

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Stockton Unified School District

CDS code:

39686760000000

Link to the LCAP:

(optional)

<https://www.stocktonusd.net/page/676#calendar18189/20200721/month>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, II, III & IV

Updated: October 8, 2021

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

We will establish a high-performing and caring culture in our schools, throughout the school district and in our community by:

- Establishing high and unambiguous expectations for adults and youth
- Implementing the support necessary for trauma-informed care and instruction
- Providing rigorous and engaging instruction at all levels
- Deeply invest in the development of all employees
- Ensuring high quality choices for all youth and their families in their education as well as their educational setting

We will improve our culture and community with a set of supporting elements that are for all youth and adults in SUSD:

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

This roadmap outline above can be broken into three overarching goals that directly link to our LCAP:

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.

Title funds will be used in the following way to support these three overarching goals:

Title I –

- Every school site will be assigned an Instructional Coach to support instructional practices. Due to teacher classroom vacancies, positions will be filled when possible.
- Implement AVID strategies
- Purchase and implement i-Ready and Illuminate assessment and accountability systems to monitor student achievement
- Expand digital library

Title II –

- Focus professional development on ELA/ELD and math curriculum and continue to include a deeper dive to the resources and program components of the curriculum.
- Provide district level curriculum specialists to support professional development in curriculum implementation, assessments (formative/summative), and standards/academic content
- Support teacher induction program

Title III –

- Professional Development to address the different needs of English learners including Newcomers and LTELS
- Extended day/year support
- Family Literacy program

Title IV –

- Trauma-informed counseling and restorative justice group therapy and community-building
- Crisis Intervention Training
- CHAMPS & PBIS support
- Family Wellness Trainings
- College readiness and mentoring support
- Departmental Collaboration to improve student passage rates in A-G courses
- STEM Educational Opportunities
- Technology support and PD

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Stockton Unified School District is committed to providing all students with an equitable, safe, and rigorous learning environment. SUSD is dedicated to setting clear, high standards and measurable goals, implementing rigorous curriculum that is culturally relevant and engaging, and providing high quality first instruction that infuses skills and techniques to enhance language learners academic success and scaffold when necessary. Progress monitoring of student readiness is aligned with integrated systems of academic measurement with ongoing progress monitoring and professional development that provides opportunities for educators to improve their craft and expertise aligned with

meeting the academic and social-emotional needs of all students. Moving forward, as a district we will continue to improve the ways in which we act in constant authentic partnership with youth, parents, guardians, and community. Our equity agenda is to invest in and support all, while providing additional support and investments for those who have been historically under served. The three goals SUSD has for our LCAP will lead to improved student outcomes and performance:

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

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

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

The LCAP goals directly align with the District's goals for students:

- Every child by the end of 3rd grade will read and comprehend at the proficient level.
- Every child will have access to high-quality, rigorous first instruction.
- Every child, by the end of 12th grade, will graduate and be college, career, and community ready.

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

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

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Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD followed the CDE's suggested process for Identifying Disparities. In analyzing the data, there are no strong correlations related to the percent of students who are minority or low-income, and the percentages of out-of-field, inexperienced, or ineffective/mis-assigned teachers. 80% of students are identified as minority, and 79% of students are identified as low income. The variance site-to-site in the percentages does not differ greatly.

A regression analysis found there were no significant differences in school sites across SUSD regarding any of the different combinations, minority students/inexperienced teachers or minority students/ineffective/mis-assigned teachers, and low-income students/inexperienced teachers or low-income students/ineffective/mis-assigned teachers. Districtwide approximately 9% of teachers are considered ineffective/mis-assigned and 4% are inexperienced. Finally, while our minority student population is 80%, a little more than half (51%) of our teacher population identify as non-White.

Teacher Retention suffered due to COVID-19 related reasons. SUSD had many resignations and retirements which has created many vacancies for the 2021-22 school year. In an attempt to fill vacancies, SUSD recently held a job fair to encourage teachers and other support staff to apply to work in our schools.

The District will provide a strong support net for new teachers, while honing their instructional skills in delivering high quality rigorous first instruction, by expanding the base of master teachers and developing better alignment between new teacher support, mentoring, coaching, and the induction program.

SUSD formed partnerships with the University of the Pacific, Stanislaus State University, and Teacher's College of San Joaquin and received grant funding to support teacher residency programs. These programs will compensate teachers for

their student teaching. This will allow the District to gain access to new teachers by hiring them straight out of their teacher preparation programs.

