

LCFF Budget Overview for Parents

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

CDS Code: 39-68676-0000000

School Year: 2023-24

LEA contact information:

Israel S. Gonzalez, Ed.D.

Educational Services Director

igonzalez@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 2023-24 School Year

Projected Revenue by Fund Source

Total LCFF funds
\$0
0 %

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

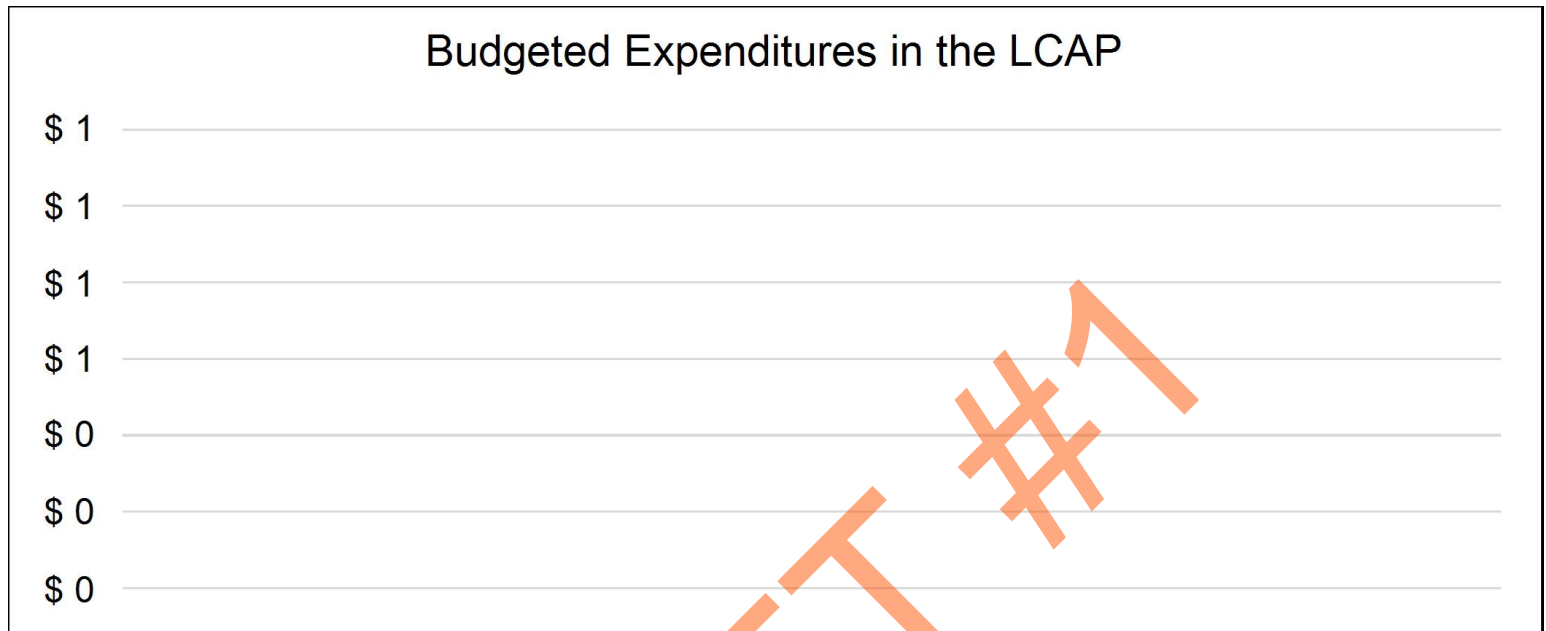
The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is

federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

DRAFT #1

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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

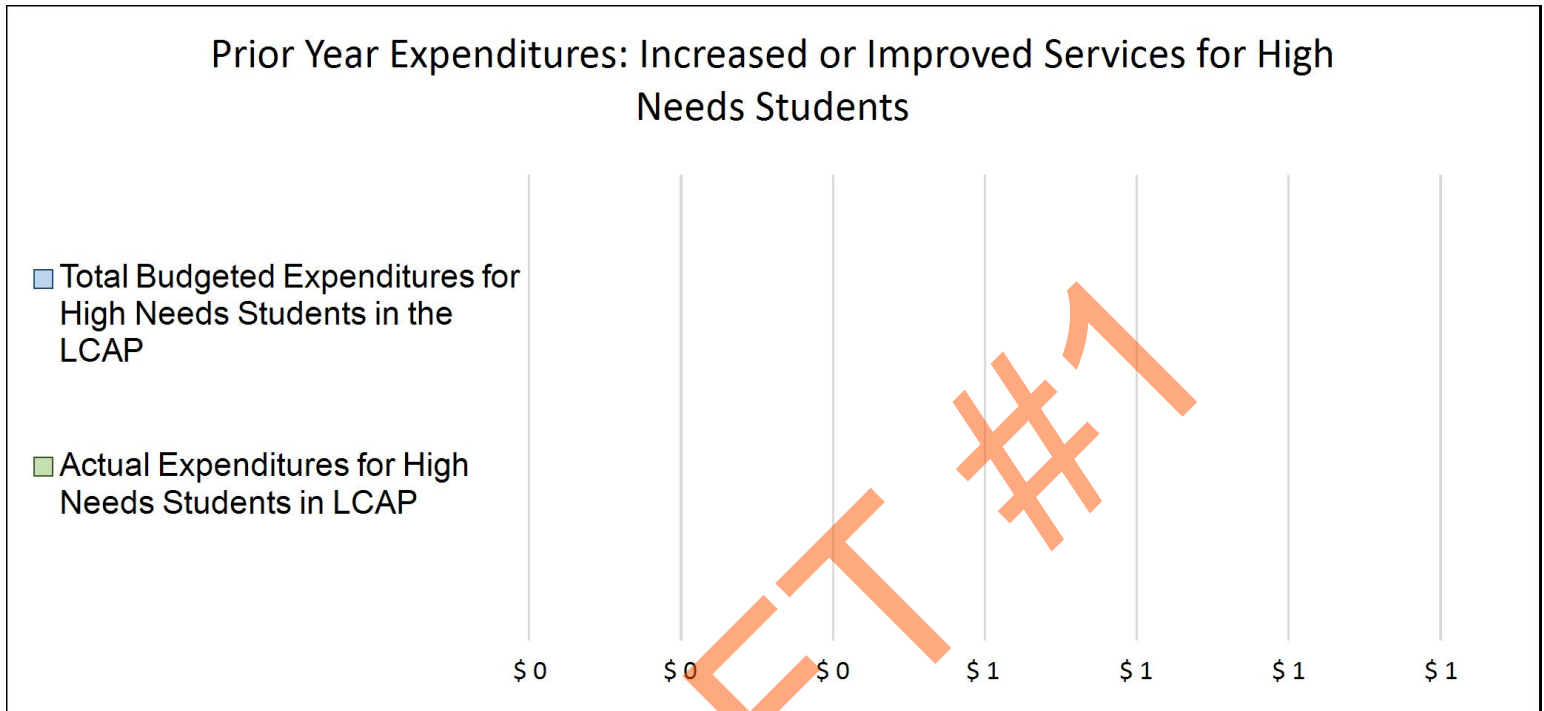
The text description of the above chart is as follows: Stockton Unified School District plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Stockton Unified School District is projecting it will receive \$ 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 \$ 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 2022-23



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 2022-23, Stockton Unified School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent \$ for actions to increase or improve services for high needs students in 2022-23.

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	Israel S. Gonzalez, Ed.D. Educational Services Director	igonzalez@stocktonusd.net 209-933-7000

Plan Summary [2023-24]

General Information

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

Since 1852, the Stockton Unified School District (SUSD) has provided services to students in the San Joaquin region. SUSD is located in the heart of California's Central Valley near the banks of the San Joaquin River. The Stockton Unified School District is one of the oldest, and one of the largest school districts in California. We are the 17th largest school district in the state, with more than 35,000 students, PK-12th graders come to us to experience an educational journey that leads to high school graduation and success in college, careers, and as actively-engaged community members. 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. SUSD's comprehensive high schools all have a strong focus on academics and have specialty areas for students as they explore and achieve in technical career pathways.

In 2022-2023, SUSD has 35,463 students enrolled in the district. SUSD's student population is culturally and linguistically diverse: 69.9% are Hispanic, 8.7% are Black/African American, 9.1% are Asian, 4.1% are White, 3.4% Filipino, 3.5% are Multiple Races, and .7% are American Indian/Alaskan Native, and .5% are Native Hawaiian/Other Pacific Islander. (CALPADS - Fall 2022 Report)

English Learners comprise 24.6% (8,712), followed by 20.2% (7,176) Redesignated Fluent English Proficient (RFEP) and 2.4% (861) Initial Fluent English Proficient. SUSD's 5 primary languages other than English are: Spanish (41.4% or 14,682 students), Hmong (1.2% or 363 students), Khmer (Cambodian) (1.01% - 359 students), Filipino (Pilipino) (.7% or 240 students), and Punjabi -.5% . There are more than 40+ languages represented in SUSD schools. (CALPADS - Fall 2022 Report)

SUSD's student population identified as unduplicated pupils is 80.0%; represented by 79.5% socio-economically disadvantaged, 24.6% English Learners, and 1% foster youth which places them at risk for educational disparities.

SUSD provides educational support and resources to 12.8% (4,533) Students with Disabilities, of the 13 disability categories the following 6 are of higher prevalence: 33.8% (1,530) students with a specific learning disability, 21.7% (982) student with speech or language impairment, 20.2% (914) students with autism, 9.7% (441) students with an intellectual disability, 8.7% (394) students with other health impairment, and 2.1% (94) students with emotional disturbance. (CALPADS - Fall 2022 Report)

For the current 2022-2023 school year data, SUSD has employed 1,660 teachers across the district's school sites (CALPADS - 2022-2023) to provide direct instruction.

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.

In 2022-23, Stockton Unified School District had its share of successes and challenges in the course of a year. The LCAP, now in its second year of a three-year implementation, in its entirety is a success as it provides district-wide goals and actions that are measurable, visible, and impactful. SUSD also had an additional channel of data with the return of California's School Dashboard, providing SUSD with additional and critical data that continues to be a factor that guides our informed decisions. There were also more students in our schools this year over the previous years since over 1,000 students returned from recurrent, teacher shortages continued, and overall staffing shortages distressed the district. Despite the challenges, Stockton Unified is proud to observe growth not only in student achievement, graduation rates, but in students' college and career readiness as well.

The overall reflections for this section are based on local results and data, both quantitative and qualitative, and student State assessment data.

Goal 1 successes identified are:

- 1.1 / 1.2 –College and Career readiness support continued for all high school students. Career TEchnical Education (CTE) pathway also showed increases in student participation (Metric 4c).

1.3 - English Language Development -

- Metric 4E – English Language Learner progress shows 51% of all of our English Learners have made progress this last year. This is an increase of 10% from the baseline.

Metric 4a - CA science test (CAST) - Year 2 outcomes had an increase from a baseline of 12.9% to the most current dashboard results of 14.46%

Metric 4B - Percentage of students who meet CSU/UC A-G college entrance requirements had an overall increase from 21% to 25%, an increase of 4% overall.

- Metric 5E – Graduation Rates: Overall graduation increased from 76.7% to 83.1%. That is an increase of 6% more graduates in SUSD. The growth in this metric has been reflected in multiple student groups, which is attributed to the district's strategic focus on development of student 4-year graduation plans, relevant and timely transcript reviews, having counselors, coordinators, assists and other personnel focused on student pathways, the opportunities for extended day/year supports bridging the gap of learning loss and credit recovery, and our instructional staff. The following student groups experienced graduation rate increases:

Youth - 19.4% increase

American Indian – 18.4% increase

Students with Disabilities – 11.9% increase

Pacific Islander - 11.1%

Homeless - 8.5 increase

English Learners - 8% increase

African American - 7.8% increase

Hispanic - 7.1% increase

Socio-economically Disadvantaged - 6.5% in

White – 3.9% increase

Filipino – 3.4% increase

Asian – 2.9% increase

- Metric 8A – Golden State Merit Diploma: SUSD students (303 graduating seniors) continued to strive to demonstrate mastery of curriculum in at least six subject areas to receive the Golden State Seal Merit Diploma, which is an 87-student increase from the prior school year. This increase is attributed to the efforts of the district's focus on development of student 4-year graduation plans and relevant and timely transcript reviews.

The district continues to implement Goal 1 actions, resources, and support to maintain and build upon the successes of this year,

- through professional development, systems, protocols, and high-quality instructional strategies designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students to receive high quality first instruction through consistent and faithful implementation of Universal Design for Learning (UDL).
- through supplemental interventions that bridge the foundational learning gaps to meet student needs.
- that expand practices that promote collaboration and connection of general education teachers and SPED teachers to ensure interventions for student achievement and social emotional student needs.
- that furthers the district's initiative and educational partner feedback of providing technology devices to maintain the availability and access of educational resources for students.
- providing primary language support via our bilingual paraprofessionals, reinforcing 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.
- increasing interdepartmental collaboration, clarification of software/programs, integration and connections of mutual practices/procedures in through college and career readiness. In addition, through the analysis of college and career readiness indicators, the district intends to increase support and resources enhancing student access to honors, Advanced Placement, IB, and dual enrollment opportunities.

Goal 2 success identified is:

- Action 2.2 – Multi-Tiered System of Supports (MTSS) - Academics, social-emotional, and positive behavior interventions and support for students via school-wide efforts were district-wide. Positive Behavior Interventions and Support (PBIS) provided support for students, creating improved learning environments.

