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Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--------------------------------------|
| Stockton Unified School District | Michelle L. Rodriguez, Ed.D. Superintendent of Schools | lcap@stocktonusd.net 209-933-7000 |

Goal 1

| Goal Description |
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| 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. |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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% (2022-2023) | 100% (2022-2023) | Maintain 100% |
| (2A) Percentage of teachers that teach English Language Development | 100% (2020-2021) | 100% (2021-2022) | 100% (2022-2023) | 100% (2022-2023) | Maintain 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|--|--|---|
| <p>(ELD) receive professional development on designated and integrated ELD.</p> <p>(Data Source: Professional Development attendance data and Language Development Office data)</p> | | | | | |
| <p>(2A) Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p> | <p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2020-2021)</p> | <p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2021-2022)</p> | <p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2022-2023)</p> | <p>N/A- Not available at this time</p> | <p>Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5</p> |
| <p>(2A) Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic & Performance</p> | <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4</p> | <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4</p> | <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4</p> | <p>N/A- Not available at this time</p> | <p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 5 ELD: 5</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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) | Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2020-2021) | Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2021-2022) | Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2022-2023) | | Math: 5 NGSS: 5 History: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Lang.: 5 |
| (2B) Percentage of English learners provided with designated and integrated English Language Development (ELD). (Data Source: ELD Master Schedule) | 100% (2020-2021) | 100% (2021-2022) | 100% (2022-2023) | 100% (2022-2023) | Maintain 100% |
| (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP) | 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% | N/A - Due to COVID-19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021) | ALL: 26.04% FY: 12.99% EL: 6.14% SED: 23.85% SWD: 6.49% AA: 16.48% AI: 31.01% AS: 39.97% FI: 49.19% HI: 23.81% HOM: 14.01% MR: 29.18% PI: 26.32% | ALL: 27.08% FY: 11.88% EL: 33.21% SED: 24.47% SWD: 6.80% AA: 17.12% AI: 29.24% AS: 42.79% FI: 53.27% HI: 24.47% HOM: 12.27% MR: 31.03% PI: 30.92% | 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% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|---|---|
| | WH: 36.65% (2019-2020) | | WH: 29.86% (2021-2022) | WH: 30.52% (2022-2023) | WH: 45% |
| (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP) | 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% (2019-2020) | N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021) | ALL: 14.51% FY: 5.26% EL: 4.71% SED: 12.75% SWD: 4.97% AA: 6.41% AI: 11.81% AS: 26.63% FI: 34.03% HI: 12.60% HOM: 5.03% MR: 18.15% PI: 13.69% WH: 17.97% (2021-2022) | ALL: 16.38% FY: 6.06% EL: 19.71% SED: 14.24% SWD: 6.26% AA: 8.70% AI: 12.38% AS: 28.28% FI: 38.62% HI: 14.13% HOM: 6.00% MR: 21.45% PI: 19.58% WH: 20.48% (2022-2023) | 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% |
| (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: 25.7% FY: NA% EL: 10.3% SED: 16% SWD: 10.9% AA: 20.6% AI: 24.3% AS: 37.1% FI: % HI: 23.3% MR: 33.3% PI: 44.1% WH: 32.4% (Winter 2023) | 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. | ALL: 18% FY: 17% EL: 16% SED: 24% SWD: 10.99% AA: 16% AI: 24% | ALL: 16.33% FY: 0% EL: 30.02% SED: 13.32% SWD: 5.58% AA: 10.08% AI: 14.39% | ALL: 17.6% FY: NA% EL: 8.40% SED: 11.10% SWD: 6.80% AA: 11.30% AI: 16.50% | ALL: 17.0% FY: % EL: 3.6% SED: % SWD: 7.0% AA: 9.9% AI: 16.0% | ALL: 30% FY: 25% EL: 25% SED: 32% SWD: 25% AA: 28% AI: 32% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|---|---|
| (Data Source: iReady Data) | AS: 33.84% FI: 43% HI: 22% MR: 28% PI: 23% WH: 29% (Winter 2020) | AS: 22.97% FI: 36.67% HI: 14.48% MR: 20.78% PI: 13.38% WH: 19.20% (Winter 2021) | AS: 30.20% FI: 41.40% HI: 15.50% MR: 23.50% PI: 19.30% WH: 30% (Winter 2022) | AS: 31.1% FI: % HI: 14.7% MR: 24.6% PI: 17.0% WH: 19.0% (Winter 2023) | AS: 40% FI: 55% HI: 35% MR: 40% PI: 25% WH: 40% |
| (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. (Data Source: CA School Dashboard, CAASPP) | 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 (2018-2019) | Academic Indicator not computed this year. (2020-2021) | 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 (2021-2022) | ALL: -63.9 FY: -112.4 EL: -99.3 SED: -71.6 SWD: -130.3 AA: -92.8 AI: -76.2 AS: -22.6 FI: -2.9 HI: -70.8 HOM: -117.4 MR: -51.9 PI: -42.2 WH: -55.6 (2022-2023) | 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 |
| (4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP) | 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 (2018-2019) | Academic Indicator not computed this year. (2020-2021) | 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 WH: -94.50 (2021-2022) | ALL: -98.9 FY: -146.9 EL: -122.3 SED: -105.9 SWD: -158.8 AA: -134.1 AI: -132.3 AS: -57.3 FI: -33.4 HI: -105.6 HOM: -150.8 MR: -85.7 PI: -80.9 WH: -85.7 (2022-2023) | 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 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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) | 12.41% (2021-2022) | 14.77% (2022-2023) | 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: 20.1% FY: 5.3% EL: 9.0% SED: 18.5% SWD: 6.8% AA: 15.0% AI: 22.9 AS: 32.3% FI: 55.2% HI: 17.6% HOM: 8.8% MR: 22.2% PI: 7.7% WH: 16.8% (2021-2022) | ALL: 20.7% FY: 4.9% EL: 11.4% SED: 19.8% SWD: 5.0% AA: 18.8% AI: 11.6% AS: 36.6% FI: 39.0% HI: 18.8% HOM: 6.3% MR: 11.3% PI: 5.9% WH: 13.7% (2022-2023) | 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-approved Career Technical Education (CTE) standards and frameworks. (California School Dashboard) | ALL: 5.93% FY: 0% EL: 3.30% SED: 5.67% SWD: 2.33% AA: 2.17% AI: 2.86% AS: 7.39% FI: 10.19% HI: 6.38% HOM: 1.01% MR: 0% PI: 0% WH: 3.53% (2019-2020) | ALL: 5.5% FY: 2.9% EL: 4.2% SED: 5.6% SWD: 2.2% AA: 4.2% AI: 5.4% AS: 6.1% FI: 2.9% HI: 5.9% HOM: 3.7% MR: 11.6% PI: 5.6% WH: 2.6% (2020-2021) | ALL: 10.7% FY: 5.3% EL: 4.2% SED: 9.6% SWD: 7.0% AA: 6.8% AI: 2.9% AS: 10.9% FI: 5.3% HI: 11.1% HOM: 2.7% MR: 2.8% PI: 7.7% WH: 9.7% (2021-2022) | ALL: 14.2% FY: 2.4% EL: 6.3% SED: 13.4% SWD: 9.2% AA: 9.6% AI: 20.9% AS: 24.1% FI: 27.0% HI: 12.5% HOM: 7.4% MR: 17% PI: 17.6% WH: 17% (2022-2023) | ALL: 25% FY: 15% EL: 25% SED: 20% SWD: 10% AA: 25% AI: 40% AS: 30% FI: 25% HI: 30% HOM: 25% MR: 25% PI: 10% WH: 15% |
| (4D) | ALL: 3.95% | ALL: 2.10% | ALL: 4.5% | ALL: 5.1% | ALL: 35% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|---|--|---|
| 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) | 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) | 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) | FY: 2.6% EL: 0.9% SED: 4.1% SWD: 0.8% AA: 1.7% AI: 2.9% AS: 4.7% FI: 18.1% HI: 4.2% HOM: 1.6% MR: 2.8% PI: 7.7% WH: 4.4% (2021-2022) | FY: 0.0% EL: 1.4% SED: 4.6% SWD: 0.6% AA: 3.4% AI: 2.3% AS: 12.8% FI: 12.0% HI: 4.3% HOM: 0.0% MR: 1.9% PI: 0.0% WH: 2.4% (2022-2023) | 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) Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard) | 43.6% (2019-2020) | Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 California School Dashboard. (2020-2021) | 51.00% (2021-2022) | 44.8% (2022-2023) | 50% |
| (4E) Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC. (Data Source: Dataquest) | N/A (2019-2020) Data was incorrectly reported as 17.8% | 6.73 (2020-2021) Data was incorrectly reported as 14.59% | 10.17% (2021-2022) | 13.05% (2022-2023) | 34% |
| (4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient. | 12.1% (2019-2020) | 6.73% (2020-2021) Data was incorrectly reported as 5.6% | 10.17% (2021-2022) | 19.1% (2022-2023) | 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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) | 915 (2022-2023) | 1,945 |
| (4G) Percent of Advanced Placement (AP) courses passed by students. (Data Source: CALPADS) | 97% (2019-2020) | 92% (2020-2021) | 90% (2021-2022) | 96% (2022-2023) | 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) | N/A- Not available at this time | 45% |
| (4H) 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. (Data Source: CAASPP) | ELA: 38.88% Math: 14.66% (2018-2019) | ELA: 39.63% Math: 17.78% (2020-2021) | ELA: 36.56% Math: 8.29% (2021-2022) | ELA: 36.17% Math: 8.42% (2022-2023) | ELA: 43% Math: 19% |
| (4H) | 9th: 33% 10th: 18.57% | 9th: 35.4% 10th: 18.6% | 9th: 29.5% 10th: 19.9% | N/A- Not available at this time | 9th: 42% 10th: 30% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|--|--|
| Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP). (Data Source: All Terms MDTP assessment data) | 11th: 14.40% (2020-2021 - All Terms) | 11th: 15.7% (2021-2022) | 11th: 11.6% (2022-2023 - All Terms) | | 11th: 24% |
| (5D) High school dropout rate - the percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school (Data Source: DataQuest) | 5.7% (2019-2020) | 14.2% (2020-2021) | 11.7% (2021-2022) | N/A- Not available at this time | 1% |
| (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 - DataQuest) | 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 - DataQuest) | 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 - Dashboard) | ALL: 82.1% FY: 58.5% EL: 73.9% SED: 81.7% SWD: 65.4% AA: 76.8% AI: 81.4% AS: 88.3% FI: 86.0% HI: 82.4% HOM: 69.5% MR: 79.2% PI: 82.4% WH: 76.6% (2022-2023 - CA Dashboard) | 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 | ALL: 100% (2020-2021) | ALL: 100% (2021-2022) | ALL: 100% (2022-2023) | ALL: 100% (2022-2023) | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------|
| <p>to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.</p> <p>(Data Source: SUSD Course and Master Schedules)</p> | | | | | |
| <p>(7A) In addition to a broad course of study offered to students, English learners, foster youth, and low-income students will receive additional support programs and services through extended year program opportunities, small group instructional support, after school academic support and enrichment, credit recovery opportunities, and a variety of school site supplemental intervention programs. SUSD will implement these programs and services as verified by district and school site implementation records.</p> <p>(Data Source: CALPADS)</p> | <p>ALL: 100% (2020-2021)</p> | <p>ALL: 100% (2021-2022)</p> | <p>ALL: 100% (2021-2022)</p> | <p>ALL: 100% (2022-2023)</p> | <p>100%</p> |
| <p>(8A) Number of students earning a Seal of Biliteracy.</p> <p>(Data Source: Dataquest and Local Data)</p> | <p>176 students (2019-2020)</p> | <p>171 Students (2020-2021)</p> | <p>146 students (2021-2022)</p> | <p>162 students (2022-2023)</p> | <p>300</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------------------------|
| (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) | 252 students (2021-2022) | 428 |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|---|----------------------|-----------------------|
| 1.1 | <p>College and Career Readiness and A-G Supports 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 increase access to educationally disadvantaged students through engagement of Math, Engineering, and Science collaborations. Collaborations provided students with hands on project-based learning connecting them to opportunities supporting college and career readiness. College and Career Readiness is 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</p> | No | Partially Implemented | MESA is offered at 22 school sites as an elective or an after school program. Sites receive support from the UOP MESA center including advisor trainings and materials to help conduct their chapters programs. In addition, UOP MESA hosts the upcoming spring MESA day and various other events for staff and students. | MESA programs are able to effectively operate with very little assistance from SUSD district staff through the support of the UOP MESA program. | \$260,809.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
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| | <p>academic experiences and competitions that contribute to the interest and mastery of skills learned.</p> <p>Mathematics, Engineering, Science Achievement (MESA) Opportunities: Mathematics, Engineering, Science Achievement (MESA) program opportunities for students to take part in these collaborative learning experiences.</p> <p>JROTC Teacher</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 125 - Mathematics, Engineering, Science Achievement (MESA) Opportunities (SA 11.7/1.25) - \$260,809.00 * 128 - JROTC Teacher (SA 11.10/1.26) - \$0.00</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p> | | | | | | |
| 1.2 | <p>Additional and Supplemental: College and Career Readiness and A-G Supports</p> <p>These additional services were based on identified needs are intended to increase and/or improve access to unduplicated pupils through the creation of opportunities, courses, resources, training and staff to increase ways for students to graduate college</p> | Yes | Partially Implemented | <p>All 8 high schools have career centers that are supported by Guidance Technicians</p> <p>Funding pays for 4 positions: Director of CTE & STEM; STEM Coordinator; Program Technician; and Senior Admin Assist. These</p> | Students utilizing the career centers and participating in exploration opportunities supported by the Guidance Technicians. | \$12,467,775.00 | \$5,439,087.00 |

