

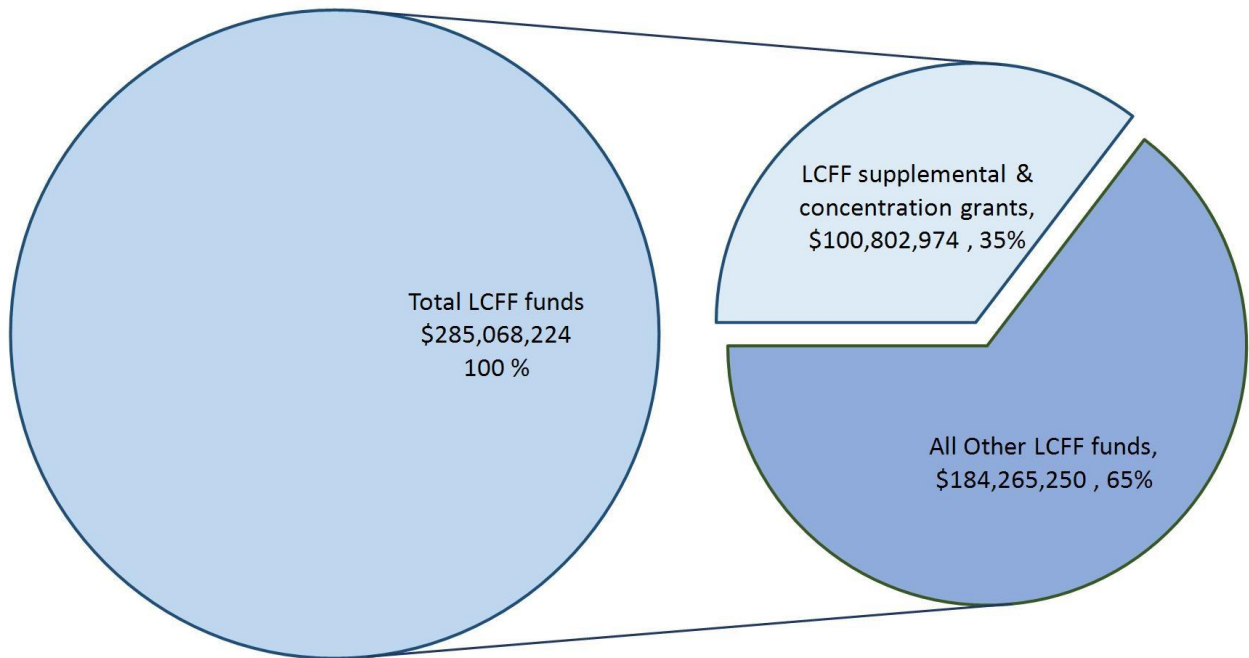
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 39-68676-0000000
School Year: 2022-23
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 2022-23 School Year

Projected Revenue by Fund Source

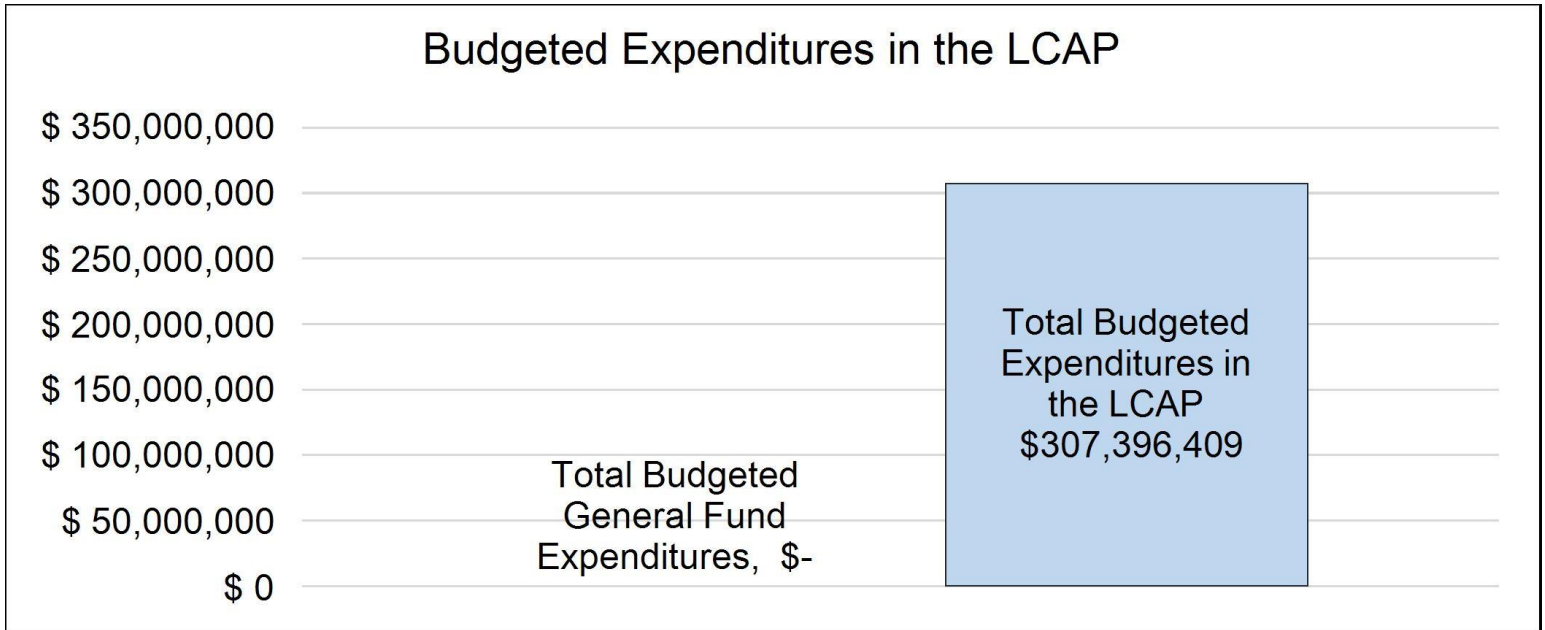


This chart shows the total general purpose revenue Stockton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is \$285,068,224, of which \$285,068,224.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$285,068,224.00 in LCFF Funds, \$100,802,974.00 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.



This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stockton Unified School District plans to spend \$0.00 for the 2022-23 school year. Of that amount, \$307,396,409.00 is tied to actions/services in the LCAP and \$-307,396,409 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

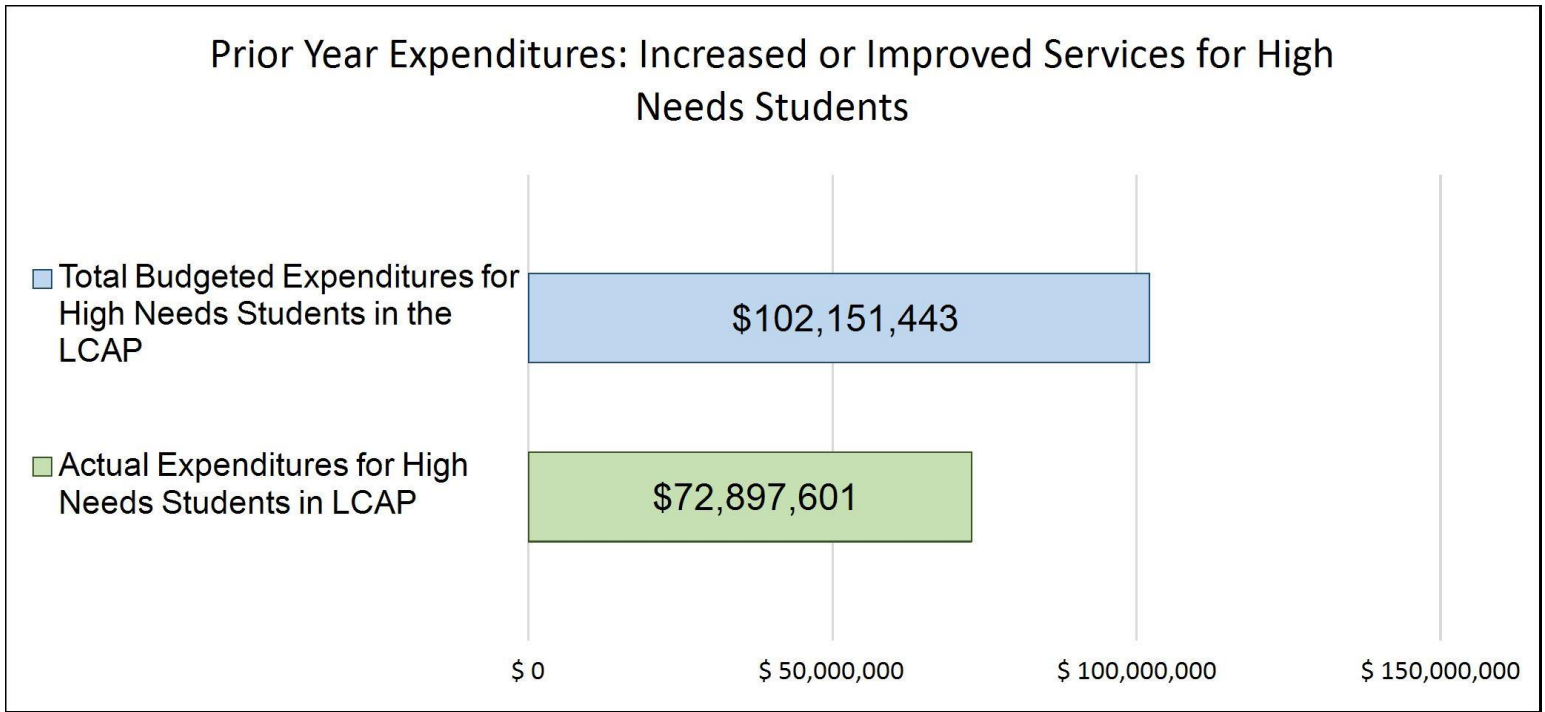
General operations of the district, including management, maintenance of operations (M/O), clerical, and general administration costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Stockton Unified School District is projecting it will receive \$100,802,974.00 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 \$100,802,974.00 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Stockton Unified School District's LCAP budgeted \$102,151,443.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent \$72,897,601.00 for actions to increase or improve services for high needs students in 2021-22.

The difference of budgeted and actual expenditures for identified within the 2021-2022 LCAP and Update relates to two allocations: 1) 15% supplemental and concentration grant add-on and 2) 2021-2022 estimated unspent/carryover.

1: 15% supplemental and concentration grant add-on

The first allocation is based on the 15% supplement and concentration grant add-on funding that was released mid-year. The district completed the Supplement to the LCAP in February 2022 reporting out the intent on expending the funding in the amount of \$12,495,014.00. Based on the data, the district has chosen to allocate funding to support direct services to school sites in the following manner.

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

Goal 1 - Action 2: Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)
 * Student Support Technicians are an intermediary supplemental support at the school site that assists with ensuring the school site is functional, efficient, inclusive, and receptive to meet the needs of unduplicated pupils

(low-income, English Learners, foster youth) and homeless students. Based on the district's total unduplicated pupil data, 38 School Support Technicians (Elementary) and 8 School Support Technicians (High Schools) are targeted to be funded under the 15% S&C Add-On at school sites with 55% or greater unduplicated pupils. (Please note: School sites will not receive new positions or increased FTE for existing positions, but a shift from a non-S&C funding source to S&C.)

Goal 1 - Action 7: Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)

* Bilingual Assistants assist school sites within the classroom to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of student to increase and improve access of educational achievement for unduplicated pupils (low-income, English Learners, foster youth) and homeless students under the direction of the classroom teacher/specialist. Based on the district's total unduplicated pupil data and English Learner data, 20 Bilingual Assistants (Elementary) and 4 Bilingual Assistants (High Schools) are targeted to be funded under the 15% S&C Add-On at school sites with 25% or greater English Learners. (Please note: School sites may receive new positions or increased FTE for existing positions if a site's existing Bilingual Assistant is less than .75 FTE or does not have an existing position. Identified school sites with existing .75 FTE Bilingual Assistants will see a shift from a non-S&C funding source to S&C.)

* Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils (low-income, English Learners, foster youth) and homeless students' access to current and culturally relevant reading materials that support increased and improved student achievement. Based on the district's total unduplicated pupil data, 8 Library Media Assistants (High Schools) are targeted to be funded under the 15% S&C Add-On at high school sites with 55% or greater unduplicated pupils. (Please note: School sites may receive new positions or increased FTE for existing positions if a site's existing Library Media Assistant is less than .75 FTE or does not have an existing position. Identified school sites with existing .75 FTE Library Media Assistants will see a shift from a non-S&C funding source to S&C.)

Goal 2 - Action 7: Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing) *
School Counselors provide increased or improved 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 of unduplicated pupils (low-income, English Learners, foster youth) and homeless students. Based on the district's total unduplicated pupil data and social-emotional, referrals, and mental health data, 8 - .5 FTE Counselors are targeted to be funded under the 15% S&C Add-On at school sites with 55% or greater unduplicated pupils and high social-emotional/mental health needs. (Please note: School sites may receive new positions or increased FTE for existing positions, but a shift from a non-S&C funding source to S&C.)

Goal 2 - Action 12: Additional and Supplemental: Facility & Campus Safety Support (Contributing)

* Custodians are an essential component that promotes a positive and welcoming school environment. They not only provide care of assigned buildings and grounds, but they are integral to the positive connections that support unduplicated pupils (low-income, English Learners, foster youth) and homeless students in being connected to their school. Based on the district's total unduplicated pupil data and foster youth data, 60 Custodial staff (Elementary) and 12 Custodial staff (High School) are targeted to be funded under the 15% S&C Add-On at school sites with 55% or greater unduplicated pupils and 2% or greater foster youth. (Please note: School sites may receive new positions or increased FTE for existing positions, but a shift from a non-S&C funding source to S&C.)

2: 2021-2022 projected unspent/carryover supplemental and concentration

Stockton Unified School District experienced two significant barriers to expend the 2021-2022 supplemental and concentration funding.

The first barrier arose due to the one-time federal stimulus and state funding allocation to the district, which allowed for expenditures meeting the criteria to be shifted to the one-time funding.

The second barrier resulted from the teacher and staffing shortage. One significant example is the adjustment/reassignment of the Instructional Coaches to support direct student instruction.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stockton Unified School District	Israel S. Gonzalez, Ed. D. Director of Equity and LCAP	209-933-7040

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Stockton Unified School District is committed to providing all students with an equitable, safe, and rigorous learning experience, and by engaging our educational partners and community advisory groups throughout the school year, SUSD has continued those strong efforts. In the 2021-2022 school year, the Local Control and Accountability Plan (LCAP) development process and stakeholder engagement continues to provide face-to-face interaction and via zoom online sessions due to the continuance of the COVID-19 pandemic.

The following descriptions show the different types of engagement sessions that were provided:

For the Special Education Learning Recovery Supports, the first discussions began in the Special Education’s Executive Meeting which included, Sp. Ed. Administrators, Program Specialists, School Psychologists Chair and the Speech Language Pathology Chair. The Community Advisory Committee discussed the plan on Wednesday, October 20th of this school year. The plan was also discussed at the Parent Educational Presentations! (PEP!) with TEAM Charter and TEAM Academy during the month of November this school year. Currently the district has 18 TK classes operating at various school sites throughout the district and draft projection reports have identified baseline enrollment data to add 5 to 8 classes in the 2022-23 school year. The Early Childhood Education department will engage the community through a variety of forums (district PAC, Latino PAC, African American Black PAC, Native American Indian PAC, DELAC, Migrant PAC and Early Childhood Education PAC), to gather community input and engagement to inform and guide the district with implementation plans. Early

Childhood Education (ECE) Administration will be presenting at the Principals meetings/district office hours meetings, and Partner's in Education meeting. The ECE administration will also be engaging the wider district community and staff through an online survey. During the engagement activities, educational partners will be asked how they would prioritize spending of the funds. The Educator Effectiveness Grant also provided additional funds for our district in the form of supporting our educators through professional development efforts aligned to the commitments made to support students impacted by the COVID-19 pandemic. A survey was provided to our certificated, classified, and administrators of our district. From the results, 62% of our educational partners who took the survey would like to see funds spent on acquiring practices that create a positive school climate and strategies to implement social-emotional learning, and other approaches that improve pupil well-being. From the results, 51% would like to focus on strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs. We are currently focusing on Universal Design for Learning for our district's professional development day on January 31, 2022 to help lay the groundwork for future PD for our administrators and teachers to enhance student learning district-wide. With the A-G Completion Improvement Grant Program, SUSD is focusing on the graduation rates and how to improve access for our students. This goal is aligned with our LCAP 2.24 goal and action to provide services for social-emotional, behavioral and academic learning supports and A-G course completion. The grant funds are currently being implemented. With the Expanded Learning Opportunities Grant, educational partner input was critical in the Spring of 20-21 as it helped with our summer program, the start of resource family learning hubs for SUSD, and a virtual academy. The plan has been implemented and is ongoing. SUSD will continue to involve educational partners by providing summaries of existing actions and projects, engaging them with surveys for additional input, and informal face to face and/or zoom meetings. Social media outlets will also be utilized for input.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Stockton Unified School District is receiving an additional concentration amount of approximately \$12.4 million to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. In January 2022, two different surveys were created for input pertaining to staffing and sent district-wide via our district web page, administrators, community, and students. One of the surveys was created for the SUSD's educational partners in the community and for the district's personnel: classified and certificated. The other survey was created for 7th - 12th grade students asking them to provide additional input on their school experiences. With this information we can provide insight into staffing needs across the district. Educational Partners in the community forums will also continue to be another medium for parent engagement. From

current survey data, we are seeing a need for bilingual instructional assistants, school psychologists, mentors, social service case workers, resource specialists, intervention teachers, behavioral assistants, and more. The plan is expected to be constructed during early spring as input is continuing to be collected.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SUSD received ESSER I and II funds during a critical moment of student learning loss during the COVID-19 pandemic. These funds were utilized to support daily attendance to address the impact of lost instructional time. With regard to ESSER I - SUSD hosted LCAP parent, student, and staff forums for input. Forums were held monthly utilizing FaceBook Live for parent input. Zoom meetings were held monthly for both staff and student input. MOU process with all bargaining units occurred regularly to provide input around the safe return to school. The funds were utilized for emergency needs at the time and have all been spent.

ESSER II funds were received in June 2021. These funds were allotted to address learning loss among students disproportionately affected by the coronavirus and school closures. The ESSER II funds were used to implement actions from the LCAP survey that was provided from January to March 2021. The previous ESSER I survey results also provided additional input on how to best use these funds. The vacant positions that impacted student learning across the district was another large indicator of the district's needs. To best support our students, these funds were utilized to recover vacated positions across the district, to rescind previous layoffs, and to fund additional positions that were needed. Implementation of these funds continues to be ongoing.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

As part of receiving ESSER III funds, SUSD developed a plan for how we were going to use these funds. In the plan, SUSD explained how we intended to use these funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The plan was created in the early part of the school year and was board

approved in October 2021. The plan, also posted on the LCAP page of our district’s website, indicates the different areas, departments, and allotments that it will address. The Student Services, Educational Services, Research, and the Business departments meet periodically to discuss the implementation and monitoring phases of the plan. SUSD coordination between grant management, management teams, and school site administrators has begun although with the size of our district and the multiple differences in schedules was a challenge that was overcome. We are looking forward to a successful implementation of the ESSER III plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All applicable funds that have been received by our district for the 2021-22 school year are aligned with the district’s mission and with SUSD’s Local Control Accountability Plan. The fiscal resources received combined with our current LCAP has provided a roadmap for our district to achieve and maintain student achievement, to counter learning loss, fill the void and needs with staffing, and to provide access to more opportunities for our students. Our goals continue to lead the way where every child by the end of the 3rd grade will read and comprehend at the proficient level. Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application. Every child by the end of the 12th grade will graduate and be college or career ready. SUSD is committed to support access to rigorous coursework and focused on increasing graduation rates by aligning fiscal resources with actions that will provide services for social-emotional, behavioral and academic learning supports and A-G course completion.

We also continue to improve our facilities and our school cultures in order to create safe and healthy learning environments, as well as establishing meaningful partnerships within our sites and beyond as aligned in our LCAP. Our educational partners continue to be a part of our LCAP process, creating engagement opportunities throughout the year via zoom and in-person.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP

- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet

web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

Stockton Unified School District (SUSD) began providing services to students in 1852 and is located in the heart of California’s Central Valley near the banks of the San Joaquin River. SUSD is the 17th largest school district in California, whereby more than 36,000 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.