Action 2.3 / 2.4 - Professional development, support, and training was a main emphasis for SUSD specialized positions, existing teachers, new teachers, and administrators, keeping the focus on student achievement. PD days starting in the summer through Spring time, and into the summer again, these offerings provided a boost to SUSD personnel.

Metric 6A - Suspension rates - Due to the Covid-19 pandemic, Year 1 outcome data within the LCAP was representing schools during the pandemic, representing a 0% overall suspension rate. Although comparing Year 2 outcome data to Baseline data, there was a reduction in suspensions, from a 5.5% overall to a 5% in SUSD. The following student groups experienced a suspension rate decrease:

African American - 3.7% decrease
Homeless - 3.3 % decrease
Pacific Islander - 1.5% decrease
Filipino – 1.5% decrease
Students with Disabilities – 1.2% decrease
Socio-economically Disadvantaged - 1.2% decrease
Asian – 0.9% decrease
Hispanic - 0.8% decrease
(Mixed)Two or more ethnicities - 0.7% decrease
English Learners - 0.6% decrease

The district continues to implement and expand Goal 2 actions, resources, and support to maintain and build upon the successes of this year,

- to refine the professional development planning efforts, making professional development accessible and relevant to the curriculum directly improving high quality first instruction.
- by providing students with direct social-emotional and trauma-informed care services. In addition, the district intends to increase Positive Behaviors Interventions and Supports (PBIS) approach-based actions at the school site level, such as home visits, parent outreach, social-emotional lessons, and counseling services focusing on the reduction of chronic absenteeism and suspensions.
- increasing MTSS access, training, and planning efforts to increase high quality approaches in academics, behavior, and social-emotional to continue to improve experiences and growth in learning for high needs students, including Students with Disabilities, African American / Black students, Foster Youth, and Homeless students.

Goal 3 success identified is:

- Metric 5A: School Attendance - the percentage of students attending school daily on average rose to 89.9%, an increase of 3.36% from the previous year. The district's efforts to raise attendance rates are attributed to their home visits and parent outreach to locate and inform parents of the importance of consistent attendance.

The district continues to implement and expand Goal 3 actions, resources, and support to maintain and build upon the successes of this year,

Increasing parent/family community and student engagement and leadership opportunities and outreach

Increasing support and resources to reduce chronic absenteeism and suspension as through training to facilitate restorative practices, navigation of peer resources, and as peer advocates.

Goal 4 successes identified as:

- Metric 4a – Percent of third through eighth grade students scoring at grade level on the Winter ELA (English Language Arts) and Mathematics iReady assessment. – Students with disabilities had an increase to 9.5%, from 7.31% the previous year in ELA and an increase to 6.8% from a 5.58% the previous year in mathematics.

- Metric 5E – Graduation Rates for Students with Disabilities: Four-year adjusted cohort outcomes data: Although this is a new goal, the overall graduation increased from 54.8% baseline data to 67% in Year 2 outcomes data. That is an increase of 12.2% more graduates in SUSD.

The district continues to implement and expand Goal 4 actions, resources, and support to maintain and build upon the successes of this year, through professional development, systems, protocols, and high-quality instructional strategies designed to expand Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students to receive high quality first instruction through consistent and faithful implementation of Universal Design for Learning (UDL).

Increasing support and resources in providing intervention materials and supports for SPED students.

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.

Evaluating the four goals within the LCAP, SUSD identified several needs that required continued acknowledgement that are of “low performance” and/or “significant performance gaps” for student groups and/or school sites when comparing them from one year ago (or baseline if no data existed in year 1 of the LCAP). 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.

Stockton Unified School District (SUSD) is required to add existing actions and/or goals for student subgroups who have been identified as consistently low-performing for at least three consecutive years in two or more indicators. Last year, Goal 4 was the goal within the LCAP that was focused on the differentiated assistance of our Students with Disabilities, but this year, additional subgroups and specific actions will be added to provide more support and resources to the following subgroups:

Students with Disabilities
African American / Black students
Homeless
Foster Youth

Goal 1

- Metric 4a - The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts (ELA) meeting or exceeding standards - Year two outcomes - decrease to 26.83% from 30.28%. All subgroups had a decrease across-the-board, except American Indian students. They had a 1% increase from 30.54% to 31.58%.
- Metric 4a the average of all 3rd - 8th and 11th grade student CAASPP scores in Mathematics meeting or exceeding standards - overall a decrease to 15% from 20.85%. A decrease in all subgroups except two: Pacific islander increased from 24.32% to 36.04% and students with two or more mixed ethnicities also increased from 28.06% to 34.73%.

When looking at the average of all 3rd - 8th and 11th grade students in both English Language Arts and Math CAASPP scores compared to the standard level, the following subgroups have the furthest points below meeting standard: Foster Youth, Homeless students and Students with Disabilities (SWD) (SWD). Followed closely by additional subgroups In ELA: African-American students and English learners; and In mathematics, English learners, African-American students, Hispanics and American Indian students.

- Metric 8a –Number of students earning a seal of biliteracy – overall number of students decreased from 171 students the prior year to 146 students in Year 2 outcomes.

Goal 2

- Metric 6A – Suspension rates – Although the overall suspension rate has decreased from the previous year, there were a few subgroups that have increased in suspension rates from the baseline data.

American Indian students increased to 10.5%, a 2.8% increase from baseline.

Foster Youth increased to 17.3% , an increase of 3.6% from baseline.

White students increased from 6.1% to 6.3%, an increase of .2% from baseline.

- Metric 6B – Expulsion rates – overall increase from .08% to a .10%, a .02% increase from baseline.

The district will continue to implement Goal 2 effective actions, resources, and focus on key investments that SUSD has taken to reduce suspensions district wide including staff trainings and a

? A focus on social emotional learning in schools

? A deeper focus on Positive Behavior Interventions and Supports

? Investment in Trauma-Informed Staff Training - focusing on de-escalation practices.

? Investment in Culturally responsive classroom management strategies

Goal 3

- Metric 5B – Chronic Absenteeism rates – overall increase to 43.2%, an increase of 19% from Year 1 outcomes. There was an Increase in all sub groups with a few having more than others:

Pacific islander had an increase 33.1%.

Students with Disabilities (SWD) had an increase of 24.4%.

English learners had an increase of 21.2%

Hispanics had an increase of 20.1%

Three sub groups had the highest overall rate in chronic absenteeism:

Homeless students with 65.8%

Pacific Islander with 57.7%.

Foster Youth with 55.9%

All sub groups exceeded a rate of 40% in chronic absenteeism, except for Asian students at 29.6% and Filipino students at 21.2%.

Goal 4

- Metric 4a - The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts (ELA) meeting or exceeding standards - Year 2 outcomes - Students with Disabilities (SWD) shows a 6.69%, a decrease from 7.68% in the previous year.
- Metric 4h – Percentage of 11th grade - Students with Disabilities (SWD) who Demonstrate College Preparedness – In English Language Arts, a decrease from 6.77% baseline to 4.76% in Year 2 outcomes. In mathematics, a decrease from 2.02% baseline to a 1.33% Year 2 outcome.
- Metric 5B - Chronic Absenteeism Rate – An overall increase for Students with Disabilities (SWD) (SWD) to 53.7% from 27.8%, an increase of 25.9%.

LCAP Highlights

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

The 2021-2024 LCAP includes a continuation of the District's four broad goals and focuses on increasing student access, agency, and achievement through an equity approach that integrates a Multi-Tiered System of Supports (MTSS) to enhance academic achievement and social-emotional development with a Response to Intervention (RTI) approach when students demonstrate a need for supplemental support due to identified challenges in achieving proficiency of grade level standards-based skills and content.

The actions and services throughout our LCAP are aligned with the eight state priorities and are in direct 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 four on-going goals: Goal 1 - Student Achievement, Goal 2 - Equitable Learning Environments, Goal 3 - Meaningful Partnerships, & Goal 4 - Differentiated Systems and Actions for Student Groups. For the 2021-24 LCAP, the district is required to add additional actions or goals focusing on support and resources above what is currently provided to specific student groups: Students With Disabilities, African American / Black students, Homeless, and Foster Youth.

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 interwoven through the 2021-2024 LCAP:

* Research and district data have shown that early literacy continues to be an essential component of a strong foundation to ensure students are successful in other subjects and graduating college and career ready for continued success beyond graduation. SUSD is highlighting the importance of high quality first instruction for TK-3 students by investing significant resources, setting the stage for increased success in other core subjects such as math and science. 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.

*The district will continue to provide teachers with tools and resources that are supportive in Universal Design for Learning (UDL) and Professional Learning Communities. UDL has been collectively defined as support provided in a manner that meets the individual and unique needs of our students and district. Professional Learning Communities are extremely collaborative groups of teachers and administrators that have student learning as the top priority. SUSD feels this approach will continue 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 collaborated, differentiated, and targeted instruction.

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 (Conditions of Learning), 2 - State Standards (Conditions of Learning), 4 - Pupil Achievement (Pupil Outcomes), 5 - Pupil Engagement (Engagement), 7 - Course Access (Conditions of Learning), and 8 - Other Pupil Outcomes (Conditions of Learning).

- ~ Increased access for students with unique and exceptional needs to A-G high school courses and academic inclusion opportunities
- ~ Direct services provided to English learners in support of English proficiency
- ~ Professional development focused on improving high quality first instruction and English Language Development
- ~ Focusing on acceleration of instructional and intervention supports, credit recovery, AVID, reading and intervention supports
- ~ 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 (Conditions of Learning) and 6 - School Climate (Engagement).

Highlights in Goal 2 are :

- ~ A deeper focus on educational equity, diversity, and inclusion
- ~ Focusing on the MTSS framework of interventions and systems supporting academic and behavioral challenges; Behavior Intervention Team (BIT) school site support; Positive Behavioral Interventions and Supports (PBIS) at school sites
- ~ New teacher mentoring, coaching, and professional development
- ~ Instructional and intervention coaching support at all school sites

- ~ Social services case managers to address the needs of foster youth and families in transition students
- ~ Central Enrollment Office support for incoming new and presently enrolled students
- ~ Mental Health Clinicians to support student and family mental health and wellness needs at all school sites
- ~ Counselors at all school sites providing social-emotional learning lessons, academic guidance, career exploration, and social-emotional support
- ~ Trauma-informed care and restorative practices services provided to school sites and professional development opportunities
- ~ A focus on facility and campus safety support, facility repairs, and clean and safe campuses

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 - Parental Involvement (Engagement) and 5 - Pupil Engagement (Engagement).

Highlights in Goal 3 are:

- ~ Family engagement and education support across the district
- ~ Communication and outreach to families and all educational partners supported by interpreter and translation specialists when needed
- ~ Sites promoting positive behaviors and student participation, providing individual student incentives with the intention of increasing student attendance, reducing chronic absenteeism, and reducing negative behaviors.
- ~ Focusing on student engagement and leadership opportunities through CTE, Career Technical Student Organizations (CTSO), Peer Leaders Uniting Students (PLUS) leadership and mentor opportunities, youth engagement and athletics
- ~ A deeper investment in Visual and Performing Arts (VAPA) experiences and opportunities for students

Goal 4 -

Provides differentiated systems of support with key actions and investments that will increase student participation, remove academic barriers; increase student opportunities; and expand resources and access in order to address identified performance gaps and inequities among specific student groups.

Highlights of Goal 4

- ~ A deeper focus and investment in targeted student achievement strategies to address the specific and unique needs of our Students with Disabilities, African American/Black students, Foster Youth, and Homeless students.
- ~ Added support and resources for transitional students and families, including our foster youth and homeless 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.

Stockton Unified has 8 schools identified in school year 2022-2023 as eligible* for Comprehensive Support and Improvement (CSI) based on “lowest-performing 5% of Title I schools.”

- ~ Adams
- ~ El Dorado
- ~ Grunksy
- ~ Hamilton
- ~ Hazelton
- ~ Pulliam
- ~ Victory
- ~ Walton Development Center

* Eligibility for CSI – low-performing is determined through the CA Dashboard with performance levels of: all red indicators, all red but one indicator of another color, all red and orange indicators, or five or more indicators where the majority are red.

Stockton Unified has 2 high schools identified in school year 2022-2023 as eligible** for Comprehensive Support and Improvement (CSI) based on Low Graduation Rates:

- ~ Jane Frederick
- ~ Stockton High

** Eligibility for CSI – low graduation rate is based on the high school graduation rate of less than 68 percent averaged over two years.

Support for Identified Schools

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

Through the guidance and compliance requirements of the California's Education Code (EC) and the Code of Regulations (CFR), Stockton Unified School District provides necessary resources and support for all identified schools in developing Comprehensive Support & Improvement (CSI) plans. The district has used the School Plan for Student Achievement (SPSA) template as the mechanism to reflect compliance of CSI components.

Notification of Eligibility:

State and Federal Programs department provided notification to each CSI identified school site along with the reason for their eligibility and the requirements necessary to meet, as identified by the California Department of Education (CDE).

Data, Comprehensive Needs Assessment, and Resource Inequities:

Research and Accountability and State and Federal Programs staff provided overview support in large group meetings, then more targeted technical support during office hours, and individualized responses for sites as they navigated, analyzed, and applied the data through the comprehensive needs assessment framework. The data elements distributed through the interactive Data Dashboards consisted of:

- * student demographic data
- * teacher assignment/demographics
- * academic achievement data (CORE data, iReady, CAASPP, CAST)
- * completion rates data (graduation, dropout, Golden State Seal, Seal of Biliteracy)
- * reclassification data
- * attendance rates
- * suspension referrals
- * expulsion records
- * college and career readiness

During these sessions, school sites were encouraged to use other local data points such as surveys that captured school climate and connectedness or parent/community engagement, data points from site specific intervention programs, and teacher/staff observation data resulting from implementation of professional development strategies.