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| | <p>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 programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.</p> <p>Career Center Development & Resources: Resources and services provided to students on high school campuses at the career centers supported by guidance technicians focused on increasing or improving student academic achievement.</p> <p>High School Student Data Support: Student data technician support at the high schools in support of family outreach and student schedule and data support focused on increasing or improving student academic achievement.</p> <p>Engineering Career Pathways and STEM Resources and Support: Engineering Career Pathways, STEM programs, project resources, professional development, STEM coordinator, and increased or</p> | | | <p>positions have helped to expand CTE and STEM access for students across the district through the purchase of instructional materials and supplies, PLTW licenses, and the contract with the University of the Pacific MESA program. Currently, 21 elementary schools have an active PLTW middle school elective classes and 14 offer MESA as an elective or afterschool program. The district STEM coordinator is working actively with each site to provide training and supplies to equip all K-8 sites to offer a minimum of one STEM elective for the 2024-25 school year at each K-8 site. The CTE department is also engaging with the LDO, AVID, and PLUS programs to present principles with a cohesive and concise menu of elective options along with working with sites to determine more effective ways to reach English Learners who are traditionally having a hard time participating in elective classes due to ELD classes.</p> | <p>Over 4,700 high school students are enrolled in one of SUSD's 52 CTE pathways, with a projected program 1,300 completers.</p> <p>55 sites including school for adults and the young adult program actively implement Xello and college/career exploration.</p> <p>FAFSA completion rates have rise by 13% in 2022 and submission rates increased by 17%. Increase of staff's knowledge in college and career readiness best and innovative practices.</p> <p>Increasing the number of SAI students that have access to general education</p> | | |

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| | <p>improved access to hands-on learning experiences for students. Increased unduplicated student access to Career Technical Education (CTE) pathways focused on increasing student's meeting college and career readiness upon graduation from high school. Partner with Greater Stockton Chamber of Commerce Business Education Alliance.</p> <p>College Entrance Exams Administration and Access: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In-school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities.</p> <p>Career Exploration Software and Programs: Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.</p> <p>College and Career Readiness Student Services & Support: College and career resources, training and professional development, events, field trips, Ontrack Spotlight report to all high</p> | | | <p>It is important to note that suspension of the requirement for College Entrance Exams by a lot of post secondary institutions has greatly impacted the demand for this item in the short term. However, many post secondary institutions are signaling that they will be reinstating these admission assessment (SAT I, II, ACT). In the spring many students will be taking AP Exams. Almost all students in AP qualify for fee waivers. Finally, as mentioned before standardized test expected to increase in the future. Given this, demand for the PSAT is likely to also rise in the next few years as well.</p> <p>Xello is implemented at 55 sites including school for adults and the young adult program. Xello is a program that is used by all grade levels to explore career and college options as low as kindergarten. School counselors use Xello to go in to classrooms and help students explore and learn more about themselves. Teachers are given access to use in class for lessons.</p> | <p>courses. There is an increase in SAI students being rostered into general education courses.</p> | | |

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| | <p>school students, and a Student Assistance Program chair to help lead and facilitate district wide college and career focused services for students, families, and staff focused on increasing or improving student academic achievement.</p> <p>Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.</p> <p>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.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 122 - Career Center Development & Resources (SA 11.3/1.22) - \$1,386,060.00 * 123 - High School Student Data Support (SA 11.5/1.23) - \$674,823.00 * 124 - Career Technical Education Pathways Access (SA 11.6/1.24) - \$0.00 MERGED * 126 - Public Safety Academy Program Leadership (SA 11.8/1.26) - \$0.00 MERGED * 127 - Engineering Career Pathways and STEM Resources and Support (SA 11.9/1.27) - \$1,542,813.00 * 129 - College Entrance Exams Administration and Access</p> | | | <p>Multiple FAFSA, scholarship, college readiness, and career option workshops have been held in support of increasing the capacity for student knowledge of the steps and actions needed to access college. Events are also held specifically focused on supporting English learners, foster youth and families in transitions with the focus on college and career readiness to address the particular needs and logistics of college admission process, financial aid and assistance programs, needed documentation, and high school graduation requirements, in support of students and their parents, guardians, and family members that are a part of these student groups. Many of these activities have included families and after school events to help reach as many students as possible. We also help promote College and Career awareness with our counselors and support staff by offering PD in the most up to date practice by sending them to conferences that focus</p> | | | |

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| | <p>(Including Honors, AP, IB, Dual Enrollment) (SA 11.11/1.29) - \$273,280.00 * 130 - Partner with Greater Stockton Chamber of Commerce Business Education Alliance (SA 11.13/1.30) - \$0.00 MERGED * 131 - Career Exploration Software and Programs (SA 11.14/1.31) - \$169,320.00 * 132 - College and Career Readiness Student Services & Support (SA 11.15/1.32) - \$648,043.00 * 133 - In-School College Entrance Exam Administration for 11th and 12th grade students (Including Honors, AP, IB, Dual Enrollment) (SA 11.16/1.33) - \$0.00 MERGED * 134 - Increased Student Access to A-G High School Courses (SA 12.2/1.34) - \$1,378,462.00 * 137 - Student Support Technicians - \$6,394,974.00</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 7A, 8A</p> | | | <p>on college and career readiness in school counseling.</p> <p>Four teachers are in place to support SAI student ensuring access to general education courses.</p> | | | |
| 1.3 | <p>Additional and Supplemental: English Language Development and Primary Language Support 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</p> | Yes | Partially Implemented | Bilingual instructional program support for K-12th grade students is ongoing; PD offerings have been planned out for the year and several were well attended; paraprofessional professional development offered, | Effectiveness will be measured throughout the year although we will review end-of-the-year data with a culminating approach using | \$4,504,284.00 | \$563,344.00 |

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| | <p>development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement.</p> <p>Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>English Language Development Coaching & Instructional Support: To provide increased or improved professional development and learning supports provided by Language Development Office Instructional Coaches focused on supporting teachers providing high quality designated and integrated English Language Development.</p> <p>English Language Proficiency Professional Development: Professional development and implementation of the English learner master plan and Instructional Specialist direct support services, leading to increased or improved services student achievement.</p> | | | <p>and instructional support is available in most sites. Purchasing of supplemental materials for students /parents is ongoing.</p> <p>Professional Development offerings have been planned out for the year and several were well attended. Instructional support has been made available. Sites needs vary although the main focus of Designated ELD and Instructional strategies has been emphasized.</p> <p>Instructional Coaching has been provided through direct support services for sites. ELP Coordinators and trainings were conducted. ELD trainings and offerings were provided. Academic support trainings for teachers were provided. EL master Plan was implemented.</p> <p>Strong focus on supporting English Learners to target their needs, related to increased academic achievement. Language Development Office has purchased supplemental materials and programs</p> | <p>local indicators to measure if the actions were truly effective.</p> <p>Effective instructional support and ELD coaching are evident at the site level. When all sites attend training, it is even more effective. The ineffectiveness is as a result of limited number of ELD Specialists available district-wide, providing less on-site trainings for all schools.</p> <p>Overall, the PD trainings and offerings have been a great success to all teaching and support staff that have attended. The project would be more effective if all ELD staff participated in at least three trainings per year.</p> | | |

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| | <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Language Development Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Language Development Office purchase of supplemental bilingual books and reference materials for students/parents and translation services.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 103 - Bilingual instructional program support for K-12th grade students (SA 3.1/1.3) - \$403,838.00 * 104 - English Language Development Coaching & Instructional Support (SA 3.2/1.4) - \$542,406.00 * 105 - English Language Proficiency Professional Development (SA 3.3/1.5) - \$897,414.00 * 143 - District Departmental Budgets Focused On Increased Student Achievement - Language Development Office (SA 10.2/1.20) - \$2,660,626.00</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p> | | | for students/parents and is providing translation services throughout the district. | Effectiveness will be measured throughout the year although we will review end-of-the-year data with a culminating approach using local indicators to measure if the actions were truly effective. | | |

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| | | | | | | | |
| 1.4 | <p>Educator Development and Implementation of Professional Learning Communities Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 108 - Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation (SA 6.1/1.8) - \$0.00 (Non-contributing funding source.)</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p> | No | Partially Implemented | Principal/Assistant Principal Professional Development is currently happening every month. School sites are receiving 4 site based coaching days, 6 coaching academy days, Pro Path Needs Assessments, and Global PD to support their PLC implementation. All services provided are current in progress and will conclude at the end of the year. | Survey Data and Needs Assessment data show our school sites want to continue the work that will lead to deeper implementation of the PLC process. | \$0.00 | \$0.00 |
| 1.5 | <p>Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities</p> | Yes | Partially Implemented | There are three STA Professional Development Days scheduled into the school | Better trained educators, which leads to increased | \$18,567,713.00 | \$8,936,577.00 |

