedback was shared that during distance learning increase support was needed to address high school level students in their preparation of completing college entrance and financial documents so increased support were provided to English learners, foster youth, and low-income students focused on accessing funds for college workshops, completing the Free Application for Federal Student Aid (FAFSA) paperwork, and providing virtual tours of colleges and increased counseling guidance conversations to assist students in completing all of the college admission preparatory processes and procedures. All school sites provided teacher collaboration time focused on meeting the needs of students with diverse and unique learning needs, providing teacher and family conferences, extended office hours for support and answering any questions, and ongoing professional development days focused on increasing and improving the instructional practices provided to students focused on academic achievement and career aligned skills acquisition by students. Central Enrollment Center provided unaccompanied youth, families in transition and homeless youth, foster youth, and undocumented youth direct services of ensuring they were enrolled in a school that best met their needs and assisted with all paperwork and documentation needs. Students enrolling with an active special education plan (IEP) were provided with a review of their IEP to ensure the school the student was enrolled in could provide all the services and accommodations aligned with the goals and agreements within the IEP document. After school tutoring, homework help, and enrichment after school programs were provided to students with unique needs both as in-person and virtual offerings to address the extended learning school needs and increase student access to socialization and academic resources beyond the instructional school day. High school credit and dropout recovery programs were provided to students throughout the school year supported by a credentialed teacher to address the various increased credit recovery needs that low-income, foster youth, and English learner students had and extended school year summer programs were provided to increase the opportunities for students to continue being provided with learning experiences and intervention support at the K-8th grade level and to address credit recovery needs at the high school level. Instructional coaches supported strategic lesson planning, integration of supplemental

learning resources, and integrated ELD strategies to address the diverse learning needs and student data identified standards-based content skill areas for students with unique needs. Mental health clinicians provided mental health services to students, families, and supported staff throughout the school year and focused services on supporting the needs of foster youth, families in transition, low-income, and English learner students with various approaches focused on positive behavior interventions, supports, and trauma-informed care. Counselors provided services across the district at all school sites increasing student's with unique needs access to academic guidance and social-emotional support direct services and implemented social-emotional lessons in classrooms addressing the development and implementation of classroom communities focused on trauma-informed care, mental health awareness, self-care, stress managements, and healthy relationships. Trauma-informed care and restorative workshops, training, and resources were provided to staff focused on improving the culturally and linguistically responsive teaching and learning aligned with meeting the academic and social-emotional unique needs of the students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan informed the development of the 2021-2024 LCAP specifically in the areas of sustaining professional development and learning offerings for staff focused on implementing high quality first instruction, English Language Development (ELD) designated and integrated instruction, responding to intervention, trauma-informed and restorative practices professional learning, collaboration time for instructional staff, family outreach and workshops, academic support services and resources provided to foster youth and families in transition students, credit recovery opportunities, counseling and mental health services, college and career readiness supports, English learner resources focused on increasing student's English proficiency and addressing the academic learning needs of English learners who have been enrolled for six or more years, and providing student leadership and enrichment programs and experiences. Through data analysis of student academic achievement needs, the amount of high school students who need to recover credits, the increased chronic absenteeism rates, and the mental health needs related to the impacts of the COVID-19 pandemic, it became clear that ongoing actions and services addressing trauma-informed care, mental and behavioral health interventions, social-emotional learning lessons, and tiered approaches to providing accelerated academic proficiency will be needed through providing programs and support within and beyond the instructional school day for the 2021-2022 school year. The importance of providing ongoing tutoring and afterschool intervention and program offerings as well as distance remote tutoring and intervention offerings for students with unique needs such as foster youth and families in transition students who due to various variables are usually not able to remain after school to access tutoring opportunities, thus, this informed the need to continue Wifi-hotspot connectivity throughout the 2021-2022 school year for some students that would benefit from ongoing increased and improved access to internet connectivity in support of connecting with academic resources, after school tutoring, and online curriculum resource learning support programs. Analysis of data clearly highlighted the need for improved academic planning and systems of supports for students to increase their Career Technical Education pathway rates of completion, passing at least one Advanced Placement exam with a 3 or higher, and completion of the A-G requirements for admission into a University of California or California State University school. Our focus is on providing professional development offered to instructional staff and creating systems of increased and improved supports for students with unique needs focused on increasing student's college and career preparedness with the desired outcome of having a positive impact through increasing the high school graduation rates and college and career preparedness of our students. Through reflection on student outcomes it was also reinforced the importance of integrating college and career readiness conversations and skill-based activities within the primary and middle school grades in support of students and families gaining a clear understanding of the expectations of graduating from high school and the requirements aligned with college and career readiness preparation. The analysis and reflection of student data informed the need to increase credit recovery program opportunities for students, utilizing career exploration software and integrated lessons within the primary and middle school grades focused on collaborative conversations and learning activities aligned with college and career preparedness, and providing site allocated funds so that school sites are able to address and respond findings from their needs assessment process and local stakeholder data. The development of

the 2021-2022 through 2023-2024 LCAP was informed by the clear need for learning recovery and acceleration support and services that were identified in the analysis and reflection of student outcomes within the 2020-2021 school year. With the duration of the distance learning and impacts of the COVID-19 pandemic both data analysis and staff experiences have reinforced the need for ongoing student access to counseling, mental health, behavioral, and social-emotional learning and support services. Center for Disease Control 2021 data showed an alarming increase in mental health issues facing children and teens across the country since the pandemic started and within our district we are seeing similar needs to address as students through various forms of data have shared feeling depressed, increased levels of anxiety or worry, changes in sleeping patterns, self-isolation within their rooms, and experiencing suicidal thoughts. Student's mental health and well-being needs directly influence and informed the development of the LCAP ensuring subacute health care, counseling and mental health services, behavioral intervention team support, and trauma-informed responsive training were included as actions and services to be provided within the 2021-20222 school year. The focus of the actions and services sustained and included within the 2021-2024 LCAP are to provide the social-emotional development, educational experiences, knowledge acquisition, and skill-based experiences so that all students graduate from high school prepared with the requirements for admission into college, skills to obtain a job that provides a living wage, and with the resilience and ability to be a leader within the community they reside. Moving forward it will be important to support educators in recognizing the effects of trauma, accessing social-emotional learning resources for students, and supporting their reconnection and healing in ways that allow educators to deeply understand through culturally responsive approaches, what children have experienced and their strengths and interests so they can build on the assets of students and apply their new learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	281,811,375.00	82,908,787.55
0000 LCFF Base	189,137,317.00	2,843,078.55
0090: LCFF Educ Disadv Youth	12,742,761.00	11,958,840.00
0091: LCFF English Learners	603,096.00	632,112.00
0100 LCFF Supp/Conc	71,918,093.00	61,361,558.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	300,000.00	112,500.00
3010: IASA-Title 1 Basic Grants-Low	6,240,352.00	5,407,040.00
4035: TitleIIPartA-ImpvTchrQuality	730,000.00	593,659.00
None	0.00	0.00
Other	139,756.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	281,811,375.00	82,908,787.55
1000, 2000, 3000	6,972,667.00	6,868,578.00
1000, 2000, 3000, 4000	711,265.00	387,584.00
1000, 2000, 3000, 4000, 5000	6,263,445.00	14,754,314.00
1000, 2000, 3000, 4000, 5000, 6000	9,975,519.00	0.00
1000, 3000	231,904,359.00	43,136,705.00
1000, 3000, 4000, 5000	3,395,000.00	2,078,029.00
1000, 3000, 5000	350,000.00	244,100.00
2000, 3000	14,870,066.00	10,737,774.55
2000, 3000, 4000, 5000	760,168.00	354,825.00
4000, 5000	1,215,000.00	226,275.00
4000-4999: Books And Supplies	2,661,886.00	1,043,482.00
5000-5999: Services And Other Operating Expenditures	732,000.00	1,077,121.00
7000-7439: Other Outgo	2,000,000.00	2,000,000.00
None	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	281,811,375.00	82,908,787.55
1000, 2000, 3000	0100 LCFF Supp/Conc	6,972,667.00	6,868,578.00
1000, 2000, 3000, 4000	0100 LCFF Supp/Conc	711,265.00	387,584.00
1000, 2000, 3000, 4000, 5000	0090: LCFF Educ Disadv Youth	2,529,069.00	11,745,578.00
1000, 2000, 3000, 4000, 5000	0091: LCFF English Learners	603,096.00	507,112.00
1000, 2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	2,131,280.00	2,016,639.00
1000, 2000, 3000, 4000, 5000	3010: IASA-Title 1 Basic Grants-Low	1,000,000.00	484,985.00
1000, 2000, 3000, 4000, 5000, 6000	0090: LCFF Educ Disadv Youth	9,975,519.00	0.00
1000, 3000	0000 LCFF Base	183,435,582.00	721,848.00
1000, 3000	0100 LCFF Supp/Conc	44,084,577.00	38,161,911.00
1000, 3000	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	0.00
1000, 3000	3010: IASA-Title 1 Basic Grants-Low	3,844,444.00	3,720,781.00
1000, 3000	4035: TitleIIPartA-ImpvTchrQuality	400,000.00	532,165.00
1000, 3000	Other	139,756.00	0.00
1000, 3000, 4000, 5000	0091: LCFF English Learners	0.00	125,000.00
1000, 3000, 4000, 5000	0100 LCFF Supp/Conc	3,365,000.00	1,952,848.00
1000, 3000, 4000, 5000	4035: TitleIIPartA-ImpvTchrQuality	30,000.00	181.00
1000, 3000, 5000	0100 LCFF Supp/Conc	50,000.00	182,787.00
1000, 3000, 5000	4035: TitleIIPartA-ImpvTchrQuality	300,000.00	61,313.00
2000, 3000	0000 LCFF Base	3,099,849.00	121,230.55
2000, 3000	0090: LCFF Educ Disadv Youth	238,173.00	213,262.00
2000, 3000	0100 LCFF Supp/Conc	10,951,304.00	10,050,350.00
2000, 3000	3010: IASA-Title 1 Basic Grants-Low	580,740.00	352,932.00
2000, 3000, 4000, 5000	0000 LCFF Base	315,000.00	0.00
2000, 3000, 4000, 5000	3010: IASA-Title 1 Basic Grants-Low	445,168.00	354,825.00
4000, 5000	0000 LCFF Base	60,000.00	0.00
4000, 5000	0100 LCFF Supp/Conc	1,155,000.00	226,275.00
4000-4999: Books And Supplies	0000 LCFF Base	226,886.00	0.00
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	2,165,000.00	702,101.00
4000-4999: Books And Supplies	3010: IASA-Title 1 Basic Grants-Low	270,000.00	341,381.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	0100 LCFF Supp/Conc	332,000.00	812,485.00
5000-5999: Services And Other Operating Expenditures	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	300,000.00	112,500.00
5000-5999: Services And Other Operating Expenditures	3010: IASA-Title 1 Basic Grants-Low	100,000.00	152,136.00
7000-7439: Other Outgo	0000 LCFF Base	2,000,000.00	2,000,000.00
None	None	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	44,458,478.00	39,276,876.00
Goal 2	226,157,425.00	31,474,233.55
Goal 3	11,195,472.00	12,157,678.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$7,574,761.00	
Distance Learning Program	$38,597,806.00	
Pupil Learning Loss	$11,369,604.00	
Additional Actions and Plan Requirements	$30,083,134.00	
All Expenditures in Learning Continuity and Attendance Plan	$87,625,305.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$7,574,761.00	
Distance Learning Program	$11,543,635.00	
Pupil Learning Loss	$815,248.00	
Additional Actions and Plan Requirements	$1,105,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$21,038,644.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$27,054,171.00	
Pupil Learning Loss	$10,554,356.00	
Additional Actions and Plan Requirements	$28,978,134.00	
All Expenditures in Learning Continuity and Attendance Plan	$66,586,661.00	

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stockton Unified School District	John Ramirez Jr Superintendent	jramirezjr@stocktonusd.net 209-933-7000

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 15th largest school district in California, whereby 37,000 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, in doing so we will lift all youth out of circumstances of poverty and scarcity. 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). Three focal goals guide the work within the District:

- 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 and by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
- Every child, by the end of 12th grade, will graduate and be college or career ready.

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 forums 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 low-income, English learners, foster youth students, students with

exceptional needs, 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. The student population that makes up Stockton Unified School District are culturally and linguistically diverse: 9% African American, 8% Asian, 3% Filipino, 68% Hispanic/Latino, 5% Caucasian, 4% Multiracial, 1% American Indian and or Alaskan Native, and 0.50% 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 student groups with unique needs, while also benefiting student groups district wide as 81.6% of SUSD's student population are identified as unduplicated pupils; represented by a make-up of 23% English Learners, 82% 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 positive 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, and family members are aligned with district LCAP goals on engaging educators and stakeholders in ways we can collaboratively increase student academic achievement and daily attendance. 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, direct services provided by mental health clinicians and 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. 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 continues to be committed to the following:

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 and linguistically 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 and linguistically relevant and engaging, 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 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. Stockton USD's 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In 2020-2021, the COVID-19 pandemic presented many challenges to meeting the academic and social-emotional needs of students and providing the needed supports for staff and families. Significant district resources were allocated to enhance integration of standards-based high quality first instruction within distance learning, health and safety conditions with developing and implementing new systems, protocols, and facility use norms, professional learning opportunities focused on improving equitable learning environments to address the diverse academic and social-emotional needs of students, build partnerships with stakeholders to increase leadership capacity, increase access to social-emotional and academic counseling and mental health services, and provide students with access to technology and internet connectivity. The District was able to offer multiple professional development opportunities on a monthly basis that were attended by certificated and classified staff district wide and ongoing monthly parent/guardian workshops focused on families supporting their children's academic and mental health well-being needs while learning within their place of residence. Mental Health Clinicians provided support to all school sites, health services staff provided outreach to students and families through the Wellness Centers on all comprehensive high school campuses and school sites to support student and family needs, induction mentors were provided to all new & beginning teachers in support of addressing the instructional adaptions and facilitation of instruction using learning management systems, instructional coaches and counselors provided support at all school sites and support focused on curriculum implementation and standards-based lessons, and increased direct support was provided to staff, students, and families focused on increasing academic achievement, increasing and

maintaining student attendance, increasing students' college and career readiness graduation rates, while decreasing chronic absenteeism and rates of suspension. In support of increased student achievement the District provided ongoing professional development and learning opportunities aligned with the District adopted standards-based English Language Arts (ELA), English Language Development (ELD), and Mathematics curriculum. Large investments of funds were focused in the 2020-2021 school year of increasing professional development for instructional staff and administration focused on distance learning and engaging students within a remote learning environment, adapting after school tutoring and enrichment activities to connect with students within a distance platform, providing improved Visual and Performing Arts (VAPA) experiences for students, expanding counselor support for Kindergarten-Eighth grade students, and ongoing Mental Health Clinician outreach to support the mental-health needs of students and families at all schools across the district, while increasing direct social services provided to students and families with increased place of residence visits for wellness checks. These collective investments assisted with effectively implementing virtual professional development around distance learning for staff, distance learning experiences for students, communication outreach with students, staff, family, and community engagement and participation in virtual and telephonic meetings during the health and safety regulations put in place to address the ongoing impacts of the COVID-19 pandemic. All teachers had a laptop and access to online curriculum resources and virtual classroom platforms to provide distance learning to their students, students were provided with laptops to check out and take with them to their place of residence, and those students who shared a need for access to the internet in their place of residence were provided with a Wifi-hot spot device to be able to get online with their laptop, a hotline for students, families, and staff to call to speak with a school counselor, nurse, and or mental health clinician to address and discuss health and well-being needs of stakeholders, and families were provided with monthly town hall virtual meetings and frequent updates to provide a platform and mode of collaborative communication to ensure ongoing partnership and addressing needs during the distance learning school closure period of time aligned with social-distancing directives with addressing the health and safety guidelines provided by state and local public health officials.

