

Goal	Subaction 22-23	Action	Target Group	Project Summary	Recommend 22-23	Proposal 22-23	Project Contact
Goal 2	2.2	0209 - Staffing Support Resources For High Needs Specialized Positions	Special Education Students, Students with Speech and Health concerns, EL students, African American students, students who need additional support from additional school counselors	We have held many recruiting events and offered hiring bonuses and tuition assistance for many of our specialized certificated positions. This has helped to draw people to our district to serve our students with special needs, ELs, and students who struggle with academic deficits due to the pandemic or other mitigating factors.	Yes	Staffing (Additional Comp for multiple positions, including Certificated, Classified, Confidential and Management) Advertising Hiring Incentives (100 Teachers, 10 various PPS positions) Recruiting Event Costs Conferences/Trainings/Workshops	Sherry Jackson
Goal 3	3.15	0304 - Truancy Intervention and Outreach	Students not attending school regularly. Students who meet the criteria of chronically absent. Students who have negative behaviors.	Throughout the year school sites have been submitting purchasing requests for individual student incentives with the intention of increasing student attendance, reducing chronic absenteeism, and reducing negative behaviors.  District distributed allocations to school sites to support student incentives. Education Services drafted clarifying communication on the intent and purpose, allowable and unallowable expenditures, and adhering to board policy and district	Yes	Object code 43160 - Student Incentive per school site distribution methodology (\$1,000,000)  \$180,000 small high schools student incentives  4 @ 1 FTE Truancy Outreach Specialists	Tiffany Ashworth

Goal 3	3.6	0305 - Student Leadership & Engagement Experiences	The PLUS Program, by design, addresses barriers that prevent EL, foster youth, low-income and special needs students from engaging in school: increasing school connectedness, building peer support systems, no financial cost to participate	There are 49 schools in SUSD with the PLUS Program and 1200+ students serving as PLUS leaders. The PLUS Program in SUSD is an evidence-based Youth Participatory Action Research (YPAR) program that utilizes data-driven and restorative practices to address school climate issues impacting peers. Student PLUS leaders use a variety of methods, which are designed to break down the walls of segregation between groups on campus, foster positive relations for the entire student body and create activities that have been	Yes	1000 Certificated Salaries: (\$707,500) -PLUS Coordinator Salary \$120,000 -4 HS Teacher Salary \$80,000 x4= \$320,000 -Substitute Teachers (100 days/year x \$200/day= \$20,000) -Add Comp for PLUS advisors (15 hours x 165 staff x \$60/hour= \$148,500) -Add Comp for training, conferences, et (\$99,000)  2000 Classified Salaries (\$5000) -Add Comp for Classified Staff (10 hours x 20 staff x \$25/hour = \$5,000)  4000 Books and Supplies (\$169,913)	Jillian Glende
Goal 2	2.4	0202 - Positive Behavior Interventions and Support	The emphasis is on implementing proactive strategies for schools to develop positive relationships and safe environments while addressing the barriers to learning. Including students with priority populations of low Socio-Economic	The PBIS Coordinator:  Conducts Tiered Fidelity Inventory (TFI) walkthroughs on sites, reviews data with site leadership, and facilitates an action plan Facilitates sustainable and expansion of positive behavior practices district wide. Supports school sites applying for California State PBIS recognition Conducts PBIS monthly meetings (certificated, classified, administrators, and management are	Yes	LCAP  Climate and Culture resource books MTSS resource books PBIS, Restorative Practices, Chronic Absenteeism, and Climate/Culture conferences Substitutes so PBIS site teams can meet during school hours to conduct common area observations, discuss data, improve school culture, improve community involvement, and plan PBIS agenda items. Hourly compensation to pay Classified staff to attend Building Positive Relationships training conducted by PBIS Coordinator. PBIS Site Leads (certificated): 53 timesheet hrs x	Deanna Kobayashi