In the current 2021-2022, SUSD has 36,191 students enrolled in the district. SUSD’s student population is culturally and linguistically diverse: 69% are Hispanic, 9.2% are Black/African American, 9.1% are Asian, 4.4% are White, 3.5% Filipino, 3.3% are Multiple Races, and .8% are American Indian/Alaskan Native, and .6% are Native Hawaiian/Other Pacific Islander.

English Learners comprise 24.3% (8,812), followed by 21% (7,590) Redesignated Fluent English Proficient (RFEP) and 2.4% (866) Initial Fluent English Proficient. SUSD’s 5 primary languages other than English are: Spanish (41.4% or 14,987 students), Hmong (1.1% or 434 students), Khmer (Cambodian) (1% - 388 students), Filipino (Pilipino) (.75% or 273 students), and Punjabi and Urdu (separately) (.45% - 163 students). There are forty-five different languages represented in SUSD schools.

81.6% of SUSD's student population are identified as unduplicated pupils; represented by 83.7% socio-economically disadvantaged, 24.3% English Learners, and 1% foster youth which places them at risk for educational disparities.

SUSD provides educational support and resources to 12.3% (4,457) Students with Disabilities, of the 14 disability categories the following 6 are of higher prevalence: 34.4% (1,534) students with a specific learning disability, 21% (936) student with speech or language impairment, 18.5% (825) students with autism, 9.7% (436) students with an intellectual disability, 9.2% (411) students with other health impairment, and 2.4% (108) students with emotional disturbance.

Using the 2020-2021 school year data, SUSD employed 1,924 teachers across the district’s schools sites. Of these teachers, 102 were identified as teaching outside of their credentialed area (misassigned), this percentage equates to 5.3%; therefore, a high majority (94.7%) of

the district's teachers are teaching within their credential area. Overall, for the same period of time, the district has 83.5% of its teachers tenured (permanent status), which is achieved after two consecutive years of demonstrating professional competency. For this 2020-2021 school year, 77.8% of SUSD teachers held a Master's degree, 13.8% held a Baccalaureate (Bachelor) degree, and 8.9% held a doctorate degree. Demographically, 49% of teachers are White, 25.9% are Hispanic, 8.9% are Asian, 5.7% are Black/African American. Of all teachers, 81% of teachers are female and 19% are male.

For the current 2021-2022 school year data, SUSD has employed 2,170 teachers across the district's school sites. This is an increase In the prior school year (2020-2021) 1,924 teachers across the district's schools sites. As we are currently in the 2021-2022 school year, to determine the level of teachers misassignments we had to review the prior school year data. For the current 2021-2022, the district has 81.9% of its teachers tenured (permanent status), which is achieved after two consecutive years of demonstrating professional competency. Teachers who are probationary (less than two consecutive years) account for 11.7% and 6.4% represent teachers who are temporary (.5%) or other (5.9%). During this current school year, 52.4% of SUSD teachers held a Master's degree, 44.3% held a Baccalaureate (Bachelor) degree, and 2.8% held a doctorate degree. Demographically, 45.6% of teachers are White, 28.2% are Hispanic, 10.2% are Asian, 6.4% are Black/African American. Of all teachers, 72.1% of teachers are female and 27.9% are male.

Mission:

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

District Focal Targets:

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

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

Reflections: Successes

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

SUSD has actively focused on fulfilling goals pertaining to student achievement, equitable learning environments, and meaningful partnerships with actions that range from the district achieving a 2:1 technology ratio to assist our students in their academics to seeing their cheerful faces as they walk the stage on their graduation day.

Goal 1 Successes:

SUSD has supported college and career readiness through various enrichment and preparation efforts. Enrichment activities have included Project Lead the Way (PLTW) as a science supplement or afterschool STEM program and participation in VEX robotics leagues, MESA, and other Career Tech Student Organizations such as SkillsUSA and HOSA. Preparation efforts were supported through the offering of over 100 FASFA and college application workshops – both virtually and in-person. Students continue to use the college and career platform and have incorporated it into the district's K-8 Counseling core curriculum, increasing the access of students to explore college and career opportunities. The district intends to continue the support and resources to college and career readiness through increasing interdepartmental collaboration, clarification of software/programs, integration and connections of mutual practices/procedures. In addition, through the analysis of college and career readiness indicators, the district intended to increase support and resources enhancing student access to honors, Advanced Placement, and dual enrollment opportunities.

SUSD started the 2021-2022 school with 461 English Learners meeting the criteria for reclassification and by early Spring 2022, only 25 English Learners were pending reclassifications, which represents that 81.5 percent of English Learners identified at the beginning of the school year have been reclassified. This success is attributed to the supports and resources such as bilingual paraprofessionals providing primary language support, reinforced learning concepts using the student's primary language, assisting in the implementation of instructional activities and students understanding of instructional assignments, and assisting 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. The district will continue to evaluate the supports, resources, and practices necessary to continue and improve future reclassification outcomes.

In an effort to reduce learning loss, SUSD has continued to strive to ensure students have computing devices and other available technology devices/programs to access the core instructional and intervention programs for our students at school and home. Additional hotspots were provided to students to better access learning resources outside of the in-person instructional environment. The district plans to continue to support the district's initiative and educational partner feedback of providing technology devices to maintain the availability and access of educational resources for students.

Goal 2 Successes:

Professional development opportunities for staff focusing on improving student academic achievement was prevalent throughout the district. Professional development opportunities focused on providing curriculum implementation, equitable instructional practices, and providing social-emotional learning support for all students, supporting the transitional back to full in-person instruction. The district continues to refine the professional development planning efforts to be inclusive of the current post-COVID barriers making professional development accessible and relevant to the curriculum directly improving high quality first instruction.

SUSD focused on providing equitable and healthy learning environments that enhanced the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports. This system allowed for stronger and more consistent services for SUSD students by improving our district's comprehensive school counseling program. Resulting from the disruption of the student's educational setting and exposures of non academic events in a students personal life, school site staff have experienced a great need for social-emotional and trauma-informed care support and resources. The district's Tier 3 School-Based Mental Health Services are available to all students within the district regardless of financial or educational status. The district intends to continue providing students with direct social-emotional and trauma-informed care services. In addition, the district intends to increase Positive Behaviors Interventions and Supports (PBIS) focusing on the reduction of chronic absenteeism and suspensions.

Goal 3 Successes:

SUSDs PLUS (Peers Leaders Uniting Students) Program has provided students opportunities to be engaged in school through the facilitation of activities specifically designed to address the needs of our priority populations. These activities include PLUS Forums to address social norms of acceptance and inclusion, new student orientations & cross-age mentoring, clothes closets & school supply donation drives, and school-wide campaigns to create inclusionary practices. Student engagement activities included staff conducting home visit and family outreach and facilitating/coordinating school-wide attendance awareness activities such as rallies and student incentives. The district intends to continue student engagement and leadership opportunities, outreach, and the increase of support and resources to reduce chronic absenteeism and suspensions.

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.

Stockton Unified School District (SUSD) is required to add a goal, as the student group, Students with Disabilities, has been identified as consistently low-performing for at least three consecutive years (2017, 2018, 2019) in two or more indicators: graduation and college & career. This Goal 4, was developed in concert with the district's Special Education Department and their educational partner feedback, in addition to the district's educational partner feedback through surveys and meetings.

Goal 4 will focus on actions designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students with

disabilities to receive high quality first instruction in the least restrictive environment through consistent and faithful implementation of Universal Design for Learning (UDL). The tools and strategies are designed to support teaching and learning that helps students with disabilities access to an equal opportunity to succeed. The tools from UDL will help prepare our students with disabilities access to college and career academic programs that will provide the necessary skills for success to achieve graduation and success beyond. These actions include supplemental interventions that bridge the foundational learning gaps to meet their needs. The actions will also expand compliance

practices that promote collaboration and connection of general education teachers and SPED teachers to ensure interventions for student achievement and social emotional student needs.

SUSD identified several needs that required continued acknowledgement for the existing three goals, that meet the criteria of “low performance” and/or “significant performance gaps” for subgroups and/or school sites. In addition, to the overall district status, the identified Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) school sites will use their School Plan for Student Achievement to align evidence-based strategies/actions to meet the needs of their students; thereby, bridging the performance gap resulting in increased student achievement.

Goal 1 - Student Achievement:

Academics - Early Literacy:

SUSD’s 2020-2021 End of Year English Language Arts (ELA) local assessment results indicate only 12.4% (2,134) students tested at or above grade level in ELA. Of the 87.6% of K-8 students (completed iReady assessments) who are one or more years below grade level, 33.6% are 1 year below, 15.2% are 2 years below, and at least 30.6% are 3+ years below. The percentage of students may increase another 8.3% for students not testing/counted. For the 2021-2022 Mid-Year LCAP report data collection (Winter 2021) the percentage of students testing at grade level increased to 22.80%. From this data set, the lowest to greatest percentages of student groups at or above grade level are: Students with Disabilities - 7.31%, African American - 17.38%, American Indian/Alaskan Native - 17.86%, English Learners - 19.81%, Pacific Islander/Native Hawaiian - 22.15%, Hispanic - 20.34%, Socio-Economically Disadvantaged - 22.78%, White - 30.19%, Asian - 31.87%, Multi Race - 32.91%, and Filipino - 45.14%. The actions within goal 1 focus on high quality first instruction and implementation of Universal Design for Learning (UDL) tools and resources to ensure TK-3 students will receive the appropriate foundational skills to meet the district’s long standing targeted focus area - read and comprehend by the end of 3rd grade. Seven Early Literacy Support Block Grant (ELSB) state identified sites (Hamilton, Hazelton, Pulliam, Roosevelt, Taft, Taylor, and Van Buren) have been identified as the lowest performing schools for K-3 ELA, specifically early literacy. From the in-depth comprehensive needs assessments completed by these seven sites, the common gap identified was teachers not knowing how to teach reading/foundational literacy skills, which is supported by only 14.36% of third graders promoting to the next grade level at or above, leaving 85.64% of third graders promoted to the next grade level below grade level. Of these third grade students who are below grade level, 41.25% are a year below, 24.39% are two years below, and 14.88% are three or more years below (which may be increased by 5.12% of students not tested/counted). At the school site level documented in their School Plan for Student Achievement (SPSA), site analysis of data has supported the need for supplemental support and resources, such as teacher professional development and integrated/designated ELD with evidence-based literacy practices to augment the district’s core ELA/ELD curriculum.

Academics - Mathematics:

SUSD's 2020-2021 End of Year Math local assessment results indicate only 8.2% (2,093) students tested at or above grade level in ELA. Of the 91.8% K-8 students (completed iReady assessments) who are one or more years below grade level, 41.6% are 1 year below, 15.3% are

2 years below, and at least 26.3% are 3+ years below. The percentage of students may increase another 8.4% for students not testing/counted. For the 2021-2022 Mid-Year LCAP report data collection (Winter 2021) the percentage of students testing at grade level decreased to 16.33%. From this data set, the lowest to greatest percentages of student groups at or above grade level are: Students with Disabilities - 5.58%, African American - 10.08%, Socio-Economically Disadvantaged - 13.32%, Pacific Islander/Native Hawaiian - 13.28%, American Indian/Alaskan Native - 14.39%, Hispanic - 14.48%, White - 19.20%, Multi Race - 20.78%, Asian - 22.97%, English Learners - 30.02%, and Filipino - 36.67%. The actions within goal 1 focus on high quality first instruction and implementation of Universal Design for Learning (UDL) tools and resources to ensure differentiated standards aligned and rigorous instruction for students to master foundational mathematical skills to meet the district's long standing targeted focus area - demonstrate mastery of Algebra concepts and application by the end of 9th grade. At the end of the 2020-2021 school year, 10.96% of eighth graders were promoted to the next grade level at or above, leaving 89.04% of eighth graders promoted to the next grade level below grade level. Of these eighth grade students who are below grade level, 32.77% are a year below, 10.23% are two years below, and 34.19% are three or more years below (which may be increased by 11.86% of students not tested/counted). At the school site level documented in their School Plan for Student Achievement (SPSA), site analysis of data has supported the need for supplemental support and resources, such as teacher professional development in evidencebased mathematical concepts and applications and integration into other academic subjects to augment the district's core Math curriculum.

Academics - Science:

SUSD's 2020-2021 California Science Test (CAST) tested grades 5, 8, 11, and 12. However, data reported showed results that of the fifth graders' tested, 71.43% did not meet standard (level 1) and 28.57% nearly met standard (level 2). CAST tested on three domains: Life Sciences, Physical Sciences, and Earth and Space Sciences. Life Science was the only domain that 16.67% of fifth grade students demonstrated above standard. The actions within goal 1 focus on high quality first instruction with an emphasis of science integration within the other academic subjects. The district is currently in year 2 rollout and implementation of the NGSS aligned science curriculum. Most district school sites have incorporated science within their School Plan for Student Achievement (SPSA) actions/strategies to focus on supplemental support including teacher professional development that promote student engagement and enhanced student learning.

College and Career/Graduation:

SUSD's 2020-2021 College and Career Readiness Indicator data indicates a total of 38.1% of graduating students have met at least one criteria demonstrating they are prepared for college. This broke down to 21% of students meeting A-G college entrance requirements, 7.2% have received the State Seal of Biliteracy, 5.5% have completed at least one CTE pathway requirement, 3.6% have completed at least one college course requirement, and .8% have received a score of 3 or high on two AP exams. The actions in goal 1 focus on increasing access and opportunities for students to transition from approaching prepared to being prepared upon graduation college and career ready. These actions include refocusing the CTE and dual-enrollment course "recruitment," especially for vulnerable student

populations; initiating stronger and deeper one-on-one counseling to address the social-emotional and academic needs of students leading to an increase in promotion and, ultimately, graduation; more intentional data mining to identify students in need of interventions and additional support. Most district school sites have incorporated college and career readiness attributes within their School Plan for Student Achievement (SPSA) actions/strategies; however, intentional emphasis will be supported to include at least one evidence-based quality STEM elective at each elementary site that promotes student engagement and enhanced student learning. The district will continue credit recovery opportunities to enhance students' ability to graduate within their cohort. In the school year 2020-2021, 2,445 12th grade students were enrolled and of those students 2,089 students prepared to graduate; however, 14.5% (or 356) students were not as they were one or more courses behind; therefore, not meeting the criteria for graduation. The district 2020-2021 extended year support and resources were provided to 300 12th grade students enrolled in extended year credit recovery programming, with 305 "no marks" adjusted and 47 courses completed meeting A-G requirements. In addition, due to the learning loss, incoming juniors and seniors will need these same opportunities to recover credit to meet graduation requirements; summer school and tutoring supports are mandatory in order to close the gap.

Goal 2 – Equitable Learning Environments:

Due to the effects COVID-19 restrictions and the complete upending of students' lives, SUSD has seen a spike in online inquiries/searches and provided crisis response. Mental Health Clinicians responded to Information Services Alerts and provided support to ensure student safety for 89 instances between 4/21/20 – 6/29/20 to 250 instances between 8/1/2020 – 5/11/21. As students transition back to the full inperson instructional setting school sites have been impacted with students exhibiting suspend-able offense behaviors for the current 20212022 school year, there have been 1,639 consequence actions. The majority of actions (84.50%) involved four student groups: Hispanic - 59.30% (975), African American - 25.20% (413), White - 5.74% (94), and American Indian/Alaskan Native - 3.17% (52). The grades that experienced the majority of consequence action occurred in 8th (16.2%), 9th (14.3%), 10th (12%), and 11th (14.2%) and more males

(71.8%) versus females (28.1%) were involved. The actions within goal 2, are dedicated to positively impact students through direct outreach including Positive Behavior Interventions and Supports (PBIS), Student Assistant Program (SAP), Behavior Intervention Team (BIT), school counselor for social-emotional support, and targeted professional development of school staff in inclusionary, restorative practices and trauma-informed care knowledge and implementation/practice.

Goal 3 – Meaningful Partnerships:

Chronic Absenteeism/Attendance:

SUSD's chronic absenteeism data available in the 2021-2022 Mid-Year LCAP report indicates a 24.8% chronic absenteeism rate for all students. From this data set, the highest to lowest percentages of student groups chronically absent are: Homeless - 58.40%, African American - 40.30%, Foster Youth - 40.9%, American Indian/Alaskan Native - 31.77%, Multi Race - 31.2%, White - 29%, Students with

Disabilities - 28.5%, Socio-Economically Disadvantaged - 27.1%, Pacific Islander/Native Hawaiian - 24.6%, Hispanic - 23.8%, English Learners - 20.5%, Asian - 15.8%, and Filipino - 9.3%. Districtwide school sites have faced significantly higher chronic absenteeism rates due to COVID-19 protocols and actual illnesses that have affected students, and/or snowballed through the student's household. The district has extended remote learning through the expansion of an online Independent Study school; thereby, lessening the learning loss from the disruption of the in-person learning environment. Realizing the effects associated with chronic absenteeism, the district identified the need to expand the existing action pertaining to Positive Behavior Interventions and Support (PBIS) incentives to aide in the reduction of chronic absenteeism and the related behaviors exhibited by students experiencing dramatic changes in their educational setting. The actions of goal 3 will continue to work in tandem with goal 1 and 2 to increase outcomes to reduce chronic absenteeism through Child Welfare and Attendance district staff continued with "student recovery" events that deployed district staff to the student/s home to verify residence, safety, and reach out to the family. At the school site level documented in their School Plan for Student Achievement (SPSA), site analysis of data has supported the need for supplemental support and resources, such as home visits and outreach to parents/families and implementation of evidence-based practices such as check-ins and peer mentorships.

Parent Communication/Outreach:

COVID-19 restrictions required the district to rethink the outreach to parents, families, and community for involvement and engagement. Staff continued to work throughout the pandemic providing training virtually and creating videos to expand parent and family knowledge on topics important to them. The barriers relating to COVID-19 presented a quandary as virtual formats replaced the in-person formats allowing for

parents, families, and community to participate when they normally would have not been able to. However, there is still a digital divide from physical technology or internet access to the general knowledge and comfortability of technology that our parents, families, and community experience, which sadly led to others not able to participate fully or at all.

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. 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 (Rtl) 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 ongoing goals: Goal 1 - Student Achievement, Goal 2 - Equitable Learning Environments, & Goal 3 - Meaningful Partnerships. For the 2022-2023 LCAP, the district is required to add a goal focusing on support and resources above what is currently provided to Students With Disabilities.

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.

Stockton Unified School District (SUSD) has identified several key features of the 2022-2023 LCAP:

* The primary key feature is the enhanced readability of this 2022-2023 LCAP. District staff have heard the education partners feedback and in-turn have significantly reduced the number of pages in the plan ensuring the responses to plan prompts were succinct (brief and clearly expressed). Another area of improvement related to the 2021-2022 LCAP actions were excessive with 80 individual actions spread out across the three goals, which lead to confusion, fragmentation and dilution of how the district is supporting student needs. The choice to

consolidate the individual actions under thematic categories, is not new in how the district has expressed actions/services in years past. The advantages of reverting back to themed categories provides the district the ability to report on the inter-departmental supports and connections to similar actions. For example, there are eleven individual actions that support College and Career Readiness and A-G. By combining those individual actions as components of the overall approach and support for College and Career Readiness, it promotes and details the vision of equity and access the district is engaged in. In another example, there are six individual actions that support Targeted Learning Recovery and Acceleration of Instructional and Intervention Support. These individual actions of credit recovery, AVID, and library

enhancements have been combined as components to achieve this themed category. By combining like actions, the district is able to better articulate the interconnected approaches, resources, and supports to positively impact our students.

* Research and district data has shown that early literacy is essential to ensure students are successful in other subjects and graduating college and career readiness for continued success beyond graduation. Therefore, the district is investing significant resources to support high quality first instruction for TK-3 students ensuring students enter grade 4 at or above grade level. This sets the stage for increased success in other subjects as math and science rely on a student's ability to read and comprehend concepts in addition to numbers and applications. These investments include professional development in the core curriculum and supplemental supports such as SIPP and Heggerty that focus on bridging and reducing the foundation literacy skill gaps students are currently working to overcome. Another approach is to improve the district's practice of using common assessments that measure student understanding and learned skills so teachers can address the unlearned content in real-time through differentiated and targeted instruction. The district will continue to provide teachers with tools and resources that are supportive in Universal Design for Learning (UDL). UDL has been collectively defined as support provided in a manner that meets the individual and unique needs of our students and district.

* The district has been hit hard with the effects of COVID-19, as teacher and classified support staff shortage resulting from illness, retirement, and lifestyle changes continue to plague the district (and across the county, state, and nation). In effort to recover, the district is focusing resources for the recruitment and retention of integral positions through job fairs, expanding outreach to locales outside of our area, and establishing connections with colleges/universities. The district has also sought to clearly define the internal pipeline and development of SUSD students and paraprofessional/classified staff.