Data reported on the Fall 2019 California School Dashboard showed decreased chronic absenteeism rates for 11 student groups, decreased suspension rates for six student groups, increased graduation rates and college and career readiness for two student groups, increased English Language Arts achievement for three student groups, and increased math achievement for six student groups. Forty schools increased their achievement results in English Language Arts and twenty-five schools in mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP). Data also showed that 19% of English learners were reclassified demonstrating an increase in reclassification rates for the District, 27 schools decreased their suspension rates, and 27 schools decreased their chronic absenteeism rates. Aligned with the LCAP actions of increasing counselors, guidance technicians, parent liaisons, assistant principals, mental health clinicians, health services staff, and truancy outreach staff, the District was able to provide improved direct services to students and families to address the need to maintain and build on the success of student increases of academic achievement, daily attendance, instructional staff training, and family involvement. Local data demonstrated an increase in students passing Advanced Placement courses, with a 4% increase from the prior year from 93% to 97% and an 11% increase of students passing the Advanced Placement exam from the prior year from 21% to 32% passing.

California School Dashboard data showed that English learners decreased their chronic absenteeism and suspension rates, increased graduation rates, and increased student achievement in English Language Arts (ELA) and Mathematics as measured by state standardized testing (CAASPP). Foster youth and low-income students decreased their chronic absenteeism rates and increased their student achievement in Mathematics as measured by state standardized testing (CAASPP). All students, principally directed towards providing

services to low-income, foster youth, and English learners, were provided with student leadership opportunities (Peer Leaders Uniting Students, Advancement via Individual Determination, SkillsUSA, Math Engineering Science Achievement, Project Lead The Way) to increase the positive school climate and improve the inclusiveness of the school culture through reciprocal learning, mentoring, 21st Century Skill activities, and collaborative opportunities. College level tutors were provided to 7th-12th grade students enrolled in Advancement via Individual Determination (AVID) courses, through partnering with AmeriCorps mentoring and academic support programs, after school in-person and virtual cohorts were offered, and Kindergarten-Twelfth grade students who took part in the after school programs were provided with tutoring by credentialed teachers with an extra-hour of academic support provided to English learners.

The district plans to maintain and build upon these areas of progress by continuing to provide strategic and focused professional development and on-site coaching provided to teachers, instructional coaches, administrators, classified staff, mental health clinicians, and counselors. This process of actively engaging educators in and around standards-based curricular materials and pedagogical content knowledge, while also directly engaging staff in equity, diversity, inclusion, culturally and linguistically relevant training. The District will continue to focus on building capacity of staff to meet the academic and social-emotional needs of students through creating trainer-of-trainer models integrated into onsite cognitive coaching models, instructional leadership low-inference notes feedback cycles, student data cycles of analysis and planning, and trauma-informed and restorative practices aligned with strategic site based integration of Multi-Tiered System of Supports (MTSS). Strategic support and services will be directly aligned with the District road map focused on:

- High and unambiguous expectations for adults and youth with a focus on providing learning with healthy and safe equitable environments
- Trauma-informed care and instruction
- Rigorous and engaging instruction at all levels
- Deeply investing in development of all employees
- Ensuring high-quality choices for all youth in their education and educational setting
- Standards for leadership level, supported with necessary training to grow as an effective leader
- Authentic parent and community engagement
- Wrap-around services and supports
- System that is not confused about and acts with integrity towards its mission

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the impacts of the COVID-19 pandemic on testing and other data reporting standardized processes, there was no released California School Dashboard for the Fall of 2020 data. For reflection purposes the following description will provide an overview of the data from the California School Dashboard Fall 2019 and local data (the CDE California School Dashboard website states that "due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard). California School Dashboard Fall 2019 data for Stockton Unified School District (SUSD) had no state indicators for which overall performance was in the "Red", one indicator

that was identified as "Orange" (College/Career Readiness) performance categories and there were no local indicators that received a "Not Met" of "Not Met for Two or More Years" rating. Student groups whose performance data, aligned with state indicators, that were two or more performance levels below the "all student" performance were African Americans' chronic absenteeism rate of 31.6%, Mathematics performance of 199 points below standard, homeless/families in transition students Mathematics performance of 120.7 points below standard, and American Indian or Alaskan Native students Mathematics performance of 100.1 points below standard. The 2019 Fall California School Dashboard also identified the following student groups as being Red and indicating underperformance and need for growth in the area of Graduation rates with foster youth at 58.3% graduation rate, Homeless students 60.8% graduation rate, students with disabilities 43.5% graduation rate, and American Indian or Alaskan Native 57.1% graduation rate.   Local assessment data for 2020-2021 showed Kindergarten through 11th grade ELA Winter assessment data, Benchmark assessment, showed that 32% of students were On-Track with a 94% student assessment participation rate, for Kindergarten-8th grade Math Winter assessment data, Ready Class, 24% of students were On-Track with a 97% student assessment participation rate, and for 9th-11th grade Math Winter assessment data, Saavas, 20% of students were Near or Ready at grade level status with a 69% student assessment participation rate. Stockton Unified School District (SUSD) plans on addressing these areas of low performance and performance gaps through providing professional development to instructional staff focused on culturally and linguistically relevant teaching and learning approaches, strategically planning the 4-by-4 high school block master scheduling process to ensure equitable access to A-G courses for all students, providing improved access to after school tutoring and intervention support, engaging families on a monthly basis within parent advisory committees where student and school data will be discussed and workshops provided to build family capacity in supporting increased student attendance and academic achievement, while also providing monthly attendance and academic incentives for students who reach their goals. Restorative practices and trauma-informed care training will be provided to staff who serve these identified student groups in order to decrease suspension rates, increase student attendance and sense of connectedness to school, building staff capacity to build relational trust with their students, and improving the equitable learning environments being developed at school sites across the district. To address the need for increased performance in the area of Mathematics ongoing professional development and instructional coaching will be provided focused on increasing high quality first instruction that is standards-based and differentiated to meet the learning needs of students, principally directed at supporting the tiered learning needs of data identified student groups. Mathematical concepts will be integrated through cross-curricular connections across the content areas to focus on building up students reading comprehension skills, logical reasoning awareness, mathematical vocabulary, and direct application of math skills to increase student practice and depths of knowledge in the area of mathematical reasoning. Social service case managers, child welfare and attendance staff, school site counselors, mental health clinicians, and behavioral intervention team members will work in collaboration to address the social-emotional needs of identified student groups to assist with decreasing the barriers and obstacles that are creating struggles for these students to attend school on a regular basis, feel included as valued young scholars at their school sites, and involve parents, guardians, and family members as partners in supporting students' academic achievement growth and social-emotional development. In addressing increasing graduation rates counselors will support students in creating academic plans for annual course sign-ups, accessing academic support, check-ins for academic guidance and social-emotional support, and staff will provide after school tutoring and academic support, credit recovery program support, study skills support, and increased communication with students and families about grades and resources for support that are provided and available throughout the school year.

Academic data continues to show that areas that need significant improvement based on the review of local data are students in the following groups who continue to demonstrate intensive and strategic needs in meeting or exceeding grade level standards in the areas of English

Language Arts and Mathematics: English learners, students with disabilities, low-income students, Hispanic students, African American students, and American Indian or Alaskan Native students. Local data demonstrates that students within these groups average 45% or higher being two or more years below grade level as measured by local data assessments administered within the district. These data points also clearly align with the need to better prepare students to enter high school prepared to take and pass rigorous courses that are aligned with college and career readiness on their path to graduate high school. Steps taken to address these areas of academic need are ongoing professional development and learning opportunities for instructional staff on research-based strategies to address diverse learning needs, provide high quality first instruction aligned with grade level standards, and provide differentiated instructional lessons to provide student access to the learning content through equitable levels of understanding and accessibility to grade level standards learning opportunities, instructional coach support in strategic lesson planning and implementation of the standards-based core curriculum, after school interventions and tutoring opportunities for students, English learner academic hour offered after school specifically designed to address English proficiency supports, twice a month teacher collaboration focused on analyzing student data and responding to specific academic learning needs within classrooms, professional development focused on designated and integrated English Language Development, counselor academic guidance and student goal setting support, Career Technical Education pathways and certification experiences provided to students and ongoing staff training, student leadership and academic support programs, amongst other forms of outreach with families in building partnerships of support to address learning within school and reinforcement of practicing the academic content within the student's place of residence. Specifically at the high school level, local data demonstrates an area of need is addressing the amount of student's receiving no marks or no credit earned in their enrolled courses, data showing that in October of 2020 around 10,200 no marks were given to students and in December 2020 around 12,957 no marks were given to students, demonstrating a significant need to address the credit recovery needs of high school students. Credit recovery program licenses were increased to address the credit recovery needs and opportunities for credit recovery were provided after school, during inter-session times, and planned for expanded learning offerings within the summer months. Counselors increased their outreach and academic guidance planning sessions with students, providing focused meetings and outreach specifically to low-income, foster youth, English learner, and students with exceptional needs to identify the specific struggles students were facing and assist with providing tools, strategies, resources, and an academic plan to recover the credits and address the barriers presenting themselves from students fully participating in learning opportunities and turning in their assignments. Local data also demonstrated that student groups that were experiencing the highest levels of chronic absenteeism were families in transition students, foster youth students, African American students, American Indian or Alaskan Native students, English learners, and students with disabilities. Child Welfare and Attendance staff created strategic outreach and ongoing communication with families and students to build relationships and assist with providing increased access to resources to address academic engagement and interventions, food and housing insecurity issues, created attendance plans with students, set attendance goals for varying short and longer time spans, and provided an incentive plan where students would earn desired awards once they had reached their attendance goals. Mental health clinicians and counselors, depending on the various tiered social-emotional needs identified for each student aligned with data and information shared within Student Success Teams (SST), English Learner Academic Teams (ELAT), Individual Education Program (IEP) or 504 Plan meetings, and Student Assistance Program (SAP) meetings would provide direct services and resources to the teacher, student, and family focused on trauma-informed care, mental health first aid, behavior intervention plans, self-regulation and reinforcement strategies, behavioral and organizational strategies within distance learning, and return to in-person learning support. In-person after school cohorts were also created to address the academic and attendance support needs of students belonging to these various unique needs student groups. After school in-person and virtual distance programs were also provided to students to address their academic, socialization, and enrichment needs to increase and improve access to ongoing academic and social-emotional services.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 Year 1 (2021-2022) Local Control and Accountability Plan (LCAP) is aligned with the state accountability system (California School Dashboard) and the eight state priorities connected with Local Control Funding Formula (LCFF) funds. Stockton Unified School District (SUSD) data showed that our unduplicated student count was 81.6%; represented by a make-up of 23% English Learners, 83% low income students, and 1% foster youth. The 2021-2022 LCAP includes a continuation of the District's three broad goals and focuses on increasing student access, agency, and achievement through an equity approach that integrates a Multi-Tiered System of Supports (MTSS) to enhance academic achievement and social-emotional development with a Response to Intervention (RtI) approach when students demonstrate a need for supplemental support due to identified challenges in achieving proficiency of grade level standards-based skills and content. The actions and 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. SUSD's LCAP will continue to be guided by three goals: Goal 1: Student Achievement, Goal 2: Equitable Learning Environments, & Goal 3: Meaningful Partnerships. Analysis of the California School Dashboard data, local data, stakeholder recommendations, suggestions, focus groups, and survey data collected during the LCAP development process, goals, metrics/indicators, and actions and services were collaboratively identified to address actions and services needed to graduate every single youth college, career, and community ready while principally directing services towards meeting the needs of our low-income, English learners, and foster youth students.

- 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 addresses priority 4 (Pupil Achievement), priority 7 (Access to a Broad Course of Study), and priority 8 (Outcomes in a Broad Course of Study) aligned with state and local LCFF priority areas.

Highlights for Goal 1 are:

- Student learning technology upgrading and refreshing
- Direct services provided to English learners in support of English proficiency
- Translation and interpretation services
- Monthly teacher collaboration time
- Parent/Guardian and teacher academic conferences
- Professional development focused on improving high quality first instruction and English Language Development
- New teacher mentoring, coaching, and professional development

- Credit Recovery program and teacher instructional support for high school students
- Reading intervention support for students with exceptional needs
- Instructional coaching support at all school sites
- LCFF site allocations for all schools to utilize to address needs-assessment based stakeholder identified supports
- Advancement via Individual Determination (AVID) program implementation
- In-school administration of college readiness standardized exams
- Career exploration software and student academic On-track reports
- Increased access for students with unique and exceptional needs to A-G high school courses and academic inclusion opportunities
- Library support for school sites and increased access to high interest E-books

- 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 addresses priority 1 (Basic Services), priority 2 (State Standards), and priority 6 (School Climate) aligned with state and local LCFF priority areas.