Not only was this information essential in the development of the comprehensive needs assessment, it also lent nicely to the site's annual review of strategies/activities already in place as a result of the 2022-2023 School Plan for Student Achievement (SPSA). Therefore, the data and insights garnered from the annual review supported as data to be incorporated into the site's comprehensive needs assessment.

Similar to the previous year, CSI identified school sites were provided a school-wide comprehensive needs assessment tool, a root cause analysis tool (example, some sites used the 5 Whys model and others the Fishbone tool), and other resources to support the comprehensive needs assessment process. School site staff were supported by district directors in identifying drivers that were specific causes for identified gaps and resource inequities through data analysis and outcomes identified from discussion aligned with the comprehensive needs assessment tool. In addition, State and Federal programs staff coordinated/facilitated strategic support with the inclusion of CSI plan components that have been embedded within the site's SPSA.

School Site Supports:

Using the California Department of Education's School Plan for Student Achievement (SPSA) template and the existing school plan development structure coordinated through the district's State and Federal Program department, 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. School sites received guidance and technical support

pertaining to the development of a comprehensive needs assessment and using past information as a foundation to expand and enhance their site's progress towards greater academic achievement.

Timeline and Structure:

Using the School Plan for Student Achievement (SPSA) structure, a timeline was provided to site administration encouraging their planning team (including educational partners) to meet regularly with a focus on organizing and overseeing the needs assessment process. This timeline also provided guidance in the development of the CSI plan component embedded within the School Plan for Student Achievement (SPSA), and to continue working on conducting an annual review as the process moves forward.

Support and Resources:

CSI identified site administrators were provided with the district's SPSA Program and Budget Handbook with guidance in the development of a school plan, comprehensive needs assessment and references to evidence-based interventions.

Technical support for the CSI sites continues to be on-going. The initial level of support is provided by the assigned Director(s) of Educational Services, who meets with them regularly to review data, accomplishments and barriers; thereby, aiding them with solution oriented support and resources using a modified coaching and support model. The assigned 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 second layer of support services is through State and Federal programs staff, who assist with the compliance requirements relating to the development of their plans, accountability of plan strategies/activities, and guidance on allowable expenditures. Interwoven throughout the initial level and second layer, Research and Accountability staff provide supplemental support the sites can use on an as needed basis for clarification and analysis of data points to support and determine effectiveness of identified strategies/activities within their plan. The final support option, schools sites can choose throughout the development and implementation of their plans, CSI site administrators are able to contact and meeting with the San Joaquin County Office of Education (SJCOE) CSI point person for resources and training opportunities that were embedded within their School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

SUSD combines the efforts of several departments to monitor and evaluate the effectiveness and growth of the identified CSI schools. Educational Services department assign site director(s) and are tasked with maintaining and enhancing site based conversations that lead to modifications, improvements of evidence-based strategies/activities directly supporting academic growth. SMART goals are set by each school within their School Plan for Student Achievement and aligned with their comprehensive needs assessment findings and progress monitoring updates that take part in school-based meetings and staff collaborations. Utilizing the comprehensive needs assessment tool ongoing data discussions take place in meetings with CSI school administrators, directors, site team educational partners, and other strategic district department representatives.

The district's Research and Accountability department is actively developing and refining data reports that assist in monitoring the evidence-

based strategies/activities to determine the level of implementation and subsequent effectiveness that supports the growth focused goals set in the School Plan for Student Achievement. The district distributes and regularly trains staff on relevant 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.

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.

Progression into the next school year, the district plans to continue support in the collection data, monitoring frequencies, and evaluation of implementation and effectiveness of the CSI site plans to support student and school improvement is as follows:

- Collecting and analyzing data from all professional development opportunities provided to staff through survey data and feedback comments that are analyzed
- Providing CSI planning teams with current student data aligned with the California School Dashboard data (ELA & Math achievement data, student attendance data, discipline data, English learners assessment results on standardized and curriculum based assessments, levels of parent involvement/engagement in site meetings)
- Outcomes from the 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
- Educational Services Director(s) 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 comprehensive needs assessment tool to support 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.

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.

DRAFT #1

Engaging Educational Partners

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

In SUSD, 2022–23 school year, input and engagement from our educational partners was extremely helpful and important. Towards the beginning of the year sessions were hard with several advisory committees to discuss the most recently approved LCAP. SUSD feels it is necessary to have open discussions and involve our educational partners to have a better understanding of the new changes that were approved by the district school board.

SUSD's parent advisory committees that provide an additional path to engage our community: 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. All of the SUSD committees were all provided with LCAP updates at their meetings during the year, as well as the opportunities to provide feedback, suggestions, and input, increasing awareness and opening additional communication doors to our educational partners.

A challenge that we had this year without an LCAP Director, engagement sessions opportunities were lost during the mid-months of the school year in comparison to the previous year. Our engagement sessions were promoted heavier this year in the second half of the year to bring about more educational partners to our sessions. Beginning in January, a few of the parent advisory committees asked for additional presentations regarding the LCAP as there were none in November and December. The Educational Services department, combined with personnel from State and Federal, Research and Accountability, came together to present updates of the LCAP in the early Spring.

During February of this year we began promoting LCAP Presentations in various locations across the district, specifically the locations of the four comprehensive high schools and the locations of the advisory committees. These were community engagement sessions that covered the goals in more detail, and provided our education of partners with additional opportunities for input. The main objectives for these engagement sessions were to compile, analyze, and communicate the metrics' data to provide the necessary feedback as we prepared next year's LCAP draft. In March and April, the LCAP Roadshow Engagement sessions began, stopping at all four comprehensive high schools 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.

The Research and Accountability Department (RAD), whose main focus was on metrics and data, launched LCAP surveys for our students, for personnel, and for our community. RAD also created an easy to use data platform for the community to use that was specific to the LCAP metrics. The department of Ed services also met with the AABPAC leadership and a student focus group to discuss topics related to the LCAP and their experiences pertaining to improving and strengthening the actions listed within the plan. In early Spring, Ed Services met with a AABPAC leadership focus group and they provided greater insight (additional details in next section) into the daily experiences of our black families and students. The educational partner feedback and questions were focused on the achievement and experiences of our Black students and families.

During the early part of April, feedback from our focus group of students was also essential for the development of next year's LCAP draft. Ten students with diverse backgrounds were present, made up of one freshman, 3 sophomores, 3 juniors, and 3 seniors. The conversations and discussion regarding their experiences and challenges were profound (described in the next section).

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 district-wide message was delivered by our communications department to all other educational partners that a public viewing and opportunity to submit comments and feedback was on our webpage and readily available. This provided all educational partners the opportunity to view and provide feedback to the proposed LCAP. SUSD's Superintendent then responded in writing to the questions that were posed prior to holding the public hearing. The questions and responses are located in both English and Spanish on SUSD's LCAP webpage. The public hearing with the district school board was presented on June 20, 2023 and followed by the approval and adoption of the LCAP on June 27, 2023.

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 school year. All feedback was valuable and cross referenced with our LCAP goals to maximize student learning and outcomes. Similar to last year, safety, enrichment, music, art, class resources, additional learning opportunities and strategies, parent involvement, additional personnel, graduation and beyond, and special education all became areas of interest. Black student experience was an area of emphasis this year with feedback 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.

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, student leadership opportunities, and participating in school clubs. Their input also indicated a stronger teacher to student connection, more teachers, safer and positive environments, provide art and music for everyone, expand enrichment and learning opportunities, more program choices, more books in the libraries, stronger teacher/student relationships, more school planned events and clubs, leadership workshops, more cultural proficiency and training to increase appreciation and awareness, and more choices for credit recovery.

The African American Black Parent Advisory Committee (AABPAC) provided additional insight into the experiences of our Black students and families. Questions that were asked for SUSD to reflect on:

How many of our Black students are going on college tours or visiting Universities?

There are not enough Black teachers and administrators.

How is SUSD advertising? Are interview panels diverse?

Does SUSD have student / parent Liaisons to advocate for Black students?
Do SUSD high schools have Black Student Unions on their sites?
The specialty schools have no transportation for our students - Can that change?
Math and Science go hand and hand - how do we prepare our Black students in the Science and technology fields?
For Ethnic Studies, are there African American Ethnic Studies courses?

During the engagement session, there was also a deeper discussion on the possibility of SUSD having a Black Student Strategic Plan like in a larger Southern California school district. This discussion helped provide additional input for the specific actions within Goal #4 and led to having additional conversations with additional SUSD personnel in what could be the beginning of a specific plan targeting our Black students' achievement and experiences.

Parents, guardians, and family members shared feedback around identified needs in the areas of continuing to provide great engagement experiences in SUSD engagement sessions for parents and to strengthen the communication from site to home by having community assists and parent liaison support to increase outreach, additional classroom aides, more after school tutoring options, intervention conversations with parents, field trips or excursions for SUSD students across all grade levels, enrichment experiences, information that is easy accessible to students and parents/guardians on when learning opportunities are offered, limits on class sizes, scholarship opportunities and workshops for high need students, a stronger focus on marginalized student groups, professional development for administrators and leadership, extra funds for sites, reclassification activities for parents, more art and music in the elementary levels, and expanded learning experiences for students.

A variety of topics were covered but the conversations about their teachers provided additional insight into some of the challenges that students are facing in the classroom. For example, students would like to see their teachers, do more consistent check-ins, try to connect with them, and to have on-going communication discussing the needs they may have. To ensure that students are successful in their classrooms, teachers can frequently check on them and see if they understand the objectives of the lesson and provide a reasonable amount of time to finish assignments. One student mentioned that "Students appreciate teachers when they appreciate them." This focus group would love to have a great four years of learning at their sites and the experiences they have help determine that. More field trips, additional staff to help monitor and supervise, increased communications, and more active participation in leadership opportunities and in extra-curricular clubs and activities.

Our differentiated assistance discussion led to discussing attendance and academics. One of the students, who was Black in ethnicity, answered that the teacher to student connections needs to improve. She went on to suggest the training of teachers in how to better connect with their students and training on cultural proficiency. Other students mentioned that all staff can benefit from that type of training.

From internal conversations with departmental leads and unions, they shared their successes, challenges, needs, and even specific desires of resources were shared to improve and to sustain the work that has already been done. One common area received from their input is that most departments are understaffed. Additional personnel to provide student support and assistance is an area to focus on. Within the conversation of A through G requirements, staff and administration asked if the science environments would be updated to meet the requirements in the science courses. This would be an area to focus on as well.

The PBIS coordinator shared that it would be great if there were more PBIS side leads, a PBIS instructional coach or a site lead as a coach of some kind that could help the site leads to help expand PBIS approaches. Union leaders, like that of CSEA 885, in the transportation department, mentioned many of the challenges they've been having over the course of the year. Student attendance is an area of focus for our district, and ensuring students are in their desks learning is essential, so how much of an impact are bus drivers and active buses as they provide thousands of students transportation? This was a question that provides a clearer picture in SUSD being able to provide resources and support to our transportation department. "It would be great to increase drivers, add more buses, remove old buses, and have our driver trainer attend training and conferences," was stated during our discussion. CSEA 318 made a public announcement, which was important to note, of how their members appreciated attendance and more opportunities to attend additional training like in the para educator conference, (professional development is another area of focus) which they feel more opportunities like this are needed to build capacity building and to strengthen the workforce.

When meeting with the teacher union, Stockton Teachers' Association (STA) would like to see a committee formed specifically for LCAP where STA members could join and provide feedback and provide input for additional accountability with the implementation of the LCAP. Recommendations that STA would like to continue or like to see realized or achieved:

- Remove and replace old technology in sites
- Hire enough instructional coaches and intervention teachers, where there is at least one per site.
- More Art and PE teachers at the elementary level, in rotation, or at every site
- A stable prep time for elementary teachers
- Fix existing facility issues that require repairs at sites in a timely manner.
- Classroom thermostats to have a more appropriate air-conditioned classroom during the warm and hot days in spring and summer.
- Better door-locking systems at sites where interior locks are not accessible.
- Have more parent engagement sessions at sites, inviting parents to connect with the school via other meetings, PTC/PTO.
- LCAP 3x3 committees / round up meetings / and/or newsletter
- Ensure positive school, claimants, and training administrators on discipline and management.

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, and advisory group discussions. The focus was specific to our goals, bringing the focus towards student achievement, equitable learning environments, meaningful partnerships, and differentiated assistance.

Goal 1 has a strong focus on academic achievement and SUSD continues to invest in our teaching and instructional staff to continue to increase student achievement. SUSD is committed to increase professional development for our classified support staff, increasing the learning support for our English Learners, and emphasizing early literacy and language acquisition. Second, enhancing enrichment opportunities for unduplicated students expanding their academic experiences.

In Goal 2, the district is focused on providing the supports and equitable educational opportunities, services, and resources that are inclusive and responsive to the diverse needs of our unduplicated pupils and student groups reflected in our community (English Learners, Native American Indian students, Black/African American students, homeless students, LGBTQ+ students, and Students with Disabilities). Ongoing collection of data will continue to assist in determining needs for students and types of training for staff. Action 2.2, the focus is on MTSS approaches, the focus continues to be 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. From our engagement sessions with our educational partners, feedback was strong in there being a larger focus in this area, to increase and enhance MTSS by including parent participation, and having trainings for parents, as well as frequent checks and balances for staff and new staff.

Goal 3 continues to focus on meaningful partnerships and continues to be influenced by our parents and students. The thematic actions provide a deeper investment on resources for family outreach as parent outreach and family engagement are both essential for student success.