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| | <p>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.</p> <p>Teacher Collaboration, Professional Development, & Academic Support: Teacher collaboration time, professional development, academic conferences, resource days, and family learning events focused on increasing or improving student academic achievement.</p> <p>School Site Administrators Leadership Professional Learning Development: Professional development for school site administrators focused on instructional leadership and professional learning communities focused on increasing or improving student academic achievement.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Research and Assessment Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services,</p> | | | <p>calendar as provided for by the collective bargaining agreement. Two out of three of those days took place in September of 2023. The third day has not yet taken place. On these two days over 100 sessions were offered to teachers on a variety of topics including; curriculum implementation, instructional strategies, program implementation, classroom management, social emotional learning, early literacy, and more.</p> <p>All principals and assistant principals receive monthly PLC professional development. All schools receive 4 days of on site PLC coaching. All schools have started their 6 days of Coaching Academies. Global PD and Pro Path Needs Assessments have also been included.</p> <p>Research & Accountability provided administration of the SUSD State Testing System (CAASPP & ELPAC Initial and Summative) and local diagnostic assessment I-Ready. Facilitated the</p> | <p>student achievement, decreased truancy and decreased discipline incidents. In viewing our data dashboard we have shown improvement in all of these areas. District-wide we can see growth by students utilizing the iReady Diagnostic that is administered.</p> <p>Designing a district expectation of what PLC should look like allows us to have a calibrated PLC product. A district standard will limit variance from site to site. This project is effective because it's successfully makes progress toward the target objectives.</p> | | |

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| | <p>resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Examples include Research staff to analyze and prepare assessment data.</p> <p>Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation: Training and professional development focused on high quality first instruction, data team cycles, common formative assessments, curriculum implementation, and professional learning communities focused on increasing or improving student academic achievement.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 106 - Teacher Collaboration, Professional Development, & Academic Support (SA 5.1/1.6) - \$15,594,844.00 * 107 - School Site Administrators Leadership Professional Learning Development (SA 5.2/1.7) - \$1,604,632.00 * 144 - District Departmental Budgets Focused On Increased Student Achievement - Research (SA 10.2/1.20) - \$793,000.00</p> <p>2023-2024 Added "Sub Action": * 108 - Professional Learning Community Implementation,</p> | | | <p>Interim Assessment Block (IAB) and Interim Comprehensive Assessment (ICA). Provided site PLC Data Chats when requested. Facilitated the school accountability report card (SARC). Provided monthly Data collaborative meetings. Completed requests for research. Initiated and completed program and project evaluations. Supported Local Indicators Reporting. Coordinated and facilitated SUSD Research Internships. Coordinated the Accountability and Reporting (SPSA Comprehensive Needs Assessment, comprehensive support intervention reporting - CSI, Assisted Targeted Support and Intervention - ATSI, LCFF & Differentiated Assistance) data Support and reporting. Developed, revised/updated District Data Dashboards and Data Communication tools. Developed, revised/updated stakeholder engagement surveys (English Learner CHKS, LCAP, Parent</p> | <p>Survey Data and Needs Assessment data show our school sites want to continue the work that will lead to deeper implementation of the PLC process.</p> | | |

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| | <p>Professional Learning, & Curriculum Implementation (SA 6.1/1.8) - \$575,237.00</p> <p>State Priorities: 2, 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p> | | | <p>Evaluation, Panorama etc.).</p> <p>Principal/Assistant Principal Professional Development is currently happening every month. School sites are receiving 4 site based coaching days, 6 coaching academy days, Pro Path Needs Assessments, and Global PD to support their PLC implementation. All services provided are current in progress and will conclude at the end of the year.</p> | | | |
| 1.6 | <p>Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports</p> <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>IEP and Student Data Meetings: Staffing and resources provided to ensure that IEP, 504, SST and student data meetings are supported at times that families are able to attend at times before and beyond school instructional days and that all needed staff are present at these meetings focused on addressing and implementing</p> | No | Partially Implemented | <p>Substitutes have been funded to assist teachers with case management release and to allow general education teachers to attend IEP meetings.</p> <p>Two Inclusion Specialists are providing supports for students to participate in general education curriculum/courses with support and access to the least restrictive environment. They support both students and staff by addressing academic and behavior supports for both the students and the general education teacher.</p> | <p>Unduplicated students are supported through this project by our participating teachers available for the IEP team meetings.</p> <p>Students participate in general education curriculum/courses with support and access to the Least Restrictive Environment (LRE).</p> | \$2,132,899.00 | \$424,661.00 |

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| | <p>strategic plans of high priority students.</p> <p>Special Education Inclusion Specialists: Special Education Inclusion Specialists support for high priority students who are identified as having special education needs to support student access to the least restrictive learning environment, differentiated instructional experiences, and supplemental academic resources.</p> <p>Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Student Access To Ebooks: Online eBook library that allows students to access high interest and multi-lingual books using their laptops or other technology devices without any late fees focused on increasing or improving student academic achievement.</p> <p>Special Education 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 unduplicated pupils that are also identified as students with disabilities are being provided with effective access to high quality rigorous first instruction and that</p> | | | <p>Two new schools have been added. We currently have 42. Path Training occurred during the Fall STA PD days. Additional PD occurred on the other STA PD days. All site visits have included coaching opportunities from our two AVID coaches. Hiring tutors is currently occurring to increase to our pre pandemic numbers.</p> <p>SUSD Students and Teachers continue to have ongoing access to eBooks and audiobooks 24 hours a day, 7 days a week and 365 a year. SORA works in conjunction with the Stockton-San Joaquin County Public Library (SSJCPL) collection (Libby). SUSD Library patrons (students and staff) can access the SSJCPL digital collection of books through SORA with their Stockton Unified Google Sign-On and Class Links page. No library card is needed. Over 16,000 additional copies have been purchased and provided to all sites, students, and grade levels since July 1, 2023</p> | <p>Over 500 teachers have been trained that has included opportunities for other site staff including counselors, administrators and other certificated personnel.</p> <p>Students have access to a digital library consisting numerou of titles to include eBooks, audiobooks, class sets of novels.</p> | | |

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| | <p>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.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 110 - IEP and Student Data Meetings (SA 7.6/1.10) - MOVED FROM ACTION 1.7 - \$55,202 * 111 - Special Education Inclusion Specialists (SA 7.7/1.11) - \$956,559.00 * 121 - Advancement via Individual Determination Program (AVID) (SA 11.2/1.21) - \$1,000,000.00 * 136 - Student Access To Ebooks (SA 13.2/136) - \$20,000.00 * 141 - Special Education Inclusion Teachers - MOVED FROM ACTION 1.7 - \$101,138</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A</p> | | | <p>to include eBooks, audiobooks, class sets of novels. Stockton Unified currently owns nearly 38,000 copies available to all. The partnership to the Stockton San Joaquin Public Library allows our students and staff access to their entire collection as well with the click of a button.</p> | | | |
| 1.7 | <p>Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports 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</p> | Yes | Partially Implemented | <p>Read 180 supplemental curriculum is available at the four (4) comprehensive high schools, one (1) alternative high school and targeted elementary schools. Math 180 supplemental curriculum</p> | <p>Effective, making progress towards implementation. Instructional intervention and academic</p> | \$26,346,790.00 | \$5,732,877.00 |