Goal 2	2.21	0207 - Mental Health Clinicians	SUSD Students and families  Referrals to MHC's this school year:  Total Referrals and Open Cases (school based mental health (SBMHS) and educationally related mental health services (ERMHS): 1667	The MHBSS Department Mental Health Clinicians (MHC) provide trauma-informed, evidence-based practice to SUSD students who may benefit from school-based mental health services as a component of their general education or special education needs. MHCs provide individual, group, and family therapy for students to support student attendance and access to their educational and academic experiences. MHCs are integrated into the teams and fabric of the campus, providing Tier 3 services	Yes	Funds will be used to continue to provide MHCs at each SUSD School site. Increased MHC staff will allow more direct mental health services to student on each campus and increase timely MHC response to crisis. A total of 42 MHCs  MHC will continue to provide training and professional development to school staff, students, and families  Funds necessary to compensate district staff who participate in professional development opportunities outside of the contracted work time has been provided through ESSR and Title IV funds during the 21-22 and 22-23 school years	karen coleman
Goal 3	3.7	0306 - Student Clubs & Activities	Middle School athletic programming.	The games have not occurred since 2018.	No		Susana Ramirez
Goal 3	3.9	0305 - Student Access To Leadership Conferences	African American students and their families were the recipients of these action items. 60 Youth participated in the BSCU conference, and 100 participated in the historical musical. 3 teachers attended the CADA State convention.	The district-wide Black Student Union consists of leaders and scholars, determined to make positive contributions to the Stockton Community. Our student leaders have been motivated to achieve in school, and step up to positions of leadership. Our clubs are dedicated to service; within our school community, and nationally. 60 Black Student Union student members developed leadership and advocacy skills by attending the annual Black Students of California United Leadership Conference at the	Yes	Participation Fees: \$40,165	Jillian Glende

Goal 2	2.16	0205 - Social Services For Families In Transition	Families-in transition/Homeless	<p>The district employs a Homeless Liaison/Case Manager and 3 additional case managers, who are trained Social Workers by profession, to serve as advocates for families and unaccompanied youth experiencing homelessness. In addition, The district Families in Transition Department also employs a Social Work Assistant and Office Assist to provide support to the program.</p> <p>Families in Transition staff helps to provide parents and guardians of homeless children and</p>	Yes	Five Social Case Managers and supplies	Teresa Oden and Destiny Alvarez
Goal 2	2.6	0202 - Behavior Intervention Team Services	The Behavior Intervention Team Services continue to work towards increasing and improving direct services to students in general education and special education, with a focused effort on English Learners, Foster Youth, and Low Income and their	<p>The Behavior Intervention Team (BIT) provides services to students, teachers, and families in order to support students with exceptional behavioral needs to be safe, responsible, and productive, to reduce behavioral referrals for discipline, and maintain students in their current educational program. BIT offers consultation, support, coaching and professional development to teachers and site staff to develop, implement, and maintain trauma-informed, evidenced-based classroom</p>	Yes	<p>Include as applicable (sample list below): staffing (identify positions &amp; number, additional compensation, substitutes), consultants/professional services, license agreements, materials/supplies, conferences/trainings/workshops, equipment</p> <p>Funds will be used to continue to provide Behavior Support Specialists to act as Behavior Support Point Persons assigned to each SUSD School site to support with Tier 1 and Tier 2 behavioral consultation as well as provide Intensive Intervention services. Behavior Intervention Assistants (BIAs) to support with data collection, coaching and modeling of</p>	Cari Chavez

Goal 1	1.36	0107 - Student Access To Ebooks	Students who are Low-Income, English Learners, Foster Youth and Special Education students, as well as, the many diverse cultures that represent our SUSD students and families. As of mid-April 2023 data reports having nearly 1,000 <i>unique (new)</i>	SUSD SORA is the online platform used for our district's digital library collection. All students, staff, and teachers can have access to eBooks and audiobooks. SORA works in conjunction with the Stockton-San Joaquin County Public Library (SSJCPL) collection (Libby). SUSD Library patrons (students and staff) can access the SSJCPL digital collection of books through SORA with their Stockton Unified Google Sign-On and Class Links page. No library card is needed.	Yes	All funds are spent entirely on the purchases of eBook and audiobook licensing from OverDrive/SORA in which texts appear in the shared catalog within the hour of purchases. Students and teachers are invited to make requests through the use of a shared wish list Google Form posted on the district Library Services Google Page for both staff and families.	Mary Ann Pafford
Goal 1	1.39	0107 - Library Media Assistants - High Schools	Secondary students in grades 9-12 who are Low-Income, English Learners, Foster Youth and Special Education students that also represent the many diverse cultures of our SUSD students and families. Three full-time Library Media Assistants have	SUSD 9-12 school sites began to provide basic library services to high school students with the creation of staffed Micro-Libraries. A smaller space that is home to physical books for circulation to our teen patrons.  Prior to 2023, our 9-12 sites either have outdated or non-existing library collections. While students can access eBooks and audiobooks through SORA, many readers prefer a physical book at times.  It is the intention of the project to	Yes	Staffing?	Mary Ann Pafford