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. State priorities supporting this goal are: 1 (Basic Services), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Access to a Broad Course of Study), and 8 (Outcomes in a Broad Course of Study).

Highlights for Goal 1 are:

- 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
- Advancement via Individual Determination (AVID) program implementation

- Access to college readiness exams for Honors, Advanced Placement, IB, and Dual Enrollment • 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
- Student technology upgrading and refreshing, instructional technology support provided to school sites, and software to monitor student communication and technology to improve responsible usage

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). State priorities addressed by this goal are: 1 (Basic Services) and 6 (School Climate).

Highlights of Goal 2 are:

- Teacher/Staff computer replacement, upgrading, and refreshing and technology support
- Behavior Intervention Team (BIT) school site support
- Assistant principal staffing at Kindergarten-8th grade school sites and high schools
- 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 socialemotional 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
- Educational equity, diversity, and inclusion supporting 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. State priorities addressed by this goal are: 3 (Parent/Family Involvement) and 5 (Student Engagement).

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

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 were initially identified in 2019-2020, then continued in 2020-2021 and 2021-2022 as being eligible for comprehensive support and improvement (CSI) status:

EL Dorado, Fremont, Hamilton, Jane Frederick, Marshall, Pulliam, Roosevelt, Stockton High, Taylor, 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. The CSI site administration were supported by their assigned Director of Educational Services, State and Federal programs staff, Research & Accountability staff, and the San Joaquin County Office of Education (SJCOE), in the planning and development of their CSI plan which is embedded within their School Plan for Student Achievement. CSI school sites used local indicator data findings in the needs assessment data and CDE Dashboard data elements, as the California Dashboard is out of data/sync due to the disruption of COVID-19.

Directors of Educational Services supported a modified coaching and support model 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.

A timeline was provided to site administration encouraging their planning team to meet 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 to continue working on conducting an annual review as the process moves forward.

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. 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.

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.

The district intends to continue providing 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.

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.

Monitoring and Evaluating Effectiveness

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

CSI identified school sites were provided a schoolwide 10-step comprehensive needs assessment tool, Decision Making Model (DMM) tool, and other resources to support the comprehensive needs assessment process. 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. In addition, State and Federal programs staff coordinated/facilitated strategic support provided by the district in creating the CSI plans that are embedded within the site's School Plan for Student Achievement (SPSA).

The type of data provided by Research & Accountability to the CSI identified school sites for analysis include: academic achievement (iReady), English learner reclassification, attendance, discipline and suspension data, and school climate survey data.

Through the district's Research & Accountability department, staff is developing and refining data reports that will monitor the evidence based strategies/activities to determine the effectiveness that supports the growth focused goals set in the School Plan for Student Achievement.

Directors of Educational Services are tasked with maintaining and enhancing site based conversations that lead to modifications, improvements of evidence-based strategies/activities directly supporting academic growth.

Through the School Plan for Student (SPSA) development and implementation process, CSI school sites were provided a timeline of activities with specific milestones that promote success and site time management efforts. These milestones provide guidance for site administrators to review data, level of implementation, and the effectiveness of the evidence-based strategy/activity, which in turn lead to the determination of modification or discontinuation of the evidence-based strategy/activity.

The district will establish monitoring and evaluation protocols/systems focusing on the implementation and effectiveness of the CSI identified/embedded evidence-based strategies and activities to support student and school improvement through collaborative data cycle. The protocol/systems will include outlining meeting topics and outcome pertaining to discussions around the metrics and indicators that each school's comprehensive needs assessment identified, aligned with the California School Dashboard data, and the action plans developed around addressing these needs using evidence-based interventions.

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 tool (or other similar tool), 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 curriculumbased assessments, levels of parent involvement/engagement in site meetings)
- Outcomes from the California School Dashboard, local assessment data, and District school profile data will be presented and analyzed to stakeholder groups at the 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging our educational partners was key to strengthening our LCAP for 2022-23 as the feedback, discussions, and input provided through community meetings, surveys, and group discussions added to our focus of maximizing student achievement. As the first part of the year dictated due to COVID-19, digital meetings via zoom became a strength for our district in communicating with our educational partners remotely. Teachers, principals, administrators, other school personnel, local bargaining units, parents, families, and students all formed our engagement partner process.

From September through May, Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), African American Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (Latino PAC), Parent Student Advisory Committee (PSAC), Parent Educational Presentations! (PEP!), and Migrant PAC were all provided with LCAP updates at their meetings, as well as have the opportunities to provide feedback, suggestions, and input, increasing awareness and opening additional communication doors to our educational partners. Beginning in September, with the introduction of the new LCAP Director, informative sessions began routinely when advisory committees met. Monthly Partners in Education LCAP Engagement forums were held in the evenings, to provide multiple options and opportunities for staff, families, and community members to engage in the LCAP development process. These meetings were open to the public and advertised to the entire SUSD community through webpage postings, as well as through our district-wide communications outreach.

October through February of this school year were dedicated to providing a breakdown of the LCAP, specifically focusing on the actions that made up each one of our three goals. Presentations were scaffolded, presenting the first thirty-six actions that are specific to the first goal during the first presentation. This provided a targeted discussion and ample time for partner feedback. The second and third presentations that followed, also had similar breakdowns, where goal two actions were presented in isolation during the following meeting and the third goal actions presented after the first two goals and their actions were presented. Feedback from our educational partners on the length of our LCAP was received indicating a desire to make our LCAP more accessible & readable document.

Surveys were released shortly after presentations so that feedback was collected with the most efficiency. Seventh through twelfth graders made up our student educational partners and questions were written specifically for their experiences in school. Surveys for our other educational partners had less questions focusing on their school experiences and more targeted questions on each goal of our LCAP.

Our Special Education Department in connection with our CAC and PEP! Advisory committees were also a vital contributor in building a stronger LCAP this year, focusing on improving academics and ultimately graduating more students with special needs. Both CAC and PEP! committees provided feedback on the LCAP and the actions that were designated for our special needs students. Feedback was collected

after every presentation and when surveys were opened to the public. SUSD state data from 2019 showed that our students with disabilities have been under-performing within two or more state priorities for consecutive years (2017-2019). As a result, a portion of the discussions and feedback within the Special Education Department, its director, and the CAC and PEP! committees focused on building an additional goal for our LCAP that targets student engagement and a broad course of study. LCAP surveys also included questions focusing on our students with special needs.

The LCAP Steering and Feedback committee took shape during the half-way point of the year and was made up of district level leaders, creating a team of administrators and directors of the departments of curriculum, technology, mental health, special education, college technical career, educational services, student support, human resources, business, state & federal, research & accountability, and a district librarian. This team became our LCAP leads throughout the district as they engaged in the LCAP development process. Presentations were also provided to site administrators to show their school site councils and English Language Advisory Committees to help facilitate conversations with educational partners about the implementation and development of the LCAP and to provide additional alignment and development of their School Plans for Student Achievement (SPSA).

Communication to our educational partners, including presentations and on various feedback surveys were all provided in both English and Spanish. During meetings with mostly Spanish speakers, the presentations were done in Spanish and translated to English if needed. A midyear presentation was given to the public during the February 22, 2022 board meeting providing highlights, metrics, and fiscal data of our LCAP. Shortly after, three short surveys were released focusing on our three main goals. The first survey focused on goal 1: Student Achievement. The second survey focused on goal 2: Equitable Learning Environments. The third survey focused on goal 3: Meaningful Partnerships. Feedback, input, and data collected during presentations and from surveys were analyzed for themes, for specific areas of interest, clearly identifying areas through cross-referencing educational partner groups' survey results, in direct connection with services provided and 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.

In May of this year, the District shared the proposed draft of the LCAP with the Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) and collected feedback from the Community Advisory Committee in the development of the final LCAP through in-person and zoom distance meetings. A public viewing process was also provided for all educational partners to view and provide feedback to the proposed LCAP, and then responded in writing to any questions that were posed prior to holding the public hearing during the month of June (June 14) 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 educational partners.

A summary of the input and feedback received from our educational partners provided a clearer understanding of the areas throughout our district that should be sustained and areas to focus on in the upcoming year. All feedback was valuable and cross referenced with our LCAP goals to maximize student learning. Safety, enrichment, music, art, class resources, additional learning opportunities and strategies, parent involvement, additional personnel, graduation and beyond, and special education all became areas to focus on.

Feedback on the current 2021-2024 Local Control Accountability Plan was provided by our advisory committees, bargaining units, and our non-committee participant educational partners, who provided valuable input for our LCAP via community presentations, group discussions, meetings throughout the year and surveys. Surveys were a big part of our collection of feedback efforts throughout the year. SUSD is a diverse district and the ethnicity breakdown of the surveys provided a snapshot of our educational partners' diversity with 41% being Latino, 16%, Asian, 10% White, 7% Black, 6% Filipino, 1% Native American, and 11% two or more mixed ethnicities, and 8% preferred not to answer. Classified and certificated staff were two of our larger groups who provided input to strengthen our LCAP, although the largest of our educational partners continues to be our students. Students make up 70% of our survey feedback. They provide additional insight to the metrics data that we collect throughout the year. When asked what subject students would need additional support on, both language arts (25%) and math as the top two subjects, with Math being the most selected subject (56%). In addition, our educational partners provided feedback and ideas in areas that were already part of our existing plan, although we felt it is always best to share the list of themes and ideas that our educational partners have suggested for our district.

Our students' feedback varied but through their direct statements and interpretation of their input, specific themes continued to emerge. Students provided an appreciation for the access to counselors, mental health resources, bilingual personnel, having connectivity to digital tools, having after school programs, tutoring, and school clubs. Their input also indicated a need for more teachers, provide art and music for everyone, expand enrichment and learning opportunities, more cultural awareness and positive environments, and more choices for credit recovery. Our classified and certificated educational partners' feedback that was shared focused on the need for additional staffing in the classroom and mental health, additional parent workshops and additional resources for the classroom, updated curriculum, ways of improving student attendance, professional development opportunities, improved communication and increased reading libraries. Parents, guardians, and family members shared feedback around identified needs in the areas of continuing to provide community assists and parent liaison support to increase outreach, additional classroom aides, better lunch options, increased frequent communication from teachers to parents/guardians, incentives offered to students to reach their academic and attendance goals, more after school tutoring options and enrichment experiences, information that is easy accessible to students and parents/guardians on when learning opportunities are offered, more art, music, and expanded learning experiences for students. Our school and district administrators focused their feedback on increasing MTSS supports, extended day supports and transportation, professional development for staff and informative workshops for parents and community, staffing, recruiting, and retaining, focus on A-G requirements and student graduating, cultural proficiency and competency, establishing opportunities for students, and addressing learning loss.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Throughout the development process of the LCAP, our educational partners were engaged in discussions over the plan's goals and actions, and provided direct influence and additional guidance over the LCAP's actions and goals. Educational Partners' input from students, teachers, principals, administrators, classified and certificated personnel, local bargaining units, parents, guardians, family, and community members all provided feedback via surveys, community presentations, advisory group discussions, and additional meetings throughout the year. The focus was specific to our goals, bringing the focus towards student achievement, equitable learning environments, meaningful partnerships, and special education. There was a continued need to increase student access to art and music experiences, increased

academic support 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.

SUSD has worked to continue and incorporate many of the requests from educational partners and staff into the 2021-24 LCAP within our goals and actions. Many of the requests were already part of our LCAP. Among the specific new investments included in the LCAP that respond directly to feedback from stakeholders are:

- * Investments in expanded enrichment - (i.e. Science camp (elementary), noon-time student engagement activities) * Additional mental health supports
- * New initiatives to recruit and retain a diverse teaching workforce
- * A deeper investment in early literacy
- * Enhanced Extended Day (Before school and after school programs)
- * A deeper investment in our facilities and learning environments
- * A deeper investment on resources for family outreach
- * Cultural proficiency professional development and resources for all staff (Inclusion, Diversity, and Equity)

Additional actions and investments that respond to the recommendations of stakeholders can be found throughout the goals and actions that follow.

Goals and Actions

Goal

Goal #	Description
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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.
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An explanation of why the LEA has developed this goal.

The actions within this goal are designed to promote student achievement aligning with the district’s long standing targeted focus:

- * Every child by the end of the 3rd grade will read and comprehend at the proficient level.
- * Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
- * Every child by the end of the 12th grade will graduate and be college or career ready.

High quality first instruction provides the basis for students in TK-3 to master foundational literacy skills that are essential for students to read and comprehend with proficiency. High quality first instruction also supports the student learning of grade level mathematical competencies to prepare for mastery of Algebraic concepts and application by 9th grade without the need for learning recovery support. Enhancing high quality first instruction, through consistent and faithful implementation of Universal Design for Learning (UDL) and common assessments, instructional staff will use these tools and strategies to support teaching and learning that helps give all students an equal opportunity to succeed. Additionally, preparing our students for college and career requires access to challenging and meaningful academic programs that will provide the necessary skills for success beyond graduation.

Educational partners throughout our community have shared the need for all students to receive high quality first instruction, be supported with intervention and academic support programs and services, to increase academic achievement and improve students’ levels of preparedness for college and career readiness.

We plan to achieve this goal of increasing student learning through the implementation of the actions and will measure the effectiveness of the actions and progress towards meeting the goal by collecting and reviewing state and local data related to student achievement including graduation rate, reading and math, CTE course offerings and completion, and English learner progress.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(1B) Percentage of students who have sufficient access to standards aligned instructional materials.</p> <p>(Data Source: SARC)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>			100%
<p>(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD.</p> <p>(Data Source: Professional Development attendance data and Language Development Office data)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>			100%

(2A) Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic &	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:			Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>	<p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2020-2021)</p>	<p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2021-2022)</p>			<p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5</p>

(2A) Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic & Performance Standards including how programs and	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4			Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 5 ELD: 5 Math: 5
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services will enable ELs to access the CC academic content standards and ELD standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)	NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2020-2021)	NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2021-2022)			NGSS: 5 History: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Lang.: 5

<p>(2B) Percentage of English learners provided with designated and integrated English Language Development (ELD).</p> <p>(Data Source: ELD Master Schedule)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>			<p>100%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 30.28%</p> <p>FY: NA%</p> <p>EL: 2.77%</p> <p>SED: 27.82%</p> <p>SWD: 7.68%</p> <p>AA: 19.52%</p> <p>AI: 30.54%</p> <p>AS: 43.55%</p> <p>FI: 54.17%</p> <p>HI: 28.01%</p> <p>HOM: NA%</p> <p>MR: 34.73%</p> <p>PI: 36.04%</p> <p>WH: 36.65%</p> <p>(2019-2020)</p>	<p>ALL: 46.16%</p> <p>FY: NA%</p> <p>EL: 3.92%</p> <p>SED: 42.74%</p> <p>SWD: 7.08%</p> <p>AA: 28.07%</p> <p>AI: 46.67%</p> <p>AS: 63.85%</p> <p>FI: 67.39%</p> <p>HI: 43.27%</p> <p>HOM: 25.00%</p> <p>MR: 44.44%</p> <p>PI: NA%</p> <p>WH: 47.06%</p> <p>(2020-2021) 11th grade only</p>			<p>ALL: 40%</p> <p>FY: NA%</p> <p>EL: 15%</p> <p>SED: 35%</p> <p>SWD: 15%</p> <p>AA: 28%</p> <p>AI: 40%</p> <p>AS: 52%</p> <p>FI: 60%</p> <p>HI: 34%</p> <p>HOM: NA%</p> <p>MR: 42%</p> <p>PI: 44%</p> <p>WH: 45%</p>

<p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 20.85% FY: NA% EL: 3.2% SED: 18.8% SWD: 6.23% AA: 10.58% AI: 16.72% AS: 34.39% FI: 41.21% HI: 18.66% HOM: NA% MR: 28.06% PI: 24.32% WH: 26.58%</p> <p>(2019-2020)</p>	<p>ALL: 23.52% FY: NA% EL: 3.62% SED: 20.30% SWD: 1.86% AA: 8.70% AI: 25.00% AS: 44.58% FI: 46.15% HI: 18.91% HOM: 7.14% MR: 28.06% PI: NA WH: 21.43%</p> <p>(2020-2021) - 11th grade only</p>			<p>ALL: 25% FY: NA% EL: 8% SED: 25% SWD: 12% AA: 18% AI: 22% AS: 42% FI: 50% HI: 25% HOM: NA% MR: 32% PI: 30% WH: 34%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>ALL: 31% FY: 25% EL: 15.8% SED: 30% SWD: 12.83% AA: 26% AI: 34% AS: 43.62% FI: 60% HI: 30% MR: 40% PI: 36.61% WH: 38%</p> <p>(Winter 2020)</p>	<p>ALL: 22.80% FY: TBA EL: 19.81% SED: 22.78% SWD: 7.31% AA: 17.38% AI: 17.86% AS: 31.87% FI: 45.14% HI: 20.34% MR: 32.91% PI: 22.15% WH: 30.19%</p> <p>(Winter 2021)</p>			<p>ALL: 40% FY: 34% EL: 28% SED: 40% SWD: 20% AA: 35% AI: 42% AS: 50% FI: 68% HI: 40% MR: 48% PI: 44% WH: 48%</p>

<p>(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>ALL: 18% FY: 17% EL: 16% SED: 24% SWD: 10.99% AA: 16% AI: 24% AS: 33.84% FI: 43% HI: 22% MR: 28% PI: 23% WH: 29%</p> <p>(Winter 2020)</p>	<p>ALL: 16.33% FY: TBA EL: 30.02% SED: 13.32 SWD: 5.58% AA: 10.08% AI: 14.39% AS: 22.97% FI: 36.67% HI: 14.48% MR: 20.78% PI: 13.38% WH: 19.20%</p> <p>(Winter 2021)</p>			<p>ALL: 30% FY: 25% EL: 25% SED: 32% SWD: 25% AA: 28% AI: 32% AS: 40% FI: 55% HI: 35% MR: 40% PI: 25% WH: 40%</p>
<p>(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>	<p>ALL: -53.70 FY: -78.20 EL: -74.50 SED: -59.30 SWD: -124.20 AA: -84.70 AI: -55 AS: -21.70 FI: 1.60 HI: -58.50 HOM: -94.60 MR: -43.20 PI: -40.50 WH: -40.90</p> <p>(2018-2019)</p>	<p>Academic Indicator not computed this year.</p> <p>(2020-2021)</p>			<p>ALL: -33 FY: -58 EL: -60 SED: -40 SWD: -110 AA: -70 AI: -35 AS: -4 FI: 4 HI: -40 HOM: -80 MR: -24 PI: -28 WH: -20</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>	<p>ALL: -81.20 FY: -110 EL: -95 SED: -86 SWD: -149.90 AA: -119 AI: -100.10 AS: -45.70 FI: -27.10 HI: -85.20 HOM: -120.70 MR: -65.30 PI: -75.30 WH: -67.90</p> <p>(2018-2019)</p>	<p>Academic Indicator not computed this year.</p> <p>(2020-2021)</p>			<p>ALL: -70 FY: -90 EL: -85 SED: -76 SWD: -136 AA: -108 AI: -84 AS: -34 FI: -12 HI: -74 HOM: -108 MR: -58 PI: -65 WH: -57</p>
<p>(4A) The percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST).</p> <p>(Data Source: CAST)</p>	<p>12.19%</p> <p>(2018-2019)</p>	<p>0.00%</p> <p>(2020-2021)</p>			<p>21%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4B) Percentage of students who meet CSU/UC a-g college entrance requirements</p> <p>(Data Source: Dataquest)</p>	<p>ALL: 33.5% FY: 6.5% EL: 19.8% SED: 32.8% SWD: 8.5% AA: 28.3% AI: 11.4% AS: 47.7% FI: 63% HI: 30.7% HOM: 12.1% MR: NA% PI: 18.2% WH: 30.6%</p> <p>(2019-2020)</p>	<p>ALL: 36.9% FY: 6.3% EL: 19.6% SED: 34.4% SWD: 13.5% AA: 28.3% AI: 37.0% AS: 52.7% FI: 58.8% HI: 34.5% HOM: 14.6% MR: 22.7% PI: 29.4% WH: 33.3%</p> <p>(2020-2021)</p>			<p>ALL: 38% FY: 11% EL: 24% SED: 37% SWD: 13% AA: 33% AI: 16% AS: 53% FI: 68% HI: 35% HOM: 17% MR: 0% PI: 23% WH: 35%</p>
<p>(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-</p>	<p>ALL: 5.93% FY: 0% EL: 3.30% SED: 5.67% SWD: 2.33% AA: 2.17% AI: 2.86%</p>	<p>ALL: 5.50% FY: 2.90% EL: 4.20% SED: 5.60% SWD: 2.20% AA: 4.20% AI: 5.40%</p>			<p>ALL: 25% FY: 15% EL: 25% SED: 20% SWD: 10% AA: 25% AI: 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>approved Career Technical Education (CTE) standards and frameworks.</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>	<p>AS: 7.39% FI: 10.19% HI: 6.38% HOM: 1.01% MR: 0% PI: 0% WH: 3.53%</p> <p>(2019-2020)</p>	<p>AS: 6.10% FI: 2.90% HI: 5.90% HOM: 3.7% MR: 11.60% PI: 5.6% WH: 2.60%</p> <p>(2020-2021)</p>			<p>AS: 30% FI: 25% HI: 30% HOM: 25% MR: 25% PI: 10% WH: 15%</p>
<p>(4D) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks).</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>	<p>ALL: 3.95% FY: 0% EL: 2.20% SED: 3.68% SWD: 1.55% AA: 1.63% AI: 0% AS: 5.11% FI: 8.33% HI: 4.10% HOM: 0% MR: 0% PI: 0% WH: 2.35%</p> <p>(2019-2020)</p>	<p>ALL: 2.10% FY: 0% EL: 1.80% SED: 2.20% SWD: 0.30% AA: 1.50% AI: 2.7% AS: 4.10% FI: 1.90% HI: 2.00% HOM: 0.00% MR: 2.30% PI: 0.00% WH: 0.90%</p> <p>(2020-2021)</p>			<p>ALL: 35% 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%</p>