Three high schools have teacher academies for students who are interested in pursuing a career in education. Students are able to take college-level courses while completing their high school requirements and put themselves on a fast track to bachelor's degree and teaching credential attainment.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district supported identified schools in developing Comprehensive Support & Improvement (CSI) Planning Teams involving expanded School Site Councils with increased number of parents, community members and students. Each CSI school worked with planning teams, in coordination with district directors, to perform a comprehensive needs assessment, gap analyses, and a root cause analysis to develop improvement 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 San Joaquin County Office of Education's Continuous Improvement and Support team has been assisting sites as well along the way. The SUSD team and SJCOE team will meet regularly with a focus on organizing and overseeing the needs assessment process, guided in the development of the written CSI plan, and will continue to work on conducting an annual review as the process moves forward. Sites are encouraged to operate using expanded School Site Councils to ensure greater stakeholder voice.

School staff & family leaders develop & approve each school's Title I Parent & Family Engagement Policy and School-Parent Compact yearly. Documents are mailed to all parents in the summer, and reviewed at each school at their annual Title I Parent Meeting & SSC. Annually, SUSD staff review BP/AR 6020 pertaining to parent involvement ensuring all applicable changes are made in accordance w/federal and state legislation. Prior to the start of the new school year, District-level staff review w/District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) & Special Education Community Advisory Committee (CAC) the District's Parent Involvement Policy & survey (in both Spanish & English) identifying future parent involvement activities. Families are given an opportunity to ask questions about the different sections & provide feedback for changes. Applicable changes are made if needed. Families provide input regarding accessibility & accommodations needed to participate in meetings, learning opportunities, forums, & committees. SUSD provides training to parents using a 3-tiered approach: Tier 1: Foundational: teaches parents the difference between involvement & engagement at the school site & how to build meaningful relationships; Tier 2: Educational: teaches parents how to engage in their students' academic process & the meaning of an equitable education; Tier 3: Leadership: developing parent leaders to partner w/the school site & district to promote academic achievement. We've built strong collaboration partnerships to host an array of literacy programs. The district & school sites explore alternatives to offer trainings, workshops, advisory committee meetings at different dates, times, & locations to meet parent needs. SUSD uses a multi-level approach to providing our students' parents with information on state academic standards, state & local assessments, monitoring academic progress, migrant family literacy training & techniques to collaborate w/teachers to achieve student academic success. The multi-level approach includes professional learning for teachers and admin, parent-teacher/teacher-student conferences, parent workshops, parent advisories, & posting of website content.

Most school sites (w/space available) host parent resource rooms that are dedicated to providing parents w/support. Computers & applicable software help parents to better understand the use of computers and/ or support English language development. Rooms are also available for trainings where parents are taught how to support their students socially, emotionally & academically. School sites also coordinate many site-level activities (e.g., parent coffee hours,

family literacy nights, etc.) that promote parent-student learning. ELAC committees serve as an advisory body to SSC to develop EL goals for the SPSA. District-level series/cluster trainings provided.

SUSD focuses on enhancing educational equity through school site staff, including teachers & admin, to better communicate & develop strong reciprocal relationships w/parents, students, teachers & community agencies. Training concentrates on social/emotional development & trauma informed care that leads to healthy & informative interactions/conversations that are mutually beneficial & focused on student academic success. SUSD's district-level staff coordinate & integrate family/engagement programs with the district's Early Childhood Dept., Language Development Office & Special Education Dept. SUSD seeks feedback & resource requests from various parent stakeholder groups for future trainings, parent involvement opportunities, personalized accessibility & accommodations. SUSD communicates in over 40 languages w/parents & community via SUSD's webpage (ADA compliant), newsletters, flyers (paper & digital), telephone messages, & social media. Duplicate workshops are taught in English, Hmong & Spanish. Parents are informed of access & accommodation services available to allow engaged participation in school & district related meetings. Some components of access & accommodations are physical assistance from a person & facility adjustment, as well as, communication assistance from a person such as sign language and/or other interpretation or language translation are available upon request. LCAP stakeholder consultation occurs at various parent, student, staff, teacher, & community focused meetings. Parent involvement aligned with LCAP stakeholder engagement is offered at various times during the day/weekends to increase opportunities for access. Continuous conversations w/various district advisory committees & site presentations led by principals to the SSC, parent organization groups, parent activities & surveys help extend involvement & feedback.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schoolwide Programs:

Fifty Stockton Unified School District schools meet the definition of schoolwide programs. All sites are provided with the approved School Plan for Student Achievement template. The template addresses all required elements needed to upgrade the entire school's academic program.