Goal 2	1.13	0204 - New Teacher Support	New/beginning teachers who hold a Short-Term-Staff Permit (STSP), Provisional Intern Permit (PIP), Intern or Preliminary credential. All new/beginning teachers who are working toward a CA clear credential are served through this project.	Support for new/beginning teachers holding a STSP/PIP/Intern or Preliminary teaching credential was provided both centrally by the district and at the site for new teachers. Every new/beginning teacher is assigned a Site Support Teacher or Induction Mentor depending on their credential type, until they earn a CA clear credential. The assigned support teacher or induction mentor provides them with weekly "just-in time" support and guidance on completing credential requirements. District	Yes	New/beginning teacher support team proposes hiring of a New Teacher Support Program Specialist for Special Education. This expertise is needed as the number of new/beginning Sp. Ed. teachers SUSD has hired continues to increase. Additional consultants/professional development providers are needed to continue offering support series sessions to new/beginning teachers throughout the year in addition to the new teacher in-service week traditionally provided in July. Additional funds for release time for substitute coverage is needed so that mentors and/or site support teachers can provide more frequent, targeted observation/feedback and in-class support for	Lori Goldstein
Goal 1	1.19	0107 - School Site Budget Allocations	Low-income students, English Learners, and Foster Youth  District metrics are available through Research and Accountability.	Site allocations provided to schools (excluding dependent charters) were included in the site's School Plan for Student Achievement (SPSA). The SPSA is the mechanism used to ensure the site allocations distributed are supporting the students in need of the supports, based on a needs assessment. As these funds are intended to support student achievement they are used similarly to the site's Title I funds to provide supplemental supports and resources. School sites have funded 48.75 FTE positions using their site	Yes	Funding allocation needs to remain the same as 22-23 with the increase of step and column for positions and applicable COLA.	Tiffany Ashworth

Goal 2	2.24	0207 - School Counselors	Funds allocated through the LCAP are principally directed towards increasing positive and trusting relationships and improving services provided to foster youth, English learners, and socioeconomically disadvantaged students with social and	School Counselors work in collaboration with school site teams to develop equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS). The MTSS paradigm allows for tiered level interventions and supports to address and remove barriers to learning through multiple tiers of support in the domains of Academic, College/Career, and Social Emotional Learning. The system is designed to allow for stronger and	Yes	Salaries for Counselors  PD for Counselors	Nicolette Gonzaba, Tami Gray, John New, Maryann Santella
Goal 3	3.7	0305 - Student Clubs & Activities	Student clubs and competitions.	Rio and Harrison are the only school sites that participate in the past. Recently there have not been expenditures for this item.	Yes	* Club/activities trips *Competitions fees and awards * Club/activities materials and supplies *License agreements	Susana Ramirez
Goal 2	1.16	0204 - New Teacher Support	All new/beginning SUSD teachers who are working toward the CA clear credential.	New teacher support, professional development, and retention efforts included annual new teacher in-service week, ongoing support and professional development sessions (bi-monthly, and resources for new/beginning teachers. The required new teacher in-service week provided to SUSD newly hired teachers included district welcome/overview, classroom management training, content-specific overview sessions, EL and Special Ed. student support <u>overview/instructional strategies</u>	Yes	New/beginning teacher professional development and follow up support: compensation, materials, resources, expert consultant fees, professional learning space.	Lori Goldstein
Goal 1	1.18	0108 - Expanded Afterschool Program Offerings	TK-8th graders- English Learners, Foster Youth, Homeless, African American	Help increase attendance, increase staff-to-student connectedness, and help reduce expulsions	Yes	82 FTE staff and substitutes ( salaries and benefits additional compensation 50% paid from LCAP, and 50% paid from ELOP)	Mary Rogers