(4E) Percentage of English Learner students who	43.6% (2019-2020)	No English progress indicator for 20202021			50%
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
make progress toward English Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard)					
(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. (Data Source: CA School Dashboard)	17.8% (2019-2020)	14.29% (2020-2021)			34%

<p>(4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.</p> <p>(Data Source: DataQuest)</p>	<p>12.10% (2019-2020)</p>	<p>6.4% (2020-2021)</p>			<p>25%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4G) Number of students who take at least one Advanced Placement (AP) courses.</p> <p>(Data Source: SUSD AP Course Enrollment Local Data, Synergy)</p>	<p>1,799 (2019-2020)</p>	<p>1,463 (2020-2021)</p>			<p>1,945</p>
<p>(4G) Percent of Advanced Placement (AP) courses passed by students.</p> <p>(Data Source: CALPADS)</p>	<p>97% (2019-2020)</p>	<p>92% (2020-2021)</p>			<p>98%</p>

(4G) Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher. (Data Source: CollegeBoard)	32% (2019-2020)	18% (2020-2021)			45%
(4H) Percentage of students who demonstrate college preparedness by	ELA: 38.88% Math: 14.66% (2018-2019)	ELA: 16.89% Math: 5.67% (2020-2021)			ELA: 43% Math: 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math. (Data Source: CAASPP)					

<p>(4H) Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP).</p> <p>(Data Source: All Terms MDTP assessment data)</p>	<p>9th: 33% 10th: 18.57% 11th: 14.40%</p> <p>(2020-2021 - All Terms)</p>	<p>9th: 35.44% 10th: 18.64% 11th: 15.73%</p> <p>(2021-2022)</p>			<p>9th: 42% 10th: 30% 11th: 24%</p>
<p>(5D) High school dropout rate - the percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school</p> <p>(Data Source: CALPADS)</p>	<p>5.7%</p> <p>(2019-2020)</p>	<p>12.8%</p> <p>(2020-2021)</p>			<p>1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard, DataQuest)	ALL: 77.40% 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% (2019-2020)	ALL: 79.4% 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% (2020-2021)			ALL: 86% 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%
(7A) Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.	ALL: 100% (2020-2021)	ALL: 100% (2021-2022)			100%

(Data Source: SUSD Course and Master Schedules)					
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(7A) In addition to a broad course of study offered to students, English learners, foster youth, and low-income students will receive additional support programs and services through extended year program opportunities, small group instructional support, after school academic support and enrichment, credit recovery opportunities, and a variety of school site supplemental intervention programs. SUSD will implement these programs and services as verified by district and school site implementation records.	ALL: 100% (2020-2021)	ALL: 100% (2021-2022)			100%

(Data Source: CALPADS)					
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(8A) Number of students earning a Seal of Biliteracy. (Data Source: DataQuest)	176 students (2019-2020)	300 Students (2021-2022)			190
(8A) Number of students earning a Golden State Seal Merit Diploma. (Data Source: DataQuest)	199 students (2019-2020)	428 students (2021-2022)			230

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness and A-G Supports (Non-Contributing)	Provide access to all students through the creation of opportunities, courses, resources, training and staff to increase ways students are graduate college and career ready. The activities that are connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>offerings, Honors and Advanced Placement pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership and/or JROTC programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.</p> <p>* Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7/1.25) * JROTC Teacher (SA 11.10/1.28)</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p>		

<p>1.2</p>	<p>Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)</p>	<p>To increase and improve access to unduplicated pupils (low-income, English Learners, foster youth) and homeless students through the creation of opportunities, courses, resources, training and staff to increase ways students are graduate college and career ready. The activities that are connected to College and Career Readiness are inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings, Honors and Advanced Placement pathways, access to assessments that support college readiness and admissions, resources and supports that promote A-G eligibility upon graduation, leadership and/or JROTC programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned. An emphasis will be placed on unduplicated populations of students to ensure students are graduating prepared to successfully pursue college and career options.</p> <ul style="list-style-type: none"> * Career Center Development & Resources (SA 11.3/1.22) * High School Student Data Support (SA 11.5/1.23) * Career Technical Education Pathways Access (SA 11.6/1.24) * Public Safety Academy Program Leadership (SA 11.8/1.26) * Engineering Career Pathways and STEM Resources and Support (SA 11.9/1.27) * College Entrance Exams Administration and Access (Including Honors, AP, Dual Enrollment) (SA 11.11/1.29) * Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13/1.30) * Career Exploration Software and Programs (SA 11.14/1.31) * College and Career Readiness Student Services & Support (SA 11.15/1.32) * In-School College Entrance Exam Administration for 11th and 12th grade students (Including Honors, AP, IB, Dual Enrollment) (SA 11.16/1.33) <p>State Priorities: 2, 4, 7, 8 Metrics: Primary Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p>	<p>\$0.00</p>	<p>Yes</p>
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Action #	Title	Description	Total Funds	Contributing
1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	<p>'To increase and improve language learning support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>* Bilingual instructional program support for K-12th grade students (SA 3.1/1.3) * English Language Development Coaching & Instructional Support (SA 3.2/1.4) * English Language Proficiency Professional Development (SA 3.3/1.5) * District Departmental Budgets Focused On Increased Student Achievement - LDO (SA 10.2/1.20)</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Educator Development and Implementation of Professional Learning Communities (Non-Contributing)	<p>'Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>* Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1/1.8)</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	No
1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	<p>'To increase and/or improve professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities (PLCs) and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community to enhance (low-income, English Learners, foster youth) and homeless student academic achievement.</p> <p>* Teacher Collaboration, Professional Development, & Academic Support (SA 5.1/1.6)</p> <p>* School Site Administrators Leadership Professional Learning Development (SA 5.2/1.7)</p> <p>* District Departmental Budgets Focused On Increased Student Achievement - Research (SA 10.2/1.20)</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Non-Contributing)	<p>'To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students.</p> <p>* Advancement via Individual Determination Program (AVID) (SA 11.2/1.21)</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	No
1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	<p>To Increase and/improve services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on increasing and/or improving services for (low-income, English Learners, foster youth) and homeless students.</p> <p>* Learning and High School Credit Recovery Support & Programs (SA 7.3/1.9)</p> <p>* School Site Budget Allocations (SA 10.1/1.19)</p> <p>* District Departmental Budgets Focused On Increased Student Achievement - State and Federal (SA 10.2/1.20)</p> <p>* District Library and Literacy Support (SA 13.1/1.35)</p> <p>* Student Access To Ebooks (SA 13.2/1.36)</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	<p>'To increase and/or improve unduplicated pupils (low-income, English Learners, foster youth) and homeless student access to academic experiences and activities beyond the regular instructional day and school year. The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.)/homework help, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>* Afterschool tutoring, homework help, and enrichment (SA 9.1/1.17) * Expanded Afterschool Program Offerings (SA 9.4/1.18) * Outdoor Education/Science Camp (New - 22-23 SY)</p> <p>State Priorities: 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	Yes
1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	<p>'To increase and/or improve unduplicated pupils (low-income, English Learners, foster youth) and homeless student access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils (low-income, English Learners, foster youth) and homeless students with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupils (low-income, English Learners, foster youth) and homeless student safety that allows teachers to remotely monitor student learning.</p> <p>Student Technology For Learning & Connectivity (SA 1.1/1.1) Laptop Learning Monitoring Software (SA 1.2/1.2) Google Monitoring System (ELE 3.1/2.10)</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	Yes

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.

The allocated funds budgeted for expenditures pertaining to Student Achievement activities were developed and written with the expectation the district would return to a full in-person instructional model with no COVID-19 related barriers/restrictions at the onset of the 2021-2022 school year. Although the district did return to a full in-person instructional model, difficulties of the planned implementation compared to actual implementation of actions were experienced. Substantive differences were identified for:

Actions 1.3, 1.4, 1.5 (SA 3: Primary Language Support): Teacher shortages caused a domino effect with district level certificated staff who were reassigned to directly cover classes and support student learning.

Action 1.8 (SA 6: Implementation of Professional Learning Communities (PLC) Strategies): Implementation of PLC focused professional development and teacher collaboration occurred at the school site level, documented within the school site's School Plan for Student Achievement (SPSA). At the site level, setbacks experienced resulted from teacher substitute shortages and lack of interest for additional teacher compensation.

Actions 1.15, 1.16 (SA 8: Instructional Coaching and New Teacher Support): Teacher shortages caused a domino effect with Instructional Coaches reassigned to directly cover classes and support student learning.

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

Variances from the budgeted to the actual expended resulted from modified implementation because of COVID-19 related barriers/restrictions/needs or due to the significant federal stimulus relief funding awarded to the district to support and offset costs associated with meeting COVID-19. Material differences were identified using the criteria of 1) alternative funding source use, and 2) a 10% monetary difference:

Action 1.1, 1.2 (SA 1: Student Technology): Other funding sources (i.e. one time funds) were used to offset the cost of technology devices and equipment.

Actions 1.3, 1.4, 1.5 (SA 3: Primary Language Support): Other funding sources (i.e. one time funds) were used as the staff were reassigned to provide direct student instructional support.

Actions 1.7, 1.8 (SA 5: Teacher Collaboration, Monitoring and Support): Professional development opportunities expenditures for administrators were unable to be fully actualized.

Actions 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 (SA 7: Student Intervention Strategies and Supports): Other funding sources (i.e. one time funds, special education) were used to offset the expenditures pertaining to special education actions and school school activities.

Actions 1.15, 1.16 (SA 8: Instructional Coaching and New Teacher Support): Other funding sources (i.e. one time funds, general funds) were used as the staff were reassigned to provide direct student instructional support.

Actions 1.17, 1.18 (SA 9: Extended Day/Year Programs: Justification): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one time funds.

Actions 1.19, 1.20 (SA 10: Site & Departmental Allocation): Other funding sources (i.e. one time funds) were used as the staff were reassigned to provide direct student instructional support. Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one time funds.

Actions 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33 (SA 11: College and Career Preparatory Opportunities): Professional development opportunities were expended at a lower cost due to COVID-19 travel restrictions in place for the majority of the school year. No expenditures were incurred for college entrance exams. Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one time funds.

Action 1.34 (SA 12: Special Education Assistive Opportunities): Increase in expenditures is directly related to salary increases negotiated through the teachers and administrator unions.

Actions 1.35, 1.36 (SA 13: Library Support): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one time funds.

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

Action 1.1, 1.2 (SA 1: Student Technology): Effectiveness has been demonstrated through the maintenance of the district's student to device (1:1 ratio) initiative. Through the use of laptop monitoring software, teachers are able to better manage student devices keeping students on task.

Actions 1.3, 1.4, 1.5 (SA 3: Primary Language Support): Effectiveness has been exhibited by 461 English Learners meeting the criteria for reclassification and by early Spring 2022, only 25 English Learners were pending reclassifications, which represents that 81.5 percent of English Learners identified at the beginning of the school year have been reclassified.

Actions 1.9, 1.10, 1.11, 1.12, 1.13, 1.14 (SA 7: Student Intervention Strategies and Supports): Effectiveness of credit recovery efforts resulted in 2,445 12th grade students were enrolled and of those students 2,089 students prepared to graduate; however, 14.5% (or 356) students were not as they were one or more courses behind; therefore, not meeting the criteria for graduation. The district extended year support and resources were provided to 300 12th grade students enrolled in extended year credit recovery programming, with 305 "no marks" adjusted and 47 courses completed meeting A-G requirements.

Actions 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33 (SA 11: College and Career Preparatory Opportunities): Effectiveness of college and career opportunities implemented resulted in a 52% FAFSA completion rate, which is 15% more than the county rate. College and career exploration software usage doubled since pre-COVID. 16 elementary schools offered Project Lead the Way (PLTW) as a science supplement and 22 elementary schools offered a middle school PLTW elective.

Actions 1.35, 1.36 (SA 13: Library Support): Effectiveness is demonstrated by library staff circulating 100,988 physical books for K-8 student use and 45,228 e-books or audiobooks. More than 10,000 books were placed on hold by students to check out when a copy is available.

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.

No changes were made to LCAP goal 1.

No changes were made to LCAP goal 1 metrics or desired outcomes.

Consolidation of Actions:

Consolidation of 36 individual actions to 9 thematic categories that support common outcomes.

* 1.1 - College and Career Readiness and A-G Supports

~ Consolidated 2 individual actions (listed in the Goals and Actions section) ~

Non-Contributing: All Students

* 1.2 - Additional and Supplemental: College and Career Readiness and A-G Supports

~ Consolidated 10 individual actions (listed in the Goals and Actions section)

~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 1.3 - Additional and Supplemental: English Language Development and Primary Language Support

- ~ Consolidated 4 individual actions (listed in the Goals and Actions section)
- ~ Non-Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 1.4 - Educator Development and Implementation of Professional Learning Communities

- ~ Consolidated 1 individual action (listed in the Goals and Actions section) ~
- Non-Contributing: All Students

* 1.5 - Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities

- ~ Consolidated 3 individual actions (listed in the Goals and Actions section)
- ~ Non-Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 1.6 - Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports ~ Consolidated 1 individual actions (listed in the Goals and Actions section) ~ Non-Contributing: All Students

* 1.7 - Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports ~ Consolidated 5 individual actions (listed in the Goals and Actions section) ~ Non-Contributing: All Students

* 1.8 - Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs

- ~ Consolidated 3 individual actions (listed in the Goals and Actions section)
- ~ New element added supporting outdoor education/elementary science camp
- ~ Non-Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 1.9 - Additional and Supplemental: Educational Technology, Software, & Technical Support

- ~ Consolidated 3 individual actions (listed in the Goals and Actions section)
- ~ Non-Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

Action Redirections Across Goals:

Individual action 1.10 (SA 7: Student Intervention Strategies and Supports) was moved to Goal 4 and consolidated with 4.1 - Student Intervention Strategies and Supports - SPED (Non-Contributing).

Individual action 1.11 (SA 7: Student Intervention Strategies and Supports) was moved to Goal 4 and consolidated with 4.1 - Student Intervention Strategies and Supports - SPED (Non-Contributing).

Individual action 1.12 (SA 7: Student Intervention Strategies and Supports) was moved to Goal 4 and consolidated with 4.1 - Student Intervention Strategies and Supports - SPED (Non-Contributing).

Individual action 1.13 (SA 7: Student Intervention Strategies and Supports) was moved to Goal 2 and consolidated with 2.4 - Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing).

Individual action 1.14 (SA 7: Student Intervention Strategies and Supports) was moved to Goal 4 and consolidated with 4.1 - Student Intervention Strategies and Supports - SPED (Non-Contributing).

Individual actions 1.15, 1.16 (SA 8: Instructional Coaching and New Teacher Support) was moved to Goal 2 and consolidated with 2.4 - Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing).

Individual actions 1.20 (SA 10: Site & Departmental Allocation (CWA)) was moved to Goal 2 and consolidated with 2.7 - Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing).

Individual action 1.34 (SA 12: Special Education Assistive Opportunities) was moved to Goal 4 and consolidated with 4.2 - College and Career, A-G Supports - SPED (Non-Contributing).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

The actions within this goal are designed to promote equitable and healthy learning environments through the development and implementation of multidimensional supports that address students' tiered academic and social-emotional needs through the Multi-Tiered System of Supports (MTSS) framework. The framework identifies support and resources to enhance the conditions of learning and engagement for students through inclusionary equitable educational opportunities that embrace our student's diverse needs. In addition, using data-driven decision making practices to strengthen students' academic and social emotional needs, specifically having trained staff to assist students with staying focused on learning while maintaining a healthy state of social-emotional and mental wellbeing. Outreach to students and parents/guardians through student recovery informative activities, promote student attendance and decrease truancy.

Educational partner feedback, 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.

We plan to achieve the goal through monitoring and measuring effectiveness through evaluating the actions by collecting and reviewing specific data, including attendance, drop out, graduation and suspension rates, decreasing suspension rates, and increasing student's sense of connectedness to school as well as solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on student engagement, attendance and truancy.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(1A) Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers.</p> <p>(Data Source: SARC)</p>	<p>87.87% (2019-2020)</p>	<p>SARC Data Release March 2022</p>			100%
<p>(1C) Percentage of school facilities maintained in good repair or exemplary.</p> <p>(Data Source: FIT Report, Local Indicator PowerPoint)</p>	<p>67.3% (2020-2021)</p>	<p>94.3% (2021-2022)</p>			100%

<p>(6A) Suspension rates - the percentage of students who are suspended at least once during the academic year.</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 5.5% FY: 13.70% EL: 4.40% SED: 6.50% SWD: 9.10% AA: 14.70% AI: 7.80% AS: 2.90% FI: 1.50% HI: 5.20% HOM: 13% MR: 7.30% PI: 5.20% WH: 6.10%</p> <p>(2019-2020)</p>	<p>ALL: 0.00% FY: 0.50% EL: 0.00% SED: 0.00% SWD: 0.10% AA: 0.10% AI: 0.00% AS: 0.10% FI: 0.00% HI: 0.00% HOM: 0.10% MR: 0.00% PI: 0.00% WH: 0.00%</p> <p>(2020-2021)</p>			<p>ALL: 4% FY: 7% EL: 2% SED: 3% SWD: 5% AA: 7% AI: 4% AS: 1% FI: 0.5% HI: 3% HOM: 7% MR: 4% PI: 3% WH: 3%</p>
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<p>(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year.</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 0.08% (29) FY: 0.58% (3) EL: 0.02% (2) SED: 0.07% (27) SWD: 0.06% (3) AA: 0.22% (9) AI: 0% (0) AS: 0.06% (2) FI: 0% (0) HI: 0.06% (14) HOM: 0.40% (8) MR: 0% (0) PI: 0% (0) WH: 0.20% (4)</p> <p>(2019-2020)</p>	<p>ALL: 0.00% FY: 0.00% EL: 0.00% SED: 0.00% SWD: 0.00% AA: 0.00% AI: 0.00% AS: 0.00% FI: 0.00% HI: 0.0% HOM: 0.00% MR: 0.00% PI: 0.00% WH: 0.00%</p> <p>(2020-2021)</p>			<p>ALL: less than 1% (10) FY: 0% (0) EL: 0% (0) SED: less than 1% (8) SWD: 0% (0) AA: 0% (0) AI: 0% (0) AS: 0% (0) FI: 0% (0) HI: 0% (0) HOM: 0% (0) MR: 0% (0) PI: 0% (0) WH: 0% (0)</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe.</p> <p>(Data Source: CaISCHLS - Parents & Teachers, PLUS Survey - Students)</p>	<p>Students: 82.67% Parents: 60% Teachers (Staff): 58%</p> <p>(2020-2021)</p>	<p>2020-2021 is most recent administration</p>			<p>Students: 87% Parents: 65% Teachers (Staff): 63%</p>
<p>(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school.</p> <p>(Data Source: CaISCHLS - Parents & Teachers, PLUS Survey - Students)</p>	<p>Students: 80.67% Parents: 34% Teachers (Staff): 49%</p> <p>(2020-2021)</p>	<p>2020-2021 is most recent administration</p>			<p>Students: 85% Parents: 39% Teachers (Staff): 54%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	<p>To increase and/or improve unduplicated pupils (low-income, English Learners, foster youth) and homeless students access to inclusionary equitable educational opportunities will be evaluated through the ongoing use of data to determine need and progress of targeted groups reflected in the community. Through the use of data-driven decision-making, these culturally inclusive and relevant practices will be implemented to provide targeted support to students, staff, and community through the increased support, services, and instructional resources that are inclusive and responsive to the diverse needs and populations reflected in the SUSD community.</p> <p>* Educational Equity Director & Office Asst (\$13K Supplies) (ELE 2.9/2.8) * LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4/2.26) * Native American Outreach and Support (MP 7.6/3.18)</p> <p>State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C</p>	\$0.00	Yes
2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	<p>To increase and/or improve unduplicated pupils (low-income, English Learners, foster youth) and homeless student access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community.</p> <p>There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. The data-driven decision-making practices will identify the necessary resources required to assist students, schools and communities to achieve their academic goals, contributing to the attainment of graduating college and career ready.</p>	\$0.00	Yes