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| | <p>improve and accelerate learning, capture learning loss, and implementation of recovery programs that focus on increasing and/or improving services for unduplicated pupils.</p> <p>Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.</p> <p>Reading and Math Intervention Support: Reading Intervention support using Read 180 and Math 180 to increase and improve student reading proficiency and mathematics literacy for unduplicated pupils who have special education needs.</p> <p>Instructional Interventions and Academic Supports For Students At Small High Schools: Instructional interventions and supports unduplicated pupils provided with resource educational support.</p> <p>School Site Budget Allocations: Services, resources, and staff funded by LCFF school site allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. The LCFF school site budget allocations are focused on</p> | | | <p>has been implemented at the high school level as an intervention and at targeted K-8 sites.</p> <p>Teachers are in place at the small/specialty high schools to provide instructional and academic support to SAI students ensuring access to general education courses.</p> <p>Site allocations provided to schools (excluding dependent charters) are included in the site's School Plan for Student Achievement (SPSA). The SPSA is the mechanism used to ensure the site allocations distributed are supporting the students in need of the supports, based on a needs assessment. As these funds are intended to support student achievement they are used similarly to the site's Title I funds to provide supplemental supports and resources. School sites have funded 49.60 FTE positions using their site LCFF funds that provide direct student supports by one of the following positions: Program Specialist, Library Media Assistant,</p> | <p>support, by increasing enrollment of SAI students at the specialty sites.</p> <p>Students are receiving supplemental supports that would not be available if these funds are not made available. As for the data to support if specific activities/strategies are effective, the analysis will be conducted through the school's needs assessment process.</p> <p>The services and supports have maintained at a consistent level eliminating any disruptions experienced by policy and practice changes. Student achievement would be more effective</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>increasing and/or improving services to unduplicated student groups with the highest needs beyond what is provided to all students. School sites need to ensure their School Plan for Student Achievement (SPSA) is aligned to the SUSD's LCAP goals and contributing actions clearly stating services aligned with measurable goals and contributing actions that demonstrate equitable ways in which we are meeting the needs of our students with the highest needs (foster youth, English learners, low-income). Examples of increased services are counselors, assistant principals, parent liaisons, library media assists, tutors, after school enrichment programs, family engagement workshops, communication outreach, and supplementary learning supplies.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the State and Federal Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Examples include State and Federal Department support professional development, teacher</p> | | | <p>Instructional Assistant, Assistant Principal, Bilingual Assistant, Community Assistant, Intervention Teacher, Counselor, and Parent Liaison. Sites have used their site LCFF funds to purchase supplemental instructional materials/supplies and instructional equipment to augment the classroom instruction. Professional Services consisting of conferences, workshops, and webinar trainings was expended to enhance instructional strategies. Consultant services and license agreements were expended to provide training or supplemental intervention supports. Expenditures supporting field trips (i.e. non-district transportation and pupil fees) provided students with hands on/experimental learning opportunities.</p> <p>Departmental budget allocations to State and Federal Programs Department focused on district level project initiatives supporting unduplicated student group needs related to increased academic</p> | <p>impacted with a higher ratio of Credentialed Teacher Librarians to students in order to support the classified staff providing the services on sites. Effectiveness will be measured throughout the year although we will review end-of-the-year data with a culminating approach using local indicators to measure if the actions were truly effective.</p> <p>School libraries at high schools are open and providing basic access. Library Media Assistants at high schools, in addition to all K-8 Library Media Assistants, are being trained increasing the quality of programming.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|---|-------------------------|--------------------------|
| | <p>additional compensation for tutoring.</p> <p>District Library and Literacy Support: District wide library support and literacy access support provided by a district librarian and library media assist focused on increasing or improving student academic achievement.</p> <p>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.</p> <p>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.</p> <p>District Departmental Budgets Focused On Increased Student</p> | | | <p>achievement.</p> <p>Expenditures include staffing 5 FTE positions to include: 1 Administrator, 3 Program Technicians, and 1 Senior Administrative Assistant. The Administrator provides oversight and alignment of district initiatives through the inclusion of the School Plan for Student Achievement, Local Control Accountability Plan, Early Literacy Support Block Grant, and other grant funding sources. The 3 Program Technicians review expenditures to ensure alignment and supports are provided to school sites confirming budget allocations are distributed and updated. Expenditures includes materials/supplies and equipment to enable State & Federal Programs staff to adequately support school sites. Professional Services were expended on Title1Crate which is the central document repository for school sites to house their SPSA and School Site Council (primarily) documents to confirm compliance with programmatic</p> | <p>All Early Childhood Education (ECE) projects are in the early stages of implementation.</p> <p>This project leads to better trained educators, which leads to increased student achievement, decreased truancy and decreased discipline incidents. In viewing our data dashboard we have shown improvement in all of these areas. District-wide student growth is shown using iReady Diagnostic.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>Achievement: Departmental budget allocations to the Early Childhood Education program will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Curriculum Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Educational Services Office will focus on supporting unduplicated student group needs related to increased academic achievement. Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed</p> | | | <p>requirements. Plan4Learning is another service used to help school sites develop their School Plan for Student Achievement, including the comprehensive needs assessment and formative/summative assessment/evaluation.</p> <p>One Credentialed Teacher Librarian is employed Full-Time to oversee library services in all K-8 and 9-12 library services at 40+ sites. Services include: 1. providing professional development and training for about 38 Library Media Assistants; 2. Collection development for all physical and digital library catalogues; and 3. Administering, maintaining, and providing training and support for the Destiny Database that manages all library and resource</p> <p>Improving student supports within the classroom for our English learners, specifically our Newcomers, through primary language support and direct academic conversations through the retention and the hiring of bilingual assistants.</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 109 - Learning and High School Credit Recovery Support & Programs (SA 7.3/1.9) - \$1,352,540.00 * 110 - IEP and Student Data Meetings (SA 7.6/1.10) - MOVED TO ACTION 1.6 * 112 - Reading/Math Intervention Support (SA 7.8/1.12) - \$687,470.00 * 114 - Instructional Interventions & Academic Supports For Students At Small High Schools (SA 7.11/1.14) - \$287,642.00 * 119 - School Site Budget Allocations (SA 10.1/1.19) - \$11,099,669.00 * 120 - District Departmental Budgets Focused On Increased Student Achievement - State and Federal (SA 10.2/1.20) - \$5,268,777.00 * 135 - District Library and Literacy Support (SA 13.1/1.35) - \$329,666.00 * 138 - Bilingual Assistants - \$1,955,910.00</p> <p>"Sub Actions" from the 2022-2023 LCAP: * 139 - Library Media Assistants - High Schools - \$767,116.00 * 140 - Math Intervention Support - MERGED</p> | | | <p>SUSD 9-12 school sites have attempted to begin to provide basic library services to high school students with the creation of staffed Micro-Libraries. A smaller space that is home to physical books for circulation to our teen patrons and some passive library services. Prior to 2023, our 9-12 sites either have outdated or non-existing library collections. While students can access eBooks and audiobooks through SORA, many readers prefer a physical book at times. Currently, 4 of the 4 comprehensive high schools have a full-time Library Media Assistants (LMA) and 4 of 4 smaller high schools are staffed with .5 FTE. While progress has been made there have been challenges surrounding hiring and maintaining the right staff. All 8 of the sites have been given basic micro-library collections. Three (3) comprehensive high schools had their collections available for circulation while the one (1) site still does not have the physical shelving to provide</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | <p>* 141 - Special Education Inclusion Teachers - MOVED TO ACTION 1.6</p> <p>2023-2024 Added "Sub Action":</p> <p>* 146 - District Departmental Budgets Focused On Increased Student Achievement - Early Childhood Education ECE (SA 10.2/1.20) - \$3,866,000.00</p> <p>* 147 - District Departmental Budgets Focused On Increased Student Achievement - Curriculum (SA 10.2/1.20) - \$366,000.00</p> <p>* 148 - District Departmental Budgets Focused On Increased Student Achievement - Educational Services (SA 10.2/1.20) - \$366,000.00</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F,4G, 4H, 5D, 5E, 7A, 8A</p> | | | <p>access to physical books.</p> <p>The three LCAP PreK playground projects at Bush, King, and Weber are in the construction drawings phase. They will be going to DSA for review and approval in March. Bush and King should go out to bid in late March or early April after DSA approval. Weber will trail a bit due to replacement of the student restrooms to comply with current code and accessibility requirements. This change requires a different review process with DSA. The personnel authorization form for the ECE Resource Teacher position has been created and the position will be posted by Human Resources in February. The Raising a Reader materials order request for TK is in process and is expected to be received by June 30, 2024.</p> <p>Meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students through professional</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| | | | | development in the areas of PLCs, data cycles, student engagement and effective instructional practices. | | | |
| 1.8 | <p>Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs These additional services that are based on identified need are intended to increase and/or improve unduplicated pupils 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.</p> <p>Afterschool tutoring, homework help, and enrichment: Afterschool learning opportunities offered to students focused on providing tutoring, homework help, and enrichment activities for unduplicated student groups focused on increasing or improving student academic achievement.</p> <p>Expanded Afterschool Program Offerings: Expanded afterschool</p> | Yes | Partially Implemented | <p>The ELOP para-professional position was board approved July 2023. There was a slight delay in recruiting for this position due the ELOP department reorganizing and preparing to provide training and ongoing support to these individuals. Recruitment began early November, 2023 and of the 84 positions, 2 positions were interviewed, selected and board approved on February 14, 2024.</p> <p>Implementation happened but used ELOP funding source.</p> <p>All K-8 schools/students in the 5th or 6th grade were given the opportunity to attend Outdoor Education, thus far in the school year 31 out of 42 schools have attended with the rest scheduled to attend the by end of the school-year.</p> | <p>This project/activity has yet to begin.</p> <p>The effectiveness is in that students are coming back excited about their experiences and learning about science and feeling more connected to the teachers who chaperoned the trip.</p> | \$3,884,640.00 | \$547,923.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>offerings supported by site facilitators and resource budgets to increase and improve access to after school opportunities and program offerings focused on increasing or improving student academic achievement.</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 117 - After school tutoring, homework help, and enrichment (SA 9.1/1.17) - \$2,507,100.00 * 118 - Expanded After school Program Offerings (SA 9.4/1.18) - \$279,540.00</p> <p>"Sub Actions" from the 2022-2023 LCAP: * 142 - Outdoor Education/Science Camp - \$1,098,000.00</p> <p>State Priorities: 4, 7, 8 Metrics: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|---|-------------------------|--------------------------|
| | | | | | | | |
| 1.9 | <p>Additional and Supplemental: Educational Technology, Software, & Technical Support These additional services that are based on identified need 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> <p>Student Technology For Learning & Connectivity: Student laptops, laptop carts, and Wifi-hotspots to increase and improve student access to learning resources and instructional technology.</p> <p>Laptop Learning Monitoring Software: Laptop monitoring software for teachers that allows teachers to remotely monitor student learning on laptops and share screens focusing on increasing and improving student achievement.</p> <p>Google Monitoring System: Computer software to monitor</p> | Yes | Partially Implemented | <p>The district purchased additional Chromebooks to support school sites and educational programs for learning. The district is working on upgrading the network infrastructure from 10Gbps to 40Gbps to assist with infrastructure and support for instructional technology.</p> <p>GoGuardian for Teachers provides powerful teaching and classroom management tools for teachers as students are working on their chromebooks or on computers in their high school computer labs. Through the software, teachers are able to push a screen to all student devices displaying a website or video, share the teachers screen or showcase a students screen to share student projects and enhancing collaboration. The solution also provides the ability for students to monitor student chromebook screens or freeze screens to provide additional information, instruction, or address questions. GoGuardian</p> | <p>The projects are effective because we are providing access to all students, especially those who are low income.</p> <p>Deployment is certainly effective and successful for the intended purpose. GoGuardian has been very well received by teachers and schools. Using our ClassLink Analytics, we see that there have been over 46,000 launches this year and over 5600 unique launches per month.</p> <p>SysCloud provides alerts for self harm, school violence, cyber bullying, inappropriate sharing of district or</p> | \$1,586,000.00 | \$630,847.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>student computer usage, provide Instructional Support student alerts of unsafe online behavior, and ensure that the system is helping students to use their instructional technology in digital civically responsible ways.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 101 - Student Technology For Learning & Connectivity (SA 1.1) - 1,098,000.00 * 102 - Laptop Learning Monitoring Software (SA 1.2) - \$274,500.00 * 210 - Google Monitoring System (ELE 3.1) - 213,500.00</p> <p>State Priorities: 4, 7, 8 Metrics: 1B, 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5D, 5E, 7A, 8A</p> | | | <p>also provides improved reports for teachers over the previous program we used in SUSD and allows teachers to see the browsing history for students on their Chromebooks. This contract also includes 2 days of on site professional development for our teachers and staff.</p> <p>Syscloud provides an unlimited back-up solution for all Google Workspace accounts for staff and students. Syscloud also provides alerts in the cases of self-harm, life threats, cyberbullying, child abuse, etc., while also monitoring the inappropriate sharing of confidential data like student ID numbers, IEPs, social security numbers and credit cards. The tool is used primarily by the Instructional Technology team to protect confidential data and to help keep our students safe while online. The quote also includes a back up of Google Classroom which is the most common learning management system used in SUSD.</p> | <p>student confidential data, resulting in the Instructional Technology teams the ability to initiate appropriate responses to help keep students safe while online.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 2

Goal Description

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).