The district in coordination with each school site conduct a comprehensive needs assessment at the beginning of each year to identify strengths and weaknesses. School sites then use the disaggregated data to determine which programs to continue, develop, or abandon. The SPSA must be aligned with goals for improving student achievement and explain how funds will be used to improve student performance. A School Site Council must be elected that meets the legal composition, and the SSC must write and/or update SPSAs annually.

The State & Federal Office staff provide the following supports to school sites:

- Technical assistance and resources to principals and their school staff, by conducting trainings, scheduled work days to support the writing of SPSAs and budgeting program needs.
- Support is provided throughout the year to analyze data, evaluate past action steps and activities, develop new action plans based on current data, and align all resources to support action plans.
- Hosts a website with online links to resources that provide guidance, information, and tips to assist School Site Councils as they work to develop effective SPSAs designed to address the unique educational needs of students at their school sites.

- Assists schools in revising or reformatting their submitted SPSA to meet the components for SWP prior to obtaining Board approval.
- Along with the Regional Directors monitors the effective implementation of the plan.
- Disseminates the SPSA Annual Evaluation to determine effectiveness of the SPSA.
- Collaborates with Parent and Family Engagement Department to provide workshops for parents on topics related to partnering with schools to support students' high academic achievement.

The District has two Targeted Assistance Schools (TAS). Jane Frederick is a continuation school and is funded through the state's consolidated application process and required to develop a TAS School Plan for Student Achievement (SPSA) and is a Comprehensive Support and Improvement (CSI). Flora Arca Mata is a new K-8 school and is also TAS. The School Site Council (SSC) is responsible for the development, annual review, and update of these plans. The District requires the content of the TAS SPSA to be aligned with goals for improving student achievement and to address how funds will be used to improve academic performance. Funds are used to provide services to Title I-eligible students identified as having the greatest need for supplemental assistance. Eligible students are identified by the school as failing to meet the state's challenging academic achievement standards.

The State & Federal Office staff provides the following assistance to support Targeted Assisted Schools (TAS):

- Provides a TAS SPSA template containing all of the required activities of TAS schools.
- Monitors along with the Regional Director the effective implementation of the TAS plan.
- Disseminates the SPSA Annual Evaluation to determine effectiveness of the SPSA.
- Provides workshops to parents on topics related to partnering with schools to support students' high academic achievement.
- Collaborates with Parent and Family Engagement Department to provide workshops for parents on topics related to partnering with schools to support students' high academic achievement.

As a TAS school, Jane Frederick is required to follow both (a & b) procedures for identifying Title I-eligible students, and Mata is required to follow only the latter (b):

- Identify students at-risk of not graduating based on credits needed to graduate.
- Analyze all achievement data collected for each student. Based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics and who has been identified as being most at risk of failing to meet grade-level standards.

Neglected or delinquent: N/A

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers, and other local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Stockton Unified School District provides a one-week district wide Summer Bridge program for incoming Transitional Kindergarten (TK) and Kindergarten students. Transitional Kindergarten, Kindergarten and 1st grade teachers teach the class and are provided a preschool teacher for support. The program focuses on providing students with a smooth transition to kindergarten, as children get to practice being in school, see the school landscape, and most important they get to be with other children. The teacher will provide a menu of transition activities for the incoming kindergarten students. Transition activities may vary from site based on the site need to promote connections among children, families and school. Activities range from providing a parent orientation, practice social skills, meet school staff, tour the school site (classroom, library, bathrooms, cafeteria, computer labs, playground and office), and provide an introduction to classroom rules and routines. The Summer Bridge program is beneficial in assisting children with acclimating to the kindergarten school environment and learning basic skills for their future educational success.

Stockton Unified School District developed a Freshman Math Camp to provide incoming freshman students an opportunity to get advice on organizational skills, goal setting, and to learn more about what to expect as they transition into high school, specifically focusing on the college mindset, A-G requirements, and the importance and impact of grades have on college admission

Freshman Boot Camps will be conducted prior to the start of school and will include support from high school teachers, counselors, guidance technicians, student data technicians, and district's PLUS leaders. The program will be developed to provide a similar themed message to the incoming freshman regardless of their actual high school they are enrolled at. Freshmen will also have the chance to meet/conduct introductions with their counselor who will document the student's college of interest choice.