		<p>* Positive Behavior Interventions and Support (PBIS) (ELE 2.3/2.4)</p> <p>* Student Assistance Program support (SAP) (ELE 2.6/2.5) *</p> <p>Behavior Intervention Team Services (ELE 2.7/2.6)</p> <p>State Priorities: 1, 6</p> <p>Metrics: 6B, 6C</p>		
2.3	Development of High-quality Teachers, Substitutes, Administrators, and Staff (Non-Contributing)	<p>Professional development, support, and training to support and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices to support student achievement.</p> <p>* New Teacher Training (ELE 2.2/2.3)</p> <p>State Priorities: 4, 7, 8</p> <p>Metrics: 1A, 6C</p>	\$0.00	No
2.4	Additional and Supplemental: Development of High Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	<p>To increase and/or improve services to unduplicated pupils (low income, English Learners, foster youth) and homeless student access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>* New Teacher Support (SA 7.9/1.13)</p> <p>* Instructional Coaches (SA 8.1/1.15)</p> <p>* New Teacher Support (SA 8.3/1.16)</p> <p>State Priorities: 4, 7, 8 Metrics: 1A, 6C</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Transitional Student & Family Support (Non-Contributing)	<p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site and district level such as District English Learner Advisory Committee (DELAC), School Site Council (SSC), Parent Advisory Committees, Family Resource Centers throughout the district, forums on the LCAP, virtual and in-person parent trainings, and other platforms that create space for parents and community to contribute to the development and monitoring of various programs and supports made available to all students, staff and community.</p> <p>* Social Services For Families In Transition (ELE 7.3/2.16)</p> <p>State Priorities: 5, 6 Metrics: 6A, 6B, 6C</p>	\$0.00	No
2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	<p>To increase and/or improve opportunities, supports, resources, staff, and space for parents/guardians at the site and district level such as District English Learner Advisory Committee (DELAC), School Site Council (SSC), Parent Advisory Committees, Family Resource Centers throughout the district, forums on the LCAP, virtual and in- person parent trainings, and other platforms that create space for parents and community to contribute to the development and monitoring of various programs and supports made available to unduplicated pupils (low-income, English Learners, foster youth) and homeless students and staff/community supporting these students.</p> <p>* Social Services For Foster Youth Students (ELE 7.2/2.15) * Central Enrollment Direct Services To Families (MP 7.5/3.17)</p> <p>State Priorities: 5, 6 Metrics: 6A, 6B, 6C</p>	\$0.00	Yes

<p>2.7</p>	<p>Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)</p>	<p>To increase and/or improve the alignment of resources, staff, trainings, and services to unduplicated pupils (low-income, English Learners, foster youth) and homeless students that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff district-wide focused on increasing and improving the learning experience.</p> <ul style="list-style-type: none"> * District Departmental Budgets Focused On Increased Student Achievement - CWA (SA 10.2/1.20) * Subacute Healthcare Services Response & Management (ELE 8.1/2.17) * Healthy Start Coordinators (ELE 8.2/2.18) * Community Resource Liaison Program Coordinator (ELE 8.3/2.19) * Wellness Centers Staffing Support (ELE 8.6/2.20) * Mental Health Clinicians (ELE 9.15/2.21) * Trauma-Informed Care and Responsive Schools (ELE 9.16/2.22) * School Counselors (ELE 10.1/2.24) * Restorative Practices and Responsive Schools (ELE 10.3/2.25) <p>State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C</p>	<p>\$0.00</p>	<p>Yes</p>
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Action #	Title	Description	Total Funds	Contributing
2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	<p>To increase and/or improve access to unduplicated pupils (lowincome, English Learners, foster youth) and homeless students to effective, well-trained and experienced certificated and classified staff. Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff for unduplicated students, students living in poverty and historically marginalized students will benefit.</p> <p>* Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8/2.7) * Over Formula Position School Site Support (ELE 2.14/2.9) * Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2/2.13)</p> <p>State Priorities: 1, 2, 6 Metrics: 1A, 6C</p>	\$0.00	Yes
2.9	Basic Instructional and Teacher Staffing (Non-Contributing)	<p>To ensure programs and services have the staffing support necessary to implement high quality educational experiences and learning. To implement practices and processes that ensure equitable educator assignments and reduce disparities by reviewing teaching, administrator, and paraprofessional staffing to reduce the number of misassignment instances by employing and placing staff with appropriate credentials and years of experience with relation to site achievement results and needs for specialized services to effectively run the base services by the district.</p> <p>* Staffing Support Resources For High Needs Specialized Positions (ELE 2.1/2.2) * Instruction and Teacher Staffing (ELE 6.1/2.12)</p> <p>State Priorities: 1 Metrics: 1A</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	<p>To increase and/or improve access technology connectivity and infrastructure the supports unduplicated pupils (low-income, English Learners, foster youth) and homeless students across the district. Support includes increased and/or improved access and enhancements of curriculum and supplemental support focused on academic achievement.</p> <p>* Information Services Technology Support and Resources (ELE 1.2/2.1)</p> <p>State Priorities: 1, 2, 6 Metrics: 1A, 1C</p>	\$0.00	Yes
2.11	Facility & Campus Safety Support (NonContributing)	<p>To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits. Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems. To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety.</p> <p>* Facilities in Good Repair - Maintenance Costs (ELE 5.3/2.11)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>State Priorities: 1 Metrics: 1C</p>		
2.12	<p>Additional and Supplemental: Facility & Campus Safety Support (Contributing)</p>	<p>To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits that is above the base level of improvements and services. Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as additional custodian staff, intercoms and gate security systems, and visitor management systems. To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety and school connectedness for unduplicated pupils (low-income, English Learners, foster youth) and homeless students.</p> <p>* Custodial staff at school sites</p> <p>State Priorities: 1 Metrics: 1C</p>		Yes

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.

The allocated funds budgeted for expenditures pertaining to Equitable Learning Environments activities were developed and written with the full understanding of the effects students experienced as a result of the significant disruption of their educational environment. Although the district did return to a full in-person instructional model, difficulties of the planned implementation compared to actual implementation of actions were experienced in relation to student's social-emotional and mental health. Substantive differences were identified for:

Actions 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 (ELE 2: High-Quality Teachers, Substitutes, Administrators and Staff): A relaunch of the Positive Behavior Interventions and Supports (PBIS) initiative after a vacancy for the PBIS Coordinator, initiated by completing 100% of school site visits to assess the level of implementation, resources, and training needs. Differences

Action 2.11 (ELE 5: Facility Support): School site improvements focused on the resolution COVID-19 barriers that may impact in-person instruction. Staffing vacancies and absences have hampered the completion of site repairs/work orders.

Actions 2.21, 2.22, 2.23 (ELE 9: Mental Health Clinicians, Trauma Informed & Restorative Schools, & Ethnic Studies): Extensive delays in the implementation of trauma informed care training as COVID-19 restrictions were in place through March 2022.

Actions 2.24, 2.25, 2.26 (ELE 10: School Counseling): Counselors have provided school site supports to assist with the teacher shortages. Not all 8th grade students' groups did not have the opportunity to tour high school campuses and classrooms due to COVID restriction protocols. Extensive delays in the implementation of restorative practices training as COVID-19 restrictions were in place through March 2022.

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

Variances from the budgeted to the actual expended resulted from modified implementation because of COVID-19 related barriers/restrictions/needs or due to the significant federal stimulus relief funding awarded to the district to support and offset costs associated with meeting COVID-19. Material differences were identified using the criteria of 1) alternative funding source use, and 2) a 10% monetary difference:

Actions 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 (ELE 2: High-Quality Teachers, Substitutes, Administrators and Staff): Other funds were used to support substitutes to participate in SAP and CARE team meetings as funding was pending account setup. Decrease in expenditures can be attributed to the inability to fill vacant positions, staff reassigned to direct classroom support, and/or adherence to COVID related protocols paid by other one-time funds.

Action 2.11 (ELE 5: Facility Support): Other funding sources (i.e. one-time funds, bonds, etc.) were used to offset the cost of school site maintenance needs.

Actions 2.12, 2.13 (ELE 6: Basic Instructional and Teacher Staffing): Increase in expenditures is directly related to salary increases negotiated through the teachers and administrator unions. Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one-time funds.

Actions 2.14, 2.15, 2.16 (ELE 7: Parent/Guardian & Community Relations and Social Services): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one-time funds.

Actions 2.17, 2.18, 2.19, 2.20 (ELE 8: Health Services): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one-time funds.

Actions 2.21, 2.22, 2.23 (ELE 9: Mental Health Clinicians, Trauma Informed & Restorative Schools, & Ethnic Studies): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocol delays or paid by other one-time funds.

Actions 2.24, 2.25, 2.26 (ELE 10: School Counseling): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocol delays or paid by other one-time funds.

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

Actions 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 (ELE 2: High-Quality Teachers, Substitutes, Administrators and Staff): Effectiveness is demonstrated through the implementation of the SAP process and CARE team meetings as, 8,200 students were identified for intensive supports. through site visit support. Behavior Support Specialists were able to demonstrate making progress by providing 272.75 hours of Tier 1 and 2 consultation services and Behavioral Intervention Team staff have provided 2,099.75 hours of Tier 3 direct service, assessments, and program assistance to school site teams.

Actions 2.21, 2.22, 2.23 (ELE 9: Mental Health Clinicians, Trauma Informed & Restorative Schools, & Ethnic Studies): Effectiveness has been demonstrated by the implementation of the Mental Health Crisis protocol has successfully decreased the number of calls to DPS for mental health crises, improved response to students with disabilities and mental health needs. Mental Health Clinicians have responded to 341 mental health crises and 26 incidents have resulted in DPS 5150 transports. Progress was demonstrated by providing 6 virtual training sessions to staff to learn about Brain Based Instruction Strategies with a total of 168 participants.

Actions 2.24, 2.25, 2.26 (ELE 10: School Counseling): Effectiveness has been demonstrated as 99% of all seniors received an individual graduation plan and every high school student received a Spotlight report highlighting their progress toward graduation and college readiness. More than 75 financial aid workshops and parent workshops were held, with 55% of 12th graders submitting a financial aid application. A vendor was used to provide reports on student college and career readiness standing and specific student academic data. High school students started working on four-year plans on the district's college/career exploration platform. Provided 10 staff workshops (340 staff), 1 parent event (2 parents), and 1 student event (33 students) focusing on inclusion, youth empowerment, youth safety and school connectedness.

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.

No changes were made to LCAP goal 2.

No changes were made to LCAP goal 2 metrics or desired outcomes. Review and discussion occurred regarding 6A - Suspension rates and 6B - Expulsion rates as 2020-2021 reported unprecedented low levels of suspension and expulsions; however, this school year was majority virtual with a month of in-person instruction. The decision has been made to maintain the desired outcome levels set when the 2021-2024 LCAP was developed.

Consolidation of Actions:

Consolidation of 26 individual actions to 11 thematic categories that support common outcomes:

* 2.1 - Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)
~ Consolidated 3 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.2 - Additional and Supplemental: Multi-Tiered System of Supports (Contributing)
~ Consolidated 3 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.3 - Development of High-Quality Teachers, Substitutes, Administrators, and Staff ~ Consolidated 1 individual action (listed in the Goals and Actions section) ~ Non-Contributing: All Students

* 2.4 - Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing) ~ Consolidated 3 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.5 - Transitional Student & Family Support (Non-Contributing)
~ Consolidated 1 individual action (listed in the Goals and Actions section) ~ Non-Contributing: All Students

* 2.6 - Additional and Supplemental: Transitional Student & Family Support (Contributing)
~ Consolidated 2 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.7 - Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)

~ Consolidated 9 individual actions (listed in the Goals and Actions section)

~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.8 - Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)

~ Consolidated 3 individual actions (listed in the Goals and Actions section)

~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.9 - Basic Instructional and Teacher Staffing (Non-Contributing)

~ Consolidated 2 individual action (listed in the Goals and Actions section) ~

Non-Contributing: All Students

* 2.10 - Additional and Supplemental: Technology Infrastructure and Support (Contributing)

~ Consolidated 1 individual actions (listed in the Goals and Actions section)

~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 2.11 - Facility & Campus Safety Support (Non-Contributing)

~ Consolidated 1 individual action (listed in the Goals and Actions section) ~

Non-Contributing: All Students

Action Redirections Across Goals:

Individual action 2.10 (ELE 3: Instructional Technology Solutions) was moved to Goal 1 and consolidated with 1.9 - Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing).

Individual action 2.14 (ELE 7: Parent/Guardian & Community Relations and Social Services) was moved to Goal 3 and consolidated with 3.2 - Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing).

Deletion of Action:

Individual action 2.23 (LE 9: Mental Health Clinicians, Trauma Informed & Restorative Schools, & Ethnic Studies) has been deleted as the deliverables were accomplished. The district will continue to provide culturally relevant instructional curriculum embedded throughout academic and social-emotional instruction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.

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

Input received from educational partners throughout the LCAP development process indicates a desire to improve the actions and services provided across the district.

We will monitor and evaluate these actions within the goal by educational partner feedback and review of survey data. This data will provide evidence of the impact of the engagement efforts and community partnerships by monitoring and evaluating school connectedness, safety, and collaborative relationships through local survey data.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(3A) Self-reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 & 4</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 3</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 4</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the</p>	<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the</p>			<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the</p>

	LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2020-2021)	LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2021-2022)			LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) Self-reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 3 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4			Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5

<p>Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4</p> <p>(2020-2021)</p>	<p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2021-2022)</p>			<p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 5</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 5</p>
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<p>(3A) Number of parent, guardian, family district committee meetings held for the following parent groups: Parent Advisory Committee (PAC), African American Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (Latino PAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC)</p> <p>(Data Source: Family Engagement and Education Office and Language Development Office)</p>	<p>36 (2020-2021)</p>	<p>TBA (2021-2022)</p>			<p>40</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(3A) Number of parent, guardian, and family training/workshops offered and held across the District.</p> <p>(Data Source: Family Engagement and Education Calendar, District Calendar of Family Training/Workshops, Data from Educational Services and Student Support Services Departments)</p>	<p>180 (2020-2021)</p>	<p>154 (2021-2022)</p>			180
<p>(3A) Number of English as a Second Language courses offered to families across the district.</p> <p>(Data Source: Local Data of ESL courses offered and at what school sites)</p>	<p>5 (2019-2020)</p>	<p>5 (2021-2022)</p>			10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(3A) Number of parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD.</p> <p>(Data Source: beamentor.org data)</p>	<p>1,151 (2020-2021)</p>	<p>TBA (2021-2022)</p>			<p>1,200</p>
<p>(3A) Number of parent, guardian, family college and career focused events and or informational meetings offered annually.</p> <p>(Data Source: Local data, counselor department reported data, and district event calendar of events and informational meetings offered)</p>	<p>386 (2020-2021)</p>	<p>TBA (2021-2022)</p>			<p>400</p>

<p>(3A) Number of parent, Guardian, Family Trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated & Integrated ELD</p> <p>(Data Source: Language Development Office and Family Education and Engagement Office reported data)</p>	<p>10 (2020-2021)</p>	<p>TBA (2021-2022)</p>			<p>30</p>
<p>(5A) School attendance rate - the percentage of students attending school daily on average.</p> <p>(Data Source: Synergy)</p>	<p>91.73% (2020-2021)</p>	<p>86.63% (2021-2022)</p>			<p>93%</p>

<p>(5A) Parent, Guardian, Family training and workshops held focused on mental health and healthy well-being</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>	<p>68 (2020-2021)</p>	<p>35 (2020-2021)</p>			<p>80</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(5A) Number of social emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>	<p>2,992 (2020-2021)</p>	<p>374 (2021-2022)</p>			<p>3,000</p>

<p>(5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students.</p> <p>(Data Source: Data reported out by the Counseling department/Synergy)</p>	<p>3,271 (2020-2021)</p>	<p>1080 (2021-2022)</p>			<p>3,300</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(5B) Chronic absenteeism rates - the percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.</p> <p>(Data Source: CALPADS, CA School Dashboard).</p>	<p>ALL: 18% FY: 21.70% EL: 16.24% SED: NA% SWD: 24.73% AA: 27.94% AI: 28.90% AS: 8.59% FI: 7.77% HI: 17.42% HOM: 42.34% MR: 20.91% PI: 17.73% WH: 21.12%</p> <p>(2019-2020)</p>	<p>ALL: 24.8% FY: 40.9% EL: 20.5% SED: 27.1% SWD: 28.5% AA: 40.30% AI: 31.77% AS: 15.8% FI: 9.30% HI: 23.80% HOM: 58.40% MR: 31.2% PI: 24.6% WH: 29%</p> <p>(2021-2022)</p>			<p>ALL: 13% FY: 16% EL: 11% SED: NA% SWD: 19% AA: 22% AI: 23% AS: 3% FI: 4% HI: 12% HOM: 37% MR: 15% PI: 12% WH: 16%</p>

<p>(5C) Middle school dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.</p> <p>(Data Source: CALPADS)</p>	<p>0.0009% (2019-2020)</p>	<p>0.2025% (2021-2022) As of Feb 2022</p>			<p>0%</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family and Community Communication, Empowerment, and Engagement (Non-Contributing)	<p>Provide services through staffing, training, regular communication modules and/or other resources designed to provide support, communication, and partnerships that target student and community needs throughout the city of Stockton and the San Joaquin County. The ability to grow and develop resources available to students, family and community will increase community and parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>* Adult Literacy and English As A Second Language Training For Families (MP 1.3/3.2)</p> <p>State Priorities: 1, 3, 5, 6 Metrics: 3A, 5A, 5B, 5C</p>	\$0.00	No
3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	<p>To increase and/or improve services for unduplicated pupils (low income, English Learners, foster youth) and homeless students through staffing, training, regular communication modules and/or other resources designed to provide support, communication, and partnerships that target student and community needs throughout the city of Stockton and the San Joaquin County. The ability to grow and develop resources available to students, family and community will increase community and parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>* Family and Community Staffing Support (ELE 7.1/2.14) * Parent, Guardian, and Family Workshops, Training, and Events (MP 1.1/3.1)</p>	\$0.00	Yes

		<p>* District Communication and Stakeholder Engagement (MP 2.1/3.3)</p> <p>* Translator and Interpreter Specialist Services (MP 2.2/3.4)</p> <p>State Priorities: 1, 3, 5, 6</p> <p>Metrics: 3A, 5A, 5B, 5C</p>		
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Action #	Title	Description	Total Funds	Contributing
3.3	Student Attendance and Accountability (Non-Contributing)	<p>Implement a district-wide plan with supports, resources and staff to improve attendance for students with less than 100% rate, as school attendance has a direct impact on academic achievement. Given the population of students not demonstrating academic proficiency, it is known that there are other contributing factors such as trauma, mental health concerns, health related issues, chronic stresses, concerns for safety, and other varied experiences that may require additional supports to address underlying factors contributing to absenteeism and chronic absenteeism.</p> <p>* Universal Transportation Access For SUSD Students (MP 7.4/3.16)</p> <p>State Priorities: 3, 5</p> <p>Metrics: 3A, 5A, 5B, 5C</p>	\$0.00	Yes

<p>3.4</p>	<p>Additional and Supplemental: Student Attendance and Accountability (Contributing)</p>	<p>To increase and/or improve the district-wide plan of supports, resources and staff to improve attendance for unduplicated pupils (low-income, English Learners, foster youth) and homeless students with less than 100% rate, as school attendance has a direct impact on academic achievement. Given the population of students not demonstrating academic proficiency, it is known that there are other contributing factors such as trauma, mental health concerns, health related issues, chronic stresses, concerns for safety, and other varied experiences that may require additional supports to address underlying factors contributing to absenteeism and chronic absenteeism.</p> <p>* Truancy Intervention and Outreach (MP 7.2/3.15)</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p>	<p>\$0.00</p>	<p>Yes</p>
<p>3.5</p>	<p>Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)</p>	<p>To increase and/or improve unduplicated pupils (low-income, English Learners, foster youth) and homeless students access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>* Student Clubs and Career Job-Skill Based Experiences (MP 4.1/3.5) * Student Leadership & Engagement Experiences (MP 4.2/3.6) * Student Clubs & Activities (Pentathlon) (MP 4.4/3.7) * Student Access to Leadership Conferences (MP 4.8/3.9)</p> <p>State Priorities: 3 Metrics: 5A, 5B, 5C</p>	<p>\$0.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	<p>To increase and/or improve resources and staff to ensure that unduplicated pupils (low-income, English Learners, foster youth) and homeless students have access to participate in school athletic experiences, collaborative learning experiences, programs, and activities.</p> <p>* Student Clubs & Activities (Kennedy Games) (MP 4.4/3.7) * Student Athletic Programs (MP 4.5/3.8)</p> <p>State Priorities: 3 Metrics: 5A, 5B, 5C</p>	\$0.00	Yes
3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	<p>To increase and/or improve resources and staff to unduplicated pupils (low-income, English Learners, foster youth) and homeless students access of district-wide visual and performing art activities, including music, dance, and art experiences.</p> <p>* Visual and Performing Arts Activities and Resources (MP 6.1/3.10) * Music Coordinator (MP 6.2/3.11) * Arts Resource Teachers (MP 6.3/3.12) * TK-8th Grade Music Teachers (MP 6.4/3.13)</p> <p>State Priorities: 3 Metrics: 5A, 5B, 5C</p>	\$0.00	Yes

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.