Highlights of Goal 2 are:

- Instructional computer replacement, upgrading, and refreshing
- Instruction technology support provided to school sites
- Behavior Intervention Team (BIT) school site support
- Assistant principal staffing at Kindergarten-8th grade school sites and high schools
- Software to monitor student communication and technology to improve responsible usage
- Full day Kindergarten and Transitional Kindergarten classes offered
- Social services case managers to address the needs of foster youth and families in transition students
- Sub-acute health services provided at all school sites
- Wellness Centers at all of the comprehensive high schools
- Mental Health Clinicians to support student and family mental health and wellness needs at all school sites
- Counselors at all school sites providing social-emotional learning lessons, academic guidance, career exploration, and social-emotional support
- Trauma-informed care and restorative practices services provided to school sites and professional development opportunities
- Positive Behavioral Interventions and Supports (PBIS) at school sites
- Increasing and improving student access to Ethnic Studies learning experiences

- 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 addresses priority 3 (Parent/Family Involvement) & priority 5 (Student Engagement) aligned with state and local LCFF priority areas.

Highlights of Goal 3:

- Family engagement and education support across the district
- English as a Second Language (ESL) courses provided to parents/guardians
- Communication and outreach to families and stakeholders supported by interpreter and translation specialists
- Increased and improved website platforms and easily accessible information and resources for students, families, staff, and community members to utilize
- Opportunities for high school students to take part in Career Technical Student Organizations (CTSO)
- Peer Leaders Uniting Students (PLUS) leadership and mentor opportunities
- Physical Education and athletic opportunities for students
- Visual and Performing Arts (VAPA) experiences and opportunities for students
- Bus passes provided to students
- Central Enrollment Office support for incoming new and presently enrolled students
- Native American Center support and services

The annual review and analysis process for each goal developed for the 2021-2024 LCAP was integrated into meetings with stakeholder groups (Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, District LCAP Committee, African American Black Parent Advisory Committee, LatinX Parent Advisory Committee, School Site Council, English Learner Advisory Committee, Executive Cabinet, Extended Executive Cabinet, 3rd-12th grade student focus groups, and LCAP Engagement Forums), where collaborative discussions and data presentations were focused around state and local data metrics focused on expected annual measurable outcomes that were aligned with 2019 Fall California School Dashboard data, local data and indicators, and the three LCAP goals. Working in collaboration with stakeholders and through analysis of feedback provided, the development of the 2021-2024 year one LCAP addresses the need of continued growth and improvement in meeting the academic, social-emotional, and family participation needs of the students, staff, and families that make up Stockton Unified School District (SUSD).

Comprehensive Support and Improvement

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

Schools Identified

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

The following schools have been identified as being eligible for comprehensive support and improvement (CSI) status:

El Dorado

Fremont

Hamilton

Jane Frederick

Marshall

Pulliam

Roosevelt

Stockton High

Taylor Leadership Academy

Wilson

Support for Identified Schools

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

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 assessment 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 list of evidence-based interventions aligned with addressing the focus areas of student data embedded in the California School Dashboard and local assessment data. 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 are 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. Ongoing curriculum implementation support and integrated professional learning are provided to school sites addressing the Math, English Language Arts (ELA), and English Language Development (ELD) Board adopted curriculum and utilized for standards-based instruction district wide in support of providing Common Core State Standards based instructional materials that are culturally and linguistically responsive and relevant, and provide resources and tools for students to extend learning at their place of residence 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 Educational Services Directors and within district leadership 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

A description of how the LEA will monitor and evaluate the 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, 2020-2021 local assessment data, and District school profile data 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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In the 2020-2021 school year, the Local Control and Accountability Plan (LCAP) development process and stakeholder engagement had to adapt to the social-distancing health and safety directives that were put in place to address the COVID-19 pandemic. Translation/interpretation services were provided at all meetings that involved stakeholder engagement focused on the development of the LCAP and all documents were provided in both English and Spanish to participants, all LCAP engagement forums documentation was posted on the District LCAP page. The District prior and during the months in which safety and health guidelines were put in place offered multiple platforms and access points for stakeholders to engage in developing the 2021-2024 year 1 LCAP for Stockton Unified School District (SUSD). The stakeholder process for the District in 2020-2021 included teachers, principals, administrators, other school personnel, local bargaining units, parents, guardians, families, students, while also providing monthly Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Foster Youth & Families In Transition Committee, and District LCAP Committee meetings. The Community Advisory Committee (CAC), our local SELPA, had four meetings in which the LCAP was discussed and questions were answered pertaining to the LCAP and students with exceptional needs. Two new family stakeholder committees that were created during the 2019-2020 school year were the African American Black Parent Advisory Committee (AABPAC) and the Latinx Parent Advisory Committee (LxPAC) were provided with LCAP updates at their meetings and opportunities to provide feedback, suggestions, and input in the LCAP development process. Monthly LCAP Engagement forums were held during the week and on the weekends in the morning, evenings, and at night to provide multiple options and opportunities for staff, families, and community members to engage in the LCAP development process. LCAP student focus groups were held with 1st-12th grade students at different schools with students ranging in grades from 1st-12th grades in the focus groups. At school sites the School Site Councils (SSC) and English Learner Advisory Committees (ELAC) shared presentations and facilitated conversations with stakeholders about the implementation and development of the LCAP and alignment and development of School Plan for Student Achievement (SPSA).   The Extended Executive Cabinet and Executive Cabinet met multiple times throughout the year engaging in the LCAP development process. A LCAP survey and needs assessment was provided to stakeholders with an online and paper version of the survey provided in English and Spanish, focused on direct engagement and feedback from stakeholders in the development of the 2021-2024 LCAP with 8,807 surveys completed by students, families, certificated and classified staff, and community members. The District LCAP web page also had a link posted all year for stakeholders to provide feedback, input, and suggestions in the development process of the District LCAP aligned with the three focal LCAP goals.

Stakeholder engagement was considered before finalizing the LCAP through analysis and synthesis of the written responses from participants at the various Parent Advisory Committee meetings, feedback and comments collected from participants at the LCAP Engagement forums, student feedback and thoughts provided during the LCAP Student Focus Groups, survey and needs assessment data provided by all stakeholders, and feedback and questions that were collected and posed at the various meetings held with certificated and classified staff throughout the year. All of the survey data specific to each school site was provided in PDF format to each school principal to share with their staff and families and integrate into their comprehensive needs assessment process in development of their School Plan for Student Achievement. Feedback, input, and data was analyzed for triangulation of themes, identification of stakeholder specific areas of interest, clearly identifying areas, through cross-referencing stakeholder groups' survey results, in which capacity building and improvement

of direct services provided were needed to address the needs of foster youth, English learners, low-income students, students with exceptional needs and other data identified student groups in the areas of academic achievement, social-emotional, personal health and well-being, mental health, school climate, school culture, daily attendance, and leadership opportunities. Through analysis of the feedback and input with the stakeholder engagement process, summary of the data collected and the themes that were identified, actions and services where analysis showed a desire for improvement and or increases to occur, were shared with stakeholders in meetings and collaborative discussions with stakeholders was facilitated by staff aligned with the direction the District was focusing on from the data findings in development of finalizing the LCAP for 2021-2024 year 1 LCAP. The District collected feedback from the Community Advisory Committee in the development of the final LCAP and shared the proposed 2021-2024 LCAP with the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) through a telephonic distance meeting setting due to the health and safety measures put in place in response to the COVID-19 pandemic, provided a public viewing process for all stakeholders to view and provide feedback to the proposed LCAP, and than responded in writing to any questions that were posed prior to holding the public hearing with the school board followed by another meeting in which the LCAP was presented to the school board for their approval and adoption.

A summary of the feedback provided by specific stakeholder groups.

Feedback that was common amongst all of the stakeholder groups was to sustain and increase the accessibility of student access to the well-being services provided by counselors and mental health clinicians, social-emotional learning lessons to be provided to students, a desire to increase student access to art and music experiences, increase afterschool options for academic support and enrichment opportunities, and the desire to connect classroom learning to real-world applications and job-based skills and experiences. Other areas of provided feedback that were common was the need to ensure healthy and safe learning environments for all upon return to in-person instructional offerings and school nurses to be able to directly support school site needs with addressing the ongoing impacts of the COVID-19 pandemic. Specific to different stakeholder groups, feedback was analyzed and the following represents consistent and collective identified needs. Students shared that they desire to be provided with career and profession focused discussions, learning activities, and job-based skill experiences, increase access to tutoring and credit recovery opportunities before and after school, opportunities to interact and socialize with other students and discuss what they are learning about within the classroom, support in managing their academic work load and addressing social anxiety, more opportunities for school community events, rallies, celebrations, and positive school culture gatherings, increase student access to creative arts and music experiences, more appetizing food to be provided for school meals, and after school fun activities and sports for elementary and middle school students. Parents, guardians, and family members shared feedback around identified needs in the areas of continuing to provide students with the ability to checkout laptops as if they were textbooks so that they can use them at school and in their place of residence, continuing to provide community assists and parent liaison support at school sites, increased frequent communication from teachers to parents/guardians about how students are doing academically and if the students are not turning in their assignments, incentives offered to students to reach their academic and attendance goals, more after school tutoring options and information that is easy accessible to students and parents/guardians on when the tutoring opportunities are offered and how to sign-up to get access to the tutoring and academic support offerings, more art, music, and sports experiences for students, and more inclusion opportunities and interactions with their peers for moderate, severe, and special day class students beyond daily recess time. Certificated staff feedback that was shared focused on the need for new teacher preparation and mentoring support, teacher supply budgets, Science Technology Engineering Math (STEM) and hands-on learning activities for students, more after school credit recovery and tutoring options for students, increased high school music and arts program funds for resources, increased art and music experiences for elementary

students, and social-emotional learning lessons to help build positive relationships within the classroom. Classified staff feedback that was shared focused on the need for paraprofessional support for small group learning support instruction, parenting classes for families, career education experiences like job-shadowing and apprenticeships for students, access to health services for staff, students, and families, mental health and counseling support for students, art and music opportunities for elementary age students, more bilingual support assistants in classes with high percentages of English learners and supporting new comers in the classroom. Community members feedback that was shared focused on making music part of the core curriculum, providing increased learning intervention support for students with suggestions focusing on Reading and Math Core support for students, increasing student access to literacy resources and books and also provided to families, safety for students at all schools, weekend sports activities and enrichment opportunities for families in transition and other students from students with unique needs, health services available to all students, and access to tutoring services for all students below grade level.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The development process of the LCAP was directly influenced and involved stakeholder input in addressing increasing or improving actions and services in support of student academic achievement, social-emotional development, and family engagement. Stakeholder input from students, teachers, principals, administrators, other school personnel, local bargaining units, parents, guardians, family, and community members focused on the need to increase student access to art and music experiences, increased academic supports and extracurricular activities for students, incentives for students meeting academic and attendance goals, access to tutoring and mental health services, and improved student access to supplementary instructional materials. Stakeholder feedback directly influenced LCAP goal 1 through the LCAP including school site allocated funds that can be used to directly address these needs and provides autonomy of budgetary decision making for school sites and the community they serve to identify, discuss, and collaboratively decide the ways in which to use funds to improve and increase high priority student groups access to these areas aligned with LCFF priorities and stakeholder input. The LCAP also funds afterschool programs to address improving high priority student groups access to academic support and enrichment opportunities. Stakeholder feedback also influenced LCAP goal 2 of ensuring to continue to sustain the academic and social-emotional guidance services provided by counselors and mental health clinicians. Staff and family input shared a common desire for students to have improved access to counselors and mental health clinicians and increased opportunities to be provided with social-emotional learning lessons, this input influenced the support of sustaining the levels of counselor and mental-health clinician support provided to school sites and professional development opportunities connected to trauma-informed care and restorative practices. Family input influenced LCAP goal 1 and 3 through their feedback that was shared around the desire to have translation services provided at meetings and academic support for English learners influenced the funds allocated for primary language support and language development in providing the Language Development Office with a budget allocation to address professional development needs, staff to support designated and integrated English Language Development, and funds to continue providing an English Learner Academic Hour after school focused on improving English learners access to academic support opportunities and English as a Second Language courses for adults. Students and staff provided input around the need to address the high school credit recovery needs connected to the struggles and levels of student disengagement experienced during distance learning which directly influenced the LCAP ongoing funding focused on increasing student access to credit recovery programs and improving teacher's ability to provide direct support to students completing the credit recovery programs and address unfinished learning needs. Students, staff, families, and community members all collectively in their feedback shared input that there is a desire for students to have access to career skill-based activities and for opportunities to connect classroom learning to real-world and job-based skills and experiences, which directly influenced the ongoing funding support for Career Technical Education (CTE) course pathways and supplemental resources, college and career preparatory opportunities, student leadership programs, and career and technical student organizations