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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. (Data Source: SARC) | 87.87% (2020-2021) | 89% (2021-2022) SARC data not published; local calculation provided using SARC definitions. | 88% (2022-2023) SARC data not published; local calculation provided. | N/A- Not available at this time | 100% |
| (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) | 58.4% (2022-2023) | N/A- Not available at this time | 100% |
| (6A) Suspension rates - the percentage of students who are suspended at least once during the academic year. (Data Source: Dataquest or CA School Dashboard) | 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% | 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% | ALL: 4.8 FY: 17.1% EL: 3.7% SED: 5.1% SWD: 7.70% AA: 10.6 AI: 10.5% AS: 2.0% FI: 1.70% | ALL: 6% FY: 12.6% EL: 4.1% SED: 6.4% SWD: 8.1% AA: 13.1% AI: 10.8% AS: 2.9% FI: 2.6% | ALL: 4% FY: 7% EL: 2% SED: 3% SWD: 5% AA: 7% AI: 4% AS: 1% FI: 0.5% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|--|--|---|
| | HI: 5.20% HOM: 13% MR: 7.30% PI: 5.20% WH: 6.10% (2019-2020 - DataQuest) | HI: 0.0% HOM: 0.1% MR: 0.0% PI: 0.0% WH: 0.0% (2020-2021 - DataQuest) Due to COVID-19 pandemic, data is not reliable. | HI: 4.3% HOM: 9.3% MR: 6.5% PI: 3.7% WH: 6.0 (2021-2022 – Dashboard) | HI: 5.3% HOM: 13.8% MR: 8.7% PI: 2.5% WH: 8.0% (2022-2023-Dashboard) | HI: 3% HOM: 7% MR: 4% PI: 3% WH: 3% |
| (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% (0) FY: * EL: * SED: * SWD: * AA: 0.0 (0) AI: 0.0% (0) AS: 0.0% (0) FI: 0.0% (0) HI: 0.0% (0) HOM: * MR: 0.0% (0) PI: 0.0% (0) WH: 0.0% (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% (19) FY: 0.00% (0) EL: 0.00% (2) SED: 0.10% (18) SWD: 0.0% (1) AA: 0.10% (4) AI: 0.30% (1) AS: 0.00% (1) FI: 0.00% (0) HI: 0.00% (12) HOM: 0.20% (*) MR: 0.10% (1) PI: 0.00% (0) WH: 0.00% (0) (2021-2022) | ALL: 0.1% (21) FY: 0.0% (0) EL: 0.1% (6) SED: 0.1% (17) SWD: 0.1% (3) AA: 0.1% (3) AI: 0.0% (0) AS: 0.1% (2) FI: 0% (0.0) HI: 0.1% (14) HOM: 0.3% (5) MR: 0.1% (1) PI: 0.0% (0) WH: 0.1% (1) (2022-2023) | 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 & Teachers, PLUS Survey - Students) | Students: 82.67% Parents: 60% Teachers (Staff): 58% (2020-2021) | 2020-2021 is most recent administration | Students: 46% Middle School 56% High School Parents: 39% Teachers (Staff): 32% (2022-2023) | N/A- Not available at this time | Students: 87% Parents: 65% Teachers (Staff): 63% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|---|---|---------------------------------|--|
| (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: 73% Gr 4-5 57% Gr 6-8 61% Gr 9-12 Source Plus Climate Parents: 40% Teachers (Staff): 32% Source CalSCHLS (2022-2023) | N/A- Not available at this time | Students: 85% Parents: 39% Teachers (Staff): 54% |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 2.1 | Additional and Supplemental: Educational Equity, Diversity, and Inclusion These additional services are 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. | Yes | Partially Implemented | Recruitment of a Director of Equity was underway. Ethnic Studies committee developed additional Ethnic Studies courses for submission to the Curriculum department for approval. Additional Ethnic Studies courses have been approved by the Board of Education to be included in course offerings at multiple high schools. Instructional materials for these new courses were purchased. Six (6) LGBTQ+ Workshops/professional development opportunities were | The Director of Equity is not in place; therefore, effectiveness is unable to be determined during this reporting period. Ensuring equity for our students of all ethnicity is critical to the improvement and quality of education and experience for our Improved relationships, safety, and inclusion | \$1,351,394.00 | \$35,237.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | <p>Educational Equity Director & Office Asst (\$13K Supplies): To increase or improves services and supports through the guidance to site leaders to increase student connectedness that will improve student achievement; close achievement gaps among student subgroups; remove barriers; and create equitable educational opportunities for students through the leadership.</p> <p>Ethnic Studies: To lead and facilitate the increased and improved access to Ethnic Studies learning experiences while engaging with students, staff, families, and the community in developing a comprehensive Ethnic Studies program and curriculum.</p> <p>LGBTQ+ Equity and Inclusion Workshops and Training: Provide training, workshops, and resources in support of increasing and improving equity and inclusion for all LGBTQ+ students.</p> <p>Native American Outreach and Support: Native American and Indigenous Center provides cultural, academic, social-emotional, career and college, community, family, and many other forms of direct services and support to the Native American and Indigenous students and families within the district, leading to increased or improved services.</p> <p>"Sub Actions" from the 2021-2022 LCAP:</p> | | | <p>provided to teachers and staff.</p> <p>Allocations utilized to provide academic, social, and cultural supports for Native American students to increase graduation rates, student achievement, and attendance. Current staffing: One Coordinator and one Cultural Assistant.</p> | <p>between staff and students. Pride Clubs is an evidence based strategy shown to be effective at improving school safety.</p> <p>Effectiveness will be measured throughout the year although we will review end-of-the-year data with a culminating approach using local indicators to measure if the actions were truly effective.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|---|----------------------|-----------------------|
| | <p>* 208 - Educational Equity Director & Office Asst (\$13K Supplies) (ELE 2.9/2.8) - \$536,242.00</p> <p>* 223 - Ethnic Studies (ELE 10.4/2.23) - REINSTATED - \$183,000.00</p> <p>* 226 - LGBTQ+ Equity and Inclusion Workshops and Training (ELE 10.4/2.26) - \$209,800.00</p> <p>* 318 - Native American Outreach and Support (MP 7.6/3.18) - \$422,352.00</p> <p>State Priorities: 1, 6 Metrics: 1A, 6A, 6B, 6C Metrics: 6A, 6B, 6C</p> | | | | | | |
| 2.2 | <p>Additional and Supplemental: Multi-Tiered System of Supports</p> <p>These additional services are based on identified needs 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</p> | Yes | Partially Implemented | Facilitated and expanded PBIS practices district wide; supported school sites applying for California State recognition; conducted PBIS district monthly meetings; participated in PBIS leadership conference(s); collaborated with administrators, certificated, and classified staff to identify students in need of behavior support services and assists to develop, implement, and monitor incentives aimed to improve attendance, behavior, academic achievement, school | Three (3) fold increase in California PBIS state recognition in relation to the previous school year. There has been a 13% decrease in chronic absenteeism, a decrease of 372.1 days in total days of suspension, and a decrease of 69 students in the unduplicated count of students | \$4,385,793.00 | \$1,390,542.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>attainment of graduating college and career ready.</p> <p>Positive Behavior Interventions and Support (PBIS): PBIS chair to oversee and lead the district wide implementation of PBIS services and support.</p> <p>Student Assistance Program support (SAP): Student Assistance Program support chair and resources to lead and facilitate district wide Multi-Tiered System of Supports implementation and increased or improved services to address the academic and social-emotional needs.</p> <p>Behavior Intervention Team Services: Behavior Intervention Team leadership and services that provide increased or improved direct services and staffing support to classrooms and schools across the district focused on addressing the behavioral and mental health needs of students and creating systems and implementing strategies in support of student groups accessing their learning while developing behavioral age appropriate strategies to regulate their well-being and behavior while in the classroom and at school.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 204 - Positive Behavior Interventions and Support (PBIS) (ELE 2.3/2.4) - \$718,163.00</p> | | | <p>connectedness, and social emotional wellness; facilitated monthly CHAMPS trainings (classroom management); conducted building positive relationship training for certificated, classified, and administrators; attended PAC and sub-PACs; a member of board subcommittee Safety and Student Conduct; participated in extended cabinet; implemented school site PBIS Leads providing training and support in: reviewing data, implementation of school wide incentives and expectations, providing meaningful experiences for students, monitoring California PBIS recognition, monitoring the Tiered Fidelity Inventory (TFI), and conducted school site common area observations with a follow-up plan of data and action.</p> <p>This project provided funding for schools to hire substitute teachers to support Student Assistance Program interventions of CARE team and SST teams as</p> | <p>suspended. Monthly CHAMPS training attendance by school site staff has shown an increase of 40% compared to the previous school year. Each of the 54 school sites have supportive PBIS leads that support their administrators with PBIS implementation.</p> <p>" 205 - Classroom teachers are able to participate in school and parent meetings for planning interventions for students during the school day. "206 - Referrals for all types of Behavior Support Services this school year (July through December): Total Referrals: 48</p> | | |

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| | <p>* 205 - Student Assistance Program support (SAP) (ELE 2.6/2.5) - \$461,825.00</p> <p>* 206 - Behavior Intervention Team Services (ELE 2.7/2/6) - \$3,205,805.00</p> <p>State Priorities: 6 Metrics: 6B, 6C</p> | | | <p>well as other PBIS/MTSS activities.</p> <p>The BIT team continues to provide various supports and interventions to all students, including students in Special Education, within the Multi-Tiered System of Support (MTSS) district-wide. The BIT service is a data-driven service delivery model and data collection is an integral part of the behavior intervention plan development, implementation, and progress monitoring. The Behavior Support Specialists on the BIT team have continued to provide consultation and support at the Tier 1 and Tier 2 level by serving as “point persons”/points of contact for each school site. This allows for improved access and more immediate consultation and early intervention and support, before requiring intensive intervention at Tier 3. The referral process for Tier 3 Intensive Intervention services was modified with stakeholder input. Stakeholder input revealed barriers to successful</p> | <p>Intensive Intervention Cases: 6 Functional Behavior Assessments: 8 Behavior Intervention Services Cases: 34 Direct Service and Program Assistance Hours: 1800 Consultation, Data Collection, and Observation Hours: 580 On-Call Mental Health Clinician phone calls: 15 "</p> | | |

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| | | | | <p>implementation of behavioral intervention due to challenges that were not solely related to student mental health and behavior. The stakeholder group identified the need for a multidisciplinary team to support site teams. The Intensive Intervention Consultation Committee (IICC) reviews site team behavioral concerns to make recommendations regarding various intervention, services, and supports. From the roll out of this process in October 2023, through December 31, 2023 the IICC has received 6 referrals. The Mental Health Clinicians (MHC) on the BIT team continue to train, implement, support and monitor the MHCs role within the Protocol for Responding to a Mental Health Crisis district-wide. To expand on the "On Call" Mental Health Clinician role that was established in prior years, the role is now assigned through all SUSD Mental Health Clinicians and offers immediate consultation and response if the site-assigned MHC is unavailable. In addition, the MHCs continue to</p> | | | |

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| | | | | train, consult and support site administrators, teachers, mental health professionals, and campus safety teams in the Threat Inquiry (TH-INQ) Protocol district-wide, involving threats of violence. This includes providing “Table Talk opportunities for site teams to review the protocol and have guided discussions regarding the implementation and documentation within the TH-INQ procedure. The Board Certified Behavior Analysts (BCBAs) are continuing to provide consultation, assessment and behavior planning, and Behavior Intervention Services (BIS) on IEP’s to specialized programs serving students with special needs in the areas of social-emotional, behavioral, mild/moderate and moderate/severe disabilities. | | | |
| 2.3 | Development of High-Quality Teachers, Substitutes, Administrators, and Staff 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 | No | Partially Implemented | Instructional Coaches provide critical site support to both new and veteran teachers. Instructional Coaches engage with teachers in the coaching improvement cycle, provide site-based | Increased student achievement, decreased truancy and decreased discipline incidents when educators are | \$5,479,346.00 | \$1,682,672.00 |

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| | <p>systemic structures and practices to support student achievement.</p> <p>New Teacher Training: New teacher training, professional development, and ongoing learning support.</p> <p>Instructional Coaches: Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 203 - New Teacher Training (ELE 2.2/2.3) - \$0.00 * 115 - Instructional Coaches (SA 8.1/1.15) - \$5,479,346.00</p> <p>State Priorities: 1, 6 Metrics: 1A, 6C</p> | | | <p>professional development, facilitate PLC meetings, engage in the data cycle, lesson plan, provide classroom management support and much more. Having this resource on site and readily accessible is invaluable. We have instructional coaches assigned to 25 school sites in the district, roughly half the school sites.</p> | <p>trained with evidence based instructional strategies, classroom management, and social-emotional response tools.</p> | | |
| 2.4 | <p>Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff</p> <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</p> | Yes | Partially Implemented | <p>Support for new/beginning teachers holding a STSP/PIP/Intern or Preliminary teaching credential was provided both centrally by the district and at the site for new teachers. Every new/beginning teacher is assigned a Site Support Teacher or Induction Mentor depending on</p> | <p>New/beginning teacher support is critical to attracting and retaining teachers in SUSD.</p> <p>Increased student achievement, decreased truancy and</p> | \$5,644,101.00 | \$788,462.00 |