The allocated funds budgeted for expenditures pertaining to Meaningful Partnerships activities were developed and written with intent of in-person meetings and events with parents/family/community. Although the district did return to a full in-person instructional model, COVID restrictions/protocols for parents/family/community resulted in difficulties of the planned implementation compared to actual implementation of actions that were experienced in relation to student's social-emotional and mental health. Substantive differences were identified for:

Actions 3.1, 3.2 (MP 1: Parent/Guardian/Family Engagement): Significant staffing changes and vacancies have impacted parent engagement activities that support parents/family/community learning of techniques and skills that

Action 3.3, 3.4 (MP 2: Parent/Guardian/Family Communication): Translation services needs were not as extensive due to the decrease in meetings and documents requiring translations because COVID related restrictions were imposed until Spring 2022.

Actions 3.14, 3.15, 3.16, 3.17, 3.18 (MP 7: Student Attendance and Accountability): Chronic absenteeism and student behaviors increased significantly since the return to the full in-person instructional model. The student attendance and accountability project were expanded to include funding for attendance and behavior incentives to encourage attending school on time, every day and to make appropriate student focused behavioral decisions that ensure their continued academic success. Implementation of this project aspect did not materialize until February 2022.

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

Variances from the budgeted to the actual expended resulted from modified implementation because of COVID-19 related barriers/restrictions/needs or due to the significant federal stimulus relief funding awarded to the district to support and offset costs associated with meeting COVID-19. Material differences were identified using the criteria of 1) alternative funding source use, and 2) a 10% monetary difference:

Actions 3.1, 3.2 (MP 1: Parent/Guardian/Family Engagement): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one-time funds.

Actions 3.3, 3.4 (MP 2: Parent/Guardian/Family and School Communication): Decrease in expenditures can be attributed to the inability to fill vacant positions and/or adherence to COVID related protocols paid by other one-time funds.

Actions 3.10, 3.11, 3.12, 3.13 (MP 6: Visual and Performing Arts (VAPA) Activities): Increase in expenditures is directly related to salary increases negotiated through the teachers and administrator unions.

Actions 3.14, 3.15, 3.16, 3.17, 3.18 (MP 7: Student Attendance and Accountability): District purchasing procedures/timeline impacted the school site's ability to purchase individual student incentives in accordance to their documented attendance and behavior initiative.

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

Action 3.3, 3.4 (MP 2: Parent/Guardian/Family Communication): Progress toward effectiveness is based on the district's Language Development Office staff and/or a vendor to provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter.

Actions 3.5, 3.6, 3.7, 3.8, 3.9 (MP 4: Student Engagement and leadership Opportunities): Effectiveness has been demonstrated by student participation in Career Technical Student Organization (CTSO) participation of regional, state, and national level competitions. PLUS is another youth engagement opportunity that has demonstrated effectiveness that is intended to improve school climate. Students demonstrated social-emotional competence and leadership through six district-wide student led activities and social media campaigns. More than 1600 students received training to facilitate restorative practices (210), peer resources (210), and as peer advocates (1200).

Actions 3.14, 3.15, 3.16, 3.17, 3.18 (MP 7: Student Attendance and Accountability): Effectiveness has been exhibited by providing Child Welfare Attendance staff opportunities to reach out to parents/family by conducting home visits after the school day and over the weekend. CWA staff have been instrumental in providing students through outreach student engagement supplies/incentives for activities that linked students' improved attendance and behaviors with school connectedness.

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.

No changes were made to LCAP goal 3.

No changes were made to LCAP goal 3 metrics or desired outcomes.

Consolidation of Actions:

Consolidation of 18 individual actions to 7 thematic categories that support common outcomes:

* 3.1 - Family and Community Communication, Empowerment, and Engagement (Non-Contributing)

~ Consolidated 1 individual action (listed in the Goals and Actions section) ~

Non-Contributing: All Students

* 3.2 - Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing) ~

Consolidated 4 individual actions (listed in the Goals and Actions section)

~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 3.3 - Student Attendance and Accountability (Non-Contributing)

~ Consolidated 1 individual action (listed in the Goals and Actions section) ~
Non-Contributing: All Students

* 3.4 - Additional and Supplemental: Student Attendance and Accountability (Contributing)

~ Consolidated 2 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 3.5 - Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)

~ Consolidated 4 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 3.6 - Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)

~ Consolidated 2 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

* 3.7 - Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)

~ Consolidated 4 individual actions (listed in the Goals and Actions section)
~ Contributing: Unduplicated pupils (foster youth, English Learners, low-income)

Action Redirections Across Goals:

Individual action 3.17 (MP 7: Student Attendance and Accountability) was moved to Goal 2 and consolidated with 2.6 - Additional and Supplemental: Transitional Student & Family Support (Contributing).

Individual action 3.18 (MP 7: Student Attendance and Accountability) was moved to Goal 2 and consolidated with 2.1 - Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	To increase graduation rates for students with disabilities and increase rates of social emotional learning by identifying, addressing, and removing barriers to school participation and increasing access to various graduation pathways.

An explanation of why the LEA has developed this goal.

The district is required to include a goal to address the student subgroup: students with disabilities (SWD), who have been consistently low performing for at least three consecutive years (2017, 2018, 2019) on two or more indicators - graduation and college & career.

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

Educational partners feedback has been received for support and resources that lead to a student with disabilities graduation and extension of access to college and career opportunities.

We will monitor and evaluate the actions by collecting and reviewing referrals, intervention requests, individual educational plan (IEP) compliance, attendance, drop out, graduation and suspension rates, as well as solicit educational partners feedback throughout the year that will provide evidence of the impact of the actions on academic achievement and social-emotional needs.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1B) Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)	100% (2020-2021)	100%. (2021-2022)			100%

<p>(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD.</p> <p>(Data Source: Professional Development attendance data and Language Development Office data)</p>	<p>100% (2020-2021)</p>	<p>100% (2021-2022)</p>			<p>100%</p>
<p>(2A) Self-reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance</p>	<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p>	<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p>			<p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest):</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 - Initial Implementation</p> <p>4 - Full Implementation</p> <p>5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>	<p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2020-2021)</p>	<p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2021-2022)</p>			<p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5</p>
<p>(2A)</p> <p>Self-reflection rating on Question 2 of the Implementation of SBC Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3</p>			<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 CTE: 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>academic content standards and ELD standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>	<p>Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2020-2021)</p>	<p>Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2021-2022)</p>			<p>Health: 5 PE: 5 VAPA: 5 World Lang.: 5</p>
<p>(2B) Percentage of English learners provided with designated and integrated English Language Development (ELD).</p> <p>(Data Source: ELD Master Schedule)</p>	<p>100%</p> <p>(2020-2021)</p>	<p>100%</p> <p>(2021-2022)</p>			<p>100%</p>

<p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>SWD: 7.68% (2019-2020)</p>	<p>SWD: 7.08% (2020-2021) 11th grade only</p>			<p>SWD: 15%</p>
<p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>SWD: 6.23% (2019-2020)</p>	<p>SWD: 1.86% (2020-2021) - 11th grade only</p>			<p>SWD: 12%</p>
<p>(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>SWD: 12.83% (Winter 2020)</p>	<p>SWD: 7.31%A (Winter 2021)</p>			<p>SWD: 20%</p>

<p>(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>SWD: 10.99% (Winter 2020)</p>	<p>SWD: 5.58% (Winter 2021)</p>			<p>SWD: 25%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>	<p>SWD: -124.20 (2018-2019)</p>	<p>Academic Indicator not computed this year. (2020-2021)</p>			<p>SWD: -110</p>

<p>(4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)</p>	<p>SWD: -149.90 (2018-2019)</p>	<p>Academic Indicator not computed this year. (2020-2021)</p>			<p>SWD: -136</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4A) The percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST). (Data Source: CAST)</p>	<p>12.19% (2018-2019)</p>	<p>0.00% (2020-2021)</p>			<p>21%</p>

<p>(4B) Percentage of students who meet CSU/UC a-g college entrance requirements</p> <p>(Data Source: Dataquest)</p>	<p>SWD: 8.5% (2019-2020)</p>	<p>SWD: 13.5% (2020-2021)</p>			<p>SWD: 13%</p>
<p>(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE approved Career Technical Education (CTE) standards and frameworks.</p>	<p>SWD: 2.33% (2019-2020)</p>	<p>SWD: 2.20% (2020-2021)</p>			<p>SWD: 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>					

<p>(4D) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks).</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>	<p>SWD: 1.55% (2019-2020)</p>	<p>SWD: 0.30% (2020-2021)</p>			<p>SWD: 7%</p>
<p>(4E) Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard)</p>	<p>43.6% (2019-2020)</p>	<p>No English progress indicator for 20202021</p>			<p>50%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4E) Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC.</p> <p>(Data Source: CA School Dashboard)</p>	<p>17.8% (2019-2020)</p>	<p>14.29% (2020-2021)</p>			34%
<p>(4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.</p> <p>(Data Source: DataQuest)</p>	<p>12.10% (2019-2020)</p>	<p>6.4% (2020-2021)</p>			25%
<p>(4G) Number of students who take at least one Advanced Placement (AP) courses.</p>	<p>1,799 (2019-2020)</p>	<p>1,463 (2020-2021)</p>			1,945

(Data Source: SUSD AP Course Enrollment Local Data, Synergy)					
(4G) Percent of Advanced Placement (AP) courses passed by students. (Data Source: CALPADS)	97% (2019-2020)	92% (2020-2021)			98%
(4G) Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher. (Data Source: CollegeBoard)	32% (2019-2020)	18% (2020-2021)			45%
(4H) Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English	ELA: 38.88% Math: 14.66% (2018-2019)	ELA: 16.89% Math: 5.67% (2020-2021)			ELA: 43% Math: 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Arts and Math. (Data Source: CAASPP)					
(4H) Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP). (Data Source: All Terms MDTP assessment data)	9th: 33% 10th: 18.57% 11th: 14.40% (2020-2021 - All Terms)	9th: 35.44% 10th: 18.64% 11th: 15.73% (2021-2022)			9th: 42% 10th: 30% 11th: 24%

<p>(5D) High school dropout rate - the percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school</p> <p>(Data Source: CALPADS)</p>	<p>5.7%</p> <p>(2019-2020)</p>	<p>12.8%</p> <p>(2020-2021)</p>			<p>1%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements.</p> <p>(Data Source: CA School Dashboard, DataQuest)</p>	<p>SWD: 43.70%</p> <p>(2019-2020)</p>	<p>SWD: 43.70%</p> <p>(2020-2021)</p>			<p>SWD: 50%</p>

<p>(7A) Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>	<p>ALL: 100% (2020-2021)</p>	<p>ALL: 100% (2021-2022)</p>			<p>100%</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(7A) In addition to a broad course of study offered to students, English learners, foster youth, and low-income students will receive additional support programs and services through extended year program opportunities, small group instructional support, after school academic support and enrichment, credit recovery opportunities, and a variety of school site supplemental intervention programs. SUSD will implement these programs and services as verified by district and school site implementation records.</p> <p>(Data Source: CALPADS)</p>	<p>ALL: 100% (2020-2021)</p>	<p>ALL: 100% (2021-2022)</p>			<p>100%</p>

(8A)	176 students (2019-2020)	219 Students (2020-2021)			190
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students earning a Seal of Biliteracy. (Data Source: DataQuest)					
(8A) Number of students earning a Golden State Seal Merit Diploma. (Data Source: DataQuest)	199 students (2019-2020)				230
(6A) Suspension rates - the percentage of students who are suspended at least once during the academic year. (Data Source: CA School Dashboard)	SWD: 9.10% (2019-2020)	SWD: 0.10% (2020-2021)			SWD: 5%

(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year.	SWD: 0.06% (3) (2019-2020)	SWD: 0.00% (2020-2021)			SWD: 0% (0)
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CA School Dashboard)					
(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe. (Data Source: CalSCHLS - Parents & Teachers, PLUS Survey - Students)	Students: 82.67% Parents: 60% Teachers (Staff): 58% (2020-2021)	2020-2021 is most recent administration			Students: 87% Parents: 65% Teachers (Staff): 63%

<p>(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school.</p> <p>(Data Source: CaISCHLS - Parents & Teachers, PLUS Survey - Students)</p>	<p>Students: 80.67% Parents: 34% Teachers (Staff): 49%</p> <p>(2020-2021)</p>	<p>2020-2021 is most recent administration</p>			<p>Students: 85% Parents: 39% Teachers (Staff): 54%</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
<p>4.1</p>	<p>Additional and Supplemental: College and Career Readiness and A-G Supports - SPED (Contributing)</p>	<p>Increase and improve support to unduplicated pupils (low-income, English Learner, foster youth) and SDC students with disabilities in the transition, planning and development of systems and practices to increase graduation opportunities through access to diploma pathways.</p> <p>Increase and improve the facilitation of strategic collaborative master scheduling with the high school administrator and counselor that promotes inclusion and access of unduplicated pupils (low-income, English Learner, foster youth) and SDC students with disabilities to be on track to graduate. Facilitate mutual training, planning and implementation of practices and protocols in the coordination of sections, pathways, courses, transitioning, and advising students with disabilities.</p> <p>State Priorities: 1, 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p>	<p>\$0.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
4.2	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports - SPED (Non-Contributing)	<p>Expand intervention support and resources to address the needs of struggling students with disabilities in grades 5 and up to bridge the gap in learning mathematical concepts and applications following high quality first instruction and reteaching strategies.</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$0.00	No
4.3	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention supports – SPED (contributing)	<p>To increase and improve intervention support and resources to address the needs of struggling unduplicated pupils (low-income, English Learner, foster youth) and SDC students with disabilities in grades 5 and up to bridge the gap in learning mathematical concepts and applications following high quality first instruction and reteaching strategies.</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>		Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Building Strong Schools & Healthy Communities - SPED (Non-Contributing)	Enhance the alignment of social-emotional support and trauma informed care direct services, resources, staff, training, and services to students with disabilities, their families, and staff addressing anxieties, behavior, and grief focused on increasing and improving the learning experience. State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C		No

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.

New goal established for 2022-2023 LCAP. Analysis of this goal and its actions will occur during the 2022-23 update cycle.

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

New goal established for 2022-2023 LCAP. Analysis of this goal and its actions will occur during the 2022-23 update cycle.

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

New goal established for 2022-2023 LCAP. Analysis of this goal and its actions 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.

New goal established for 2022-2023 LCAP. Analysis of this goal and its actions will occur during the 2022-23 update cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Low Income

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$100,802,974.00	\$12,225,083.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.36%	5.99%	\$16,742,911.42	41.35%

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

Within SUSD, 81.6% of the students 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.

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; however, the review of data and implementation has a more significant and direct influence on sustaining the majority of the actions and services found in the LCAP. The most profound justification to continue actions and services is based on the impact from COVID-19.

Actions and Services provided districtwide that are principally directed towards addressing unduplicated pupils' needs and the reasons the actions and services are effective in meeting those needs.

Goal 1: Student Achievement

Goal 1 - Action 2: Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)

Data analysis of the college and career indicator has shown many unduplicated pupils are not prepared for college and career readiness once they graduate from SUSD.

To ensure effectiveness of these actions/services, both school site and district resources will identify the students using the district's student information system, then review their school transcript, and finally work with the student one-on-one to develop or modify their 4-year individual education plan. This collaboration between the school site and the student fosters connectedness and acceptance of additional resources to meet the students' individual needs.

Within the action, these activities are principally directed to and effectiveness in strategically implementing and supporting college and career readiness and A-G by increasing and/or improving college and career opportunities that prepares unduplicated pupils (foster youth, English learners, and low-income) and homeless students for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. Other activities within the action are principally directed towards and effective in strategically increasing and/or improving access to Career Technical Education pathways and interest in content supporting learning and engagement to build their skills sets in areas that increase competitiveness in graduating from high school, being admitted into college, finding employment, and being an active and valued member of their community.

(Consolidated 21-22 Actions: 1.22, 1.23, 1.24, 1.26, 1.27, 1.29, 1.30, 1.31, 1.32, and 1.33) (State

Priorities: 2, 4, 7, 8)

(Primary Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A)

Goal 1 - Action 5: Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)

Data analysis of professional development feedback and student achievement data reveal the need to grow collaboration and high quality first instruction.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve classroom, grade level, and life level data to identify areas of growth. Observations by administration will review and confirm the effects of the collective agreements made within the collaboration meetings.

Within the action, activities are principally directed towards and effective in improving the high quality rigorous first instruction that improves academic achievement and student engagement through providing educators with opportunities to collaborate with grade level Professional Learning Communities (PLC) enhancing instructional strategies, data team cycles, common formative assessments, and curriculum

implementation. As part of teacher and administrator data team cycles, teachers will review disaggregated information of unduplicated pupils (foster youth, English Learners, and low-income) and homeless students to align differentiated instruction, supports and resources.

(Consolidated 21-22 Actions: 1.6, 1.7, and 1.20)

(State Priorities: 2, 4, 7, 8)

(Primary Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 1 - Action 7: Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments data reveal the areas students may need reteaching of high quality first instruction, identification of foundational skill gaps, or mastery of skills to promote differentiated instruction.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve classroom, grade level, and life level data to identify areas of reteaching needs and skill master or gaps. Observations by administration will review and confirm the effects of the varied level of differentiated instruction versus reliance on intervention programming.

Within the action, activities are principally directed towards and effective in improving the tiered instructional support that is strategically embedded within universal access to instruction and evidence-based interventions to address unduplicated pupils (foster youth, English Learners, low-income) and homeless student performance gaps and enhancing student learning and depths of knowledge of academic standards. Increase equity and access at the school site level based on the school site's comprehensive needs assessment to allocate evidence-based educational elements that are clearly associated with meeting the essential core instructional and social-emotional needs of students. Department level supports include enhanced professional development and evidence-based resources that improve access to curricular content reducing the reliance on intervention programs.

(Consolidated 21-22 Actions: 1.9, 1.19, 1.20, 1.35, and 1.36)

(State Priorities: 2, 4, 7, 8)

(Primary Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A)

Goal 1 - Action 8: Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments data reveal the areas students may need reteaching of high quality first instruction, identification of foundational skill gaps, or mastery of skills to promote differentiated instruction.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve individual student data to identify areas students who are in need of support and resources, such as reteaching needs and skill master or gaps. Students identified as at-risk of failing are provided initial access to expanded learning programs.

The activities within the action are principally directed towards and effective in improving upon the educational, recreational, and enrichment activities for unduplicated students that aligns with and extends beyond the mandatory instructional/academic day; thereby, increasing access to food, tutoring, academic, and intramural sports, and other activities. These activities also increase and/or improve college and career opportunities that prepare students for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

(Consolidated 21-22 Actions: 1.17 and 1.18)

(State Priorities: 2, 4, 7, 8)

(Primary Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 1 - Action 9: Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments, and software analytic data reveal the usage of instructional technology.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve software/application usage and compare with the increase/decrease in student achievement.