experiences. Staff input shared the need for ongoing support provided to new teachers and this input supported ongoing new teacher training and supports. Family input shared the need for health services provided at school sites and this directly influenced the ongoing funding support for sub-acute health services across the district. Feedback and input from stakeholders demonstrated a desire to sustain and continue the majority of actions and services that had been provided through the LCAP in prior years having a direct influence on sustaining the majority of the actions and services found in the LCAP.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Stockton Unified School District has wide ranging diverse learning needs for the students enrolled and find it necessary to focus on the broad goal relating to a Multi-Tiered System of Support approach to graduating every single youth college, career, and community ready. Stakeholders throughout our community have shared the need for all students to receive high quality first instruction, be supported with interventions and academic support programs and services, to increase academic achievement and improving students' levels of preparedness for college and career readiness. SUSD is dedicated to providing academic actions and services so that every student continues to academically grow and be proficient in their grade level standards by the end of the academic year, and will continue to collaborate with stakeholders to assure that the learning experiences provided to students increases student achievement with the focus of increasing students meeting the indicators for college, career, and community preparedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4B) Completion of A-G course sequence with grades of C- or higher demonstrating academic achievement for all enrolled high school graduates (Dataquest).	35.02% (2019-2020)				46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4B) Completion of A-G course sequence with grades of C- or higher demonstrating academic achievement for each high school student group graduates (Dataquest) FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	(2019-2020) FY: 8.33% EL: 20.51% SED: 34.40% SWD: 9.09% AA: 29.89% AI: 14.81% AS: 49.12% FI: 64.15% HI: 31.97% HOM: 15% MR: 23.08% PI: 18.18% WH: 32.50%				FY: 25% EL: 32% SED: 44% SWD: 14% AA: 40% AI: 30% AS: 54% FI: 70% HI: 41% HOM: 30% MR: 38% PI: 25% WH: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4G) Student count of Advanced Placement (AP) courses taken (SUSD AP Course Enrollment Local Data, Synergy).	1,799 (2019-2020)				1,945
(4G) Percent of Advanced Placement (AP) courses passed by students (SUSD CALPADS data).	97% (2019-2020)				98%
(4G) Student passing rates of at least 1 Advanced Placement (AP) exam with a score of 3 or higher (College/Board data).	32% student passing rate of AP exams with a 3 or higher (2019-2020)				45%
(4H) Mathematics Diagnostic Testing Project (MDTP)	(2020-2021)				30% near/ready 42% (9th graders) 30% (10th graders)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Winter percentage of students scoring near/ready proficiency level for all enrolled high school students and by grade level who take the MDTP (MDTP assessment data).	22% near/ready (all students who took the MDTP) 33% (9th graders) 19% (10th graders) 14% (11th graders)				25% (11th graders)
(4H) Mathematics Diagnostic Testing Project (MDTP) Winter percentage of students scoring near/ready proficiency level for enrolled high school student groups with group size reportable data who take the MDTP (MDTP assessment data). EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities	(2020-2021) EL: 9% SED: 21% SWD: 4%				EL: 20% SED: 32% SWD: 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) 3rd grade iReady ELA growth at grade level in Spring (Baseline iReady Data is Winter 2020 Data)	26% (2020-2021)				36%
(4A) iReady ELA percent at grade level for all 3rd-8th enrolled students in Spring at the end of the year (Baseline iReady Data is Winter 2020 Data)	31% 3rd-8th grade students (2020-2021)				40%
(4A) iReady ELA percent at grade level for all 3rd-8th grade enrolled student groups in Spring at the end of the year (Baseline iReady Data is Winter 2020 Data) FY: Foster Youth	(2020-2021) FY: 25% EL: 15.8% SED: 30% SWD: 12.83% AA: 26% AI: 34% AS: 43.62%				FY: 34% EL: 28% SED: 40% SWD: 20% AA: 35% AI: 42% AS:50% FI: 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	FI: 60% HI: 30% MR: 40% PI: 36.61% WH: 38%				HI: 40% MR: 48% PI: 44% WH: 48%
(4A) iReady Math percent at grade level for all 3rd-8th grade enrolled students in Spring at the end of the year (Baseline iReady Data is Winter 2020 Data)	18% (2020-2021)				30%
(4A) iReady Math percent at grade level for all	(2020-2021) FY: 17%				FY: 25% EL: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3rd-8th grade enrolled student groups in Spring at the end of the year (Baseline iReady Data is Winter 2020 Data) FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	EL: 16% SED: 24% SWD: 10.99% AA: 16% AI: 24% AS: 33.84% FI: 43% HI: 22% MR: 28% PI: 23% WH: 29%				SED: 32% SWD: 25% AA: 28% AI: 32% AS: 40% FI: 55% HI: 35% MR: 40% PI: 25% WH: 40%
(4A) CAASPP (for all 3rd-8th & 11th),	30.28% / -53.70 points below standard (2018-2019)				40% / -33 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA: (Met/Exceed%) (points below standard) (CA School Dashboard/Official CAASPP Results from 2018-2019)					
(4A) CAASPP (for all 3rd-8th & 11th student groups), ELA: (Met/Exceed%) (points below standard) (CA School Dashboard/Official CAASPP Results from 2018-2019) FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian	(2018-2019) FY: NA% / -78.20 points below standard EL: 2.77% / -74.50 points below standard SED: 27.82% / -59.30 points below standard SWD: 7.68% / -124.20 points below standard AA: 19.52% / -84.70 points below standard AI: 30.54% / -55 points below standard AS: 43.55% / -21.70 points below standard FI: 54.17% / 1.60 points above standard HI: 28.01% / -58.50 points below standard HOM: NA% / -94.60 points below standard				FY: NA% / -58 points below standard EL: 15% / -60 points below standard SED: 35% / -40 points below standard SWD: 15% / -110 points below standard AA: 28% / -70 points below standard AI: 40% / -35 points below standard AS: 52% / -4 points below standard FI: 60% / 4 points above standard HI: 34% / -40 points below standard HOM: NA% / -80 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	MR: 34.73% / -43.20 points below standard PI: 36.04% / -40.50 points below standard WH: 36.65% / -40.90 points below standard				MR: 42% / -24 points below standard PI: 44% / -28 points below standard WH: 45% / -20 points below standard
(4A) CAASPP (for all 3rd-8th & 11th), Math: (Met/Exceed%) (points below standard) (CA School Dashboard/Official CAASPP Results from 2018-2019)	20.85% / -81.20 points below standard (2018-2019)				25% / -70 points below standard
(4A) CAASPP (for all 3rd-8th & 11th student groups), Math: (Met/Exceed%) (points below standard) (CA School Dashboard/Official	(2018-2019) FY: NA% / -110 points below standard EL: 3.2% / -95 points below standard SED: 18.8% / -86 points below standard				FY: NA% / -90 points below standard EL: 8% / -85 points below standard SED: 25% / -76 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Results from 2018-2019) FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	SWD: 6.23% / -149.90 points below standard AA: 10.58% / -119 points below standard AI: 16.72% / -100.10 points below standard AS: 34.39% / -45.70 points below standard FI: 41.21% / -27.10 points below standard HI: 18.66% / -85.20 points below standard HOM: NA% / -120.70 points below standard MR: 28.06% / -65.30 points below standard PI: 24.32% / -75.30 points below standard WH: 26.58% / -67.90 points below standard				SWD: 12% / -136 points below standard AA: 18% / -108 points below standard AI: 22% / -84 points below standard AS: 42% / -34 points below standard FI: 50% / -12 points below standard HI: 25% / -74 points below standard HOM: NA% / -108 points below standard MR: 32% / -58 points below standard PI: 30% / -65 points below standard WH: 34% / -57 points below standard
(4F) English Learner (EL) reclassification rate (DataQuest).	12.10% (2019-2020)				25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4E) Rate of English Learners making at least one year's progress by increasing English Proficiency (ELPAC, CA School Dashboard).	43.6% (2019-2020)				50%
(4E) Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC (ELPAC, CA School Dashboard).	17.8% (2019-2020)				34%
(8A) Number of students earning a Seal of Biliteracy (DataQuest).	176 students (2019-2020)				190

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(8A) Number of students earning a Golden State Seal Merit Diploma	199 students (2019-2020)				230
(7A) All students in grades TK-12th have access to and participate in a broad course of study that includes but is not limited to English Language Arts, Mathematics, Science, Social Science, PE, Visual and Performing Arts, and Health. SUSD continues to offer all students a broad course of study, as verified by district and school-site implementation records (CALPADS).	100% (2020-2021)				100%
(7A) In addition to a broad course of study offered to all students, English learners,	100% (2020-2021)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
foster youth, and low-income students will receive additional support programs and services through extended year program opportunities, small group instructional support, after school academic support and enrichment, credit recovery opportunities, and a variety of school site supplemental intervention programs. SUSD will implement these programs and services as verified by district and school site implementation records.					
(7A) In addition to a broad course of study offered to all students, students with exceptional needs will receive additional support programs and services through extended year	100% (2020-2021)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
program opportunities, inclusion specialist support, push-in and pull-out academic support, onsite resource support class, and/or Speech and Language services, as outlined in each student's IEP. These services provide small group instructional support, after school academic support and enrichment, reading intervention support, credit recovery opportunities, and a variety of school site supplemental intervention programs. SUSD will implement these programs and services as verified by district and school site implementation records and SEIS data.					
(4D) Percentage of all students who graduate from high	21.9% (2019-2020)				35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school prepared for college or a career based on course completion and/or exams passed (College Career Indicator, CA School Dashboard).					
(4D) Percentage of all student groups who graduate from high school prepared for college or a career based on course completion and/or exams passed (College Career Indicator, CA School Dashboard). FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan	(2019-2020) FY: 7.70% EL: 5.40% SED: 21.30% SWD: 1.50% AA: 11.60% AI: 5.40% AS: 33.70% FI: 46.70% HI: 20.80% HOM: 7% MR: 21.60% PI: 14.30% WH: 21.50%				FY: 15% EL: 15% SED: 30% SWD: 7% AA: 20% AI: 12% AS: 45% FI: 60% HI: 30% HOM: 15% MR: 30% PI: 25% WH: 28%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White					
(4C) Percentages of all high school graduates with Career Technical Education (CTE) Completion rates (Capstone Course CTE Certification) (Percentage of students that met prepared for College Career Indicator for CTE Pathway Completion, CA School Dashboard, DataQuest).	14% (2019-2020)				25%
(4C) Percentages of all high school student	(2019-2020) FY: 0%				FY: 15% EL: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
group graduates with Career Technical Education (CTE) Completion rates (Capstone Course CTE Certification) (Percentage of students that met prepared for College Career Indicator for CTE Pathway Completion, DataQuest). FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races	EL: 10% SED: 13.60% SWD: 0% AA: 12.90% AI: 33.30% AS: 15.7% FI: 12.5% HI: 14.90% HOM: 0% MR: 12.50% PI: 0% WH: 3.6%				SED: 20% SWD: 10% AA: 25% AI: 40% AS: 30% FI: 25% HI: 30% HOM: 25% MR: 25% PI: 10% WH: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PI: Pacific Islander or Native Hawaiian WH: White					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Technology For Learning & Connectivity (SA 1.1)	Student laptops, laptop carts, and Wifi-hotspots to increase and improve student access to learning resources and instructional technology.		Yes
2	Laptop Learning Monitoring Software (SA 1.2)	Laptop monitoring software for teachers that allows teachers to remotely monitor student learning on laptops and share screens.		Yes
3	Bilingual instructional program support for K-12th grade students (SA 3.1)	Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided to English learners.		Yes
4	English Language Development Coaching & Instructional Support (SA 3.2)	Professional development and learning support provided by Language Development Office Instructional Coaches focused on supporting teachers providing high quality designated and integrated English Language Development.		Yes
5	English Language Proficiency Professional Development (SA 3.3)	Professional development and implementation of the English learner master plan and Instructional Specialist direct support services.		Yes
6	Teacher Collaboration, Professional	Teacher collaboration time, professional development, academic conferences, resource days, and family learning events focused on increasing or improving student academic achievement.		Yes

Action #	Title	Description	Total Funds	Contributing
	Development, & Academic Support (SA 5.1)			
7	School Site Administrators Leadership Professional Learning Development (SA 5.2)	Professional development for school site administrators focused on instructional leadership and professional learning communities.		Yes
8	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1)	Training and professional development focused on high quality first instruction, data team cycles, common formative assessments, curriculum implementation, and professional learning communities.		No
9	Learning and High School Credit Recovery Support & Programs (SA 7.3)	Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support.		Yes
10	IEP and Student Data Meetings (SA 7.6)	Staffing and resources provided to ensure that IEP, 504, SST and student data meetings are supported at times that families are able to attend at times before and beyond school instructional days and that all needed staff are present at these meetings focused on addressing and implementing strategic plans of high priority students.		Yes
11	Special Education Inclusion Specialists (SA 7.7)	Special Education Inclusion Specialists support for high priority students who are identified as having special education needs to support student access to the least restrictive learning environment,		Yes

Action #	Title	Description	Total Funds	Contributing
		differentiated instructional experiences, and supplemental academic resources.		
12	Reading Intervention Support (SA 7.8)	Reading Intervention support using Read 180 to increase and improve student reading proficiency for our high priority students who have special education needs.		Yes
13	New Teacher Support (SA 7.9)	Support to beginning teachers with teacher induction and mentoring program.		No
14	Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11)	Instructional interventions and supports for high priority student groups with special education needs provided with resource educational support by Resource Teachers at the small high schools to increase and improve high priority student access to least restrictive learning environments.		Yes
15	Instructional Coaches (SA 8.1)	Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.		Yes
16	New Teacher Support (SA 8.3)	Staff to support new teachers and implementation and organization of resources and services provided to new teachers.		Yes

Action #	Title	Description	Total Funds	Contributing
17	Afterschool tutoring, homework help, and enrichment (SA 9.1)	Afterschool learning opportunities offered to students focused on providing tutoring, homework help, and enrichment activities for high priority student groups.		Yes
18	Expanded Afterschool Program Offerings (SA 9.4)	Expanded afterschool offerings supported by site facilitators and resource budgets to increase and improve access to after school opportunities and program offerings.		Yes
19	School Site Budget Allocations (SA 10.1)	Every school site is provided with an allocated budget reflective of their enrolled student groups and is used in collaboration with the school site stakeholders to address the Local Control Funding Formula State Priorities and their school site identified comprehensive needs assessment.		Yes
20	District Departmental Budgets Focused On Increased Student Achievement (SA 10.2)	Departmental budget allocations to the Language Development Office, Research and Assessment Office, State and Federal Office, and the Child Welfare and Attendance Office focused on supporting student needs related to increased academic achievement.		Yes
21	Advancement via Individual Determination Program (AVID) (SA 11.2)	AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.		No

Action #	Title	Description	Total Funds	Contributing
22	Career Center Development & Resources (SA 11.3)	Resources and services provided to students on high school campuses at the career centers supported by guidance technicians.		Yes
23	High School Student Data Support (SA 11.5)	Student data technician support at the high schools in support of family outreach and student schedule and data support focused on academic needs.		Yes
24	Career Technical Education Pathways Access (SA 11.6)	Increased high priority student access to Career Technical Education (CTE) pathways focused on increasing student's meeting college and career readiness upon graduation from high school.		Yes
25	Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7)	Mathematics, Engineering, Science Achievement (MESA) program opportunities for students to take part in these collaborative learning experiences.		No
26	Public Safety Academy Program Leadership (SA 11.8)	Public Safety Academy site administrator support to ensure leadership guidance to the program.		Yes
27	Engineering Career Pathways and STEM Resources and Support (SA 11.9)	Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or improved access to hands-on learning experiences for students.		Yes