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| | <p>teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>New Teacher Training: New teacher training, professional development, and ongoing learning support.</p> <p>Instructional Coaches: Instructional coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum.</p> <p>New Teacher Support: Staff to support new teachers and implementation and organization of resources and services provided to new teachers.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 113 - New Teacher Support (SA 7.9/1.13) - \$1,612,971.00 * 115 - Instructional Coaches (SA 8.1/1.15) - \$3,717,239.00 * 116 - New Teacher Support (SA 8.3/1.16) - \$313,891.00</p> <p>State Priorities: 1, 6 Metrics: 1A, 6C</p> | | | <p>their credential type, until they earn a CA clear credential. The assigned support teacher or induction mentor provides them with weekly "just-in time" support and guidance on completing credential requirements. District level ongoing professional learning opportunities and collaborative co-planning is also provided by new teacher support and curriculum staff to address then needs of these new/beginning teacher in designated district PD days and through bi-monthly support sessions.</p> <p>Instructional Coaches provide critical site support to both new and veteran teachers. Instructional Coaches engage with teachers in the coaching improvement cycle, provide site-based professional development, facilitate PLC meetings, engage in the data cycle, lesson plan, provide classroom management support and much more. Having this resource on site and readily accessible is invaluable. We have</p> | <p>decreased discipline incidents when educators are trained with evidence based instructional strategies, classroom management, and social-emotional response tools.</p> <p>Increase teacher retention in SUSD. Support new/beginning teachers with credential requirements.</p> | | |

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| | | | | <p>instructional coaches assigned to 25 school sites in the district, roughly half the school sites.</p> <p>The project funds staff to support the job-embedded professional development and individualized support to new/beginning teachers to increase outcomes for all students served by these teachers.</p> | | | |
| 2.5 | <p>Transitional Student & Family Support Social Services For Families In Transition: Social service case managers, social worker assist, and resources to provide increased or improved direct services for families in transition, unaccompanied youth, unsheltered and homeless youth.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 216 - Social Services For Families In Transition (ELE 7.3/2.16) - \$655,781.00</p> <p>State Priorities: 6 Metrics: 6A, 6B, 6C</p> | No | Partially Implemented | Following enrollment and a student is identified and enrolled a foster youth case manager talks with the student and family and offers supplies and services. Case Manager assists with transcripts and records from old school. | Students are able to attend school with minimal disruption. | \$655,781.00 | \$261,345.00 |
| 2.6 | Additional and Supplemental: Transitional Student & Family Support | Yes | Partially Implemented | Students are provided ongoing educational support and resources. | Students are able to attend school with | \$2,978,899.00 | \$1,308,719.00 |

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| | <p>Social Services For Foster Youth Students: Social services case managers, community assists, and resources to provide increased or improved direct services to unduplicated pupils who are in foster care.</p> <p>Central Enrollment Direct Services To Families: Central enrollment direct services to families and support focused on increasing and improving access to foster youth integrated into the enrollment experience. Staff and resources are provided focused on providing increase or improved enrollment experience for students and families that focus on connecting students and families with the school that best fits the academic and social-emotional needs of the student or students being enrolled.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 215 - Social Services For Foster Youth Students (ELE 7.2/2.15) - \$1,345,794.00 * 317 - Central Enrollment Direct Services To Families (MP 7.5/3.17) - \$1,633,105.00</p> <p>State Priorities: 6 Metrics: 6A, 6B, 6C</p> | | | <p>Educational Support and Resources are: Backpacks, school supplies, clothes, shoes, hygiene, laundry support, transportation (SUSD, RTD & EverDriven), food support, after-school referrals, chrome books, wifi hotspots, housing referrals, gas cards, food cards, laundry cards, Extracurricular activities, sports, and specialty high schools needs.</p> <p>Students and families are provided notification and immediate services to ensure students can attend school.</p> | minimal disruption. | | |
| 2.7 | Additional and Supplemental: Building Strong Schools & Healthy Communities | Yes | Partially Implemented | Health Care Assistants and Licensed Vocational Nurses provided medical | Medical team provided 5,439 procedures to | \$22,548,564.00 | \$10,042,329.00 |

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| | <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 district-wide focused on increasing and improving the learning experience.</p> <p>District Departmental Budgets Focused On Increased Student Achievement: Departmental budget allocations to the Child Welfare and Attendance Office will focus on supporting unduplicated student group needs Services, resources, and/or staff funded by LCFF budget allocations are intended to be principally directed towards, and effective in, meeting the academic achievement and social-emotional development needs of foster youth, English learners, and low-income students. Examples include Child Welfare and Attendance counselors extended outreach and coordination of social-emotional supports for students.</p> <p>Subacute Healthcare Services Response & Management: To provide increased or improved services through direct health services provided to students and families across the district by licensed vocational nurses and</p> | | | <p>procedures for students in the school setting. These procedures included g-tube feedings, tracheotomy care, diabetic care, seizure monitoring, and toileting. Assisting students with significant medical needs keeps them in the least restrictive environment and improves school attendance. Providing services to students and families in the school setting decreases time out of school and fosters connectedness with families.</p> <p>Healthy Start Coordinators have been hired at each of the four high school wellness centers to coordinate services that support all students including foster youth, English learners, children with disabilities, disenfranchised youth, and youth from lower socioeconomic groups. Healthy Start Coordinators facilitate referrals to services that include medical, dental, tobacco cessation, support groups, and Tier 2 counseling services. Because these services are free and conveniently located on campus, access is increased and</p> | <p>95 students with disabilities and medical needs. Students that are medically fragile were able to attend school and have their medical needs met in the school setting.</p> <p>The four (4) wellness centers served 4,457 students; a testament to their success and how much they are supported by the students and staff.</p> <p>The Resource Coordinator position is effective and critical to the success of the wellness centers. Existing community agency partnerships have been maintained and new partnerships have been established to</p> | | |

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| | <p>health care assists to address the various health and well-being needs of students and families.</p> <p>Healthy Start Coordinators: Healthy Start Coordinators manage and facilitate the resources and services provided at the Wellness Centers at all of the comprehensive high schools ensuring student and family increased or improved access to health and wellness resources and direct services.</p> <p>Community Resource Liaison Program Coordinator: Community Resource Liaison Program Coordinator supports and manages the partnerships with outside agencies and the health services provided within the District and services provided within the Wellness Centers to increase and improve student and family access to health care needs and direct services.</p> <p>Wellness Centers Staffing Support: Nurses to support the Wellness Centers at the four comprehensive high schools and support the small high school's health needs and a family nurse practitioner to facilitate increased or improved services provided at the Sutter St. Clinic located in the District Central Enrollment building.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> | | | <p>health-related barriers to school success are decreased. Coordinators attend campus collaborative meetings including CARE Team, SST, and PLUS.</p> <p>A 1.0 FTE Community Resource Coordinator is overseeing operations at the 4 high school wellness centers. Existing community agency partnerships have been maintained and new partnerships have been established to provide support services that improve health, increase school connectedness, and reduce absenteeism. Examples of new partnerships during the current program year include the addition of a second tobacco/vaping cessation counselor and the implementation of an alcohol/drug cessation counselor. Requests for sports physicals have increased, and the Resource Coordinator has increased physician time in order to meet the demand.</p> <p>Four school nurses are based at the high school wellness centers through LCAP funding. The</p> | <p>provide support services that improve health, increase school connectedness, and reduce absenteeism.</p> <p>The four (4) school nurses assigned to the high school wellness centers provided individualized case management to 1,057 students. These services reduce barriers to active school participation.</p> <p>Mental Health Clinicians received 1378 referrals for consultation or assessment of students for mental health services. Of those referrals: Homeless 7%; Foster Youth 11%; Special Education 35%; Free/Reduced Lunch 8%.</p> <p>Staff is trained in trauma</p> | | |

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| | <p>Trauma-Informed Care and Responsive Schools: Trauma-informed care and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and social-emotional supports provided to students.</p> <p>School Counselors: School counselors at all school sites 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.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>School Psychologists: The increased social-emotional needs of our students are reaching new levels. Students are afraid to come to school and are students showing significant levels of anxiety while at school, acting out behaviorally, and students who are dealing with significant trauma related to losing</p> | | | <p>nurses are available to help any student seeking health support, and they provide individualized case management to youth with medical needs and youth with disabilities.</p> <p>Mental Health Clinicians (MHCs) continue to work toward increasing and improving direct services to students. MHCs regularly provide professional development to classified staff and Spanish speaking parents. Trauma & Resilience for Youth in Foster Care for staff, Psychoeducation and Coping skills for Spanish speaking parents, and Supporting LGBTQ+ psychoeducation for Spanish speaking parents have been provided. MHCs have provided a total of 3000 hours of direct service to students in general and special education. MHCs increased communication and parent/family engagement in their student's educational and mental health needs. MHCs responded to and assessed students experiencing a mental</p> | <p>awareness and trauma responsive best practices. Increased support for teachers and staff in self care and preventing compassion fatigue/vicarious trauma. Calming Centers at every school provide for safe spaces for students to learn and practice self regulation.</p> <p>Students receive intentional support from school counselors in the form of increased counselor outreach and conferences, monthly discussions about academic progress and attendance rates, additional check-ins, and increased family outreach and access to</p> | | |

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| | <p>loved ones during the pandemic and/or violence in their community. School closure prevented some of the normal teaching opportunities to build social-emotional skills. Providing psychological services and teacher consultation around these issues are some of the most important things that a school psychologist can be doing.</p> <p>"Sub Actions" from the 2021-2022 LCAP:</p> <ul style="list-style-type: none"> * 145 - District Departmental Budgets Focused On Increased Student Achievement - CWA (SA 10.2/1.20) - \$1,691,789.00 * 217 - Subacute Healthcare Services Response & Management (ELE 8.1/2.17) - \$3,016,928.00 * 218 - Healthy Start Coordinators (ELE 8.2/2.18) - \$508,239.00 * 219 - Community Resource Liaison Program Coordinator (ELE 8.3) - \$231,211.00 * 220 - Wellness Centers Staffing Support (ELE 8.6) - \$838,992.00 * 221 - Mental Health Clinicians (ELE 9.15) - \$5,547,430.00 * 222 - Trauma-Informed Care and Responsive Schools (ELE 9.16) - \$566,000.00 * 224 - School Counselors (ELE 10.1) - \$9,379,700.00 * 225 - Restorative Practices and Responsive Schools (ELE 10.3) - \$566,000.00 <p>2023-2024 Added "Sub Action":</p> <ul style="list-style-type: none"> * 227 - School Psychologists - \$202,275.00 | | | <p>health crisis on campus, provide immediate interventions, recommendations, and reduced calls to our Department of Public Safety. The newly modified crisis response model initiates the assigned site clinician, who is familiar with the site and with the student population, is the first health crisis assessment rather than initiating the on-call crisis clinician. MHCs provided trauma informed, wellness & self-care, mindfulness, LGBTQ, grief & loss, supporting students in foster care and many more Professional Development/training opportunities to students, families, & staff. Mental Health Behavioral Support Services (MHBSS) has continued to encourage the increase in trauma-informed practices and communication to expand common language and strategies for all SUSD members (students, families, & staff). MHBSS has continued to distribute the Family Wellness Kits to provide parents a free social-emotional guide</p> | <p>parent/guardian school -based workshops focused on high school graduation requirements, college admission needs, Career Technical Education pathway offerings, parent academies, and trauma -informed care support. Individual Learning Plans are developed to help ensure students have a clear path to high school graduation as well as their post-secondary goals.</p> <p>Four (4) Restorative Practices pilots schools developed plans for scaling up and identify areas where schools will need technical assistance and support. Tier 1 supports</p> | | |