The activities within this action are principally directed to and effective in increasing and/or improving access to instructional technology to unduplicated pupils (foster youth, English Learners, low-income) and homeless students through the distribution of devices, applications/software, and monitoring tools that enhances students' ability to increase engagement, feedback, and digital citizenship focusing on student achievement.

(Consolidated 21-22 Actions: 1.1, 1.2, and 2.10)

(State Priorities: 4, 6)

(Primary Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 2: Equitable Learning Environments

Goal 2 - Action 1: Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)

Data analysis of suspensions, attendance, state mandated testing, local assessments, common summative assessments, and student/family surveys will identify the needs pertaining to inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will retrieve school connectedness and engagement data to compare with the increase/decrease in student achievement.

The activities within this action are principally directed to and effective in increasing and/or improving inclusionary practices that address culturally and linguistically responsive teaching and learning needs aligned with high quality first instruction that meets the diverse needs of unduplicated pupils (foster youth, English Learners, low-income) and homeless students. (Consolidated 21-22 Actions: 2.8, 2.26, and 3.18)

(State Priorities: 1, 2, 6)

(Primary Metrics: 6A, 6B, 6C)

Goal 2 - Action 2: Additional and Supplemental: Multi-Tiered System of Supports (Contributing)

Data analysis of suspensions, attendance, state mandated testing, local assessments, common summative assessments, and student/family surveys will reveal needs based on referrals, suspensions, attendance, and school connectedness data.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed to and effective in increasing and/or improving unduplicated (foster youth, English Learners, low-income) and homeless students with social-emotional and academic support in Tier 2 and 3 through educator and staff training on elements to improve student attendance, decrease suspensions, and enhance school culture and climate focusing on building trauma informed and responsive schools that improves the school experience. In addition, providing specialized trained staff in research-based behavioral management to improve the strategic site-based outreach to students and their families that address the academic, social emotional, and behavioral needs of the student.

(Consolidated 21-22 Actions: 2.4, 2.5, and 2.6)

(State Priorities: 1, 6)

(Primary Metrics: 6B, 6C)

Goal 2 - Action 4: Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)
Data analysis of teacher/administrator credential status, misassignments (ineffective and inexperienced), turnover, and comparability will reveal the level of educator equity.

To ensure effectiveness of these actions/services, the district will compare the educator equity data to determine the appropriate composition of teaching and administration staff for the school sites reducing disparities.

The activities within this action are principally directed towards and effective on building teacher's capacity to using data to ensure educator equity and research-based high engagement strategies to meet the academic needs of unduplicated pupils (foster youth, English Learners, low-income) and homeless students through educator professional learning opportunities addressing the differentiated instructional strategies and Tier 1 and 2 support in addressing learning needs and by providing resources to support increasing teacher's abilities of applying research-based instructional strategies aligned with content standards, strategic scaffold support, differentiated complexity of learning experiences, and culturally relevant learning aligned with common core state standards. (Consolidated 21-22 Actions: 1.13, 1.15, and 1.16)

(State Priorities: 4, 7, 8)

(Primary Metrics: 1A, 6C)

Goal 2 - Action 6: Additional and Supplemental: Transitional Student & Family Support (Contributing)

Data analysis of suspensions, attendance, enrollment, and student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, enrollment, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed towards and effective in developing and fostering relationships with parents/guardians of unduplicated pupils (foster youth, English Learners, low-income) and homeless students that lead to active and meaningful engagement supporting academic success, increased daily attendance, and increased rates of high school graduation through the facilitation of Parent Academies, literacy activities, continuation of English as a Second Language, and other direct services/supports.

(Consolidated 21-22 Actions: 2.15 and 3.17)

(State Priorities: 5, 6)

(Primary Metrics: 6A, 6B, 6C)

Goal 2 - Action 7: Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)

Data analysis of health screening, attendance, enrollment, and student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to student health, enrollment, and school connectedness data and to compare with the increase/decrease in attendance and student achievement.

The activities within this action are principally directed towards and effective through providing unduplicated pupils (foster youth, English Learners, low-income) and homeless students and families with appropriate health service intervention that promotes student health and their ability to learn and engage in school on a daily basis. In addition, to increase and improve our services to increase graduation and college and career readiness through monitoring of student A-G courses, progress monitoring attendance, and social-emotional support increasing student's sense of feeling connected and valued at school.

(Consolidated 21-22 Actions: 1.20, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.24, and 2.25)

(State Priorities: 1, 2, 6)

(Primary Metrics: 6A, 6B, 6C)

Goal 2 - Action 8: Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)

Data analysis of teacher/administrator credential status, misassignments (ineffective and inexperienced), turnover, comparability, and school connectedness data will reveal the level of educator equity and engagement of students.

To ensure effectiveness of these actions/services, the district will compare the educator equity data to determine the appropriate composition of teaching and administration staff for the school sites, reducing disparities and enhancing high quality first instruction.

These activities within the action are principally directed towards and effective to provide unduplicated pupils (foster youth, English Learner, low-income) and homeless students with instructional time beyond the state minimum and maintain staffing ratios for each grade span to meet compliance and negotiated agreements focused on meeting the student achievement needs; thereby, providing a higher level of attention based on the need for smaller group instruction/differentiated instruction, in turn better meeting the academic and social-emotional needs of students.

(Consolidated 21-22 Actions: 2.7, 2.9, and 2.13)

(State Priorities: 1, 2, 6)

(Primary Metrics: 1A, 6C)

Goal 2 - Action 10: Additional and Supplemental: Technology Infrastructure and Support (Contributing)

Data analysis of technology usage, age/condition, size, and connectivity will reveal the level of need in replenishment cycles and infrastructure improvements.

To ensure effectiveness of these actions/services, the district will compare the current technology with operational and instructional technology criteria to ensure equipment and applications are usable to complete operational business and high quality first instruction experiences.

The activities within this action are principally directed towards and effective in assessing the district's technology infrastructure and connectivity to increase/enhance access to curriculum, instructional technologies/applications, educator/staff technology devices to ensure the educational programming is effective and meeting the demands associated with 21st century skills and interactions that directly increase and/or improve unduplicated pupils (foster youth, English Learners, low-income) and homeless students access. (Consolidated 21-22 Actions: 2.1)

(State Priorities: 1, 2, 6)

(Primary Metrics: 1A, 1C)

Goal 3 - Meaningful Partnerships

Goal 3 - Action 2: Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)

Data analysis of suspensions, attendance, enrollment, student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, enrollment, school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed towards and effective in developing and fostering relationships with unduplicated pupils (foster youth, English Learners, low-income) and homeless parents/guardians that lead to active and meaningful engagement

supporting academic success, increased daily attendance, and increased rates of high school graduation through the facilitation of Parent Academies, literacy activities, continuation of English as a Second Language, and other direct services/supports.

(Consolidated 21-22 Actions: 2.14, 3.1, 3.3 and 3.4)

(State Priorities: 1, 3, 5, 6)

(Primary Metrics: 3A, 5A, 5B, 5C)

Goal 3 - Action 4: Additional and Supplemental: Student Attendance and Accountability (Contributing)

Data analysis of suspensions, attendance, enrollment, home visits, ADA recovery, student/family surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, enrollment, school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within this action are principally directed towards and effective in providing access for newly enrolled families and connects unduplicated pupils (foster youth, English Learners, low-income) and homeless students their families/guardians with resources, enrollment support, and the intake process that helps to explain the family and student expectations of the schools. It also provides parents/guardians of unduplicated pupils (foster youth, English Learners, low-income) and homeless students with transportation needs. In addition, addressing student attendance, mental health and well-being, academic intervention supports and resources. (Consolidated 21-22 Actions: 3.14 and 3.15)

(State Priorities: 3, 5)

(Primary Metrics: 3A, 5A, 5B, 5C)

Goal 3 - Action 5: Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)

Data analysis of suspensions, attendance, school connectedness, and student surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within the action are principally directed towards and effective in providing unduplicated pupils (foster youth, English Learners, low-income) and homeless students with engaging and meaningful youth development activities that drive students to be more involved and engaged in their academic success. In addition, providing leadership opportunities, collaboration among peers, and competition experiences that build up 21st century transferable skills for students.

(Consolidated 21-22 Actions: 3.5, 3.6, 3.7, and 3.9)

(State Priorities: 3)

(Primary Metrics: 5A, 5B, 5C)

Goal 3 - Action 6: Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)

Data analysis of suspensions, attendance, school connectedness, and student surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within the action are principally directed towards and effective in increasing access to unduplicated pupils (foster youth, English Learners, low-income) and homeless students to partake in sports, clubs, and enrichment activities that promote athletic experiences.

(Consolidated 21-22 Actions: 3.7 and 3.8)

(State Priorities: 3)

(Primary Metrics: 5A, 5B, 5C)

Goal 3 - Action 7: Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)

Data analysis of suspensions, attendance, school connectedness, and student surveys will reveal needs based on the level of access and inclusionary practices.

To ensure effectiveness of these actions/services, both school site and district resources will compare the services being provided relating to suspensions, attendance, and school connectedness data and to compare with the increase/decrease in engagement and student achievement.

The activities within the action are principally directed towards and effective in providing access to unduplicated pupils (foster youth, English Learners, low-income) and homeless students to the Arts through the integration of creativity, self-expression, and engagement with the diverse forms of culturally responsive educational experiences.

(Consolidated 21-22 Actions: 3.10, 3.11, 3.12, and 3.13)

(State Priorities: 3)

(Primary Metrics: 5A, 5B, 5C)

Goal 4 - Differentiated Assistance - Special Education

Goal 4, Action 1: Additional and Supplemental: College and Career Readiness and A-G Supports - SPED (Contributing)

Data analysis of graduation rate, academic proficiency, college and career readiness indicators disaggregated by the subgroup, students with disabilities reveal the level and gap closure of access and inclusionary practices. To ensure effectiveness of these actions/services, both school site and district resources will identify the students using the district's student information system, then review their school transcript, and finally work with the student one-on-one to develop or modify their 4-year individual education plan. This collaboration between the school site and the student fosters connectedness and acceptance of additional resources to meet the students' individual needs.

Within the action, these activities are principally directed to and effectiveness in strategically implementing and supporting college and career readiness and A-G by increasing and/or improving college and career opportunities that prepares unduplicated pupils (foster youth, English learners, and low-income), specifically student with disabilities, for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. Other activities within the action are principally directed towards and effective in strategically increasing and/or improving access to unduplicated pupils (low-income, English Learner, foster youth), and SDC students with disabilities, in the transition, planning and development of systems and practices to increase graduation opportunities through access to diploma pathways. Increase and improve the facilitation of strategic collaborative master scheduling with the high school administrator and counselor that promotes inclusion and access of unduplicated pupils (low-income, English Learner, foster youth) and SDC students with disabilities to be on track to graduate. Facilitate mutual training, planning and implementation of practices and protocols in the coordination of sections, pathways, courses, transitioning, and advising students with disabilities.

(Redirected 21-22 Action: 1.34)

(State Priorities: 1, 2, 4, 7, 8)

(Primary Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A)

Goal 4, Action 3: Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports - SPED (Contributing)

Data analysis of state mandated testing, local assessments, and common summative assessments data, disaggregated by the subgroup: students with disabilities, reveal the areas students may need reteaching of high quality first instruction, identification of foundational skill gaps, or mastery of skills to promote differentiated instruction. To ensure effectiveness of these actions/services, both school site and district resources will retrieve classroom, grade level, and life level data to identify areas of reteaching needs and skill master or gaps. Observations by administration will review and confirm the effects of the varied level of differentiated instruction versus reliance on intervention programming.

Within the action, activities are principally directed towards and effective in improving the tiered instructional support that is strategically embedded within universal access to instruction and evidence-based interventions to address unduplicated pupils (foster youth, English Learners, low-income), specifically student with disabilities, performance gaps and enhancing student learning and depths of knowledge of academic standards. Increase equity and access at the school site level based on the school site's comprehensive needs assessment to allocate evidence-based educational elements that are clearly associated with meeting the essential core instructional and social-emotional needs of students. Department level supports include enhanced professional development and evidence-based resources that improve access to curricular content reducing the reliance on intervention programs. Increase and improve intervention support and resources to address the needs of struggling unduplicated pupils (low-income, English Learner, foster youth) and SDC students with disabilities in grades 5 and up to bridge the gap in learning mathematical concepts and applications following high quality first instruction and reteaching strategies.

(Consolidated 21-22 Actions: 1.10, 1.12, and 1.14)

(State Priorities: 4, 7, 8)

(Primary Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

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

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 (unduplicated pupils). 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 an 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, and foster youth.

The LCAP goals, expected annual measurable outcomes, and funded actions and services are focused on providing unduplicated 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 unduplicated 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 unduplicated student groups in order to increase or improve services by at least 35.36%, 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 unduplicated student groups aligned with the California School Dashboard and local indicator data. Both before and due to the impacts of the COVID-19 pandemic, our unduplicated 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 unduplicated 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.

Based on the actions and descriptions included in the Goals and Actions section of the LCAP as well as the descriptions included in this prompt, Stockton Unified meets the required percentage requirement.

Goal 1 - Student Achievement

Goal 1 - Action 2: English Language Development and Primary Language Support

These actions/services are 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.

(Consolidated 21-22 Actions: 1.3, 1.4, 1.5, and 1.20)

(State Priorities: 4, 7, 8)

(Primary Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A)

Goal 2 - Action 6: Transitional Student & Family Support

These actions/services are principally directed towards and effective in improving the outreach services and access to academic support through 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. (Consolidated 21-22 Actions: 2.15, 2.16, and 3.17)

(State Priorities: 5, 6)

(Primary Metrics: 6A, 6B, 6C)

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

Stockton Unified School District (SUSD) intends to apply the additional concentration grant add-on funding to increase the number of staff providing direct services to students at the school site by using data.

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

Goal 1 - Action 2: Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)

* Student Support Technicians are an intermediary supplemental support at the school site that assists with ensuring the school site is functional, efficient, inclusive, and receptive to meet the needs of unduplicated pupils (low-income, English Learners, foster youth) and homeless students. Based on the district's total unduplicated pupil data, 38 School Support Technicians (Elementary) and 8 School Support Technicians (High Schools) are targeted to be funded under the 15% S&C Add-On at school sites with 55% or greater unduplicated pupils. (Please note: School sites will not receive new positions or increased FTE for existing positions, but a shift from a non-S&C funding source to S&C.)

Goal 1 - Action 7: Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)

* Bilingual Assistants assist school sites within the classroom to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of student to increase and improve access of educational achievement for unduplicated pupils (low-income, English Learners, foster youth) and homeless students under the direction of the classroom teacher/specialist. Based on the district's total unduplicated pupil data and English Learner data, 20 Bilingual Assistants (Elementary) and 4 Bilingual Assistants (High Schools) are targeted to be funded under the 15% S&C Add-On at school sites with 25% or greater English Learners. (Please note: School sites may receive new positions or increased FTE for existing positions if a site's existing Bilingual Assistant is less than .75 FTE or does not have an existing position. Identified school sites with existing .75 FTE Bilingual Assistants will see a shift from a non-S&C funding source to S&C.)

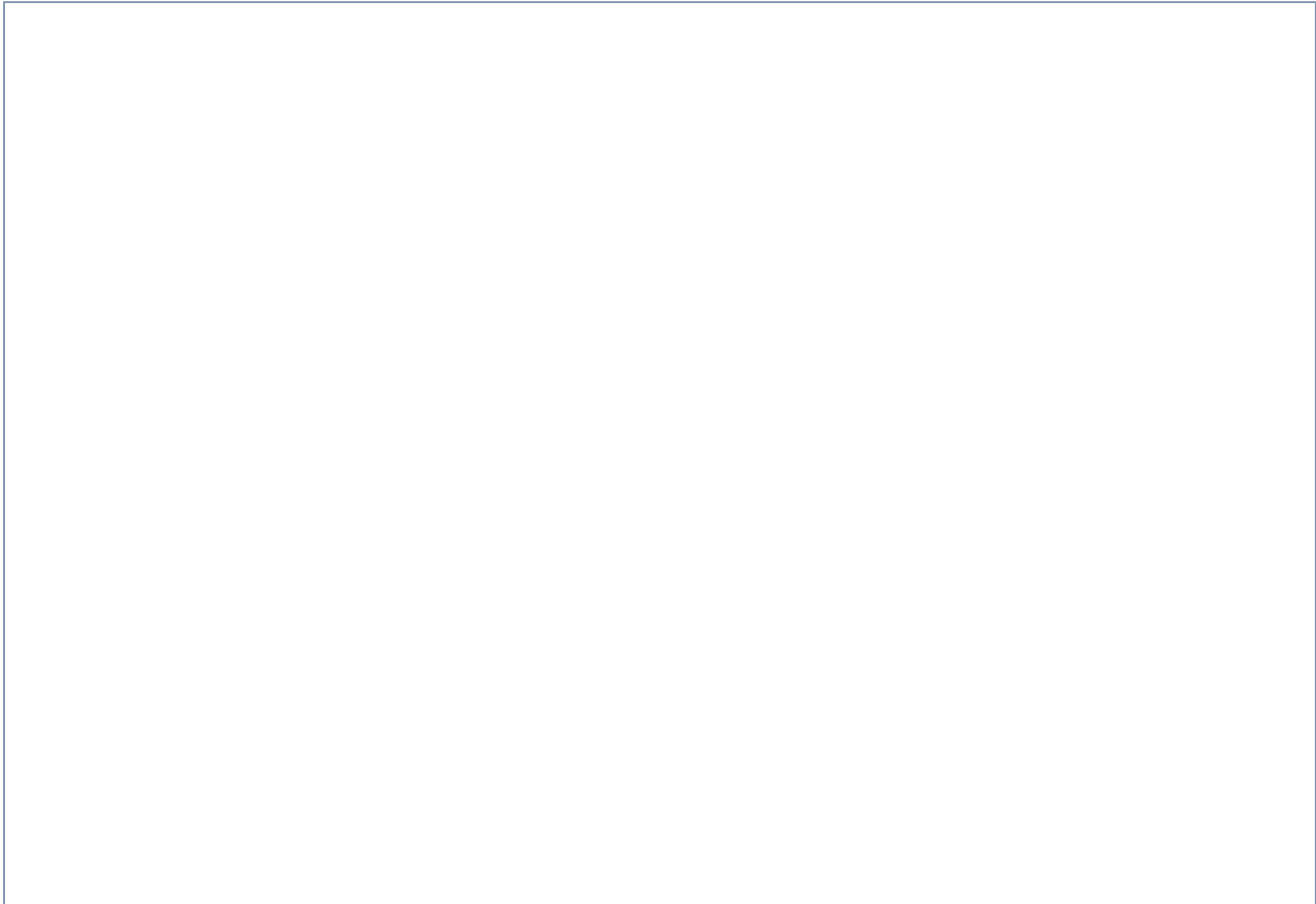
* Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils (low income, English Learners, foster youth) and homeless students' access to current and culturally relevant reading materials that support increased and improved student achievement. Based on the district's total unduplicated pupil data, 8 Library Media Assistants (High Schools) are targeted to be funded under the 15% S&C Add-On at high school sites with 55% or greater unduplicated pupils. (Please note: School sites may receive new positions or increased FTE for existing positions if a site's existing Library Media Assistant is less than .75 FTE or does not have an existing position. Identified school sites with existing .75 FTE Library Media Assistants will see a shift from a non-S&C funding source to S&C.)

Goal 2 - Action 7: Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)

* School Counselors provide increased or improved 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 of unduplicated pupils (low-income, English Learners, foster youth) and homeless students. Based on the district's total unduplicated pupil data and social-emotional, referrals, and mental health data, 8 - .5 FTE Counselors are targeted to be funded under the 15% S&C Add-On at school sites with 55% or greater unduplicated pupils and high social-emotional/mental health needs. (Please note: School sites may receive new positions or increased FTE for existing positions, but a shift from a non-S&C funding source to S&C.)

Goal 2 - Action 12: Additional and Supplemental: Facility & Campus Safety Support (Contributing)

* Custodians are an essential component that promotes a positive and welcoming school environment. They not only provide care of assigned buildings and grounds, but they are integral to the positive connections that support unduplicated pupils (low-income, English Learners, foster youth) and homeless students in being connected to their school. Based on the district's total unduplicated pupil data and foster youth data, 60 Custodial staff (Elementary) and 12 Custodial staff (High School) are targeted to be funded under the 15% S&C Add-On at school sites with 55% or greater unduplicated pupils and 2% or greater foster youth. (Please note: School sites may receive new positions or increased FTE for existing positions, but a shift from a non-S&C funding source to S&C.)