Action #	Title	Description	Total Funds	Contributing
28	College Entrance Exams Administration and Access (SA 11.11)	College entrance exams support and access provided to 8th grade and high school students.		Yes
29	Career Exploration Software and Programs (SA 11.14)	Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways.		Yes
30	College and Career Readiness Student Services & Support (SA 11.15)	College and career resources, training and professional development, events, field trips, Ontrack Spotlight report to all high school students, and a Student Assistance Program chair to help lead and facilitate district wide college and career focused services for students, families, and staff.		Yes
31	In-School College Entrance Exam Administration for 11th and 12th grade students (SA 11.16)	In-school college entrance exam administration for 11th and 12th graders to cover the cost and provide access to college entrance exam opportunities.		Yes
32	Increased Student Access to A-G High School Courses (SA 12.2)	Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.		Yes
33	District Library and Literacy Support (SA 13.1)	District wide library support and literacy access support provided by a district librarian and library media assist.		Yes

Action #	Title	Description	Total Funds	Contributing
34	Student Access To Ebooks (SA 13.2)	Online eBook library that allows students to access high interest and multi-lingual books using their laptops or other technology devices without any late fees.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of stakeholder, student academic, student discipline, and school climate data continues to highlight the needs related to school connectedness, developing learning environments that are inclusive and culturally responsive, integration of student academic and social-emotional supports, and providing health and wellness services to address the diverse academic and social-emotional needs of students. Equitable and healthy learning environments development provides central supports that address students tiered academic and social-emotional needs through providing experiences, actions, services, and trained staff to assist students with staying focused on learning while maintaining a healthy state of social-emotional and mental wellbeing. Actions and services aligned with this goal will address the needs of providing students with the conditions of learning and engagement needed to meet the unique needs of students that data shows benefit from increased and improved supports focused on decreasing suspension rates, increasing student's sense of connectedness to school, and students academically achieving while using standards-aligned curriculum for learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1A) Number of teacher vacancy positions (Human Resources Reported Data)	16 vacant teacher positions (2020-2021)				0
(1A) Total teacher misassignments (Human Resources	31 total teacher misassignments (2020-2021)				0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reported Data, CalSAAS).					
(1A) Number of misassignments of teachers of English Learners (Human Resources Reported Data, CalSAAS).	7 English Learner teacher misassignments (2020-2021)				0
(1A) Career Technical Education (CTE) teachers with appropriate credentials and/or in a CTE authorization program (Human Resources Reported Data, CalSAAS).	100% of CTE teachers (2020-2021)				100%
(1B) Student with access to standards aligned instructional materials as measured by the annual Board Resolution focused on student access to curriculum (District	100% of school sites provide students with access to their own copies of standards aligned curriculum and learning materials. (2020-2021)				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Board Adopted Approval of Williams Act findings of sufficient curriculum & learning materials)					
(2A) Teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD (Professional Development attendance data and Language Development Office data).	100% of teachers teaching ELD receive PD on designated & integrated ELD. (2020-2021)				100%
(1B) Progress in implementing policies or programs to support staff in delivering instruction aligned to recently adopted academic standards and curriculum frameworks (LCFF	(2020-2021) ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4				ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 CTE: 5 Health: 5 PE: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reflection Tool Rating Scale 1-5). ELA: English Language Arts ELD: English Language Development Math: Mathematics NGSS: Next Generation Science Standards History: History CTE: Career Technical Education Health: Health PE: Physical Education VAPA: Visual and Performing Arts World Lang.: World Language	PE: 4 VAPA: 4 World Lang.: 4				VAPA: 5 World Lang.: 5
(1C) Facilities in Good Repair rating: (# of instances where facilities do not meet the "Good Repair"	18 instances (2020-2021)				10 or fewer instances

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard) (William's Act Report) { Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)}					
Schools develop and update site Safety Plan (School Plan for Student Achievement & School Site Council minutes).	100% of sites (2020-2021)				100%
(2A) Instructional staff provided with professional learning aligned with curriculum implementation: (Level of Implementation using Reflection Tool Rating Scale). ELA: English Language Arts ELD: English Language Development	(2020-2021) ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4				ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math: Mathematics NGSS: Next Generation Science Standards History: History					
(2B) English learners are provided with designated and integrated English Language Development (ELD) (ELD Master Schedule).	100% of identified English learners are provided with designated and integrated ELD. (2020-2021)				100%
(6C) Percentage of 4th-12th students reporting feeling like they are a part/connected at school (Peer Leaders Uniting Students (PLUS) survey results): (%)	(2020-2021) All surveyed students: 74.3% (4-5=93.7%) (6-8=79%) (9-12=79%)				All surveyed students: 88.7% (4-5=96%) (6-8=85%) (9-12=85%)
(6C) Percentage of 4th - 12th students	(2020-2021)				All surveyed students: 87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reporting feeling safe at school (PLUS survey results): (%)	All surveyed students: 82.8% (4-5=92.4%) (6-8=80.3%) (9-12=75.6%)				(4-5=95%) (6-8=86%) (9-12=85%)
(6C) Percentage of 4th-12th students reporting there is a teacher or adult who really cares about them (PLUS survey results): (%)	(2020-2021) All surveyed students: 80.4% (4-5=90.3%) (6-8=83.7%) (9-12=77%)				All surveyed students: 89% (4-5=95%) (6-8=88%) (9-12=84%)
(6A) Suspension rates (all students) (CA School Dashboard).	5.5% (2019-2020)				4%
(6A) Suspension rates (all student groups) (CA School Dashboard). FY: Foster Youth EL: English Learner	(2019-2020) FY: 13.70% EL: 4.40% SED: 6.50% SWD: 9.10% AA: 14.70%				FY: 7% EL: 2% SED: 3% SWD: 5% AA: 7% AI: 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	AI: 7.80% AS: 2.90% FI: 1.50% HI: 5.20% HOM: 13% MR: 7.30% PI: 5.20% WH: 6.10%				AS: 1% FI: 0.5% HI: 3% HOM: 7% MR: 4% PI: 3% WH: 3%
(6B) Expulsion rates (all students) (DataQuest).	29 students / 0.08% (2019-2020)				10 students / = less than 1%
(6B) Expulsion rates (all student groups) (DataQuest).	(2019-2020) FY: 3 students / 0.58%				FY: 0 students / 0% EL: 0 students / 0% SED: 8 students / = less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	EL: 2 students / 0.02% SED: 27 students / 0.07% SWD: 3 students / 0.06% AA: 9 students / 0.22% AI: 0 students / 0% AS: 2 / 0.06% FI: 0 students / 0% HI: 14 students / 0.06% HOM: 8 students / 0.40% MR: 0 students / 0% PI: 0 students / 0% WH: 4 students/ 0.20%				SWD: 0 students / 0% AA: 0 students / 0% AI: 0 students / 0% AS: 0 students / 0% FI: 0 students / 0% HI: 0 students / 0% HOM: 0 students / 0% MR: 0 students / 0% PI: 0 students / 0% WH: 0 students / 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Information Services Technology Support and Resources (ELE 1.2)	Information services technology support to address the technology and instructional connectivity issues across the district.		Yes

Action #	Title	Description	Total Funds	Contributing
2	Staffing Support Resources For High Needs Specialized Positions (ELE 2.1)	Budget resources and supports to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists.		Yes
3	New Teacher Training (ELE 2.2)	New teacher training, professional development, and ongoing learning support.		No
4	Positive Behavior Interventions and Support (PBIS) (ELE 2.3)	PBIS chair to oversee and lead the district wide implementation of PBIS services and support.		
5	Student Assistance Program support (SAP) (ELE 2.6)	Student Assistance Program support chair and resources to lead and facilitate district wide Multi-Tiered Systems of Support implementation and services to address the academic and social-emotional needs.		Yes
6	Behavior Intervention Team Services (ELE 2.7)	Behavior Intervention Team leadership and services that provide direct services and staffing support to classrooms and schools across the district focused on addressing the behavioral and mental health needs of students and creating systems and implementing strategies in support of student groups accessing their learning while developing behavioral age appropriate strategies to regulate their well-being and behavior while in the classroom and at school.		Yes

Action #	Title	Description	Total Funds	Contributing
7	Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8)	Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.		Yes
8	Over Formula Position School Site Support (ELE 2.14)	Over formula staffing support at school sites to ensure programs and services have the staffing support needed to provide high quality educational experiences for students, staff, and families.		Yes
9	Google Monitoring System (ELE 3.1)	Computer software to monitor student computer usage, provide Instructional Support student alerts of unsafe online behavior, and ensure that the system is helping students to use their instructional technology in digital civically responsible ways.		Yes
10	Base Instruction and Teacher Staffing (ELE 6.1)	To employ the certificated instructional staff needed to effectively run the base services provided by the District.		No
11	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2)	Providing extended learning time for our transitional kindergarten, kindergarten, and middle school students.		Yes
12	Family and Community Staffing Support (ELE 7.1)	Parent liaison and resources support to address the ongoing needs of student groups and the surrounding community related to the development of family resource centers on school campuses to address student and family needs.		Yes

Action #	Title	Description	Total Funds	Contributing
13	Social Services For Foster Youth Students (ELE 7.2)	Social services case managers, community assists, and resources to provide direct services to youth in foster care.		Yes
14	Social Services For Families In Transition (ELE 7.3)	Social service case managers, social worker assist, and resources to provide direct services for families in transition, unaccompanied youth, unsheltered and homeless youth.		Yes
15	Subacute Healthcare Services Response & Management (ELE 8.1)	Direct health services provided to students and families across the district by licensed vocational nurses and health care assists to address the various health and well-being needs of students and families.		Yes
16	Healthy Start Coordinators (ELE 8.2)	Healthy Start Coordinators manage and facilitate the resources and services provided at the Wellness Centers at all of the comprehensive high schools ensuring student and family access to health and wellness resources and direct services.		Yes
17	Community Resource Liaison Program Coordinator (ELE 8.3)	Community Resource Liaison Program Coordinator supports and manages the partnerships with outside agencies and the health services provided within the District and services provided within the Wellness Centers to increase and improve student and family access to health care needs and direct services.		Yes

Action #	Title	Description	Total Funds	Contributing
18	Wellness Centers Staffing Support (ELE 8.6)	Nurses to support the Wellness Centers at the four comprehensive high schools and support the small high schools health needs and a family nurse practitioner to facilitate the services provided at the Sutter St. Clinic located in the District Central Enrollment building.		Yes
19	Mental Health Clinicians (ELE 9.15)	Mental Health Clinicians provide mental health direct services to students, families, and staff district wide.		Yes
20	Trauma-Informed Care and Responsive Schools (ELE 9.16)	Trauma-informed care and responsive schools resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and social-emotional supports provided to students.		Yes
21	Ethnic Studies Teacher On Special Assignment (ELE 9.18)	Ethnic Studies Teacher On Special Assignment to lead and facilitate the increased and improved access to Ethnic Studies learning experiences while engaging with students, staff, families, and the community in developing a comprehensive Ethnic Studies program and curriculum.		Yes
22	School Counselors (ELE 10.1)	School counselors at all school sites provide academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.		Yes

Action #	Title	Description	Total Funds	Contributing
23	Restorative Practices and Responsive Schools (ELE 10.3)	Restorative practices and responsive schools resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.		Yes
24	LGBTQ+ Equity and Inclusion Workshops and Training	Provide training, workshops, and resources in support of increasing and improving equity and inclusion for all LGBTQ+ students.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a desire to improve the actions and services provided across the district focused on family participation and involvement, student leadership, enrichment activities supporting improved access to music, arts, and sports experiences, focused on increasing student engagement, daily student attendance, family involvement, and student rates of graduation. SUSD plans on increasing student attendance, family involvement, and student graduation rates through actions that support improving student access to arts, music, sports, and leadership experiences, and increasing communication and involvement opportunities with families on supporting student daily attendance, setting and supporting academic and attendance goals for students, and high school graduation plans in support of all students progressing towards the goal of graduating all students college, career, and community ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) Parent, guardian, family district committee meetings held (PAC, AABPAC, LxPAC, DELAC, CAC) (Data collected from Family Engagement and Education Office	36 meetings (2020-2021)				40

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Language Development Office). PAC: Parent Advisory Committee AABPAC: African American Black Parent Advisory Committee LxPAC: LatinX Parent Advisory Committee DELAC: District English Learner Advisory Committee CAC: Community Advisory Committee					
(3A) Parent, guardian, and family training/workshops offered and held across the District (Family Engagement and Education Calendar, District Calendar of Family Training/Workshops, Data from Educational Services and Student Support Services Departments).	180 training/workshops (2020-2021)				180

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) English as a Second Language courses offered to families across the district (Local Data of ESL courses offered and at what school sites).	5 courses offered (2019-2020)				10
(3A) Parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD (as measured by beamentor.org data).	1,151 parents, guardians, or family members (2020-2021)				1,200
(3A) Parent, guardian, family college and career focused events and or informational meetings offered annually (Local data, counselor department reported data, and district event calendar of events and	386 events and informational meetings (2020-2021)				400

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
informational meetings offered).					
(3A) Parent, Guardian, Family Trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated & Integrated ELD (Language Development Office and Family Education and Engagement Office reported data).	10 training/workshops (2020-2021)				30
(5A) Parent, Guardian, Family training and workshops held focused on mental health and healthy well-being (Counseling and Mental & Behavioral Health department reported data).	68 training workshops (2020-2021)				80