Goal 4, which had a focus on our Students with Disabilities, now will include additional subgroups due to the low performing indicators for our Students with Disabilities for three concurrent years. The specifics of the goal and actions were directly influenced by our educational partners. These actions were largely influenced by our Community Advisory Committee and discussions with our SELPA. Topics of classroom staffing, graduation rates, services provided and resource availability, inclusion and access, and social emotional learning. For our Black students, the conversations, meetings, focus groups with AABPAC, student focus groups, and internal departmental discussions all contributed to building the actions specific actions within the goal. For our Foster Youth and our Homeless students the discussions with our Welfare department and input received in our educational partner engagement sessions helped build the specific actions.

SUSD has worked to continue and incorporate many of the requests from educational partners and staff into the 2023-24 LCAP within our goals and actions. Many of the requests were already part of the LCAP and many others were noted. 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.

Among the specific new investments included in the LCAP that respond directly to feedback from stakeholders are:

- * Investments and deeper focus on our MTSS workshops and trainings (Action 2.2)
- * A deeper investment in Visual Performing Arts (Action 3.7)
- * Investments and deeper focus on our Black students' experiences, academics, resources, and supports. (New for 2023-23, Action 4.4, 4.5, 4.6, 4.7)

* Investments and deeper focus on resources for family outreach, academics, resources, and supports for our Foster Youth and Homeless students. (New for 2023-23, Action 4.8, 4.9, 4.10)

* Cultural proficiency professional development and resources for all staff (Inclusion, Diversity, and Equity) (Goal 2, Action 2.1; Goal 4, Action 4.1)

DRAFT #1

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure SUSD students are provided with high quality first instruction and the needed supports and services to access the educational program in order to increase academic achievement and improve students' levels of preparedness for college, career and community readiness.

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.

Staff will have access to ongoing targeted professional development that supports best instructional practices while also allowing for differentiated supports consistent with individual student needs. Students will be provided an academic program that includes standards aligned instructional materials, targeted and expanded learning opportunities and technology to access the broad course of study. We will monitor and evaluate the actions by collecting and reviewing state and local achievement data including assessment data, graduation rate, a-g and CTE pathway completion rates and English Learner progress. In addition, we will monitor instructional materials and technology inventory, staff participation in professional learning as well as solicit educational partner feedback throughout the year that will provide evidence of the impact of the actions on the implementation of state adopted academic and performance standards to graduate every single youth college, career and community ready.

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% Tentative (2022-2023)		Maintain 100%
(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD. (Data Source: Professional Development attendance data and Language Development Office data)	100% (2020-2021)	100% (2021-2022)	100% Tentative (2022-2023)		Maintain 100%
(2A) Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance	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: Tentative		Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards including how programs and 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)	ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2020-2021)	ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2021-2022)	ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2022-2023)		ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5
(2A) Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic & Performance Standards including how programs and services will enable	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: Tentative ELA: 4 ELD: 4 Math: 4 NGSS: 3		Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 5 ELD: 5 Math: 5 NGSS: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2020-2021)</p>	<p>History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2021-2022)</p>	<p>History: 4 CTE: 4 Tentative Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2022-2023)</p>		<p>History: 5 CTE: 5 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% Tentative</p> <p>(2022-2023)</p>		<p>Maintain 100%</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 CAASPP scores in English Language Arts meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 30.28% FY: NA% EL: 2.77% SED: 27.82% SWD: 7.68% AA: 19.52% AI: 30.54% AS: 43.55% FI: 54.17% HI: 28.01% HOM: NA% MR: 34.73% PI: 36.04% WH: 36.65%</p> <p>(2019-2020)</p>	<p>N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP.</p> <p>(2020-2021)</p>	<p>ALL: 26.83% FY: 12.99% EL: 2.77% SED: 24.50% SWD: 6.69% AA: 16.62% AI: 31.58% AS: 40.67% FI: 51.52% HI: 24.71% HOM: 14.12% MR: 29.28% PI: 25.51% WH: 30.88%</p> <p>(2021-2022)</p>		<p>ALL: 40% FY: NA% EL: 15% SED: 35% SWD: 15% AA: 28% AI: 40% AS: 52% FI: 60% HI: 34% HOM: NA% MR: 42% PI: 44% 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>N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP.</p> <p>(2020-2021)</p>	<p>ALL: 15.00% FY: 5.26% EL: 2.77% SED: 13.15% SWD: 4.98% AA: 6.56% AI: 12.22% AS: 27.25% FI: 36.04% HI: 13.13% HOM: 5.20% MR: 34.73% PI: 36.04% WH: 18.40%</p> <p>(2021-2022)</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	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% (Winter 2020)	ALL: 22.80% FY: NA% 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% (Winter 2021)	ALL: 25.80% FY: NA% EL: 11.70% SED: 15.50% SWD: 9.50% AA: 20.80% AI: 25.50% AS: 37.30% FI: 47.90% HI: 23.30 MR: 33.30 PI: 24.60% WH: 32.20% (Winter 2022)		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%
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady Data)	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% (Winter 2020)	ALL: 16.33% FY: 0% 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% (Winter 2021)	ALL: 17.6% FY: NA% EL: 8.40% SED: 11.10% SWD: 6.80% AA: 11.30% AI: 16.50% AS: 30.20% FI: 41.40% HI: 15.50% MR: 23.50% PI: 19.30% WH: 20.90% (Winter 2022)		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%

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>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: -63.40 FY: -104.10 EL: -89.60 SED: 69.00 SWD: -129.3 AA: -101.00 AI: -64.00 AS: -25.80 FI: -3.20 HI: -68.60 HOM: -118.30 MR: -56.70 PI: -63.40 WH: -60.10</p> <p>(2021-2022)</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>
<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: -102.8 FY: -145.4 EL: -121.20 SED: -108.50 SWD: -157.50 AA: -139.50 AI: -127.80 AS: -65.30 FI: 43.70 HI: -108.20 HOM: -150.40 MR: -90.1 PI: -93.00 WH: -94.50</p> <p>(2021-2022)</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The percentage of all 5th, 8th, 11th and 12th grade students meeting standard on the CA Science Test (CAST). (Data Source: CAST)	12.19% (2018-2019)	N/A - testing population too small. (2020-2021)	14.46% (2021-2022)		21%
(4B) Percentage of students who meet CSU/UC a-g college entrance requirements (California Schools Dashboard)	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% (2019-2020)	ALL: 21% FY: 0% EL: 10% SED: 20% SWD: 4.6% AA: 16.2% AI: 21.6% AS: 33.7% FI: 44.2% HI: 19.4% HOM: 8.0% MR: 14.0% PI: 22.2% WH: 19.9% (2020-2021)	ALL: 25.00% FY: 7.70% EL: 13.30% SED: 18.10% SWD: 10.80% AA: 19.70% AI: 27.60 AS: 37.50% FI: 57.70% HI: 21.80% HOM: 13.00% MR: 32.00% PI: 7.70% WH: 23.50% (2021-2022)		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%
(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-	ALL: 5.93% FY: 0% EL: 3.30% SED: 5.67% SWD: 2.33% AA: 2.17% AI: 2.86%	ALL: 5.5% FY: 2.9% EL: 4.2% SED: 5.6% SWD: 2.2% AA: 4.2% AI: 5.4%	TBA ALL: % FY: % EL: % SED: % SWD: %		ALL: 25% FY: 15% EL: 25% SED: 20% SWD: 10% AA: 25% AI: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
approved Career Technical Education (CTE) standards and frameworks. (California School Dashboard)	AS: 7.39% FI: 10.19% HI: 6.38% HOM: 1.01% MR: 0% PI: 0% WH: 3.53% (2019-2020)	AS: 6.1% FI: 2.9% HI: 5.9% HOM: 3.7% MR: 11.6% PI: 5.6% WH: 2.6% (2020-2021)	AA: % AI: % AS: % FI: % HI: % HOM: % MR: % PI: % WH: % (2020-2021)		AS: 30% FI: 25% HI: 30% HOM: 25% MR: 25% PI: 10% WH: 15%
(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). (California Schools Dashboard)	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% (2019-2020)	ALL: 2.10% FY: 0% EL: 1.8% SED: 2.2% SWD: 0.3% AA: 1.5% AI: 2.7% AS: 4.1% FI: 1.9% HI: 2.0% HOM: 0.6% MR: 2.3% PI: 0.0% WH: 0.9% (2020-2021)	TBA ALL: % FY: % EL: % SED: % SWD: % AA: % AI: % AS: % FI: % HI: % HOM: % MR: % PI: % WH: % (2021-2022)		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%
(4E)	43.6%	Due to the COVID-19 pandemic, state law	51.00%		50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC.</p> <p>(Data Source: CA School Dashboard)</p>	(2019-2020)	<p>has suspended the reporting of state indicators on the 2021 California School Dashboard.</p> <p>(2020-2021)</p>	(2021-2022)		
<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: Dataquest)</p>	<p>17.8%</p> <p>(2019-2020)</p>	<p>14.59%</p> <p>(2020-2021)</p>	<p>10.42%</p> <p>(2021-2022)</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>12.1%</p> <p>(2019-2020)</p>	<p>5.6%</p> <p>(2020-2021)</p>	<p>TBA%</p> <p>(2021-2022)</p>		25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: DataQuest)					
(4G) Number of students who take at least one Advanced Placement (AP) courses. (Data Source: SUSD AP Course Enrollment Local Data, Synergy)	1,799 (2019-2020)	1,463 (2020-2021)	835 (2021-2022)		1,945
(4G) Percent of Advanced Placement (AP) courses passed by students. (Data Source: CALPADS)	97% (2019-2020)	92% (2020-2021)	90% (2021-2022)		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)	24.00% (2021-2022)		45%
(4H)	ELA: 38.88% Math: 14.66%	ELA: 39.63% Math: 17.78%	ELA: TBA% Math: TBA%		ELA: 43% Math: 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math.</p> <p>(Data Source: CAASPP)</p>	(2018-2019)	(2020-2021)	(2021-2022)		
<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: 35.4% 10th: 18.6% 11th: 15.7%</p> <p>(2021-2022)</p>	<p>9th: TBA% 10th: TBA% 11th: TBA%</p> <p>(2022-2023 - All Terms)</p>		<p>9th: 42% 10th: 30% 11th: 24%</p>
<p>(5D) High school dropout rate - the percentage</p>	<p>5.7%</p> <p>(2019-2020)</p>	<p>14.2%</p> <p>(2020-2021)</p>	<p>11.7%</p> <p>(2021-2022)</p>		<p>1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of students in grades 9 - 12 who stop coming to school and who do not enroll in another school (Data Source: Dataquest)					
(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: 76.7% FY: 54.3% EL: 63.9% SED: 76.0% SWD: 54.8% AA: 71.7% AI: 73.0% AS: 86.7% FI: 92.3% HI: 75.5% HOM: 63.2% MR: 79.1% PI: 88.9% WH: 71.3% (2020-2021)	ALL: 83.10% FY: 73.70% EL: 71.90% SED: 82.5% SWD: 66.70% AA: 79.50% AI: 91.40% AS: 89.6% FI: 95.7% HI: 82.6% HOM: 71.70% MR: 69.4% PI: 100% WH: 75.2% (2021-2022)		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	ALL: 100% (2020-2021)	ALL: 100% (2021-2022)	ALL: 100% Tentative (2022-2023)		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>(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.</p>	<p>ALL: 100% (2020-2021)</p>	<p>ALL: 100% (2021-2022)</p>	<p>ALL: 100% (2021-2022)</p>		<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SUSD will implement these programs and services as verified by district and school site implementation records. (Data Source: CALPADS)					
(8A) Number of students earning a Seal of Biliteracy. (Data Source: Dataquest and Local Data)	176 students (2019-2020)	171 Students (2020-2021)	146 students (2021-2022)		300
(8A) Number of students earning a Golden State Seal Merit Diploma. (Data Source: Dataquest and Local data)	199 students (2019-2020)	216 students (2020-2021)	303 students (2021-2022)		428

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness and A-G Supports (Non-Contributing)	<p>Provide access to all students through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready. The activities 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.</p> <p>(e.g. Mathematics, Engineering, Science Achievement (MESA) Opportunities; LGBTQ+ Equity and Inclusion Workshops; Native American Outreach and Support; JROTC Teacher;).</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p>	\$100,000.00	No
1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	<p>These additional services were based on identified needs and are intended to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways students are graduate college and career ready. The activities 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, Advanced Placement, and IB 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</p>	\$8,232,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students are graduating prepared to successfully pursue college and career options.</p> <p>(e.g. Career Center Development & Resources; High School Student Data Support; Career Technical Education Pathways Access; Public Safety Academy Program Leadership; Engineering Career Pathways and STEM Resources and Support; College Entrance Exams Administration and Access (Including Honors, AP, IB, Dual Enrollment); Partnering with community partners - Greater Stockton Chamber of Commerce; Xello and/or Career Exploration Software and Programs; College and Career Readiness Student Services & Support; In-School College Entrance Exam Administration for 11th and 12th grade students; Increased Student Access to A-G High School Courses; Student Support Technicians).</p> <p>State Priorities: 2, 4, 7, 8 Metrics: Primary Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p>		
1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	<p>These additional services that are based on identified need are intended to increase and/or 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>(e.g. Bilingual instructional program support for K-12th grade students; English Language Development Coaching & Instructional Support; English Language Proficiency Professional Development; District Departmental Budgets Focused On Increased Student Achievement - Language Development Office).</p>	\$2,994,566.00	Yes

Action #	Title	Description	Total Funds	Contributing
		State Priorities: 2, 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A		
1.4	Educator Development and Implementation of Professional Learning Communities (Non-Contributing)	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. (e.g. Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation). State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A	\$0.00	No
1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	These additional services that are based on identified need are intended 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 unduplicated pupil academic achievement. (e.g. Teacher Collaboration, Professional Development, & Academic Support; School Site Administrators Leadership Professional Learning Development; District Departmental Budgets Focused On Increased Student Achievement). State Priorities: 2, 4, 7, 8	\$16,882,478.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A		
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>(e.g. Special Education Inclusion Specialists; Advancement via Individual Determination Program (AVID); Student Access To Ebooks).</p> <p>State Priorities: 4, 7, 8</p> <p>Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$1,072,237.00	No
1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	<p>These additional services that are based on identified need are intended to increase and/or 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 unduplicated pupils.</p> <p>(e.g. Learning and High School Credit Recovery Support & Programs; IEP and Student Data Meetings; Reading Intervention Support; Instructional Interventions & Academic Supports For Students At Small High Schools; School Site Budget Allocations; District Departmental Budgets Focused On Increased Student Achievement - State and Federal; District Library and Literacy Support; Bilingual Assistants; Library Media Assistants - High Schools; Math Intervention Support; Special Education Inclusion Teachers).</p> <p>State Priorities: 4, 7, 8</p> <p>Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$18,526,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	<p>These additional services that are based on identified need are intended to increase and/or improve unduplicated pupils and student groups that have been underperforming within two or more state priorities, access to academic experiences and activities beyond the regular instructional day (before, after, intercession) and school year (summer). 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. A deeper focus and investment on resources and supports focusing on student groups that have been underperforming within two or more state priorities.</p> <p>(e.g. After school tutoring, homework help, and enrichment; Expanded After school Program Offerings; Outdoor Education/Science Camp).</p> <p>State Priorities: 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$3,769,099.00	Yes
1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	<p>These additional services that are based on identified needs are intended to increase and/or improve unduplicated pupils' access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils 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 safety that allows teachers to remotely monitor student learning.</p>	\$1,379,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(e.g. Student Technology For Learning & Connectivity; Laptop Learning Monitoring Software; Google Monitoring System). State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A		

Goal Analysis [2022-23]

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.