Goal 1	1.22	0102 - Career Center Development & Resources	Foster Youth, English learners, and socioeconomically disadvantaged high school students are provided support through the high school career centers by the Guidance Technicians. They benefit from financial aid and	Guidance Technicians are on 8 high school sites in support of the site school counseling departments and career centers. In addition, they collaborate with the District School Counseling Department and post-secondary partners (including Delta College, Stanislaus State, and US military branches). Throughout the 2022-2023 school year, the Guidance Technicians provided assistance with: career exploration; assistance with financial aid, college, and scholarship applications; and notification and coordination of	Yes	Salaries for 12 FTE Guidance Technicians Would like to add 20,000 to help revamp our career centers.	Nicolette Gonzaba, Tami Gray
Goal 1	1.35	0107 - District Library and Literacy Support	All students. Especially, Foster Youth, English Learners, and Low-Income students.	Distribution of Classroom library books to over 1000 classes on K-8 campuses including TK and Special Education classes in the Fall of 2023. New teachers at these grade levels had immediate access to put books in students hands at their reading and interest level. Veteran teachers increased the average age and count of their already establish collections. Classroom libraries are an integral part of providing students with appropriately leveled text to nurture a love of reading. Libraries within classrooms allow educators to	Yes	Funding allocation will continue to be used for staffing, professional services, license agreements, materials/supplies for library collection maintenance, library collections, conferences and trainings and equipment (furniture).	Mary Ann Pafford

Goal 2	2.15	0206 - Social Services For Foster Youth Students	Foster Youth	<p>Describe your project for the 2022-2023 School Year (SY) Implementation. (Brief, yet specific that includes the actions, implementation, purchases, etc.):</p> <p>Foster youth and homeless students receive educational counseling from a Foster Youth Services (FYS) Department Program Service Coordinator and Families In Transition staff member to ensure they receive equal access to educational opportunities. Case management</p>	Yes	Retain current budget, but requesting an additional SW FTE.	Teresa Oden
Goal 1	1.2	0107 - District Departmental Budgets Focused On Increased Student Achievement - State and Federal	Unduplicated pupils	<p>Departmental budget allocations to State and Federal Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFE budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. State and Federal Department support:</p>	Yes	<p>Continue 5 FTE positions. Need 1 FTE for support of specialist/coordinator work for non-federally allowable activities.</p> <p>Need funds to cover potential FPM findings or expenditures outside the allowable funding/project period.</p>	Tiffany Ashworth

Goal 1	1.32	0102 - College and Career Readiness Student Services & Support	foster youth, English learners, and socioeconomically disadvantaged students.	College & Career Readiness College and Career activities were implemented to increase access to all students, principally directed at increasing participation and involvement in college and career activities with foster youth, English learners, and socioeconomically disadvantaged students. These included college trips, college/career fairs, college application workshops, financial aid and literacy, 8th grade high school visits and A- G focused orientations prior to high school starting. Some of these activities	Yes	Continue same plan increased services for K-8. Possible college trips for our 8th graders. More parent involvement at the 9th grade level.	Nicolette Gonzaba
Goal 2	2.16	0205 - Social Services For Families In Transition	ALL target groups.	Centralized enrollment as of April 18, 2023 has provided direct services to 12,100 families in the following areas: enrollment, transfers, foster youth and McKinney-Vento referrals	Yes	Admission Techs, AFS Director, clerical staff, Coordinator, translators, materials and supplies, conferences and trainings	Teresa Oden
Goal 3	3.2	0301 - Adult Literacy and English As A Second Language Training For	Second Language Learners, students, parents and guardians in Stockton.	33 total ESL Courses implemented at School for Adults and at 3 Elementary Schools. Enrollment and student persistence rates have increased annually since 2020-2021.	Yes	WIOA Title II Funds approx. \$900,000	Jeff Dundas
Goal 1	1.31	0102 - Career Exploration Software and Programs	All students	Students participated in Career Awareness, Career Exploration and College planning activities using Xello. Students will developed a pathway to a career through awareness, exploration and preparation of a plan for post-graduation.We increased our usage by 30% from last school year in Xello. Xello also provided PD to teachers, admin, and counselors throughout the year. .	Yes	License and PD provided by Xello	Nicolette Gonzaba

Goal 1	1.2	0107 - District Departmental Budgets Focused On Increased Student Achievement -			Yes	Staffing \$200,356; Playground Renovation 2,550,000; Early Literacy \$280,000	Suzanne Devitt
Goal 2	2.3	0203 - New Teacher Training					Lori Goldstein
No filters applied							