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5A) Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs (Counseling and Mental & Behavioral Health department reported data).	2,992 lessons (2020-2021)				3,000
(5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students (Data reported out by the Counseling department/Synergy).	3,271 SST meetings (2020-2021)				3,300
(5B) Chronic absenteeism rates for all enrolled students (CALPADS, CA School Dashboard).	K-8th grade: 17.1% (2019-2020) 9th-12th grade: 26.7% (2019-2020)				K-8th grade: 14% 9th-12th: 22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5B) Chronic absenteeism rates for all enrolled student groups (CALPADS, CA School Dashboard). FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White	(2019-2020) FY: K-8th= 22.20% & 9th-12th= 45.4% EL: K-8th= 11.90% & 9th-12th= 27.80% SED: K-8th= 18.60% & 9th-12th= 28.4% SWD: K-8th= 22.70% & 9th-12th= 37.50% AA: K-8th= 31.60% & 9th-12th= 34.90% AI: K-8th= 22.20% & 9th-12th= 43.60% AS: K-8th= 8.10% & 9th-12th= 15.90% FI: K-8th= 4.70% & 9th-12th= 11.50% HI: K-8th= 16.30% & 9th-12th= 26.20% HOM: K-8th= 42.30% & 9th-12th= 55% MR: K-8th= 20.50% & 9th-12th= 42.20% PI: K-8th= 15.70% & 9th-12th= NA% WH: K-8th= 20.20% & 9th-12th= 35.20%				FY: K-8th = 18% & 9th-12th= 38% EL: K-8th= 8% & 9th-12th= 22% SED: K-8th= 15% & 9th-12th= 22% SWD: K-8th= 18% & 9th-12th= 32% AA: K-8th= 25% & 9th-12th= 28% AI: K-8th= 18% & 9th-12th= 36% AS: K-8th= 4% & 9th-12th= 10% FI: K-8th= 2% & 9th-12th= 8% HI: K-8th= 12% & 9th-12th= 20% HOM:K-8th= 34% & 9th-12th= 45% MR: K-8th= 16% & 9th-12th= 38% PI: K-8th= 12% & 9th-12th= 8% WH: K-8th= 16% & 9th-12th= 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5E) Four-five year combined for high school graduation rate for all students (CA School Dashboard, DataQuest).	77.40% (2019-2020)				86%
(5E) Four-five year combined all high school graduation rate for all student groups (CA School Dashboard, DataQuest). FY: Foster Youth EL: English Learner SED: Socioeconomically Disadvantaged SWD: Students with Disabilities AA: African American AI: American Indian or Native Alaskan AS: Asian FI: Filipino HI: Hispanic	(2019-2020) FY: 74.40% EL: 66.80% SED: 77.30% SWD: 43.70% AA: 72.10% AI: 71.90% AS: 85.60% FI: 90.10% HI: 77.10% HOM: 67.10% MR: 78.40% PI: 92.90% WH:70%				FY: 80% EL: 75% SED: 85% SWD: 50% AA: 78% AI: 75% AS: 90% FI: 96% HI: 82% HOM: 72% MR: 82% PI: 94% WH: 76%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HOM: Homeless MR: Two or More Races PI: Pacific Islander or Native Hawaiian WH: White					
(5D) High school dropout rate (CALPADS).	5.7% (2019-2020)				1%
(5C) Middle school dropout rate (CALPADS).	0.0009% (2019-2020)				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent, Guardian, and Family Workshops, Training, and Events (MP 1,1)	Resources, workshops, training, and events that provide direct services, engagement, and involvement of parents, guardians, and family members facilitated by the Family Engagement and Education Office leadership and parent liaisons.		Yes

Action #	Title	Description	Total Funds	Contributing
2	Adult Literacy and English As A Second Language Training For Families (MP 1.3)	Supported by the School For Adults, adult literacy, civics, and English As A Second Language (ESL) courses and training offered to parents, guardians, and families across the district.		No
3	District Communication and Stakeholder Engagement (MP 2.1)	The district webmaster, Blackboard, Qualtrics, and communication outreach and engagement events supported in providing ongoing communication, outreach, and engagement with all stakeholders.		Yes
4	Translator and Interpreter Specialist Services (MP 2.2)	District translator and interpreter specialists that provide services to ensure documents, meetings, outreach, and communication can be accessed by families and families are provided with inclusive multi-lingual services.		Yes
5	Student Clubs and Career Job-Skill Based Experiences (MP 4.1)	Providing students access to career and technical student organizations, student activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.		Yes
6	Student Leadership & Engagement Experiences (MP 4.2)	Peer Leaders Uniting Students (PLUS) program experience provided to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.		Yes

Action #	Title	Description	Total Funds	Contributing
7	Student Athletic Programs (MP 4.5)	Resources and staff to ensure that students are provided with access to athletic experiences and programs.		Yes
8	Student Access To Leadership Conferences (MP 4.8)	Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.		Yes
9	Visual and Performing Arts Activities and Resources	Visual and Performing Arts (VAPA) activities, staff, and resources to increase student access to music, dance, and art experiences.		Yes
10	Music Coordinator (MP 6.2)	Music coordinator oversees and manages the scheduling, resources, and educational training provided to both the VAPA and PE staff district wide.		Yes
11	Arts Resource Teachers (MP 6.3)	Arts resource teachers to provide art lessons and learning experiences to students in the elementary and middle school grades.		Yes
12	TK-8th Grade Music Teachers (MP 6.4)	Music teachers to provide music lessons and experiences to TK-8th grade students across the district.		Yes
13	Student Attendance Accountability &	Student attendance accountability, family outreach and communication supported by office assistants at schools sites to		Yes

Action #	Title	Description	Total Funds	Contributing
	Family Outreach (MP 7.1)	address the challenges and barriers families face in ensuring students have consistent daily attendance.		
14	Truancy Intervention and Outreach (MP 7.2)	Truancy intervention and outreach staff and resources to address students who are not attending school, missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention.		Yes
15	Universal Transportation Access For SUSD Students (MP 7.4)	Providing access to free public transportation bus passes for all students who need increased support in accessing transportation to and from school.		No
16	Central Enrollment Direct Services To Families (MP 7.5)	Central enrollment direct services to families and support focused on increasing and improving access to families in transition, foster youth, and second language services integrated into the enrollment experience. Staff and resources are provided focused on providing an enrollment experience for students and families that focus on connecting students and families with the school that best fits the academic and social-emotional needs of the student or students being enrolled.		Yes
17	Native American Outreach and Support (MP 7.6)	Native American and Indigenous Center provides cultural, academic, social-emotional, career and college, community, family, and many other forms of direct services and support to the Native American and Indigenous students and families within the district.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

81% 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 increased or improved services that are principally directed towards addressing above and beyond the needs of enrolled students with unique and diverse needs. 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 of the SUSD LCAP focus is on addressing priority state standards 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 and local 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 through providing data-based instructional practices that address the foundational and standards-based skill proficiencies in the academic core content areas. 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 post-secondary experiences, and access to after school tutoring and enrichment opportunities.

Goal 1 addresses actions/services that support high quality 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 English learners, foster youth, and low-income students, focused on addressing the reading and mathematical skills and standards that need to be addressed aligned with the distance learning disengagement and struggles faced by many students during 2020-2021. Collaboration time occurs at all school sites where teachers analyze high priority student group data and identify learning strategies and supports to ensure the academic learning needs of low-income, foster youth, and English learner students are being addressed and what supplemental support and interventions are needed to increase student achievement and access to social-emotional development experiences. School sites servicing high percentages of English learners are able to increase primary language support services beyond base services, increase the tutoring and enrichment opportunities, offer a focused English learner academic hour of additional support 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 or through virtual experiences. School sites are provided with LCFF site allocations to address unduplicated student needs aligned with their needs assessment data and stakeholder input addressing increasing academic and attendance incentives, supplemental learning supplies, and family engagement opportunities focused on increasing attendance and academic achievement aligned with the expected annual measurable outcomes for high priority student groups. 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, receive college and financial aid documentation completion and submission support, and receive career exploration and academic guidance lessons and learning experiences. 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 counselors and teachers, 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.

Student Technology SA 1 - This service of instructional safety software allows teachers and district Instructional Technology staff to monitor student activities on their Chromebooks and Windows machines to progress monitor learning and proactively address responsible digital citizenship and usage by students. This service is aligned with 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 allowing for foster youth, low-income, and English learners to have access to small group teacher led instruction. District survey data has demonstrated stakeholder desire and the need for continued support for foster youth, families in transition, English learners, low-income students to be provided with a laptop, within the school year of 2021-2022, that the students are

able to use both within school and their place of residence; also students within these high priority groups that have an ongoing need for access to the internet outside of school will be provided with a Wifi-hotspot ensuring connectivity with the desire to increase access for high priority students to the grade level standards-based curriculum as student data has shown full access to online curriculum resources, learning management systems used by teachers for instruction, and curriculum and district benchmark assessments increase student engagement in their learning and leads to increased student academic achievement as measured by student report card data. One big challenge of being 1:1 laptop technology access is classroom management and the integration of instructional technology. With the transition of all students learning within the classroom and getting used to learning around other students again, this software will give teachers the tools to direct, guide, and manage their classrooms in our technology 1:1 environment, while increasing student engagement and involvement in the lesson they are being taught. 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.

SA 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, 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. English learner progress indicator shows that 43.6% of enrolled English learners making progress towards English language proficiency or maintaining the highest level on the ELPAC with English learner reclassification rates increasing each year 2015-2019 with the exception of the 2019-2020 school year due to various variables and the impacts of the COVID-19 pandemic. Our EL students greatest need based on the 2019 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, providing integrated professional development focused on English Language Development instructional strategies, and school site English Learner Academic Team (ELAT) meetings discussing the supports provided and needed to implement, thus, resulting in an increased rate of English learners meeting their academic goals, and increasing their rates of English proficiency and reclassification. The bilingual assistants provide improved supports within the classroom for English learners through primary language support and direct academic conversations and supplemental direct services to students within the classroom, during lessons, and within a one-on-one or small group setting.

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 high priority students 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) approach, while addressing the district's goals in the state priority areas 4, 7, and 8. District survey and California School Dashboard data shows an ongoing need for teacher collaboration time and supporting opportunities for teachers and families to have academic conferences. 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 high priority student groups. Local data supports the increase of teachers developing and using common formative assessments, analyzing student data to inform instruction to address the learning needs of high priority student groups, developing integrated ELD support within core subjects, and providing teacher family conferences to discuss the academic and social-emotional growth and needs of high priority students. Having this time allows for increased planning to identify the academic gaps and provide evidence-based interventions that scaffold the instruction. Providing our teachers and principals collaboration time increases above and beyond the time they would normally have to analyze data, plan instruction, and determine best differentiated instruction to deliver to our low-income, foster youth, and English learners, taking into account the impacts of the distance learning academic and social-emotional needs of low-income, foster youth, and English learner students.

SA 7: Student Intervention Strategies and Supports - These actions/services are 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. These actions/services increase the support students with high priority students who also have unique needs (IEP or 504 plans) will be provided with to ensure access to high quality rigorous instruction through using tiered evidence-based interventions and direct staff support within the classroom. The 2019 California Dashboard and local data indicates that our low-income students, English learners, and foster youth are performing at intensive levels of achievement and need strategic support to address the performance gaps; with the impacts of the COVID-19 pandemic and distance learning high priority students have demonstrated high levels of disengagement within the 2020-2021 school year. 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 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes). Progress data for high school students for the 2020-2021 school year demonstrated that hundreds of high school students in each grade have no credits earned for their classes and thousands of students per grade received No Marks for a course, meaning the student has to retake the course. The needs for ongoing intervention strategies and support was present prior to the pandemic and even more needed aligned with the impacts of distance learning and the COVID-9 pandemic. Local data demonstrates that students have been accessing the credit recovery programs and increasing credits that are needed to be made up by high school students and that due to the impacts of the COVID-19 pandemic and levels of high school student disengagement the need for interventions and credit recovery programs has increased and will be an ongoing need to improve supplemental supports provided to high priority student groups. Credit recovery programs will continue to be offered at the high schools; additional allocations to explore strategic site based initiatives for sites with high percentages of foster and homeless youth will be explored in order to provide additional tutoring and evidence-based intervention implementation opportunities. SUSD has done a reevaluation of the base program and the services that are provided to high priority students with disabilities and 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). Inclusion Specialist provide increased support for our high priority students with disabilities in the core program to ensure they have increased success with the broad course of study and provide improved collaboration between mainstream and resource teachers in support of increasing unduplicated pupils with disabilities 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. 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 and new teacher support is provided focused on supporting building teacher's capacity to using research-based high engagement strategies to meet the academic needs of enrolled foster youth, English learner, and low-income students. 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 and linguistically 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. Local survey data from professional development opportunities continues to show a need for instructional coach support in addressing the differentiated instructional strategies and Tier 1 and 2 support in addressing the learning needs within ELA and math for high priority student groups and providing feedback and support with implementing integrated ELD throughout the day. These services are principally directed and are an effective use of funds, targeting our unduplicated students (low-income, English learners, and foster youth) in meeting the district's goals in the state priority areas 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. Survey response data from training, workshops, and professional development offerings have demonstrated that instructional coaching support has directly assisted classroom teacher's levels of understanding and access to resources in implementing the adopted curriculum for ELA, Math, and ELD. This action/service supports instructional coach's 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. Through providing instructional coaching and new teacher support, high priority students with gain increased access to standards-based instruction, learning experiences that provide coherence, comprehension, and evidence-based opportunities for students to demonstrate and apply the grade level content they have learned. Having the opportunity to increase/improve the instruction that our low-income, 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, English Language Development, and Mathematics directly impacting student achievement.

SA 9: 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 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. Local assessment data continues to demonstrate the need for ongoing extended learning support for students as data for 2020-2021 shows that for English learners in the Fall 70% and in the Winter 60% and for low-income students in the Fall 48% and in the Winter 46% were two or more years below grade level in ELA as measured by local assessments, Many of our low-income students, English learners, and foster youth do not have opportunities to engage in structured activities outside their place of residence due to environmental factors or take part in sporting leagues due to transportation, financial, or other barriers. 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 & Departmental Allocation - In order to increase equity and improve the way in which site-based needs assessment outcomes are addressed, sites and departments are allocated funds aligned with the focus of the services they provide and 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 departments and individual school sites the ability to allocate programmatic elements that are clearly associated with meeting the essential core instructional needs of their high priority students. Local data continues to demonstrate the need for increasing the percentage of students participating in District assessments, increasing English learner reclassification rates, providing ongoing professional development focused on increasing student academic growth, and providing integrated professional learning opportunities aligned with curriculum implementation. 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 4 (pupil achievement), 7 (course access), and 8 (other pupil outcomes) through school site budgetary oversight. School sites and departments 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 tutors, after school enrichment programs, family engagement workshops, communication outreach, and supplementary learning supplies.