Stockton Unified School District was able to implement 9 of 9 actions in goal 1 at varied degrees to provide students with support and resources leading to the maintenance or most important improvements to their academic achievement.

Successes: One core success was our Language Development department focusing on over 8,000 English Learners and their second language acquisition, providing an ELD focus and PD for sites and teachers while increasing parent participation and support, providing interpreters and translators in several languages, building an English Learner Master Plan, capacity building for ELD staff, and providing additional resources for our English Learners. (Action 1.3)

The use of Career Exploration software and programs were also a success, as SUSD has seen an increase in usage this year. The Xello training program was used by Counselors for their guaranteed lessons and it was presented at every teacher PD day. The Matchmaker program also helped students choose high school CTE work based on their careers of interest and reinforced their soft skills needed in the workforce. (Action 1.2)

SUSD was also able to provide each student with a learning device, as our student technology was utilized in every corner of the district, ranging from the classroom with Chromebooks all the way to students' homes if internet access was needed. (Action 1.9; Action 2.10)

Providing digital access to a library database to low-income, Foster Youth, and Students with Disabilities through Overdrive/SORA provides inclusivity and equity to a population who can now be savvier in the use of their public library as they grow up supporting them to be avid readers through their lifetime. As of mid-April, we are on target to have well over 10,000 SUSD student access books through SORA. This year the District Librarian also began to use the assignment feature in SORA to allow teachers to make book requests and then provide access for students within an hour. This also helped to promote the platform to new users, this year we are adding nearly 1000 students to our patrons utilizing and accessing digital literature on their district-assigned Chromebook and hot spot, personal smartphone, tablet, or personal computer. It is essentially a library in your pocket. (Action 1.6)

Our A-G focus throughout the high schools were also a huge success, providing college and career pathways for our students. Our CTE personnel and our counselors were key contributors in providing our students with a broad course of study and keeping students on track to meet their academic targets. At the high school, the number of schools offering the following STEM pathways: Engineering (4); Biomedical Science (2); and Computer Science (3). Some schools participated in the VEX robotics leagues and other Career Tech Student Organizations such as SkillsUSA and HOSA. Within these STEM options, teams have competed on the local, regional, and state level, and some teams had the opportunity to attend nationals in the first part of summer. (Action 1.1; Action 1.2)

Challenges: With the amount of vacancies and high-turnover of personnel that SUSD had this year, retention and recruitment of classified and certificated personnel was a challenge all year long. As a result of our teacher shortage, many of our instructional coaches were substituting in the classroom to provide students with key instruction as substitutes. Site-level PD release days continue to be a challenge as substitutes were not always available. When a school site wants a professional development release day for small teams of teachers or departments, substitutes are needed to assist in the classroom. Challenges around securing highly qualified site support and/or mentor teachers surface when a subject-matter and/or credential type "like" match cannot be facilitated (i.e. Physical Education, Special Education).

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.

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

- College and Career readiness support continued for all high school students. Career Technical Education (CTE) pathway also showed increases in student participation.

English Language Development -

- Metric 4E – English Language Learner progress shows 51% of all of our English Learners have made progress this last year. This is an increase of 10% from the baseline.

CA science test (CAST) - Year 2 outcomes had an increase from a baseline of 12.9% to the most current dashboard results of 14.46%

Percentage of students who meet CSU/UC A-G college entrance requirements had an overall increase from 21% to 25%, an increase of 4% overall.

Graduation Rates: Overall graduation increased from 76.7% to 83.1%. That is an increase of 6% more graduates in SUSD. The growth in this metric has been reflected in multiple student groups, which is attributed to the district's strategic focus on development of student 4-year

graduation plans, relevant and timely transcript reviews, having counselors, coordinators, assists and other personnel focused on student pathways, the opportunities for extended day/year supports bridging the gap of learning loss and credit recovery, and our instructional staff. The following student groups experienced graduation rate increases:

Youth - 19.4% increase
American Indian – 18.4% increase
Students with Disabilities – 11.9% increase
Pacific Islander - 11.1%
Homeless - 8.5 increase
English Learners - 8% increase
African American - 7.8% increase
Hispanic - 7.1% increase
Socio-economically Disadvantaged - 6.5% in
White – 3.9% increase
Filipino – 3.4% increase
Asian – 2.9% increase

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 metrics.
No changes were made to goal 1 description.
Changes to Actions:

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.

Educational partner feedback and review of school climate data continues to highlight the need to develop learning environments that are inclusive and culturally responsive. 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' academic and social-emotional needs through the Multi-Tiered System of Supports (MTSS).

SUSD will monitor and evaluate the actions by collecting and reviewing suspension and expulsion data, and educational partner feedback specific to feelings of connectedness and safety that will provide evidence of the impact of the actions on student connectedness.

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
(1A) Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers.	87.87% (2020-2021)	89% (2021-2022) SARC data not published; local calculation provided using SARC definitions.	TBA% (2022-2023) SARC data not published; local calculation provided using SARC definitions.		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: SARC)					
(1C) Percentage of school facilities maintained in good repair or exemplary. (Data Source: FIT Report, Local Indicator PowerPoint)	67.3% (2020-2021)	94.3% (2021-2022)	TBA% (2022-2023)		100%
(6A) Suspension rates - the percentage of students who are suspended at least once during the academic year. (Data Source: Dataquest)	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% (2019-2020)	ALL: 0% FY: 0.5% EL: 0.0% SED: 0.0% SWD: 0.1% AA: 0.1% AI: 0.0% AS: 0.1% FI: 0.0% HI: 0.0% HOM: 0.1% MR: 0.0% PI: 0.0% WH: 0.0% (2020-2021) Due to COVID-19 pandemic, data is not reliable.	ALL: 5.00% FY: 17.3% EL: 3.80% SED: 5.30% SWD: 7.90% AA: 11.00% AI: 10.50% AS: 2.00% FI: 1.80% HI: 4.40% HOM: 9.70% MR: 6.60% PI: 3.70% WH: 6.30 (2021-2022)		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year. (Data Source: Dataquest)	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) (2019-2020)	ALL: 0.0% FY: * EL: * SED: * SWD: * AA: 0.0% AI: 0.0% AS: 0.0% FI: 0.0% HI: 0.0% HOM: * MR: 0.0% PI: 0.0% WH: 0.0% (2020-2021) *Per Dataquest, subgroup data is less than 5 and standard procedure is to protect student privacy. Due to COVID-19 pandemic, data is not reliable.	ALL: 0.10% FY: 0.00% EL: 0.00% SED: 0.10% SWD: 0.0% AA: 0.10% AI: 0.30% AS: 0.00% FI: 0.00% HI: 0.00% HOM: 0.20% MR: 0.10% PI: 0.00% WH: 0.00% (2021-2022)		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)
(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe. (Data Source: CalSCHLS - Parents)	Students: 82.67% Parents: 60% Teachers (Staff): 58% (2020-2021)	2020-2021 is most recent administration	Students: TBA% Parents: TBA% Teachers (Staff): TBA% (2021-2022)		Students: 87% Parents: 65% Teachers (Staff): 63%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
& Teachers, PLUS Survey - Students)					
(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school. (Data Source: CalSCHLS - Parents & Teachers, PLUS Survey - Students)	Students: 80.67% Parents: 34% Teachers (Staff): 49% (2020-2021)	2020-2021 is most recent administration	Students: TBA% Parents: TBA% Teachers (Staff): TBA% (2021-2022)		Students: 85% Parents: 39% Teachers (Staff): 54%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	<p>These additional services based on identified needs are intended to increase and/or improve unduplicated pupils' 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>(e.g. Educational Equity Director & Office Assistant; LGBTQ+ Equity and Inclusion Workshops; Native American Outreach and Support).</p>	\$794,765.00	Yes

Action #	Title	Description	Total Funds	Contributing
		State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C		
2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	<p>These additional services are based on identified needs and are intended to increase and/or improve unduplicated pupils' access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. 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> <p>(e.g. Positive Behavior Interventions and Support (PBIS); Student Assistance Program support; Behavior Intervention Team Services; Professional development on MTSS).</p> <p>State Priorities: 1, 6 Metrics: 6B, 6C</p>	\$3,501,749.00	Yes
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>(e.g. New Teacher Training; Instructional Coaches).</p> <p>State Priorities: 4, 7, 8</p>	\$4,146,806.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: 1A, 6C		
2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	<p>These additional services are based on identified needs are intended to increase and/or improve to unduplicated pupils 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>(e.g. New Teacher Support; Site Instructional Coaches).</p> <p>State Priorities: 4, 7, 8 Metrics: 1A, 6C</p>	\$5,361,896.00	Yes
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>(e.g. Social Services For Families In Transition)</p> <p>State Priorities: 5, 6 Metrics: 6A, 6B, 6C</p>	\$447,345.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	<p>These additional services are based on identified needs are intended 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 and staff/community supporting these students.</p> <p>(e.g. Social Services For Foster Youth Students; Central Enrollment Direct Services To Families)</p> <p>State Priorities: 5, 6 Metrics: 6A, 6B, 6C</p>	\$2,455,462.00	Yes
2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	<p>These additional services are based on identified needs are intended to increase and/or improve the alignment of resources, staff, trainings, and services to unduplicated pupils 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 districtwide focused on increasing and improving the learning experience.</p> <p>(e.g. District Departmental Budgets Focused On Increased Student Achievement; Subacute Healthcare Services Response & Management; Healthy Start Coordinators; Community Resource Liaison Program Coordinators; Wellness Centers Staffing Support; Mental Health Clinicians; Trauma-Informed Care and Responsive</p>	\$25,097,491.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Schools; School Counselors; Restorative Practices and Responsive Schools; School Psychologists).</p> <p>State Priorities: 1, 2, 6 Metrics: 6A, 6B, 6C</p>		
2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	<p>These additional services are based on identified needs and are intended to increase and/or to improve unduplicated pupils 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>(e.g. Assistant Principals at TK-8th Grade School Sites; Over Formula Position School Site Support; Instructional Minutes Above & Beyond; Extended Student Learning).</p> <p>State Priorities: 1, 2, 6 Metrics: 1A, 6C</p>	\$19,811,908.00	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>	\$202,067,331.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(e.g. Staffing Support Resources For High Needs Specialized Positions; Instruction and Teacher Staffing).</p> <p>State Priorities: 1 Metrics: 1A</p>		
2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	<p>These additional services are based on identified needs and are intended to increase and/or improve access technology connectivity and infrastructure that supports unduplicated pupils across the district. Support includes increased and/or improved access and enhancements of curriculum and supplemental support focused on academic achievement</p> <p>(e.g. Information Services Technology Support and Resources).</p> <p>State Priorities: 1, 2, 6 Metrics: 1A, 1C</p>	\$727,201.00	Yes
2.11	Facility & Campus Safety Support (Non-Contributing)	<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>	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(e.g. Facilities in Good Repair - Maintenance Costs; safe playgrounds).</p> <p>State Priorities: 1 Metrics: 1C</p>		
2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	<p>These additional services, based on identified needs, are intended to increase and/or 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 are 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</p> <p>(e.g. Custodial staff at school sites; supervision and monitoring).</p> <p>State Priorities: 1 Metrics: 1C</p>	\$6,605,288.00	Yes

Goal Analysis [2022-23]

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.

Stockton Unified School District was able to implement all 12 actions in goal 2 at varied degrees to provide students with support and resources that continues to promote educational equity, diversity, inclusion and access to the Multi-Tiered System of Supports (MTSS) throughout the district.