College readiness activities are integrated throughout the school year to ensure the district's students are receiving appropriate and directed guidance in meeting A-G requirements and counseling on post-secondary options, ensuring every student's academic profile is reviewed for A-G completion (being on-track) and that they are being directed towards the A-G sequence of courses as they plan their academic schedules as 8th graders entering into high school through 12th grade. Guidance Technicians will provide intentional academic guidance and support for all counselors, students, staff and parents at the high school level, while ensuring that students are receiving appropriate interventions through the career center in the areas of college and career readiness.

In addition, students will participate in career awareness, career exploration and college planning activities using the online Xello software. The purpose of the project is to develop a pathway to college and career through awareness, exploration and preparation of a plan for post-graduation. Spotlight reports will be used as early as 8th grade to allow counselors to have conversations with students regarding academic progress and career interests. All graduates need to have a plan after high school to ensure a smoother transition to adulthood.

Stockton Unified recognizes all students are able to take the PSAT and score appropriately to meet the admission requirements of their college of choice. To ensure this is a reality, assessment fees will be covered for all students who take the PSAT, ACT, and SAT tests. Student PSAT, ACT, and SAT scores will be reviewed and guidance provided with referrals to participate in the test prep workshops.

Through the district's Parent/Community Empowerment and Student Support Services Departments and in partnership with community partners, workshops will be hosted on the topics of PSAT and SAT test, FASFA workshops, help with writing personal essay for college, and college application completion assistance. These services will compliment and support the District's plan to fund one paid SAT administration test for all students in both their junior and senior year.

Additional Information Regarding Use of Funds Under this Part ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District Librarian works directly with schools to provide students access to school libraries. A direct correlation exists between student achievement and access to appropriately staffed and well-stocked school libraries. This correlation has been documented in multiple longitudinal studies. Access to such libraries is a necessary tool for student achievement and essential to successful implementation of the Common Core State Standards (CCSS).

The overall average age of the District's collections is 23 years old. The District is currently replacing "well loved" books or weeding obsolete volumes from the collection and replacing them with up-to-date, high interest, and culturally relevant print and electronic collections.

The District Librarian promotes diverse library collections that support the California State Standards and frameworks, that provide appropriate age- and grade-level materials that support language needs, and, that provide for all students' cognitive needs. In addition, the Digital Library is available for all students for use at school and via remote access.

The District Librarian provides services such as:

- Training new Library Media Assists.
- Providing staff development for elementary and secondary personnel.
- Supporting and maintaining Destiny and the Digital Library consisting of paid and free online content.
- Coordinating school issues such as library media center schematics, collection development, weeding, and staffing.
- Advising schools regarding modifications of library media centers.
- Evaluating library books, selecting and developing collections, and cataloging.
- Assisting in the development of California Model Library Standards-based lessons.
- Reviewing, and providing information for library-related grants and funding sources.

Schools are encouraged to use their site funding for Library Media Assists positions in order to provide student access to their libraries. In addition, schools use Title I funds to purchase magazine subscriptions, library books, reference materials, leveled readers, and software licenses.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional learning and coaching is offered on an ongoing basis in one or more of the core academic subjects taught in grades TK-12. Professional learning and coaching includes lesson planning support to deliver the content in person and/or virtually; common formative assessments, diagnostic assessments, effective pedagogy, and understanding and teaching the Common Core State Standards (CCSS) to increase student learning, meet or exceed grade level standards as measured by state assessments, and prepare students to graduate college and career ready. Teachers will continue to receive professional learning and coaching on how to make data informed decisions to address student needs using a Multi-Tiered Systems of Support. Classroom management support is provided through professional learning in Cooperative, Healthy, Active, Motivated and Positive Students (CHAMPS) Classroom Management, Positive Behavior Intervention Supports (PBIS), Restorative Practices, Culturally Responsive Teaching, and Trauma Informed Instruction to address socio-emotional and academic needs.

Districtwide professional development is offered during non-student contact days during the fall, winter, and summer. As time allows, teachers are provided a menu of course offerings. The primary focus on teacher/staff training will continue to include a deeper dive to the resources and program components of our ELA/ELD and Math curriculum.