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| | State Priorities: 6 Metrics: 6A, 6B, 6C | | | <p>and resources to support the development of positive relationships. MHBSS has maintained collaboration with community-based organizations. The MHBSS partnership with Dignity Health-St. Joseph's Hospital has included the implementation of a Psychiatry Residency Program to enhance the training experiences of psychiatric residents and provide benefit to SUSD programs such as TISS, Walton, and MHC Clinical Consultation.</p> <p>Purchased materials and supplies to support school Calm Centers. Purchased materials and supplies to expand the Social-Emotional Learning (SEL) curriculum to TK and suicide prevention to K-6. Provided ASIST Suicide Intervention Trainings on September 21-22.</p> <p>School Counselors provided direct support to students who need additional strategic interventions (MTSS), such as consultation, brief individual counseling and small group counseling. School</p> | <p>promoting caring relationships, safe/supportive school climate, and school connectedness. Tiers 2 and 3 supports for providing positive behavior interventions.</p> <p>Student's social-emotional and behavioral needs are being served.</p> | | |

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| | | | | <p>Counselors participated in Student Success Team meetings to assist students who need support in Tier 2 and 3 to address academic and behavioral concerns, particularly our marginalized student populations.</p> <p>Twelve (12) Restorative Practices Professional Development to teachers and staff were provided. Restorative Practices Pilot Schools were identified as - Nightingale, Rio Calaveras, Weber and Wilson. Planning with pilot schools was in progress.</p> <p>Two (2) FTE School Psychologists were funded.</p> | | | |
| 2.8 | <p>Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports These additional services are based on identified needs intended to increase and/or improve to unduplicated pupils' access 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.</p> | Yes | Partially Implemented | <p>The project has continued to fund Assistant Principal positions that were restored from previous years. The Assistant Principal positions are supplemental and were added based on a formula.</p> <p>This project has continued to provide Montezuma with an</p> | <p>Assistant Principals provide additional administrative support at the school site.</p> <p>Additional school site support is provided.</p> <p>District-wide extension of</p> | \$23,239,980.00 | \$10,442,583.00 |

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| | <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Over Formula Position School Site Support: Over formula staffing support at school sites to ensure programs and services have the staffing support needed to provide high quality educational experiences for students, staff, and families.</p> <p>Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning: Providing extended learning time for our transitional kindergarten, kindergarten, and middle school students.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 207 - Assistant Principal Restoration At TK-8th Grade School Sites (ELE 2.8) - \$13,498,740.00 * 209 - Over Formula Position School Site Support (ELE 2.14) - \$65,638.00 * 213 - Instructional Minutes Above & Beyond The State Minimum For Extended Student Learning (ELE 6.2) - \$9,675,602.00</p> | | | <p>additional staff person for school site support.</p> <p>The project continues to pay for additional teacher salary and benefits as the district's instructional minutes are more than the state's minimum.</p> | <p>instructional minutes increasing student academic support.</p> | | |

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| | State Priorities: 1, 6 Metrics: 1A, 6C | | | | | | |
| 2.9 | <p>Basic Instructional and Teacher Staffing To ensure programs and services have the staffing support necessary to implement high quality educational experiences and learning. To implement practices and processes that ensure equitable educator assignments and reduce disparities by reviewing teaching, administrator, and paraprofessional staffing to reduce the number of misassignment instances by employing and placing staff with appropriate credentials and years of experience with relation to site achievement results and needs for specialized services to effectively run the base services by the district.</p> <p>Staffing Support Resources For High Needs Specialized Positions: Budget resources and supports to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists.</p> <p>Instruction and Teacher Staffing: To employ the certificated instructional staff needed to effectively run the base services provided by the District.</p> | No | Partially Implemented | This project reported on the base salary and benefits for teaching staff. | Students receive core instruction and additional academic support. | \$200,201,643.00 | \$99,145,329.00 |

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| | <p>"Sub Actions" from the 2021-2022 LCAP: * 202 - Staffing Support Resources For High Needs Specialized Positions (ELE 2.1) - \$198,259,749.00 * 212 - Instruction and Teacher Staffing (ELE 6.1) - \$1,941,894.00</p> <p>State Priorities: 1 Metrics: 1A</p> | | | | | | |
| 2.10 | <p>Additional and Supplemental: Technology Infrastructure and Support These additional services are based on identified needs intended to increase and/or improve access to technology, connectivity, and infrastructure that supports unduplicated pupils across the district.</p> <p>Support includes increased and/or improved access and enhancements of instructional curriculum, applications, software, and other supplemental support.</p> <p>Information Services Technology Support and Resources: Information Services and Instructional Technology personnel to support and address the technology and instructional connectivity issues across the district.</p> | Yes | Partially Implemented | Network Technicians are assigned to school sites to provide technology support ensuring staff and students have access to instructional content. | Instructional technology disruption is minimal. | \$802,403.00 | \$343,289.00 |

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|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>"Sub Actions" from the 2021-2022 LCAP: * 201 - Information Services Technology Support and Resources (ELE 1.2) - \$802,403.00</p> <p>State Priorities: 1, 6 Metrics: 1A, 1C</p> | | | | | | |
| 2.11 | <p>Facility & Campus Safety Support To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits. Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems. To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety.</p> <p>Facilities in Good Repair – Maintenance Costs: To complete maintenance at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report.</p> | No | Partially Implemented | The district has identified a portion of maintenance costs for school site work orders are reflected in the plan. No report submitted. | Work orders are being completed for school site maintenance. | \$2,278,749.00 | \$635,151.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>Student and Campus Safety: To provide inclusive and equitable campus safety best practices for staff and students through infrastructure support, including a comprehensive campus safety and security system districtwide incorporating: A. New technology (Panic button capabilities worn by staff.), B. Standardized communication platforms districtwide., C. Visitor management system districtwide., D. Access control system (cloud solution includes video, access control, and video intercom.), F. Hire more CSM and CSA'S., G. Security fencing.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 211 - Facilities in Good Repair - Maintenance Costs (ELE 5.3) - \$1,671,497.00</p> <p>2023-2024 Added "Sub Action": * 229 - Student and Campus Safety - (23-24 SY) - \$607,252.00</p> <p>State Priorities: 1 Metrics: 1C</p> | | | | | | |
| 2.12 | <p>Additional and Supplemental: Facility & Campus Safety Support These additional services are based on identified needs and are intended to increase and/or improve maintenance and campus safety at</p> | Yes | Partially Implemented | The district has continued to elect to fund custodial staff as part of the Concentration 2.0 funding as these positions provide direct benefits to students. | Custodial services are provided to school sites. | \$5,118,413.00 | \$2,559,207.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | <p>school sites that includes maintaining clean and safe school environments through staffing resulting in the promotion of school connectedness for unduplicated pupils.</p> <p>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.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 228 - Custodial staff at school sites - \$5,118,413.00</p> <p>State Priorities: 1 Metrics: 1C</p> | | | Through a methodology used custodial staff were identified at school sites meeting criteria to cover salaries and benefits. | | | |