Goal 2 successes were many, targeting equitable learning environments for all our students in all aspects: classroom, site, and district. One area of success this year is the increased access to social-emotional resources for our high needs' students and the added support for our unduplicated pupil populations and priority subgroups. This began the previous year but the improvement continued. All students had access to counselors from the secondary level through the primary grades and our mental health services' team also provided resources and direct services to our high needs' students. During a time of crisis, SUSD mental health staff had immediate interventions ready and were provided to students. Monthly training sessions for our administrators in responding and assessing incidents for prompt and structured responses was also beneficial to build leadership capacity (Action 2.1; Action 2.2; Action 2.3; Action 2.4; Action 2.7).

Improved resources, staff, and space for parents/guardians at the site and district level were also a key factor this year. Community involvement in our district advisory committee's continued strong. Monthly meetings and presentations for our parents at site and district levels were continued to inform and to receive input. Hybrid, in-person, morning, afternoon, and evening sessions were constant. Forums on the LCAP at the comprehensive high schools and for our PAC's and DELAC also were provided in the early and later part of year. Parents and community were able to contribute to the development and monitoring of various programs and supports made available to unduplicated pupils and staff/community supporting these students (Action 2.5; Action 2.6).

After all students returned to in-person learning this year, Student engagement continued was a challenge this year district-wide. As a response, we focused on the opportunity to rebuild community connectedness and jumpstart school climate initiatives, and despite student and staff burnout, we had an amazing year full of engaging activities, student voice, and meaningful partnerships between students, staff, and families. Student connectedness has increased by an average of 5 percentage points across 4th-12th grades as measured on the mid-year School Climate Survey question "I feel like I am part of this school".

The PBIS (Positive Behavioral Interventions and Supports) implementation and monthly meetings for staff and administration were a great support to our schools and provided a boost in school cultures across the district with an impact that was positive for students. PBIS ambassadors demonstrated and supported school wide expectations with a focus on safety, respect, and responsibility. When administrators shared their experiences with others in these monthly meetings, everyone was able to add to their school PBIS systems for positive school climates for sites that were seeking additional positive ideas to implement. (Action 2.2)

Our Human Resources department was heavily recruiting additional staff in order to meet the threshold of the district and in order to provide additional services for our students. Professional development opportunities were provided throughout the year - full day and after school workshops and trainings for our teachers, paraprofessionals, and administrators. Many of these trainings were focused on UDL (Universal Design for Learning, PLC (Professional Learning Communities) models, classroom management, Responsive Mental Health training, ELD

strategies and programs, and more. Technology was a consistent factor for our staff and for all our students (Action 2.8; Action 2.9; Action 2.10).

Improving and maintaining campus safety at school sites to meet facility district standards was also a constant throughout the year. The maintenance and updating of our sites was also of great importance for SUSD and was a focal point of our Safety, Maintenance and Facilities' departments. Site safety trainings during monthly administrator meetings also provided safety planning/management tools to improve school safety (Action 2.11; 2.12)

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.

Actual spending was consistent with expenditures as budgeted for this goal.

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

Teachers Appropriately Assigned and Fully Credentialed: The district has identified a 1.13% increase in the percentage of teachers appropriately assigned and fully credentialed (Metric 1A). In the subject areas(s) and for the students they teach. This increase is attributed to the district's internal system and processes to support educator equity and the district's new teacher support programs. Contributing actions: Goal 2, Actions 1.2 - Staffing Support Resources For High Needs Specialized Positions, 1.3 - New Teacher Training, 1.8 - Educational Equity Director & Office Asst (\$13K Supplies), and 1.12 - Instruction and Teacher Staffing.

The focus on school climate - Action 2.2; Metric 6A - Suspension rates - Year 1 outcome data within the LCAP was representing schools during the pandemic, representing a 0% overall suspension rate. Although comparing Year 2 outcome data to Baseline data, there was a reduction in suspensions, from a 5.5% overall to a 5% in SUSD. The following student groups experienced a suspension rate decrease:

African American - 3.7% decrease
Homeless - 3.3 % decrease
Pacific Islander - 1.5% decrease
Filipino – 1.5% decrease
Students with Disabilities – 1.2% decrease
Socio-economically Disadvantaged - 1.2% decrease
Asian – 0.9% decrease
Hispanic - 0.8% decrease
(Mixed)Two or more ethnicities - 0.7% decrease
English Learners - 0.6% decrease

PBIS Coordinator has helped support approximately 46% of school sites in developing school wide expectations, Guidelines for Success, Common area observations, developing PBIS agenda items, reviewing discipline and chronic absenteeism data, reviewing the districts Dashboard, and looking over Climate Survey data.

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 Goal 2 description.

No changes were made to goal 2 metrics.

The following changes were made to Goal 2 Actions' descriptions:

* 2.2 - Professional development on MTSS was added to the sample section of the action description. Increase in funding to allow for professional development.

*2.11 - Safe playgrounds was added to the sample section of the action description. Increase in funding to allow for safe playgrounds

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.

SUSD local data shows the need to continue to focus on outreach and involvement to engage families and the community. 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.

We will monitor and evaluate the actions within the goal by collecting and reviewing specific data including attendance, chronic absenteeism, middle school drop-out and educational partnership feedback. This data will provide evidence of the impact of the engagement efforts and community partnerships.

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
(3A) Self reflection rating on Parent and Family Engagement: Building	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and	Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and		Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Relationships, Questions 1, 2, 3 & 4</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 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>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 LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4</p>	<p>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 LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4</p>	<p>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 LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4</p>		<p>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 LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2020-2021)	(2021-2022)	(2022-2023)		
<p>(3A) Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12</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>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</p> <p>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</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>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</p> <p>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</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>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</p> <p>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</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>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</p> <p>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> <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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>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>(2022-2023)</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>
<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</p>	<p>36</p> <p>(2020-2021)</p>	<p>46</p> <p>(2021-2022)</p>	<p>TBA</p> <p>(2021-2022)</p>		<p>48</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advisory Committee (CAC) (Data Source: Family Engagement and Education Office and Language Development Office)					
(3A) Number of parent, guardian, and family training/workshops offered and held across the District. (Data Source: Family Engagement and Education Calendar, District Calendar of Family Training/Workshops, Data from Educational Services and Student Support Services Departments)	180 (2020-2021)	154 (2021-2022)	TBA (2021-2022)		180
(3A) Number of English as a Second Language courses offered to families across the district.	5 (2019-2020)	5 (2021-2022)	5 (2022-2023)		10

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Local Data of ESL courses offered and at what school sites)					
(3A) Number of parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD. (Data Source: beamentor.org data)	1,151 (2020-2021)	TBA * (2021-2022) *Data not accessible at the time of report completion.	TBA (2022-2023)		1,200
(3A) Number of parent, guardian, family college and career focused events and or informational meetings offered annually. (Data Source: Local data, counselor department reported data, and district event calendar of events and informational meetings offered)	386 (2020-2021)	217 (2021-2022)	TBA (2022-2023)		400

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(3A) Number of parent, Guardian, Family Trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated & Integrated ELD (Data Source: Language Development Office and Family Education and Engagement Office reported data)	10 (2020-2021)	33 (2021-2022)	TBA (2022-2023)		30
(5A) School attendance rate - the percentage of students attending school daily on average. (Data Source: Synergy)	91.73% (2020-2021)	86.63% (2021-2022)	TBA (2022-2023)		93%
(5A) Parent, Guardian, Family training and workshops held	68 (2020-2021)	35 (2021-2022)	TBA (2022-2023)		80

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>focused on mental health and healthy well-being</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>					
<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</p> <p>(2020-2021)</p>	<p>374</p> <p>(2021-2022)</p>	<p>TBA</p> <p>(2022-2023)</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>3,271</p> <p>(2020-2021)</p>	<p>1080</p> <p>(2021-2022)</p>	<p>TBA</p> <p>(2022-2023)</p>		<p>3,300</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Data reported out by the Counseling department/Synergy)					
(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. (Data Source: Dataquest)	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% (2019-2020) Due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable. District used a local calculation following the chronic absenteeism definition.	ALL: 24.8% FY: 39.7% EL: 20.1% SED: 25.8% SWD: 27.8% AA: 40.30% AI: 31.77% AS: 15.8% FI: 9.30% HI: 23.80% HOM: 56.9% MR: 31.2% PI: 24.6% WH: 29% (2020-2021)	ALL: 43.20% FY: 55.90% EL: 41.30% SED: 45.00% SWD: 52.20% AA: 51.30% AI: 51.70 AS: 29.60% FI: 21.20% HI: 43.90% HOM: 65.80% MR: 49.90% PI: 57.70% WH: 47.80% (2021-2022)		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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. (Data Source: CALPADS)	0.0009% (2019-2020)	.43% (2020-2021)	.TBA% (2021-2022)		0%

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>(e.g. Adult Literacy; Parent Workshops / Training; Classes/training in English As A Second Language For Families).</p> <p>State Priorities: 1, 3, 5, 6 Metrics: 3A, 5A, 5B, 5C</p>	\$117,120.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	<p>These additional services are based on identified needs and are intended to increase and/or improve for unduplicated pupils 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>(e.g. Family and Community Staffing Support; Parent, Guardian, and Family Workshops, Training, and Events; District Communication and Stakeholder Engagement; Translator and Interpreter Specialist Services; Family Resource Center Hubs).</p> <p>State Priorities: 1, 3, 5, 6 Metrics: 3A, 5A, 5B, 5C</p>	\$6,861,489.00	Yes
3.3	Student Attendance and Accountability (Non-Contributing)	<p>Implement a district-wide plan with supports, resources and staff to improve attendance as school attendance has a direct impact on academic achievement. Increasing attendance and reducing chronic absenteeism is a top priority. Supports, resources, workshops, and/or motivators may be required to improve school attendance and decrease contributing factors of chronic absenteeism. To address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences, additional supports, resources, or motivators are required to help address underlying factors contributing to absenteeism.</p> <p>(e.g. Universal Transportation Access For SUSD Students)</p>	\$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C		
3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	<p>These additional services based on identified needs are intended to increase and/or improve the district-wide plan of supports and resources and staff to improve attendance for unduplicated pupils with less than 100% attendance. School attendance has a direct impact on academic achievement so increasing attendance and reducing chronic absenteeism is a top priority. To address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences, additional supports, resources, motivators or personnel may be required to help address underlying factors contributing to absenteeism.</p> <p>(e.g. Student Attendance Accountability & Family Outreach; Truancy Intervention and Outreach; Improved transportation experiences for High Needs students).</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p>	\$2,257,795.00	Yes
3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	<p>These additional services, based on identified needs, are intended to increase and/or improve unduplicated pupils' 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>	\$1,476,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(e.g. Student Clubs and Career Job-Skill Based Experiences; Student Leadership & Engagement Experiences; Peer Leaders Uniting Students (PLUS); Student Clubs & Activities (Pentathlon); Student Access To Leadership Conferences; Black Student Enrichment Experiences).</p> <p>State Priorities: 3 Metrics: 5A, 5B, 5C</p>		
3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	<p>These additional services are based on identified needs and are intended to increase and/or improve resources and staff to ensure that unduplicated pupils have access to participate in school athletic experiences, collaborative learning experiences, programs, and activities.</p> <p>(e.g. Student Clubs & Activities; Kennedy Games; Student Athletic Programs).</p> <p>State Priorities: 3 Metrics: 5A, 5B, 5C</p>	\$2,157,842.00	Yes
3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	<p>These additional services are based on identified needs and are intended to increase and/or improve resources and staff to unduplicated pupils' access of district-wide visual and performing art activities, including music, dance, and art experiences.</p> <p>(e.g. Visual and Performing Arts Activities and Resources; Music Coordinator; Arts Resource Teachers; TK-8th Grade Music Teachers).</p> <p>State Priorities: 3</p>	\$5,622,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: 5A, 5B, 5C		

Goal Analysis [2022-23]

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.

Stockton Unified School District was able to implement 7 of 7 actions in goal 3 at varied degrees to provide students with support and resources leading to increased attendance and parent/community engagement. SUSD's Goal 3 focused on creating meaningful partnerships in collaboration with our educational partners to create a culture of inclusion that creates increased student and parent engagement. With this year being the first year all students returned to in-person learning, it was critical for SUSD to focus on family outreach. Our Student Support Services provided over 5,000 home visits, while our family resource centers strengthened the connection from school to home. SUSD provided many opportunities for parents and families to build awareness and knowledge of district progress via presentations, community meetings, workshops, forums, and additional training. (Action 3.1, Action 3.2).

Another integral component that was a wide success was the ability to connect families with the district meetings utilizing the Language Development translation services. Our translators continue to serve families of English Learners across the district translating at IEP, SST, 504, and BIPs Parent/Teacher conferences and community meetings, where events and informative sessions were presented. (Action 3.2)

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 shown to build connections and meaningful participation for students. 100% of SUSD students benefit from these activities. There were over 175 PLUS forums held across the district with over 5,300 students participating in several types of preventative practices like Red Ribbon Week and White-OUT Tobacco Day. Feedback was key for our district leaders to analyze and have deeper discussion, all with the assistance of our school climate surveys. (Action 3.5)

In addition to the PLUS Program, additional support for special activities designed to increase student engagement for 5 Black Student Union clubs and 5 LGBTQ clubs. This was accomplished through club enhancement opportunities such as materials and supplies, buses to attend specific events, and professional development opportunities for staff.

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. Sixty (60) Black Student Union student members developed leadership and advocacy

skills by attending the annual Black Students of California United Leadership Conference at the University of California Santa Cruz in March 2023.

In addition we were able to send 100 SUSD students and family members to a musical at Delta college sponsored by the NAACP during Black History Month - 100 tickets for our Black/African American families to attend this opportunity to deepen connections to our community and historical roots (Action 3.5; Meaningful Partnerships).