Newly hired teachers are offered immediate support through new teacher in-service which occurs prior to the beginning of each school year. In addition, they are assigned a mentor and/or an on-site support teacher to support their assigned position.

Beginning Teacher Growth and Development and Induction Program (BTGDI) program is provided during the first two years a teacher is employed to teach on a preliminary credential. A professional development program co-sponsored by CTC & CDE that allows clear credentialing for first and second year teachers. Teacher Site support is provided to new teachers who have a Short Term Staff Permit (STSP), Provisional Internship Permit (PIP) or Intern Teacher. The on-site teacher provides support to the teacher for the duration of the time that they spend working towards the requirements for their preliminary teaching credential.

Evidence of professional learning progress of teachers consists of training schedules and sign in sheets, professional learning presentations, teacher-created units and lessons, pre/post surveys of trainings, student achievement results on local and state assessments, surveys, and classroom observations.

SUSD offers training to paraprofessionals multiple times throughout the year and are provided training that focuses on high quality first instruction to support the newly adopted ELA and math curriculum. Additional areas of focus included special education law, performance indicator review, state and federal compliance, positive behavioral support, student mental health, and targeted interventions for various special needs.

Coaching for targeted schools is provided throughout the school year to support leadership development. Professional learning for assistant principals and principals occurs monthly with topics that support school leadership.

Each site principal has an assigned director who supervises principals to support their focus on improving instruction. Each director is assigned schools and provides individualized support for principals. Support is provided by conducting classroom walkthroughs to observe strengths and areas for growth, providing timely and meaningful feedback to principals, and helping to develop solutions to challenges.

SUSD utilizes a cyclical process for determining stakeholder needs and aligning them to professional learning plans. The data/evaluation sources include feedback forms, and/or interviews, as well as teacher portfolios. Student data outcomes (summative and formative assessments) and state testing are analyzed at both the district and school level to determine if student achievement levels are increasing. Curriculum coaches at some targeted schools and curriculum specialists provide follow-up content and/or instructional strategies support post professional learning opportunities.

SUSD's cabinet and administrators review and analyze professional learning data. Goal setting for targeted professional learning throughout the year, evaluate the outcomes, and adjust accordingly.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

School staff who provide support for student achievement in the classroom which have trend data demonstrating low student achievement outcomes and/or have student groups demonstrating disproportionality in academic achievement receive additional training and coaching support for identified needs. Schools with high numbers of students who are of low-socioeconomic status receive additional resources and professional learning support based on the individual site needs. These supports are provided by district on-site support. The areas of support are inclusive of targeted ongoing professional learning that include evidence-based instructional strategies, course content, using data to inform instruction, and classroom management.

The ten CSI schools, Hamilton, Fremont, Pulliam, Marshall, Taylor, El Dorado, Roosevelt, Wilson, Stockton HS, and Jane Frederick are supported with additional targeted support and funding to increase student learning and support school improvement. Taft, Van Buren, Hamilton, Hazelton, Pulliam, Roosevelt and Taylor are also receiving targeted support, planning time that focuses on developing early literacy programs at the site funded by the Early Literacy Support Block Grant.

In-depth data review and stakeholder meetings have led to targeted professional learning for coaches at targeted schools and teachers in ELA and mathematics and a new monitoring system. Data showed the need to improve first instruction. Stakeholders included various stakeholders made up of teachers, school administration, parents, support personnel, community partners and expert organizations. The CSI schools are prioritized first to receive support and training. Support for regularly reviewing data (i-Ready and Benchmark) and adjustment of instruction will be provided throughout the year. In addition, written post-visit reports identifying program gaps and recommendations of strategies to fill them will be made available.

In order to sustain these activities, Instructional Coaches at targeted sites, Curriculum Specialists, and Educational Services Directors will continue to receive training and mentoring as provided by district leadership.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Stockton Unified School District (SUSD) provided opportunities for consultation (in multiple feedback formats such as student focus groups, survey results, LCAP engagement forum data, LCAP workshop feedback, etc.) with all district stakeholders inclusive of parents, students, both certificated and classified staff, local bargaining units, community members, school personnel, county programs, and community organizations. All stakeholder groups were invited to the Local Control Accountability Plan (LCAP) community meetings and were involved in development of the LCAP updates and development of the District LCAP for 2020-2021. The District LCAP Director was present at all Parent Advisory Committee, District English Language Advisory Committee, Community Advisory Committee and Foster Youth & Families In Transition Committee meetings to provide information and updates on the LCAP, answer questions, listen to feedback, and provide presentations aligned with the LCFF Evaluation Rubrics. The presentations entailed the use of Local Control Funding Formula (LCFF) funds and other funding allocations in alignment to the LCAP, the eight state priorities and how they are embedded in the goals, metrics and indicators, and actions/services outlined within the plan.