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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Nonpersonnel
Totals	\$0.00						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	College and Career Readiness and A-G Supports (Non-Contributing)	All					\$0.00
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	English Learners Foster Youth Low Income					\$0.00
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	English Learners					\$0.00
1	1.4	Educator Development and Implementation of Professional Learning Communities (Non-Contributing)	All					\$0.00
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	English Learners Foster Youth Low Income					\$0.00

1	1.6	Targeted Learning Recovery and Acceleration of	All						\$0.00
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Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Instructional and Intervention Supports (Non-Contributing)						
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	English Learners Foster Youth Low Income					\$0.00
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	English Learners Foster Youth Low Income					\$0.00
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	English Learners Foster Youth Low Income					\$0.00

2	2.3	Development of High Quality Teachers, Substitutes, Administrators, and Staff (Non-Contributing)	All						\$0.00
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Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Additional and Supplemental: Development of High Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.5	Transitional Student & Family Support (Non-Contributing)	All					\$0.00
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.9	Basic Instructional and Teacher Staffing (Non-Contributing)	All					\$0.00

2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	English Learners Foster Youth Low Income					\$0.00
2	2.11	Facility & Campus Safety Support (NonContributing)	All					\$0.00
2	2.12	Additional and Supplemental: Facility & Campus Safety	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Support (Contributing)						
3	3.1	Family and Community Communication, Empowerment, and Engagement (Non-Contributing)	All					\$0.00
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	English Learners Foster Youth Low Income					\$0.00
3	3.3	Student Attendance and Accountability (Non-Contributing)	English Learners Foster Youth Low Income					\$0.00
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	English Learners Foster Youth Low Income					\$0.00

3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	English Learners Foster Youth Low Income					\$0.00
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	English Learners Foster Youth Low Income					\$0.00
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	English Learners Foster Youth Low Income					\$0.00
4	4.1	Additional and Supplemental: College and Career	English Learners Foster Youth Low Income					\$0.00
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Readiness and A-G Supports - SPED (Contributing)						
4	4.2	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports - SPED (Non-Contributing)	Students with Disabilities					\$0.00
4	4.3	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports - SPED (Contributing)	English Learners Foster Youth Low Income					
4	4.4	Building Strong Schools & Healthy Communities - SPED (Non-Contributing)	Students with Disabilities					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$285,068,224.00	\$100,802,974.00	35.36%	5.99%	41.35%	\$0.00	0.00%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Additional and Supplemental: Targeted Learning Recovery and	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Acceleration of Instructional and Intervention Supports (Contributing)						
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools
2	2.8	Additional and Supplemental: Extended Learning Time, Educator,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	and Staffing Supports (Contributing) Additional and Supplemental: Technology Infrastructure and Support (Contributing)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.3	Student Attendance and Accountability (NonContributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Additional and Supplemental: College and Career Readiness and A-G	Yes	LEA-wide	English Learners Foster Youth Low Income			
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Supports - SPED (Contributing) Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports - SPED (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income			

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$279,514,381.00	\$290,302,790.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Technology For Learning & Connectivity (SA 1.1)	Yes	\$900,000.00	\$563,888.00
1	1.2	Laptop Learning Monitoring Software (SA 1.2)	Yes	\$100,000.00	\$74,395.00
1	1.3	Bilingual instructional program support for K-12th grade students (SA 3.1)	Yes	\$224,832.00	\$219,516.00
1	1.4	English Language Development Coaching & Instructional Support (SA 3.2)	Yes	\$188,872.00	\$0.00
1	1.5	English Language Proficiency Professional Development (SA 3.3)	Yes	\$270,392.00	\$455,912.00
1	1.6	Teacher Collaboration, Professional Development, & Academic Support (SA 5.1)	Yes	\$12,655,522.00	\$13,018,877.00
1	1.7	School Site Administrators Leadership Professional Learning Development (SA 5.2)	Yes	\$803,073.00	\$362,031.00

1	1.8	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1)	No	\$0.00	\$0.00
1	1.9	Learning and High School Credit Recovery Support & Programs (SA 7.3)	Yes	\$994,394.00	\$701,886.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	IEP and Student Data Meetings (SA 7.6)	No	\$30,929.00	\$0.00
1	1.11	Special Education Inclusion Specialists (SA 7.7)	No	\$352,237.00	\$237,611.00
1	1.12	Reading Intervention Support (SA 7.8)	No	\$58,500.00	\$0.00
1	1.13	New Teacher Support (SA 7.9)	Yes	\$1,286,716.00	\$0.00
1	1.14	Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11)	No	\$180,800.00	\$90,269.00
1	1.15	Instructional Coaches (SA 8.1)	Yes	\$6,800,960.00	\$1,630,004.00
1	1.16	New Teacher Support (SA 8.3)	Yes	\$250,402.00	\$215,050.00
1	1.17	After school tutoring, homework help, and enrichment (SA 9.1)	Yes	\$2,000,000.00	\$1,702,022.00
1	1.18	Expanded Afterschool Program Offerings (SA 9.4)	Yes	\$223,106.00	\$248,699.00
1	1.19	School Site Budget Allocations (SA 10.1)	Yes	\$5,960,589.00	\$6,471,706.00

1	1.20	District Departmental Budgets Focused On Increased Student Achievement (SA 10.2)	Yes	\$6,222,781.00	\$2,314,937.00
1	1.21	Advancement via Individual Determination Program (AVID) (SA 11.2)	No	\$700,000.00	\$380,569.00
1	1.22	Career Center Development & Resources (SA 11.3)	Yes	\$1,008,384.00	\$945,994.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	High School Student Data Support (SA 11.5)	Yes	\$285,177.00	\$441,006.00
1	1.24	Career Technical Education Pathways Access (SA 11.6)	Yes	\$294,707.00	\$60,073.00
1	1.25	Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7)	No	\$100,000.00	\$86,250.00
1	1.26	Public Safety Academy Program Leadership (SA 11.8)	Yes	\$195,878.00	\$193,201.00
1	1.27	Engineering Career Pathways and STEM Resources and Support (SA 11.9)	Yes	\$570,827.00	\$659,261.00
1	1.28	JROTC Teacher (SA 11.10)	No	\$0.00	\$0.00
1	1.29	College Entrance Exams Administration and Access (SA 11.11)	Yes	\$65,000.00	\$0.00

1	1.30	Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13)	Yes	\$85,000.00	\$85,000.00
1	1.31	Career Exploration Software and Programs (SA 11.14)	Yes	\$57,216.00	\$57,216.00
1	1.32	College and Career Readiness Student Services & Support (SA 11.15)	Yes	\$426,960.00	\$383,124.00
1	1.33	In-School College Entrance Exam Administration for 11th and 12th grade students (SA 11.16)	Yes	\$159,000.00	\$0.00
1	1.34	Increased Student Access to A-G High School Courses (SA 12.2)	Yes	\$903,065.00	\$1,050,985.00
1	1.35	District Library and Literacy Support (SA 13.1)	Yes	\$214,384.00	\$190,803.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.36	Student Access To Ebooks (SA 13.2)	Yes	\$20,000.00	\$20,000.00
2	2.1	Information Services Technology Support and Resources (ELE 1.2)	Yes	\$610,645.00	\$583,540.00
2	2.2	Staffing Support Resources For High Needs Specialized Positions (ELE 2.1)	No	\$50,331.00	\$72,067.00
2	2.3	New Teacher Training (ELE 2.2)	No	\$12,809.00	\$0.00

2	2.4	Positive Behavior Interventions and Support (PBIS) (ELE 2.3)	Yes	\$160,681.00	\$153,553.00
2	2.5	Student Assistance Program support (SAP) (ELE 2.6)	Yes	\$319,752.00	\$305,589.00
2	2.6	Behavior Intervention Team Services (ELE 2.7)	Yes	\$2,460,780.00	\$2,251,810.00
2	2.7	Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8)	Yes	\$9,535,249.00	\$5,530,594.00
2	2.8	Educational Equity Director & Office Asst (\$13K Supplies) (ELE 2.9)	Yes	\$433,239.00	\$21,357.00
2	2.9	Over Formula Position School Site Support (ELE 2.14)	Yes	\$31,426.00	\$33,172.00
2	2.10	Google Monitoring System (ELE 3.1)	Yes	\$90,000.00	\$106,250.00
2	2.11	Facilities in Good Repair - Maintenance Costs (ELE 5.3)	No	\$300,000.00	\$33,310.00
2	2.12	Instruction and Teacher Staffing (ELE 6.1)	No	\$182,278,082.00	\$214,699,190.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2)	Yes	\$7,067,152.00	\$4,416,970.00
2	2.14	Family and Community Staffing Support (ELE 7.1)	Yes	\$205,529.00	\$205,320.00
2	2.15	Social Services For Foster Youth Students (ELE 7.2)	Yes	\$906,714.00	\$706,416.00
2	2.16	Social Services For Families In Transition (ELE 7.3)	No	\$447,345.00	\$461,695.00
2	2.17	Subacute Healthcare Services Response & Management (ELE 8.1)	Yes	\$1,845,901.00	\$1,842,269.00
2	2.18	Healthy Start Coordinators (ELE 8.2)	Yes	\$396,530.00	\$309,471.00
2	2.19	Community Resource Liaison Program Coordinator (ELE 8.3)	Yes	\$179,707.00	\$122,904.00
2	2.20	Wellness Centers Staffing Support (ELE 8.6)	Yes	\$669,292.00	\$486,687.00
2	2.21	Mental Health Clinicians (ELE 9.15)	Yes	\$4,376,714.00	\$3,355,228.00
2	2.22	Trauma-Informed Care and Responsive Schools (ELE 9.16)	Yes	\$300,000.00	\$58,261.00

2	2.23	Ethnic Studies Teacher On Special Assignment (ELE 9.18)	Yes	\$119,690.00	\$130,516.00
2	2.24	School Counselors (ELE 10.1)	Yes	\$10,925,060.00	\$10,410,987.00
2	2.25	Restorative Practices and Responsive Schools (ELE 10.3)	Yes	\$300,000.00	\$83,127.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.26	LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4)	Yes	\$48,261.00	\$0.00
3	3.1	Parent, Guardian, and Family Workshops, Training, and Events (MP 1.1)	Yes	\$371,613.00	\$275,108.00
3	3.2	Adult Literacy and English As A Second Language Training For Families (MP 1.3)	No	\$117,120.00	\$46,985.00
3	3.3	District Communication and Stakeholder Engagement (MP 2.1)	Yes	\$383,445.00	\$390,912.00
3	3.4	Translator and Interpreter Specialist Services (MP 2.2)	Yes	\$427,734.00	\$228,876.00
3	3.5	Student Clubs and Career Job-Skill Based Experiences (MP 4.1)	Yes	\$100,000.00	\$112,257.00
3	3.6	Student Leadership & Engagement Experiences (MP 4.2)	Yes	\$1,051,919.00	\$912,015.00
3	3.7	Student Clubs & Activities (Kennedy Games / Pentathlon) (MP 4.4)	Yes	\$85,521.00	\$0.00

3	3.8	Student Athletic Programs (MP 4.5)	Yes	\$1,420,722.00	1,848,873.00
3	3.9	Student Access To Leadership Conferences (MP 4.8)	Yes	\$32,000.00	\$0.00
3	3.10	Visual and Performing Arts Activities and Resources (MP 6.1)	Yes	\$279,376.00	\$244,507.00
3	3.11	Music Coordinator (MP 6.2)	Yes	\$170,987.00	\$155,005.00
3	3.12	Arts Resource Teachers (MP 6.3)	Yes	\$916,429.00	\$1,918,717.00
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	TK-8th Grade Music Teachers (MP 6.4)	Yes	\$2,818,930.00	\$2,586,177.00
3	3.14	Student Attendance Accountability & Family Outreach (MP 7.1)	Yes	\$747,499.00	\$441,006.00
3	3.15	Truancy Intervention and Outreach (MP 7.2)	Yes	\$180,000.00	\$420,995.00
3	3.16	Universal Transportation Access For SUSD Students (MP 7.4)	No	\$400,000.00	\$250,000.00
3	3.17	Central Enrollment Direct Services To Families (MP 7.5)	Yes	\$1,159,555.00	\$1,047,013.00
3	3.18	Native American Outreach and Support (MP 7.6)	Yes	\$190,939.00	\$183,776.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$89,628,936.00	\$89,656,429.00	\$72,897,601.00	\$16,758,828.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Technology For Learning & Connectivity (SA 1.1)	Yes	\$900,000.00	\$563,888.00		
1	1.2	Laptop Learning Monitoring Software (SA 1.2)	Yes	\$100,000.00	\$74,395.00		
1	1.3	Bilingual instructional program support for K-12th grade students (SA 3.1)	Yes	\$224,832.00	\$219,516.00		
1	1.4	English Language Development Coaching & Instructional Support (SA 3.2)	Yes	\$188,872.00	\$0.00		
1	1.5	English Language Proficiency Professional Development (SA 3.3)	Yes	\$270,392.00	\$455,912.00		
1	1.6	Teacher Collaboration, Professional Development, & Academic Support (SA 5.1)	Yes	\$12,655,522.00	\$13,018,877.00		
1	1.7	School Site Administrators Leadership Professional Learning Development (SA 5.2)	Yes	\$803,073.00	\$362,031.00		
1	1.9	Learning and High School Credit Recovery Support & Programs (SA 7.3)	Yes	\$994,394.00	\$701,886.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	New Teacher Support (SA 7.9)	Yes	\$939,336.00	\$0.00		
1	1.15	Instructional Coaches (SA 8.1)	Yes	\$2,654,154.00	\$602,761.00		
1	1.16	New Teacher Support (SA 8.3)	Yes	\$250,402.00	\$215,050.00		
1	1.17	After school tutoring, homework help, and enrichment (SA 9.1)	Yes	\$2,000,000.00	\$1,702,022.00		
1	1.18	Expanded Afterschool Program Offerings (SA 9.4)	Yes	\$223,106.00	\$248,699.00		
1	1.19	School Site Budget Allocations (SA 10.1)	Yes	\$5,960,589.00	\$6,471,706.00		
1	1.20	District Departmental Budgets Focused On Increased Student Achievement (SA 10.2)	Yes	\$6,222,781.00	\$2,314,937.00		
1	1.22	Career Center Development & Resources (SA 11.3)	Yes	\$1,008,384.00	\$945,994.00		
1	1.23	High School Student Data Support (SA 11.5)	Yes	\$285,177.00	\$441,006.00		
1	1.24	Career Technical Education Pathways Access (SA 11.6)	Yes	\$294,707.00	\$60,073.00		
1	1.26	Public Safety Academy Program Leadership (SA 11.8)	Yes	\$195,878.00	\$193,201.00		
1	1.27	Engineering Career Pathways and STEM Resources and Support (SA 11.9)	Yes	\$570,827.00	\$659,261.00		
1	1.29	College Entrance Exams Administration and Access (SA 11.11)	Yes	\$65,000.00	\$0.00		
1	1.30	Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13)	Yes	\$85,000.00	\$85,000.00		

1	1.31	Career Exploration Software and Programs (SA 11.14)	Yes	\$57,216.00	\$57,216.00
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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.32	College and Career Readiness Student Services & Support (SA 11.15)	Yes	\$426,960.00	\$383,124.00		
1	1.33	In-School College Entrance Exam Administration for 11th and 12th grade students (SA 11.16)	Yes	\$159,000.00	\$0.00		
1	1.34	Increased Student Access to A-G High School Courses (SA 12.2)	Yes	\$903,065.00	\$1,050,985.00		
1	1.35	District Library and Literacy Support (SA 13.1)	Yes	\$214,384.00	\$190,803.00		
1	1.36	Student Access To Ebooks (SA 13.2)	Yes		\$0.00		
2	2.1	Information Services Technology Support and Resources (ELE 1.2)	Yes	\$610,645.00	\$583,540.00		
2	2.4	Positive Behavior Interventions and Support (PBIS) (ELE 2.3)	Yes	\$160,681.00	\$153,553.00		
2	2.5	Student Assistance Program support (SAP) (ELE 2.6)	Yes	\$319,752.00	\$306,589.00		
2	2.6	Behavior Intervention Team Services (ELE 2.7)	Yes	\$2,460,780.00	\$2,251,810.00		
2	2.7	Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8)	Yes	\$9,535,249.00	\$5,530,594.00		
2	2.8	Educational Equity Director & Office Asst (\$13K Supplies) (ELE 2.9)	Yes	\$433,239.00	\$21,357.00		
2	2.9	Over Formula Position School Site Support (ELE 2.14)	Yes	\$31,426.00	\$33,172.00		

2	2.10	Google Monitoring System (ELE 3.1)	Yes	\$90,000.00	\$106,250.00
2	2.13	Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2)	Yes	\$7,067,152.00	\$4,416,970.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.14	Family and Community Staffing Support (ELE 7.1)	Yes	\$205,529.00	\$205,320.00		
2	2.15	Social Services For Foster Youth Students (ELE 7.2)	Yes	\$906,714.00	\$705,416.00		
2	2.17	Subacute Healthcare Services Response & Management (ELE 8.1)	Yes	\$1,845,901.00	\$1,842,269.00		
2	2.18	Healthy Start Coordinators (ELE 8.2)	Yes	\$396,530.00	\$309,471.00		
2	2.19	Community Resource Liaison Program Coordinator (ELE 8.3)	Yes	\$179,707.00	\$122,904.00		
2	2.20	Wellness Centers Staffing Support (ELE 8.6)	Yes	\$669,292.00	\$486,687.00		
2	2.21	Mental Health Clinicians (ELE 9.15)	Yes	\$4,376,714.00	\$3,355,228.00		
2	2.22	Trauma-Informed Care and Responsive Schools (ELE 9.16)	Yes	\$300,000.00	\$58,261.00		
2	2.23	Ethnic Studies Teacher On Special Assignment (ELE 9.18)	Yes	\$119,690.00	\$130,516.00		
2	2.24	School Counselors (ELE 10.1)	Yes	\$10,925,060.00	\$10,410,987.00		
2	2.25	Restorative Practices and Responsive Schools (ELE 10.3)	Yes	\$300,000.00	\$83,127.00		

2	2.26	LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4)	Yes	\$48,261.00	\$0.00		
3	3.1	Parent, Guardian, and Family Workshops, Training, and Events (MP 1.1)	Yes	\$56,000.00	\$275,108.00		
3	3.3	District Communication and Stakeholder Engagement (MP 2.1)	Yes	\$383,445.00	\$390,912.00		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Translator and Interpreter Specialist Services (MP 2.2)	Yes	\$427,734.00	\$228,876.00		
3	3.5	Student Clubs and Career Job-Skill Based Experiences (MP 4.1)	Yes	\$100,000.00	\$112,257.00		
3	3.6	Student Leadership & Engagement Experiences (MP 4.2)	Yes	\$1,051,919.00	\$912,015.00		
3	3.7	Student Clubs & Activities (Kennedy Games / Pentathlon) (MP 4.4)	Yes	\$85,521.00	\$0.00		
3	3.8	Student Athletic Programs (MP 4.5)	Yes	\$1,420,722.00	\$1,848,873.00		
3	3.9	Student Access To Leadership Conferences (MP 4.8)	Yes	\$32,000.00	\$0.00		
3	3.10	Visual and Performing Arts Activities and Resources (MP 6.1)	Yes	\$279,376.00	\$244,507.00		
3	3.11	Music Coordinator (MP 6.2)	Yes	\$170,987.00	\$155,005.00		
3	3.12	Arts Resource Teachers (MP 6.3)	Yes	\$916,429.00	\$1,918,717.00		
3	3.13	TK-8th Grade Music Teachers (MP 6.4)	Yes	\$2,818,930.00	\$2,586,177.00		
3	3.14	Student Attendance Accountability & Family Outreach (MP 7.1)	Yes	\$747,499.00	\$441,006.00		

3	3.15	Truancy Intervention and Outreach (MP 7.2)	Yes	\$180,000.00	\$420,995.00
3	3.17	Central Enrollment Direct Services To Families (MP 7.5)	Yes	\$1,159,555.00	1,047,013.00
3	3.18	Native American Outreach and Support (MP 7.6)	Yes	\$190,939.00	\$183,776.00

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$279,514,381.00	\$89,628,936.00	0%	32.07%	\$72,897,601.00	0.00%	26.08%	\$16,742,911.42	5.99%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the

LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 LowIncome Students

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Table 2: Contributing Actions Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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