A focus on student engagement gave us the opportunity to rebuild community connectedness and jumpstart school climate initiatives, and despite student and staff burnout, we had an amazing year full of engaging activities, student voice, and meaningful partnerships between students, staff, and families. Student connectedness has increased by an average of 5 percentage points across 4th-12th grades as measured on the mid-year School Climate Survey question "I feel like I am part of this school".

SUSD provides leadership activities, college and career focused clubs and activities, and access to athletics and Visual & Performing Arts (VAPA) for the secondary sites. The success of our music programs in our comprehensive high schools was great to experience as some music programs are unique and have shown that students enjoy creative musical engagement. High school students had access to band class, choir, dance, and art courses. Student leadership clubs were offered and accessible throughout all secondary schools and ongoing activities throughout the district with the assistance of the PLUS program, providing opportunities and activities that build character and leadership traits. (Action 3.6; Action 3.7)

Challenges: Although our VAPA program is considered a success at the high school level, the need for K-8 music teachers has been a constant need. Personnel vacancies and shortage in music teachers, combined with a higher interest across the state in seeking more music teachers, will provide an on-going challenge.

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.

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

Metric 5A: School Attendance - the percentage of students attending school daily on average rose to 89.9%, an increase of 3.36% from the previous year. The district's efforts to raise attendance rates are attributed to their home visits and parent outreach to locate and inform parents of the importance of consistent attendance.

Goal 3, Actions 3.3 and 3.4 - Student Attendance Accountability & Family Outreach, Truancy Intervention and Outreach.

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 Goal 3 description.

No changes were made to Goal 3 metrics.

The following changes were made to Goal 3 Actions' descriptions:

* 3.1 - Parent Workshops / Training was added to the sample section of the action description.

* 3.4 - Improved transportation experiences for High Needs students was added to the sample section of the action description.

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	Provide differentiated systems of support with key actions and investments that will increase student participation, remove academic barriers; increase student opportunities; and expand resources and access in order to address identified performance gaps and inequities among specific student groups.

An explanation of why the LEA has developed this goal.

When reviewing our student data over the course of several years, trends became apparent, and as a result require actions to be taken with specific student groups. The 3-year trends demonstrate that our Students with Disabilities, African American/Black students, Foster Youth, and Homeless students were consistently low-performing in two or more indicators:

Students with Disabilities: ELA and Math, Chronic Absenteeism, Graduation

African American / Black students: ELA and Math, Chronic Absenteeism, Suspensions

Foster Youth: ELA and Math, Chronic Absenteeism, Suspensions

Homeless Students: ELA and Math, Chronic Absenteeism, Suspensions

This goal was developed in conjunction with the district's Special Education Department and educational partner feedback collected, from students, and district departments, in addition to the district's educational partner feedback through surveys and meetings.

Goals 1-3 are inclusive of the specific student groups identified in Goal 4, but this goal should provide a targeted approach on best practices that are inclusive and meant to close performance gaps. These actions will allow Students with Disabilities, African American / Black students, Foster Youth and Homeless Students additional opportunities to receive high quality first instruction, provide a deeper focus on course access and graduation pathways, provide supplemental interventions and experiences that bridge the foundational learning gaps to meet their needs. This goal and the actions within will promote collaboration and connection between students and instructional staff, to establish a differentiated approach to learning and ensure interventions for student achievement and social emotional student needs.

We will monitor and evaluate the systems and procedures developed/modified as identified in the actions are effective by collecting and reviewing chronic absenteeism rates, 4 year cohort graduation rates, 5 year cohort graduation rate, certificate of completion data, dropout data, graduation program completion and graduation rates, suspension data, 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	7.68% (2019-2020)	N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	26.83% (2021-2022)		15.00%
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)	6.23% (2019-2020)	N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021)	15.00% (2021-2022)		12%
(4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	12.83% (Winter 2020)	7.31% (Winter 2021)	25.80% (Winter 2022)		20%
(4A)	10.99%	5.58%	17.60%		25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady Data)	(Winter 2020)	(Winter 2021)	(Winter 2022)		
(4B) Percentage of students who meet CSU/UC a-g college entrance requirements (Data Source: Dataquest)	8.5% (2019-2020)	13.5% (2020-2021)	14.50% (2021-2022)		13%
(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. (Data Source: CALPADS UC/CSU; Synergy CTE)	2.33% (2019-2020)	2.20% (2020-2021)	TBA% (2021-2022)		7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>1.55%</p> <p>(2019-2020)</p>	<p>0.30%</p> <p>(2020-2021)</p>	<p>TBA%</p> <p>(2021-2022)</p>		<p>7%</p>
<p>(4H) Percentage of 11th grade students with disabilities who demonstrate college preparedness by meeting/exceeding standard on the CAASPP exam in English Language Arts and Math</p> <p>(Data Source: CAASPP)</p>	<p>ELA: 6.77%</p> <p>Math: 2.02%</p> <p>(2020-2021)</p>	<p>N/A</p> <p>New measure, data not available.</p>	<p>ELA: 4.76%</p> <p>Math: 1.33%</p> <p>(2020-2021)</p>		<p>ELA: 10%</p> <p>Math: 7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(5A) Percentage of students with disabilities attending school daily on average (school attendance rate) (Data Source: Synergy)	N/A New measure, data not available.	N/A New measure, data not available.	TBA% (2021-2022)		100%
(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. (Data Source: Dataquest)	24.73% Due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable. District used a local calculation following the chronic absenteeism definition.	27.8% (2020-2021)	53.7% (2021-2022)		19%
(5E) High school graduation rate - the percentage of students in four-year	43.70% (2019-2020)	55.2% (2020-2021)	66.7% (2021-2022)		60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard, DataQuest)					
(5E) Four- year adjusted cohort outcome data- identifies the number/percentage of students with disabilities in each category. (Data Source: Dataquest)	ALL: 76.7% SWD: 54.8% (2020-2021)	N/A New measure, data not available.	ALL: 84.1% SWD: 67.0% (2021-2022)		ALL: 86% SWD: 50%
(6A) Percentage of students with disabilities who are suspended at least once during the academic year. (Data Source: Dataquest)	8.6% (2019-2020)	ALL: 0% SWD: 0.1% (2020-2021) Due to COVID-19 pandemic, data is not reliable.	ALL: 11.00% SWD: 7.90% (2021-2022)		ALL: 4% SWD: 5%
(6B)	ALL: 0.08%	ALL: 0.0%	ALL: 0.10%		ALL: less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students with disabilities who are expelled from the district during the academic year.</p> <p>(Data Source: Dataquest)</p>	<p>SWD: 0.06%</p> <p>(2019-2020)</p>	<p>SWD: *</p> <p>*Per Dataquest, subgroup data is less than 5 and standard procedure is to protect student privacy. Due to COVID-19 pandemic, data is not reliable</p> <p>(2020-2021)</p>	<p>SWD: 0.00%</p> <p>(2021-2022)</p>		<p>(10)</p> <p>SWD: 0% (0)</p>
<p>(7A)</p> <p>Percentage of high school students with disabilities who have access to a broad course of study through meetings with counseling staff to review course completion status and college/career opportunities and update the student academic four-year plan.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>	<p>N/A</p> <p>New measure, data not available.</p>	<p>N/A</p> <p>New measure, data not available.</p>	<p>ALL: TBA%</p> <p>SWD: TBA%</p> <p>(2021-2022)</p>		<p>100%</p>
(7A)	9th Grade: N/A	9th Grade: N/A	9th Grade: TBA		9th Grade: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students with disabilities who have completed coursework to be on track for graduation at the end of each grade level.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>	<p>10th Grade: N/A 11th Grade: N/A 12th Grade: N/A</p> <p>New Measure, Data not available</p>	<p>10th Grade: N/A 11th Grade: N/A 12th Grade: N/A</p> <p>New measure, data not available.</p>	<p>10th Grade: TBA 11th Grade: TBA 12th Grade: TBA</p> <p>(2021-2022)</p>		<p>10th Grade: 100% 11th Grade: 100% 12th Grade: 100%</p>
<p>(Local 1) Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p> <p>New measure, data not available.</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p> <p>New measure, data not available.</p>	<p>Teachers: TBA Counselors: TBA Administrators: TBA Classified: TBA</p> <p>(2021-2022)</p>		<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p>
<p>(Local 2) Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p>		<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Special Education to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	New measure, data not available.	New measure, data not available.	(2021-2022)		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Expand MTSS Approaches	<p>To increase inclusionary practices through a Multi-Tiered System of Supports (MTSS) based approach that allow students with disabilities to receive high quality first instruction in the least restrictive environment through decision making and actions aimed to close equity gaps and increase cross-functional coordination across our entire educational system. Specifically, through the development and implementation of an academic Multi-Tiered Systems of Support that will bridge the foundational learning gaps and meet their needs using the K-12 master scheduling/rostering process, educator development for SPED personnel, and through the implementation of tools gained from the Universal Design for Learning (UDL) framework.</p> <p>Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrate tools and strategies to support teaching and learning that helps students with disabilities access an equitable opportunity to succeed. Instructional staff will help prepare our students with disabilities to access college and career academic programs and provide the necessary skills for success to achieve graduation and success beyond.</p>	\$23,000.00	No

Action #	Title	Description	Total Funds	Contributing
		State Priorities: 1, 2,4,7, 8 Metrics: Local		
4.2	Maximize course access and alternate diploma pathways	<p>4.2 - Maximize course access and alternate diploma pathways by increasing access to instruction for students with disabilities through the acquisition and distribution of district adopted core and supplemental curriculum, facilitation of strategic collaborative priority course placement in the K-12 master scheduling/rostering that promotes inclusion and access in the least restrictive environment 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>Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrates student Individual Education Plan (IEP) that includes the student's Individual Transition Plans (ITP) promoting graduation opportunities through access to alternative diploma pathways.</p> <p>State Priorities: 1, 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p>	\$26,000.00	No
4.3	Accelerate Learning for all SPED students	<p>Accelerating Learning for all SPED students by targeting instructional practices, learning recovery and providing SPED students with the intervention materials and supports to accelerate learning. Through this action, increased coordination with school sites in the development of strategies/actions with the school site's plan (SPSA). Coordinate and develop systems and protocols that support quarterly data team reviews at the department and school site levels to drive sustainability. Facilitate practices that promote collaboration between</p>	\$34,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>SPED personnel, counselors, and general education teachers from K-8 through high school to ensure best practices and interventions that will accelerate student achievement and to target any social emotional needs. Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure inclusion and access of student applicable supports.</p> <p>State Priorities: 1, 2, 4, 7, 8 Metrics: Local</p>		
4.4	Culturally Responsive Professional Development	DRAFT ACTION: Professional development for teachers, administrators, and school teams that focus on building and implementing high quality culturally responsive units of Instruction, Restorative practices, and culturally responsive curriculum.		No
4.5	Meaningful Experiences and Opportunities	DRAFT ACTION: Build meaningful community relationships and establish relevant leadership opportunities to advance Black student leadership development and enrichment experiences. (College visits; Events with black speakers / presenters; Black student advisory field trips; historical and educational enrichment experiences)		No
4.6	Recruit, Hire, and Retain Black Student Support Personnel	DRAFT ACTION: Increase efforts to hire, recruit, train, and keep more Black teachers, parent liaisons, counselors, Pupil Support Services personnel and/or climate advocates, and PLUS leaders.		
4.7	Academic Supports and Resources	DRAFT ACTION: Stronger focus on academics and intervention in Reading, Math, and the sciences for Black students (Tutors, online support, STEM opportunities; acquiring instructional strategies).		No

Action #	Title	Description	Total Funds	Contributing
4.8	Increasing Attendance and Participation	DRAFT ACTION: Increase Foster Youth services at intermediate and secondary levels to increase attendance and participation rates in all academic programs and areas. (adding 3 fte - H.S. counselor; 2 social workers); Access to additional resources to increase visits to residential settings, school sites, and SST and IEP meetings.		No
4.9	Decreasing Performance Gaps in Attendance and Academics	DRAFT ACTION: Decrease performance gaps between Foster Youth and Homeless students and the general student population with regard to dropout rates, school discipline rates, and participation in social-emotional supports, addressing trauma and their social-emotional needs.		No
4.10	Resources and Supports to Narrow Achievement gaps	DRAFT ACTION: Ensuring Foster Youth and Homeless students have access to academic resources and supports, tutoring and enrichment programs, academic counseling and learning loss recovery opportunities to narrow achievement gaps in ELA and Math.		No

Goal Analysis [2022-23]

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.

Stockton Unified School District was able to implement 3 of 3 actions in goal 4 providing our Students with Disabilities with expanded MTSS approaches, access to more courses, and providing SPED personnel with professional development to help accelerate learning for our Students with Disabilities.

SUSD's Goal 4 focused on creating a differentiated approach from the existing actions in Goal 1-3, focusing on closing gaps for our SPED students, specifically in their academics and in graduation rates. The Student Support Services department and the Special Education department took the lead on training staff and providing supplemental MTSS systems of support for all SPED students.

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.

- *Action 4.1 - No expenditures occurred as activities and trainings were paid by other one time funds
- *Action 4.2 - No expenditures occurred as activities and trainings were paid by other one time funds
- *Action 4.3 - No expenditures occurred as activities and trainings were paid by other one time funds

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

- Metric 4a – Percent of third through eighth grade students scoring at grade level on the Winter ELA (English Language Arts) and Mathematics iReady assessment. – Students with disabilities had an increase to 9.5%, from 7.31% the previous year in ELA and an increase to 6.8% from a 5.58% the previous year in mathematics.
- Metric 5E – Graduation Rates for Students with Disabilities: Four-year adjusted cohort outcomes data: Although this is a new goal, the overall graduation increased from 54.8% baseline data to 67% in Year 2 outcomes data. That is an increase of 12.2% more graduates in SUSD.