Title II, Part A activities are designed with the focus of the district's strategic goals in mind.

SUSD utilizes a variety of data to continuously update and improve activities supported under Title II, Part A. Student data outcomes (summative and formative assessments) and state testing are analyzed at both the district and school level to determine if student achievement levels are increasing. SUSD utilizes a cyclical process for determining stakeholder needs and aligning them to professional learning plans. The data/evaluation sources include feedback forms, professional learning feedback/evaluations, and/or interviews. Project management plans, a needs assessment, and strategic plans are also designed and monitored. Feedback is collected from teachers, principals, other school leaders, paraprofessionals, instructional support personnel, and private school leaders multiple times throughout the school year to assess professional development and services needed. Specific activities are designed via the feedback noted above.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Stockton Unified School District (SUSD) will provide ongoing English Learner (EL) specific professional learning (PL) opportunities for classroom teachers, principals and district level leadership. These PL opportunities will be evaluated for impact over time on educator effectiveness and student performance. PL for classroom teachers and instructional support staff will focus on the effective implementation of integrated and designated Instruction, English Language Arts (ELA)/English Language Development (ELD) Framework, and ELD Standards using the adopted, standards based curriculum.

Integrated and Designated Instruction, English Language Arts (ELA)/English Language Development (ELD) and ELD Standards: Staff will be provided with PL during scheduled staff meetings that focus on evidence-based, effective and high leverage ELD instructional strategies. In addition, Language Development Office (LDO) and Curriculum Specialists/Coaches will provide PL support for the adopted curriculum, facilitate designated and integrated ELD lesson planning, and help facilitate data discussions to address the different needs of ELs including Newcomers and Long Term English Learners (LTELs). Opportunities for districtwide ELD teachers will be provided for coaching cycles, co-planning and teaching, instructional modeling, peer observation with feedback on instructional practices and reflection. The purpose of this PD plan is to enhance staff capacity to understand and implement curricula, formative and summative assessment practices and measures, and instructional strategies for ELs.

ELD Institute at the San Joaquin County Office of Education (SJCOE): Administrators, specialists, coaches, teachers and bilingual paraprofessionals will have the opportunity to attend an ELD Institute at the SJCOE to further enhance their knowledge and practice of integrated and designated ELD instruction for ELs. This interactive PL opportunity is designed to familiarize participants with the California ELD Standards and their alignment to the Common Core State Standards (CCSS) for ELA/Literacy. Demonstrations of ELD lessons will be provided to facilitate the understanding of how these two sets of standards may be used in tandem. Staff will engage in activities designed to deepen their understanding of the language, concepts, and research supporting the ELD standards and how they may be applied. This PL models a variety of activities that can be readily applied to classroom instruction.

California Association of Bilingual Education (CABE): CABE will provide teachers, paraprofessionals, parents, and district leadership opportunities to learn in the areas of biliteracy and English Learner education, including students' academic achievement and language acquisition that aligns with Every Student Success Act (ESSA). They will also learn about CCSS, including the ELD standards and research and evidence-based instructional strategies to increase student achievement, language acquisition, and parent engagement.

K-8 Dual Language Immersion (DLI) professional development: Teachers and principals will be offered supplemental PL and opportunities to collaborate on best instructional strategies in partnership with the San Diego County Office of Education (SDCOE). DLI teachers will receive specific and structured PL regarding unit and lesson planning, assessment, and collaboration.

English Language Proficiency Assessments for California (ELPAC) Trainings: PD for the ELPAC initial assessment will be provided to all personnel and teachers responsible for the administration of the assessment. They will be offered strategies to be able to analyze and use student data to modify instruction in the classrooms based on assessment results. Additionally, teachers will be trained on understanding ELPAC task types and the integration of ELD standards in their lessons. Furthermore, they will gain understanding on how to access and analyze ELPAC results, connect results to classroom practices, and gain tools and resources to use with school teams at their sites.