SA 11: College and Career Preparatory Opportunities - This action/service looks to improve the college and career opportunities that are provided to our low-income, 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 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, career exploration, college application and funding

documentation completion and submission support, course scheduling, and to provide opportunities for age appropriate college entrance examinations. Staff SAP and chair positions funded provide coordination of services focused on increasing high priority student access to college and career indicator courses, experiences, and guidance check-ins, and academic support. These activities will be geared toward our English learners, low-income, students with disabilities, and foster/ homeless youth populations to increase access to postsecondary 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 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. The last released California School Dashboard data and local indicators 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. This actions/services are 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 pupil achievement (state priority 4), course access (state priority 7), and other pupil outcomes (state priority 8). Data has demonstrated that high priority student groups are being served by after school enrichment and academic programs being offered, career exploration and academic data information lessons are being provided to students and families increasing student and family awareness of the different pathways and academic expectations offered and aligned with the high school experience and path to graduating from high school college and career ready. 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. With the support of counselors and guidance technicians, high priority students are provided with CTE course scheduling support and academic support to ensure they take the CTE courses in the correct sequence and complete the capstone course successfully. 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: Our high priority student groups of students who also are identified as students with disabilities (SWD) have been identified as needing support and strategic integration of evidence-based interventions to address the need for growth in the area of academic achievement, daily attendance, and rates of graduation. This action and service is aligned with state priority areas pupil achievement (state priority area 4), and course access (state priority 7). Data demonstrates an ongoing need for increased and improved support in providing high priority student groups who also have been identified with individualized exceptional needs through the IEP or 504 process with academic support within A-G high school courses and reading intervention access focused on increasing student's graduation and college and career readiness rates of performance growth. Increased support will be provided for beginning of the 2021-2022 school year which will entail additional reading intervention support for our students with our high priority student groups and 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. Resource teachers will continue to service the needs of unduplicated pupils who are high school students focused on increasing their academic support aligned with getting a C- or higher grade in A-G courses. 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, increasing access to A-G courses for our high priority students, and getting in class support with the 4 by 4 block schedule and high school graduation requirements. 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: 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. District library support staffing ensures that our high priority students have access to high interest book titles to check out, access to E-readers that have no late fees attached to them and the students can check out and access the books on their school laptops, and supporting school sites ensuring that students have full access to all curriculum of the content areas the students are enrolled in. This action and service is aligned with state priority 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. Survey and stakeholder feedback data continues to support the increased need for library and literature access support for students, which is directly supported by this action. Data continues to demonstrated that every professional development and training provided to school sites and families on how to access the student reading app (SORA) has had a direct increase in students accessing E-readers both at school and in their place of residence. Surveys and focus groups with high priority students has collected data on the high interest titles and books that students are interested in and have been added to the accessibility list of EBooks that students have access to. 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, strategic actions and services are principally directed towards our unduplicated pupil population as data and stakeholder input continues to demonstrate that performance gaps need to be addressed 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), implementation of state standards (state priority 2), and school climate (state priority 6). Analysis of district data, needs assessments, and stakeholder input continues to demonstrate that there 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, ethnic studies, and provide supports that build healthy inclusive communities. Interventions which integrate academic learning and positive behavior management may be appropriate in some schools. The relationship between family socioeconomic status and the academic performance of students has been well established in research, and in using student achievement or growth to evaluate a school's performance, it is important to ensure that the social-emotional needs of unduplicated pupils 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), implementation of state standards (state priority 2), and 6 (school climate). Inventory data showed that instructional staff had access to laptops and other forms of instructional technology that allowed for increased or improved instructional support to be provided to high priority students through providing learning management system activities, monitoring of student learning, outreach and ongoing communication with families and students through technology mediums, and the ability to provide diverse ways for students to apply and demonstrate what they have learned from standards-based lessons. 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 actions/services are 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), implementation of state standards (state priority 2), 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. Local data continues to demonstrate that with each year the District has reduced the amount of teacher vacancies, increased the training and support provided to school sites aligned with PBIS, which directly has improved student attendance and decreased suspension rates. 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. Positive Behavior Intervention Supports (PBIS) 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 low-income, 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 last released 2019 Fall California Dashboard results although, we are improving our number of student suspended we need to continue to decrease our suspensions. Our low-income, 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 high priority student groups 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 are funded to continue to provide training to all staff on using Restorative Practices to proactively build positive

relationships and supportive classroom communities that increase high priority student's sense of connection to school, focused on building relational trust and inclusive relationships for our foster youth, families in transition, English learners, and low-income students. 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 low-income students.

The Student Assistance Program (SAP) 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), implementation of state standards (state priority 2), 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. 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.

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. The Behavior Intervention Team actions and services are principally directed towards providing increased specialized trained staff in research-based behavioral management 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 student referrals for BIT support, the services will continue to ensure that foster youth, English learners, and low-income students continue to get access to the support and resources they need to actively engage in learning and instructional staff will continue to receive integrated behavioral management services to help create learning environments that meet the trauma-informed responsive needs of high priority students. 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 3: 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. Local data supports the improved ability of the District to monitor and respond student's academic and social-emotional needs aligned with content and communication support provided within the various learning management systems that are used by students and staff to interact, communicate, and take part in computer-based learning activities. 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 timelier 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), 2 (implementation of state standards), and 6 (school climate) through hiring and retention of high-quality teachers and paraprofessionals. Attendance data shows that this service has provided access to all high priority students to all day transitional kindergarten and kindergarten academic experiences to ensure that students are receiving increased access to foundational academic, social, and developmentally appropriate activities led by a certificated teacher. 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: Parent/Guardian & Community Relations and social services are 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). Stakeholder feedback continues to share the need for increased support and direct services provided within the school day and in connecting families with outside resources for high priority student groups. Data supports the need to provide support to increase the needed services for our foster youth and families in transition students and that the high school point person, social case managers, and parent liaisons have provided supports that have increased high priority student attendance, completion of FAFSA and college application forms, family access to resources addressing housing, food insecurity, and health and mental wellness direct services. Based on current needs, and research, outcomes on all reports from the last released California School Dashboard and local indicator data demonstrated that our foster youth students are in need of additional support focused on increasing attendance and academic achievement. 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 parent liaisons, social service case managers, community assist, social worker assist, and social service case managers are funded to improve and increase the direct services provided to foster youth and families in transition students; these direct services will help to address unduplicated student's habitual truancy and chronic absenteeism rates and conduct student conferences, home visits, and outreach efforts to connect families with community based resources to assist with addressing the need for increased positive attendance of unduplicated pupils. This action and service takes into consideration the need of unduplicated pupils to attend school every day 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. This action and service directly addresses the diverse needs of our foster youth and families in transition students by providing them with the following direct services: informational meetings, training, and workshops informing students and families of their rights, enrollment assistance and student paperwork support, case management and

advocacy, school supply assistance, getting access to transportation assistance, student service referrals, and referrals to community agencies for increased access to resources and support.

LE 8: Health Services- Strategic services are needed to be increased to address the health and well-being of low-income 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 and in which the COVID-19 pandemic has increased the impacts and achievement gaps, by providing students and families with appropriate health service interventions to be healthy and enhance their ability to learn and address any barriers to foster youth, English learners, and low-income students from attending and engaging school on a consistent daily basis. Data shows that increased subacute health services have been provided to high priority students, improving student access to direct health services, and addressing health related barriers and challenges to student daily attendance. 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 licensed vocational nurses and 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, and supported by a Family Nurse Practitioner who works within the Sutter Creek clinic. 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, impacts of the COVID-19 pandemic, 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: Mental Health Clinicians, Trauma Informed & Restorative Schools, & Ethnic Studies principally directed towards and effective in addressing mental health, trauma-informed, and Ethnic studies needs of unduplicated pupils and their families. These direct supports are increasing access to services through providing each school with access to a 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, trauma-informed and restorative practices training and resources, and Ethnic Studies to address the cultural and linguistically responsive teaching and learning needs aligned with providing high quality first instruction that meets the diverse needs of our high priority students.. This action/service is aligned with addressing the state priority areas 1 (basic services), 2 (implementation of state standards), and 6 (school climate). Across the school District all school sites are supported by direct services provided by Mental Health Clinicians and ongoing professional development and workshops focused on mental health support and topics related to high priority students are provided to staff and families. 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. Taking into consideration the diverse and strategic mental health, trauma-informed care, and restorative practice needs related to data analysis and the daily realities of our high priority student groups, these actions and services improve the learning environments within tier 1 for students while increasing student, staff, and family access to tier 2 and 3 services provided focused on social-emotional well-being and Ethnic Studies. Through a Multi-Tiered System of Supports (MTSS) approach to providing mental health services, trauma informed care, and restorative practices, staff will be provided with the training and resources to address the need to have tailored responses and increased depths of understanding for our unduplicated pupils who have experienced trauma. 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. Funds are also utilized to increase and improve high priority student's access to Ethnic Studies learning experiences to address the cultural learning and rigorous learning experiences to support high priority student's ability to increase their cultural capital and college readiness experiences.

LE 10: 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 last released 2019 Fall California Dashboard results for all three high priority student groups for chronic absenteeism was intensive and academic achievement for ELA and Math were also intensive. The California School Dashboard data and most up-to-date data showed that only 21.9% 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 2021-2024 LCAP will support the staffing of counselors at all school sites 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 with 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.

Goal 3, Meaningful Partnerships, actions and services are principally directed towards our unduplicated pupil population as data and stakeholder input continues to demonstrate that there 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 addressing the need that existed prior to the pandemic and due to the impact of COVID-19 of 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.

MP 1: Parent/Guardian/Family Engagement is focused on developing and fostering relationships with high priority student group's parents/guardians that lead to active and meaningful engagement supporting student academic success, increased daily attendance, increased foster youth, English learners, and low-income student's rates of high school graduation. 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. Direct services and workshops were provided with multiple options of access every month focused on academic, social-emotional, college and career, and student support to families aligned with the topics and focus that families shared they felt they needed support and increased learning opportunities with in providing support to their children. Monthly meetings were held for increased family committees (PAC, CAC, LatinX, AABPAC). Increased services for parent and community outreach, which will include parent/guardian training and access to community resources, will continue to be provided, aligned with stakeholder feedback and identified needs, by the support of parent liaisons, community assists, student support services, and the Family Engagement and Education office.

MP 2: Parent/Guardian/Family and School Communication focus 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

integration 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 as data has shown that parents and guardians of foster youth, families in transition, English learners, and low-income students wish to both receive information and communicate through cell or mobile phone messaging. Communication and survey platforms are funded to allow for ongoing outreach and stakeholder voice and experience sharing of the voices of our high priority student groups families. 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: Student Engagement and Leadership Opportunities focus on providing 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. 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.
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 low-income youth populations. 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.

MP 6: Providing our high priority students with access to the Arts is an ongoing data supported service and a needed integration of creativity, self-expression, and engagement that many of our high priority students have shared is the part of school they enjoy the most and are excited about attending school for. Implementation of this action has increased certificated staff with arts and music credentials to provide direct services and art experiences for high priority students while increasing student access to diverse forms of culturally responsive educational experiences. LCAP survey data showed that students, staff, and community members all desired ongoing support in implementing arts experiences and opportunities for students. Student focus group data demonstrated that students felt a greater connection with school and reason to attend school on a daily basis at the high school level due to their experiences in their art classes and

positive relationships they had with the teachers who taught VAPA courses. Increase of family functions and events where students perform and showcase their art has also helped to build school culture and increase involvement of families. Funds supporting arts and music teachers directly addresses the need to engage our high priority students and increase their feeling of connectedness to school. These improved services support students feeling engaged which directly impacts student attendance in a positive way.

MP 7: In partnership with Regional Transit District, SUSD will provide students, principally directed towards meeting the transportation needs of unduplicated pupils, with free transportation bus passes to and from school, no matter the distance from the student's school site, using public transit services. 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. The Central Enrollment department provides direct services for newly enrolled families and connects all guardians of foster youth, parents and guardians of families in transition and English learner students with resources, enrollment support, and an intake process that helps explain the family and student expectations of the school or schools the child or children are being enrolled in. The Central Enrollment department is in the same building as the office of Special Education services, Families in Transition and Foster youth services, and the Sutter St. health clinic, so during the intake enrollment process families are provided with increased access to important information and direct services related to unique needs of students belonging to high priority student groups. The Native American Outreach and Support center provides direct support to low-income, foster youth, and families in transition Native students and families addressing the areas of student attendance, mental health and well-being, academic intervention supports, and college and career readiness. The center provides supplemental supports and outreach that address the high rates of chronic absenteeism and disengagement of learning opportunities by building relationships, creating an inclusive community, and providing resources and workshops that increase family and student engagement in the learning process across the school district.   Services and supports provided by the Native American Center are provided to students while they are within the school district and also follows them while students are enrolled in college to provide supplemental ongoing support for student transition and integration into academic experiences beyond high school graduation. 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 2021-2022 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 as the year of distance learning and impacts of the COVID-19 pandemic have created an increased need in these prospective areas while also needing to support student's reengagement with in-person school culture and learning engagement. 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. Building partnerships directly supports SUSD's ability to use best practices in

increasing and improving the actions and services being provided to all students while principally addressing the needs of our high priority student groups.

Stockton Unified School District's (SUSD) funding for Supplemental and Concentration grants based on the number of low-income, foster youth, and English learner students. SUSD focuses supplemental resources directly into schools in support of addressing and ensuring that actions and services are focused on meeting the needs of students and families that have unique needs. To meet our goals and address the diverse needs of our unduplicated students, SUSD is focused on ensuring that all students have access to high quality first instruction and tiered levels of support through a integrated and systems approach of providing district-wide professional development to both classified and certificated staff focused on implementing research-based practices to meet the learning needs specific to English learners, low-income, foster youth, and students with disabilities. Professional development and learning opportunities occur on collective days where staff are provided with all day professional learning opportunities and throughout the year school sites provide onsite and within the instructional day professional learning and development experiences focused on building a community of learning and teaching that provides equitable instruction that addresses the learning needs and approaches that increases student engagement and involvement, utilizes student data analysis and assessments to inform instructional practices, with the focus of increasing student's levels of proficiency in their academic content areas and core college and career skill abilities. The focus of built in monthly collaboration focuses on instructional practices and student data related to the four Professional Learning Community guiding questions of: What is it we want our students to know? How will we know they are learning? How will we respond when students don't learn? How will we enrich and extend learning for students when they are proficient? (Buffum, Mattos, & Weber 2012). The LCAP goals, expected annual measurable outcomes, and funded actions and services are focused on providing high priority students with collaborative learning experiences that directly support continuous student academic growth and social-emotional development that builds student resilience and skills in preparation of graduating from high school prepared for college and career readiness.