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.

Goal 4 is being re-drafted for the third year of the 2021-24 LCAP to include additional differentiated systems of support to address identified performance gaps and inequities among specific student groups. This goal will now include Students with Disabilities, African American / Black students, Foster Youth, and Homeless students. The three actions from last year will remain the same and continue to be specific to our Students with Disabilities.

Action 4.1 > Additional verbiage added to the description. No major changes to the action.

Action 4.2 > No major changes to the action.

Action 4.3 > No major changes to the action.

Actions 4.4 - 4.7 > New key investments and actions specifically for our African American / Black students.

Actions 4.8 - 4.10 > New key investments and actions new key investments and actions specifically for our Foster Youth and Homeless students.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$104,906,525.00	\$12,850,608.00

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
35.96%	0.00%	\$0.00	35.96%

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, 84.37% 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.

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 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.

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

(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 to align differentiated instruction, supports and resources.

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

(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 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.

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

(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.

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

(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 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.

(State Priorities: 4, 6)

(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.

(State Priorities: 1, 2, 6)

(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 pupils 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.

(State Priorities: 1, 6)

(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 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.

(State Priorities: 4, 7, 8)

(Metrics: 1A, 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 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 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.

(State Priorities: 1, 2, 6)

(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 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.

(State Priorities: 1, 2, 6)

(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 access.

(State Priorities: 1, 2, 6)

(Metrics: 1A, 1C)

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

Data analysis of campus safety and school connectedness surveys will reveal the level of need in increasing facility and campus safety support.

To ensure effectiveness of these actions/services, the district will compare campus safety and school connectedness survey responses received from students, teachers (staff), and parents/community.

These activities within the action are principally directed towards and effective to provide unduplicated pupils with facilities that are safe, clean, and that promote student's desire to attend school, in turn better meeting the academic and social-emotional needs of students.

(State Priorities: 1)

(Metrics: 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 and 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.

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

(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 with transportation needs. In addition, addressing student attendance, mental health and well-being, academic intervention supports and resources.

(State Priorities: 3, 5)

(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 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.

(State Priorities: 3)

(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 to partake in sports, clubs, and enrichment activities that promote athletic experiences.

(State Priorities: 3)

(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 to the Arts through the integration of creativity, self-expression, and engagement with the diverse forms of culturally responsive educational experiences.

(State Priorities: 3)

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

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 a integrated and systems approach of providing district-wide professional development to both classified and certificated staff focused on implementing research-based practices to meet the learning needs specific to English learners, low-income, 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 41.74%, 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. 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 3: 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.

(State Priorities: 4, 7, 8)

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

Goal 2 - Equitable Learning Environments

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 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.

(State Priorities: 5, 6)

(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) has applied the additional concentration grant add-on funding increasing the number of staff providing direct services to students at the school site by using unduplicated pupil 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. Based on the district's total unduplicated pupil data, 38 School Support Technicians (Elementary) and 8 School Support Technicians (High Schools) are targeted to school sites with 55% or greater unduplicated pupils.

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 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 school sites with 25% or greater unduplicated English Learners.

* 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' 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 high school sites with 55% or greater unduplicated pupils.

* Inclusion Teacher will aid in the transition, planning and development of increasing the opportunities to diploma pathways afforded to SDC students. An increase of additional support to students with disabilities that are also identified as unduplicated pupils are being provided with effective access to high quality rigorous first instruction and that teachers are supported in their professional learning on site in addressing the academic and social-emotional needs of students with disabilities. The increase of one Inclusion Teacher will be split to ensure each comprehensive school site receives an additional .25 FTE of support to high schools with 55% or greater unduplicated students with disabilities.

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 school sites with 55% or greater unduplicated pupils and high social-emotional/mental health needs.

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 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 school sites with 55% or greater unduplicated pupils and 2% or greater foster youth.

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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	1:31	1:31
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:16

DRAFT

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$337,513,638.00		\$300,000.00	\$5,436,163.00	\$343,249,801.00	\$307,587,182.00	\$35,662,619.00

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	\$0.00	\$0.00	\$100,000.00	\$100,000.00
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	English Learners Foster Youth Low Income	\$8,232,218.00	\$0.00	\$0.00	\$0.00	\$8,232,218.00
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	English Learners	\$2,994,566.00	\$0.00	\$0.00	\$0.00	\$2,994,566.00
1	1.4	Educator Development and Implementation of Professional Learning Communities (Non-Contributing)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	English Learners Foster Youth Low Income	\$16,882,478.00	\$0.00	\$0.00	\$0.00	\$16,882,478.00
1	1.6	Targeted Learning Recovery and Acceleration of	All	\$0.00	\$0.00	\$0.00	\$1,072,237.00	\$1,072,237.00

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	\$18,526,418.00	\$0.00	\$0.00	\$0.00	\$18,526,418.00
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	English Learners Foster Youth Low Income	\$3,769,099.00	\$0.00	\$0.00	\$0.00	\$3,769,099.00
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	English Learners Foster Youth Low Income	\$1,379,210.00	\$0.00	\$0.00	\$0.00	\$1,379,210.00
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	English Learners Foster Youth Low Income	\$794,765.00	\$0.00	\$0.00	\$0.00	\$794,765.00
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	English Learners Foster Youth Low Income	\$3,501,749.00	\$0.00	\$0.00	\$0.00	\$3,501,749.00
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Non-Contributing)	All	\$0.00	\$0.00	\$0.00	\$4,146,806.00	\$4,146,806.00

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	\$5,361,896.00	\$0.00	\$0.00	\$0.00	\$5,361,896.00
2	2.5	Transitional Student & Family Support (Non-Contributing)	All	\$447,345.00	\$0.00	\$0.00	\$0.00	\$447,345.00
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Foster Youth Low Income	\$2,455,462.00	\$0.00	\$0.00	\$0.00	\$2,455,462.00
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	English Learners Foster Youth Low Income	\$25,097,491.00	\$0.00	\$0.00	\$0.00	\$25,097,491.00
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	English Learners Foster Youth Low Income	\$19,811,908.00	\$0.00	\$0.00	\$0.00	\$19,811,908.00
2	2.9	Basic Instructional and Teacher Staffing (Non-Contributing)	All	\$202,067,331.00	\$0.00	\$0.00	\$0.00	\$202,067,331.00
2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	English Learners Foster Youth Low Income	\$727,201.00	\$0.00	\$0.00	\$0.00	\$727,201.00
2	2.11	Facility & Campus Safety Support (Non-Contributing)	All	\$0.00	\$0.00	\$300,000.00	\$0.00	\$300,000.00
2	2.12	Additional and Supplemental: Facility & Campus Safety	English Learners Foster Youth Low Income	\$6,605,288.00	\$0.00	\$0.00	\$0.00	\$6,605,288.00

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	\$0.00	\$0.00	\$117,120.00	\$117,120.00
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	English Learners Foster Youth Low Income	\$6,861,489.00	\$0.00	\$0.00	\$0.00	\$6,861,489.00
3	3.3	Student Attendance and Accountability (Non-Contributing)	All	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	English Learners Foster Youth Low Income	\$2,257,795.00	\$0.00	\$0.00	\$0.00	\$2,257,795.00
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	English Learners Foster Youth Low Income	\$1,476,967.00	\$0.00	\$0.00	\$0.00	\$1,476,967.00
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	English Learners Foster Youth Low Income	\$2,157,842.00	\$0.00	\$0.00	\$0.00	\$2,157,842.00
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	English Learners Foster Youth Low Income	\$5,622,120.00	\$0.00	\$0.00	\$0.00	\$5,622,120.00
4	4.1	Expand MTSS Approaches	Students with Disabilities	\$23,000.00	\$0.00	\$0.00	\$0.00	\$23,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Maximize course access and alternate diploma pathways	Students with Disabilities	\$26,000.00	\$0.00	\$0.00	\$0.00	\$26,000.00
4	4.3	Accelerate Learning for all SPED students	Students with Disabilities	\$34,000.00	\$0.00	\$0.00	\$0.00	\$34,000.00
4	4.4	Culturally Responsive Professional Development	African American / Black students					
4	4.5	Meaningful Experiences and Opportunities	African American / Black students					
4	4.6	Recruit, Hire, and Retain Black Student Support Personnel						
4	4.7	Academic Supports and Resources	African American / Black students					
4	4.8	Increasing Attendance and Participation	Foster Youth Foster Youth					
4	4.9	Decreasing Performance Gaps in Attendance and Academics	Foster Youth / Homeless Students Foster Youth					
4	4.10	Resources and Supports to Narrow Achievement gaps	Foster Youth and Homeless Foster Youth					

2023-24 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
\$291,694,660.00	\$104,906,525.00	35.96%	0.00%	35.96%	\$134,515,962.00	0.00%	46.12 %	Total:	\$134,515,962.00
								LEA-wide Total:	\$109,225,879.00
								Limited Total:	\$2,994,566.00
								Schoolwide Total:	\$22,295,517.00

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	English Learners Foster Youth Low Income	All Schools	\$8,232,218.00	
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	\$2,994,566.00	
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	\$16,882,478.00	
1	1.7	Additional and Supplemental: Targeted Learning Recovery and	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,526,418.00	

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 (%)
		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	\$3,769,099.00	
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,379,210.00	
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$794,765.00	
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,501,749.00	
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,361,896.00	
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,455,462.00	
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,097,491.00	
2	2.8	Additional and Supplemental: Extended Learning Time, Educator,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,811,908.00	

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 (%)
		and Staffing Supports (Contributing)						
2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$727,201.00	
2	2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,605,288.00	
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,861,489.00	
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,257,795.00	
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,476,967.00	
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,157,842.00	
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,622,120.00	
4	4.8	Increasing Attendance and Participation			Foster Youth			
4	4.9	Decreasing Performance Gaps in Attendance and Academics			Foster Youth			

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	4.10	Resources and Supports to Narrow Achievement gaps			Foster Youth			

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2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$343,249,801.00	\$0.00

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	College and Career Readiness and A-G Supports (Non-Contributing)	No	\$100,000.00	
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	Yes	\$8,232,218.00	
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	Yes	\$2,994,566.00	
1	1.4	Educator Development and Implementation of Professional Learning Communities (Non-Contributing)	No	\$0.00	
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	Yes	\$16,882,478.00	
1	1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Non-Contributing)	No	\$1,072,237.00	
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	Yes	\$18,526,418.00	
1	1.8	Additional and Supplemental: Expanded Learning Opportunities:	Yes	\$3,769,099.00	

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)
		Extended Day/Year Programs (Contributing)			
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	Yes	\$1,379,210.00	
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	Yes	\$794,765.00	
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	Yes	\$3,501,749.00	
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Non-Contributing)	No	\$4,146,806.00	
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	Yes	\$5,361,896.00	
2	2.5	Transitional Student & Family Support (Non-Contributing)	No	\$447,345.00	
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Yes	\$2,455,462.00	
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	Yes	\$25,097,491.00	
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	Yes	\$19,811,908.00	
2	2.9	Basic Instructional and Teacher Staffing (Non-Contributing)	No	\$202,067,331.00	
2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	Yes	\$727,201.00	

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	2.11	Facility & Campus Safety Support (Non-Contributing)	No	\$300,000.00	
2	2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	Yes	\$6,605,288.00	
3	3.1	Family and Community Communication, Empowerment, and Engagement (Non-Contributing)	No	\$117,120.00	
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	Yes	\$6,861,489.00	
3	3.3	Student Attendance and Accountability (Non-Contributing)	No	\$400,000.00	
3	3.4	Additional and Supplemental: Student Attendance and Accountability (Contributing)	Yes	\$2,257,795.00	
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	Yes	\$1,476,967.00	
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	Yes	\$2,157,842.00	
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	Yes	\$5,622,120.00	
4	4.1	Expand MTSS Approaches	No	\$23,000.00	
4	4.2	Maximize course access and alternate diploma pathways	No	\$26,000.00	
4	4.3	Accelerate Learning for all SPED students	No	\$34,000.00	

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2022-23 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)
	\$134,515,962.00	\$0.00	\$0.00	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	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports (Contributing)	Yes	\$8,232,218.00			
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support (Contributing)	Yes	\$2,994,566.00			
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities (Contributing)	Yes	\$16,882,478.00			
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports (Contributing)	Yes	\$18,526,418.00			
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs (Contributing)	Yes	\$3,769,099.00			

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	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support (Contributing)	Yes	\$1,379,210.00			
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion (Contributing)	Yes	\$794,765.00			
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports (Contributing)	Yes	\$3,501,749.00			
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff (Contributing)	Yes	\$5,361,896.00			
2	2.6	Additional and Supplemental: Transitional Student & Family Support (Contributing)	Yes	\$2,455,462.00			
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)	Yes	\$25,097,491.00			
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports (Contributing)	Yes	\$19,811,908.00			
2	2.10	Additional and Supplemental: Technology Infrastructure and Support (Contributing)	Yes	\$727,201.00			
2	2.12	Additional and Supplemental: Facility & Campus Safety Support (Contributing)	Yes	\$6,605,288.00			
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement (Contributing)	Yes	\$6,861,489.00			

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	Additional and Supplemental: Student Attendance and Accountability (Contributing)	Yes	\$2,257,795.00			
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities (Contributing)	Yes	\$1,476,967.00			
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs (Contributing)	Yes	\$2,157,842.00			
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities (Contributing)	Yes	\$5,622,120.00			

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2022-23 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)
\$297,700,873.00		0%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

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 Low-Income 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%).
- **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.”

- 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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