English Learner Program (ELP) site leads professional development: ELPs will continue to receive trainings throughout the school year to include topics such as general Title III compliance, English Learner Advisory Committees (ELACs), reclassification, ELD instructional strategies, reflect on data, Reclassification Fluent English Proficient (RFEP) monitoring, formative and summative assessments, ELD curriculum, and supports for Newcomers and Long Term English Learners (LTELs).

Bilingual Paraprofessionals professional development: Bilingual paraprofessionals will receive training throughout the school year on topics that will include ELD instructional strategies, how to access student data, ELD standards, and best practices on how to support and collaborate with teachers in the classroom.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III, Immigrant funds will continue to support the purchase of leveled reading material for our Newcomer (Immigrant) students. These books will provide the content-based vocabulary, grammar, and writing support our students need in order to access narrative and informational text and become successful readers as they acquire English language skills.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD has developed and is implementing effective EL programs at elementary and secondary school sites to align with ELD standards and improve English language proficiency and increase student academic achievement. A comprehensive educational EL program provides identification, assessment, assignment of ELD instructional courses, ongoing academic progress monitoring and reclassification. Title III provides supplemental funding to enrich the core program and provide support in meeting the needs of our EL students. The following programs and activities will continue to be provided and be part of the EL district program.

EL Summer School Program: A summer school program will continue to be offered in an effort to provide EL students with the linguistic resources needed to be fluent English proficient, increase reclassification and decrease the number of Long Term English Learners (LTELs).

English Learner After School Program: Targeted homework and after school assistance will continue to be offered through the English Learner After School Program in schools across the district. Students will continue to receive support in the four domains (speaking, listening, reading, and writing). Furthermore, students will continue to have access to software and technology accelerators to help build a foundation in the English language and will be provided with ample time for homework completion, receive individualized attention, and have access to technology and digital learning.

Parent Engagement: Evidence-based parent workshops will continue to be offered to parents of EL students that empower and engage them to actively participate in their children's education and strengthen parent-school collaboration. Parents will be empowered and inspired to take an active role in their children(s) education while building community and a peer-to-peer network. Parents are also engaged in fostering a positive education at home and at school, navigate the school system, access relevant information for student success, and college admissions requirements.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SUSD will continue to utilize evidence-based strategies to provide effective language instruction to ensure English proficiency and academic achievement. In order to support adults in making positive changes in practice that will result in EL student English proficiency, the district will continue to implement a process by which district leaders participate in ELD classroom observations. ELD classroom observations will support calibration and accountability for EL academic supports and progress. Furthermore, sites will continue to be monitored by data analysis of EL student progress in achieving English proficiency and reclassification rates.

In the classroom, teachers will continue to implement effective high leverage ELD instructional strategies rich in English language development as noted through classroom observations. In addition, teacher lessons will state language development goals and strategies for students to practice productive and receptive skills as outlined in the Common Core State Standards (CCSS) for ELA and supported through the California ELD standards and ELA/ELD Framework. Integrated and Designated ELD instruction will continue to be implemented at the sites by multiple subject teachers and content specific teachers. EL students who require assistance will receive support from the bilingual paraprofessionals in content specific subject matter. LDO and Curriculum Specialists/Coaches will provide trainings for teachers to support the implementation of Integrated and Designated ELD instruction.

English learner student data will continue to be monitored by site principals and English Learner Program (ELP) site leads. ELP site contacts will also monitor English learner language fluency progress. Furthermore, they will provide classroom teachers with up to date student level data including ELPAC proficiency levels, SBAC and District Benchmark Performance data. Access to EL student data will allow teachers to make better instructional decisions and plan effective lessons that will drive English language acquisition progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District Needs Assessment included surveys, student focus groups, family workshops, community forums, and attendance, school exclusion and achievement data. Janet Yarbrough, State & Federal Director and staff will oversee the Title IV, Part A program. The following leaders met to review the various data points and provide recommendations based on need. Key stakeholders include Lisa Bowman, San Joaquin County Office of Education School Continuous Improvement and Support Department, Cari Chavez, Mental Health and Behavior Support Services Administrator, Karen Coleman, Director of Mental Health and Behavior Support Services, Dax Del Prato, State & Federal Senior Program Specialist, Sally Glusing, San Joaquin County Office of Education Continuous Improvement and Support Department, Carla Gonzales, Interim Director of Curriculum/Principal, Nathan Haley, STEM/CTE Coordinator, Wayne Stagnaro Administrator of Instructional Technology, and Roxanna Villasenor, Assistant Superintendent of Educational Services, and Non-profit private school principals, All Saints Academy of Stockton (Noehmi Jauregui), Annunciation (Hilary Sanguinetti), St. Luke (Harrison Brehm), and St. Mary's (Paul Scheets).