Stockton Unified School District (SUSD) LCAP is focused on increasing or improving actions and services to high priority student groups while providing equitable academic and social-emotional actions and services that are provided to all students addressing the need for increasing student academic achievement, providing equitable learning environments, and building meaningful partnerships. SUSD is committed to providing actions and services focused on addressing the academic growth and social-emotional development needs of high priority student groups 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). Across SUSD we provide actions and services to meet the data-based and stakeholder identified needs of our high priority student groups aligned with the California School Dashboard and local indicator data. SUSD values 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, both before and due to the impacts of the COVID-19 pandemic, our high priority students continue to struggle in the following areas: meeting or exceeding grade level standards in English Language Arts &

Mathematics as measured by the state standardized assessment (CAASPP) and district assessments, English Language Development Proficiency and attainment of reclassification status as measured by the state standardized assessment (ELPAC), positive daily attendance, college and career readiness, reduced suspension incidents, and high school cohort graduation rates. Services provided to our high priority student groups increase and improve student access to counseling and mental health services, academic and career guidance, supplemental academic resources, student leadership opportunities, Career Technical Education pathways, before, during, and after school academic interventions and support, art and music experiences, professional development and learning support for instructional staff, access to instructional technology, and behavioral and attendance support to address the diverse needs of our students in maintaining consistent daily attendance.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Student Technology For Learning & Connectivity (SA 1.1)					
1	2	English Learners Foster Youth Low Income	Laptop Learning Monitoring Software (SA 1.2)					
1	3	English Learners	Bilingual instructional program support for K-12th grade students (SA 3.1)					
1	4	English Learners	English Language Development Coaching & Instructional Support (SA 3.2)					
1	5	English Learners	English Language Proficiency Professional Development (SA 3.3)					
1	6	English Learners Foster Youth Low Income	Teacher Collaboration, Professional Development, & Academic Support (SA 5.1)					
1	7	English Learners Foster Youth Low Income	School Site Administrators Leadership Professional Learning Development (SA 5.2)					
1	8	All	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Learning and High School Credit Recovery Support & Programs (SA 7.3)					
1	10	English Learners Foster Youth Low Income	IEP and Student Data Meetings (SA 7.6)					
1	11	English Learners Foster Youth Low Income	Special Education Inclusion Specialists (SA 7.7)					
1	12	English Learners Foster Youth Low Income	Reading Intervention Support (SA 7.8)					
1	13	All	New Teacher Support (SA 7.9)					
1	14	English Learners Foster Youth Low Income	Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11)					
1	15	English Learners Foster Youth Low Income	Instructional Coaches (SA 8.1)					
1	16	English Learners Foster Youth Low Income	New Teacher Support (SA 8.3)					
1	17	English Learners Foster Youth Low Income	Afterschool tutoring, homework help, and enrichment (SA 9.1)					
1	18	English Learners Foster Youth Low Income	Expanded Afterschool Program Offerings (SA 9.4)					
1	19	English Learners Foster Youth Low Income	School Site Budget Allocations (SA 10.1)					
1	20	English Learners Foster Youth Low Income	District Departmental Budgets Focused On Increased Student Achievement (SA 10.2)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	21	All	Advancement via Individual Determination Program (AVID) (SA 11.2)					
1	22	English Learners Foster Youth Low Income	Career Center Development & Resources (SA 11.3)					
1	23	English Learners Foster Youth Low Income	High School Student Data Support (SA 11.5)					
1	24	English Learners Foster Youth Low Income	Career Technical Education Pathways Access (SA 11.6)					
1	25	All	Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7)					
1	26	English Learners Foster Youth Low Income	Public Safety Academy Program Leadership (SA 11.8)					
1	27	English Learners Foster Youth Low Income	Engineering Career Pathways and STEM Resources and Support (SA 11.9)					
1	28	English Learners Foster Youth Low Income	College Entrance Exams Administration and Access (SA 11.11)					
1	29	English Learners Foster Youth Low Income	Career Exploration Software and Programs (SA 11.14)					
1	30	English Learners Foster Youth Low Income	College and Career Readiness Student Services & Support (SA 11.15)					
1	31	English Learners Foster Youth Low Income	In-School College Entrance Exam Administration for 11th and 12th grade students (SA 11.16)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	32	English Learners Foster Youth Low Income	Increased Student Access to A-G High School Courses (SA 12.2)					
1	33	English Learners Foster Youth Low Income	District Library and Literacy Support (SA 13.1)					
1	34		Student Access To Ebooks (SA 13.2)					
2	1	English Learners Foster Youth Low Income	Information Services Technology Support and Resources (ELE 1.2)					
2	2	English Learners Foster Youth Low Income	Staffing Support Resources For High Needs Specialized Positions (ELE 2.1)					
2	3	All	New Teacher Training (ELE 2.2)					
2	4	English Learners Foster Youth Low Income	Positive Behavior Interventions and Support (PBIS) (ELE 2.3)					
2	5	English Learners Foster Youth Low Income	Student Assistance Program support (SAP) (ELE 2.6)					
2	6	English Learners Foster Youth Low Income	Behavior Intervention Team Services (ELE 2.7)					
2	7	English Learners Foster Youth Low Income	Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8)					
2	8	English Learners Foster Youth Low Income	Over Formula Position School Site Support (ELE 2.14)					
2	9	English Learners Foster Youth Low Income	Google Monitoring System (ELE 3.1)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	10	All	Base Instruction and Teacher Staffing (ELE 6.1)					
2	11	English Learners Foster Youth Low Income	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2)					
2	12	English Learners Foster Youth Low Income	Family and Community Staffing Support (ELE 7.1)					
2	13	English Learners Foster Youth Low Income	Social Services For Foster Youth Students (ELE 7.2)					
2	14	English Learners Foster Youth Low Income	Social Services For Families In Transition (ELE 7.3)					
2	15	English Learners Foster Youth Low Income	Subacute Healthcare Services Response & Management (ELE 8.1)					
2	16	English Learners Foster Youth Low Income	Healthy Start Coordinators (ELE 8.2)					
2	17	English Learners Foster Youth Low Income	Community Resource Liaison Program Coordinator (ELE 8.3)					
2	18	English Learners Foster Youth Low Income	Wellness Centers Staffing Support (ELE 8.6)					
2	19	English Learners Foster Youth Low Income	Mental Health Clinicians (ELE 9.15)					
2	20	English Learners Foster Youth Low Income	Trauma-Informed Care and Responsive Schools (ELE 9.16)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	21	English Learners Foster Youth Low Income	Ethnic Studies Teacher On Special Assignment (ELE 9.18)					
2	22	English Learners Foster Youth Low Income	School Counselors (ELE 10.1)					
2	23	English Learners Foster Youth Low Income	Restorative Practices and Responsive Schools (ELE 10.3)					
2	24		LGBTQ+ Equity and Inclusion Workshops and Training					
3	1	English Learners Foster Youth Low Income	Parent, Guardian, and Family Workshops, Training, and Events (MP 1,1)					
3	2	All	Adult Literacy and English As A Second Language Training For Families (MP 1.3)					
3	3	English Learners Foster Youth Low Income	District Communication and Stakeholder Engagement (MP 2.1)					
3	4	English Learners Foster Youth Low Income	Translator and Interpreter Specialist Services (MP 2.2)					
3	5	English Learners Foster Youth Low Income	Student Clubs and Career Job-Skill Based Experiences (MP 4.1)					
3	6	English Learners Foster Youth Low Income	Student Leadership & Engagement Experiences (MP 4.2)					
3	7	English Learners Foster Youth Low Income	Student Athletic Programs (MP 4.5)					
3	8	English Learners Foster Youth Low Income	Student Access To Leadership Conferences (MP 4.8)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	9	English Learners Foster Youth Low Income	Visual and Performing Arts Activities and Resources					
3	10	English Learners Foster Youth Low Income	Music Coordinator (MP 6.2)					
3	11	English Learners Foster Youth Low Income	Arts Resource Teachers (MP 6.3)					
3	12	English Learners Foster Youth Low Income	TK-8th Grade Music Teachers (MP 6.4)					
3	13	English Learners Foster Youth Low Income	Student Attendance Accountability & Family Outreach (MP 7.1)					
3	14	English Learners Foster Youth Low Income	Truancy Intervention and Outreach (MP 7.2)					
3	15	All	Universal Transportation Access For SUSD Students (MP 7.4)					
3	16	English Learners Foster Youth Low Income	Central Enrollment Direct Services To Families (MP 7.5)					
3	17	English Learners Foster Youth Low Income	Native American Outreach and Support (MP 7.6)					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$0.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Technology For Learning & Connectivity (SA 1.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	2	Laptop Learning Monitoring Software (SA 1.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	3	Bilingual instructional program support for K-12th grade students (SA 3.1)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	4	English Language Development Coaching & Instructional Support (SA 3.2)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	5	English Language Proficiency Professional Development (SA 3.3)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	6	Teacher Collaboration, Professional Development, & Academic Support (SA 5.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	School Site Administrators Leadership Professional Learning Development (SA 5.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	9	Learning and High School Credit Recovery Support & Programs (SA 7.3)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Edison, Franklin, Stagg, Chavez, Stockton High, Jane Frederick, Merlo, and Weber High School 9th-12th grades		
1	10	IEP and Student Data Meetings (SA 7.6)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	11	Special Education Inclusion Specialists (SA 7.7)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	12	Reading Intervention Support (SA 7.8)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Edison, Stagg, Franklin, Chavez, and Jane Frederick High Schools.		
1	14	Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Stockton High, Jane Frederick, Merlo, and Weber High School 9th-12th		
1	15	Instructional Coaches (SA 8.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	16	New Teacher Support (SA 8.3)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	17	Afterschool tutoring, homework help, and enrichment (SA 9.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	18	Expanded Afterschool Program Offerings (SA 9.4)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kohls, Commodore Skills, Public Safety Academy, and Franklin schools 1st-12th grades		
1	19	School Site Budget Allocations (SA 10.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	20	District Departmental Budgets Focused On Increased Student Achievement (SA 10.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	22	Career Center Development & Resources (SA 11.3)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edison, Chavez, Franklin, and Stagg high schools.		
1	23	High School Student Data Support (SA 11.5)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Franklin, Edison, Chavez, Stagg, and Jane Frederick high schools.		
1	24	Career Technical Education Pathways Access (SA 11.6)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Weber, and Stagg high schools.		
1	26	Public Safety Academy Program Leadership (SA 11.8)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Public Safety Academy		
1	27	Engineering Career Pathways and STEM Resources and Support (SA 11.9)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	28	College Entrance Exams Administration	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		and Access (SA 11.11)		Low Income			
1	29	Career Exploration Software and Programs (SA 11.14)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	30	College and Career Readiness Student Services & Support (SA 11.15)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	31	In-School College Entrance Exam Administration for 11th and 12th grade students (SA 11.16)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Chavez, Stagg, Franklin, Edison, Weber, Merlo, Stockton High, Jane Frederick high schools.		
1	32	Increased Student Access to A-G High School Courses (SA 12.2)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Franklin, Edison, Stagg high schools.		
1	33	District Library and Literacy Support (SA 13.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	1	Information Services Technology Support and Resources (ELE 1.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2	Staffing Support Resources For High Needs Specialized Positions (ELE 2.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	4	Positive Behavior Interventions and Support (PBIS) (ELE 2.3)		English Learners Foster Youth Low Income	All Schools		
2	5	Student Assistance Program support (SAP) (ELE 2.6)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	6	Behavior Intervention Team Services (ELE 2.7)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	7	Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	8	Over Formula Position School Site Support (ELE 2.14)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Franklin, Edison, Stagg, Merlo, Weber, and Jane Frederick high school.		
2	9	Google Monitoring System (ELE 3.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	11	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	12	Family and Community Staffing Support (ELE 7.1)	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Taylor Leadership Academy schools.		
2	13	Social Services For Foster Youth Students (ELE 7.2)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	14	Social Services For Families In Transition (ELE 7.3)	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	15	Subacute Healthcare Services Response & Management (ELE 8.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	16	Healthy Start Coordinators (ELE 8.2)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Chavez, Edison, Stagg, and Franklin high school.		
2	17	Community Resource Liaison Program Coordinator (ELE 8.3)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	18	Wellness Centers Staffing Support (ELE 8.6)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	19	Mental Health Clinicians (ELE 9.15)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	20	Trauma-Informed Care and Responsive Schools (ELE 9.16)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	21	Ethnic Studies Teacher On Special Assignment (ELE 9.18)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	22	School Counselors (ELE 10.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	23	Restorative Practices and Responsive Schools (ELE 10.3)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	1	Parent, Guardian, and Family Workshops, Training, and Events (MP 1,1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	District Communication and Stakeholder Engagement (MP 2.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Translator and Interpreter Specialist Services (MP 2.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	5	Student Clubs and Career Job-Skill Based Experiences (MP 4.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	6	Student Leadership & Engagement Experiences (MP 4.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	7	Student Athletic Programs (MP 4.5)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	8	Student Access To Leadership Conferences (MP 4.8)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	9	Visual and Performing Arts Activities and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	10	Music Coordinator (MP 6.2)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	11	Arts Resource Teachers (MP 6.3)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	12	TK-8th Grade Music Teachers (MP 6.4)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	13	Student Attendance Accountability & Family Outreach (MP 7.1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	14	Truancy Intervention and Outreach (MP 7.2)	LEA-wide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
			Limited to Unduplicated Student Group(s)	Low Income			
3	16	Central Enrollment Direct Services To Families (MP 7.5)	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	17	Native American Outreach and Support (MP 7.6)	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.