Data revealed a need for a more systematic approach to support students to be college and career ready. All students must have equal access to courses needed for graduation and to meet A-G requirements. In addition, students are in need of more mental health supports for mental health disorders and trauma related issues. Therefore, District PD is needed for staff in crisis prevention and response, classroom behavioral management, PBIS, and workshops to provide parent support. After reviewing data regarding the effective use of technology, there is an obvious need for more support troubleshooting technology issues and PD to provide training on how to support learning with technology.

The advisory group will meet quarterly with providers to evaluate data and improve program effectiveness for the following programs:

Well-Rounded Education (56% of funding)

- District Curriculum Specialists will lead collaboration time to support best practices/strategies, common assessments and PD opportunities for K-8 and major high school departments such as World Languages, History/Social Studies, Science, Ethnic Studies, ELA/ELD, Mathematics, CTE and STEM.
- Translation services to build more diverse ethnic studies units.
- Digital and physical library books and materials to support various subjects.
- Graduate Profile Committee—creating a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts.
- Master Scheduling support and collaboration—ensuring opportunities for all students to access courses
- Counseling support from San Joaquin Delta College. Delta counselors will help acclimate and transition students on their journey to higher education. Transportation for college visits.
- Purchase musical instruments and materials for music and art classes for K-12 programs.
- Supplemental materials to support strengthening instruction and access to foreign language, American History, civics, economics, geography, government education and environmental education.

Outcome: Increase the number of students graduating and attending college

Evaluation:

Data review of:

- Number of students meeting A-G requirements
- Graduation rates
- Number of students passing at least one Advanced Placement (AP) exam with a score of 3 or higher
- Percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST)

Safe & Healthy Students (30% of funding)

Professional Development

- The PREPaRE Crisis Intervention Workshops 1 & 2 – based on curriculum developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. PREPaRE trains school-employed mental health professionals and other educators how to best fill the roles and responsibilities generated by their membership on school crisis response teams.
- The PREPaRE Crisis Intervention Workshop 1 & 2 --Trainer of trainers model for cadre of counselors, Mental Health Clinicians, Psychologists, nurses, administrator.
- CHAMPS Classroom Management Professional Development--CHAMPS will improve classroom behavior, establish clear classroom behavior expectations, reduce misbehavior, and increase academic engagement.
- PBIS Visual supports package for common areas
- Trauma and other mental health disorders - training for Mental Health Clinicians (online platforms)
- Trainings provided by Mental Health Behavioral Support Staff to SUSD staff. Topics include LGBTQ+, Mindfulness/Staff Wellness, Behavior Intervention Plans, etc.
- Motivational Interviewing Training for Mental Health Support Staff
- Trauma Training

Parent & Family Support

- Family Wellness Kits—available in English, Spanish, Khmer and Hmong.
- Continuum of trainings to support EL families in the areas of parenting practices, mental health, SEL, Special Education, and wellness.
- LGBTQ+ Training - Families (4 one time trainings -1 hour trainings)
- Translation Services for Mental Health Clinicians to support better communication with families during crisis response.

Outcome: To improve student engagement and achievement

Evaluation:

Data review of:

- Suspension rates
- Expulsion rates
- Chronic absenteeism rates
- Attendance rates
- Parent, student, employee surveys
- Number of staff trained
- Training evaluations
- Number of students referred for services

Effective Use of Technology (14% of funding)

Professional development and support

- A Tech Cadre will be formed consisting of at least one person per school site to support teachers with technology use and professional development. Each site tech support person will be led and supported through monthly collaboration by the Administrator of Instructional Technology. These support folks will receive additional compensation for providing services beyond the school day.

- In addition, a district-wide license will be purchased for a learner-centered, online professional development platform that helps K-12 educators create personalized learning strategies that connect teacher professional development activities and student learning to school district initiatives and student achievement.

Objective: Increase student achievement through teacher PD and support

Evaluation:

Data review of:

- Student achievement data (i-Ready, grades, course completions)
- Teacher & student use data
- Students, teachers and school leaders will be surveyed regarding PD and technology use and support