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|---|---|---|-----------------------|---|
| (3A) | Q1: Rate the LEA's progress in developing the | Q1: Rate the LEA's progress in developing the | Q1: Rate the LEA's progress in developing the | N/A- In Progress | Q1: Rate the LEA's progress in developing the |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|---|---|-----------------------|--|
| <p>Self reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 & 4</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p> | <p>capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 3</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 4</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the 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>(2020-2021)</p> | <p>capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the 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>(2021-2022)</p> | <p>capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the 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>(2022-2023)</p> | | <p>capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the 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> |
| <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</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</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</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</p> | N/A- In Progress | <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</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|--|-----------------------|---|
| 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool) | effectively engage in advisory groups and decision-making: 4 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 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 (2020-2021) | family members to effectively engage in advisory groups and decision-making: 4 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 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 (2021-2022) | family members to effectively engage in advisory groups and decision-making: 4 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 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 (2022-2023) | | family members to effectively engage in advisory groups and decision-making: 5 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 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 |
| (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 | 36 (2020-2021) | 46 (2021-2022) | 20 (2022-2023) | N/A- In Progress | 48 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|---|---|-----------------------|-----------------------------|
| (DELAC), Community 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) | 247 (2022-2023) | N/A- In Progress | 180 |
| (3A) Number of English as a Second Language courses offered to families across the district. (Data Source: Local Data of ESL courses offered and at what school sites) | 5 (2019-2020) | 5 (2021-2022) | 5 (2022-2023) | N/A- In Progress | 10 |
| (3A) Number of parent, guardian, family members registered through beamentor.org to volunteer in Stockton USD. (Data Source: beamentor.org data) | 48 Active 37 New (2020-2021) Data was incorrectly reported as 1,151 | 320 Active 227 New (2021-2022) Data was incorrectly reported as TBA * (*Data not accessible at the time of report completion.) | 3760 Active 358 New 556 New Applicants (2022-2023) | N/A- In Progress | 1,200 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---------------------------|---------------------------|---------------------------|---|-----------------------------|
| <p>(3A) Number of parent, guardian, family college and career focused events and or informational meetings offered annually.</p> <p>(Data Source: Local data, counselor department reported data, and district event calendar of events and informational meetings offered)</p> | 386 (2020-2021) | 217 (2021-2022) | 247 (2022-2023) | N/A- In Progress | 400 |
| <p>(3A) Number of parent, Guardian, Family Trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated & Integrated ELD</p> <p>(Data Source: Language Development Office and Family Education and Engagement Office reported data)</p> | 10 (2020-2021) | 33 (2021-2022) | 31 (2022-2023) | N/A- In Progress | 30 |
| <p>(5A) School attendance rate - the percentage of students attending school daily on average.</p> <p>(Data Source: Synergy)</p> | 91.73% (2020-2021) | 86.63% (2021-2022) | 89.75% (2022-2023) | <p>Elementary Schools 91.38%</p> <p>High School/Special School 88.61%</p> <p>Continuation- Jane Frederick 75.26%</p> <p>(2023-2024)</p> | 93% |
| <p>(5A) Parent, Guardian, Family training and workshops</p> | 68 (2020-2021) | 35 (2021-2022) | 27 (2022-2023) | N/A- Not available at this time | 80 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|--|---|
| held focused on mental health and healthy well-being (Data Source: Counseling and Mental & Behavioral Health department reported data) | | | | | |
| (5A) Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs (Data Source: Counseling and Mental & Behavioral Health department reported data) | 2,992 (2020-2021) | 374 (2021-2022) | 124 (2022-2023) | N/A- In Progress | 3,000 |
| (5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students. (Data Source: Data reported out by the Counseling department/Synergy) | 3,271 (2020-2021) | 1,080 (2021-2022) | 2,281 (2022-2023) | N/A- In Progress | 3,300 |
| (5B) Chronic absenteeism rates - the percentage of studentsK-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. | 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% | 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% | 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% | ALL: 38.2% FY: 44.6% EL: 34.4% SED:40.5% SWD: 45.9% AA: 49.9% AI: 46.7% AS: 25.4% FI: 20.9% HI: 38.1% | ALL: 13% FY: 16% EL: 11% SED: NA% SWD: 19% AA: 22% AI: 23% AS: 3% FI: 4% HI: 12% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|--|--|---|
| (Data Source: Dataquest) | 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. | HOM: 56.9% MR: 31.2% PI: 24.6% WH: 29% (2020-2021) | HOM: 65.80% MR: 49.90% PI: 57.70% WH: 47.80% (2021-2022) | HOM: 61.7% MR: 45.7% PI: 42.9% WH: 45.3% (2022-2023) | HOM: 37% MR: 15% PI: 12% WH: 16% |
| (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) | 1.2% (2021-2022) | N/A- Not available at this time | 0% |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|---|----------------------|-----------------------|
| 3.1 | Family and Community Communication, Empowerment, and Engagement 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. | No | Partially Implemented | Implemented multilevel ESL courses for parents at 5 district sites (King, Montezuma, Spanos, August, and Taylor) | Increased capacity to add two additional locations (from 3 to 5) at which adult ESL courses are offered. Currently 136 adult students are enrolled in | \$131,071.00 | \$220,728.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|---|----------------------|-----------------------|
| | <p>Adult Literacy and English As A Second Language Training For Families: Supported by the School For Adults, adult literacy, civics, and English As A Second Language (ESL) courses and training offered to parents, guardians, and families across the district.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 302 - Adult Literacy and English As A Second Language Training For Families (MP 1.3/3.2/302) - \$131,071.00</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p> | | | | courses provided by this project. | | |
| 3.2 | <p>Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement</p> <p>These additional services are based on identified needs 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</p> | Yes | Partially Implemented | Community School support staff (one FTE at Roosevelt and one FTE at Taylor) continue to be in place. Family engagement events have been on-going with resources to families such as grocery distribution, trainings, literacy nights, and multi-cultural activities. Staff have continued to provide support to school sites and to district parent advisory committees. Three (3) Family Engagement Specialists were recruited to support the | <p>Parents and community attended training, workshops, literacy nights, and multi-cultural activities. Parent Advisory Committees continued to meet and provide information to parents.</p> <p>Parents and community attended</p> | \$3,958,777.00 | \$843,170.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>success through access, awareness and connection between school and community.</p> <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>Family and Community Staffing Support: To provide increased or improved services through supplemental Parent liaison and resources support to address the ongoing needs of student groups and the surrounding community related to the development of family resource centers on school campuses to address student and family needs.</p> <p>Parent, Guardian, and Family Workshops, Training, and Events: Resources, workshops, training, and events that provide increased or improved direct services, engagement, and involvement of parents, guardians, and family members facilitated by the Family</p> | | | <p>department and parent advisory committees. Recruitment of a Director to support family engagement has been on-going.</p> <p>Family engagement events have been on-going with resources to families such as grocery distribution, trainings, literacy nights, and multi-cultural activities. Staff have continued to provide support to school sites and to district parent advisory committees. Three (3) Family Engagement Specialists were recruited to support the department and parent advisory committees. Recruitment of a Director to support family engagement has been on-going.</p> <p>The district's Webmaster has continued to maintain the district's website and social media accounts. Expenditure for a license agreement for Blackboard was set in place.</p> <p>Translation services are ongoing and requested throughout the year.</p> | <p>training, workshops, literacy nights, and multi-cultural activities. Parent Advisory Committees continued to meet and provide information to parents.</p> <p>District's website is active and continuously updated. District events are communicated through telephone, text message, and social media.</p> <p>Translator/Interpreter Specialist have provided more than 1000 service requests in the form of meetings, documents, outreach, and communications .</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>Engagement and Education Office leadership and parent liaisons.</p> <p>District Communication and Stakeholder Engagement: The district webmaster, Blackboard, Qualtrics, and communication outreach and engagement events supported in providing increased or improved ongoing communication, outreach, and engagement with all stakeholders.</p> <p>Translator and Interpreter Specialist Services: District translator and interpreter specialists that provide increased or improved services to ensure documents, meetings, outreach, and communication can be accessed by families and families are provided with inclusive multi-lingual services.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 214 - Family and Community Staffing Support (ELE 7.1/2.14/214) - \$1,541,687.00 * 301 - Parent, Guardian, and Family Workshops, Training, and Events (MP 1.1/3.1/301) - \$829,956.00 * 303 - District Communication and Stakeholder Engagement (MP 2.1/3.3/303) - \$846,936.00 * 304 - Translator and Interpreter Specialist Services (MP 2.2/2.4/304) - \$740,198.00</p> <p>"Sub Actions" from the 2022-2023 LCAP: * 319 - Family Resource Center Hubs - (22-23 SY/319) - RETIRED</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|---|----------------------|-----------------------|
| | State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C | | | | | | |
| 3.3 | <p>Student Attendance and Accountability 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>Universal Transportation Access For SUSD Students: Providing access to free public transportation bus passes for all students who need increased support in accessing transportation to and from school.</p> | No | Partially Implemented | The district contracted with San Joaquin Regional Transit District for transportation services for students from grade 7-12. The students are provided bus passes/access which can be used at any time. Students in the Young Adult program are included. | Students receive transportation services to promote attendance. | \$400,000.00 | \$400,000.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|---|----------------------|-----------------------|
| | <p>"Sub Actions" from the 2021-2022 LCAP: * 316 - Universal Transportation Access For SUSD Students (MP 7.4/3.16/316) - \$400,00.00</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p> | | | | | | |
| 3.4 | <p>Additional and Supplemental: Student Attendance and Accountability 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>Student Attendance Accountability & Family Outreach: Student</p> | Yes | Partially Implemented | Chronic absenteeism has improved from prior year based on outreach activities from Truancy Outreach Specialists and targeted interventions based on student attendance initiatives. | Chronic absenteeism has improved from prior year based on outreach activities from Truancy Outreach Specialists and targeted interventions based on student attendance initiatives. | \$2,376,626.00 | \$330,466.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>attendance accountability, family outreach and communication supported by office assistants at schools' sites to address the challenges and barriers families face in ensuring students have consistent daily attendance, leading to increase or improved student academic achievement.</p> <p>Truancy Intervention and Outreach: Truancy intervention and outreach staff and resources to address students who are not attending school, missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention leading to increased or improved services.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 314 - Student Attendance Accountability & Family Outreach (MP 7.1/3.14/314) - \$937,026.00 * 315 - Truancy Intervention and Outreach (MP 7.2/3.15/315) - \$1,439,600.00</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p> | | | | | | |
| 3.5 | Additional and Supplemental: Student Engagement and Leadership Opportunities | Yes | Partially Implemented | Funding has been utilized to provide access to sites to register, travel to, and compete in VEX | Through the efforts of the STEM Coordinator, the | \$2,531,702.00 | \$623,736.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>These additional services are 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> <p>Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for</p> | | | <p>Robotics (7 schools, 29 teams) and SkillsUSA (6 high school, 5 elementary sites). Currently 390 students are competing in the SkillsUSA regional events, and will be moving onto the State Conference in April and National Conference in June. This is where a majority of the funding will be expended.</p> <p>306 - There are 50 schools in SUSD with the PLUS Program and 1275+ students serving as PLUS leaders. All 1275+ students in the PLUS program participated in PLUS Forum Facilitation cross age trainings with their high schools and with the founder of the PLUS Program. In addition our youth leaders participated in Leadership Development Days that enhanced their leadership and cultural competency skills. After PLUS leaders were trained, they implemented these strategies for student engagement such as: student-led forums, student surveys, cross-age mentoring and tutoring, rewards and acknowledgement</p> | <p>schools participating has doubled in the last year and has helped to establish a framework to move forward and expand to other sites.</p> <p>There are 50 schools in SUSD with the PLUS Program and 1275+ students serving as PLUS leaders. PLUS Leaders held 87 PLUS forums where 3725 students attended focusing on student-led solutions related to bullying based on SES, culture and race, language, and living situations, among other issues faced by students at schools such as: vaping, bullying, school safety, racism, mental health, and disrespect. Our calendar of</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|---|-------------------------|--------------------------|
| | <p>students to participate in Student Clubs & Activities.</p> <p>Student Access To Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 305 - Student Clubs and Career Job-Skill Based Experiences (MP 4.1/3.5/305) - \$566,000.00 * 306 - Student Leadership & Engagement Experiences (MP 4.2/3.6/306) - \$1,571,702.00 * 307 - Student Clubs & Activities (Pentathlon) (MP 4.4/3.7/307) - \$172,000.00 * 309 - Student Access To Leadership Conferences (MP 4.8/3.9/309) - \$222,000.00</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p> | | | <p>systems, classroom presentations and lessons, regularly scheduled lunch time activities, and prevention efforts for ATOD (Alcohol, Tobacco, and other Drugs) use. PLUS Leaders held 87 PLUS forums where 3725 students attended, where students discussed student-led solutions related to bullying based on SES, culture and race, language, and living situations, among other issues faced by students at schools such as: vaping, bullying, school safety, racism, mental health, and disrespect. Our calendar of activities that addressed these activities included: Unity Day, Red Ribbon Week, Bullying Prevention Week, Suicide Prevention Month, and Character traits focused on diversity and respect. Four (4) full time teachers (1 at each of our comprehensive high schools) and a class period at 4 of our small high schools. There are two PLUS courses that are A-G approved. These positions and courses allows our high school PLUS programs to</p> | <p>activities that addressed these activities included: Unity Day, Four (4) full time teachers (1 at each of our comprehensive high schools) and a class period at 4 of our small high schools support students as PLUS Advisors.</p> <p>Through student leadership activities and conference, student advocacy/leadership skills and college and career readiness increased.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---------------------------------|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | | | | <p>provide additional support to students: conflict mediation, peer mentoring, suicide prevention, youth voice panels, comprehensive prevention campaigns, and even peer-2-peer crisis response (when appropriate). Our comprehensive high school PLUS teams and advisors have been trained in Conflict Resolution and are in the development stages of implementing a peer-2-peer conflict mediation program at each of the comprehensive sites. This not only will support the MTSS approach for supporting tier 2, but it is also best practices for building a trauma responsible and resilient school. Youth Speak panels have become a speciality of the PLUS program. Youth in the PLUS program and youth recruited by the PLUS Program (that are not in the program) are asked to speak about school issues related to school climate, safety, race, and educational outcomes. Before the school year started, PLUS students sat on the Superintendent's youth panel for SUSD</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---------------------------------|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | | | | <p>Administrators. In partnership with the Board's Student Safety sub committee, we hosted the School Climate Data Dinner Night, and we facilitated a panel on bathroom safety later in the year. With the Black Student's Thrive Committee and a local educational partner, we facilitated the Black Students Thrive Youth Speak panel. In addition, Chavez high school hosted a school-wide panel to discuss safety issues and gain student insight on how to move forward. PLUS has also sent hundreds of non-PLUS students to leadership events in our community. University of Pacific's BLOCK Conference, SJCOE's Youth Conferences, and several ASB Leadership Conferences.</p> <p>Planning efforts were underway for five (5) Black Student Union (BSU) teams to attend the Black Students of California United Conference in March 2024. Board approval was obtained for 60+ students and advisors to attend this conference. Each of these school BSU's memberships</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | | | | were paid. Stagg's ASB classes started planning to attend the CADA Leadership Conference to learn about the roles of ASB officers. The Student Services, School Counseling Department has planned a youth leadership conference for 9th-12th grade students to attend to learn leadership skills, set goals for their future, apply for FAFSA, and attend a college fair. This event will also be open to families. It will be held in the Spring of 2024. | | | |
| 3.6 | <p>Additional and Supplemental: Youth Engagement and Athletic Programs</p> <p>These additional services are based on identified needs 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>Student Athletic Programs: Resources and staff to ensure that students are provided with increased or improved access to athletic experiences and programs.</p> <p>"Sub Actions" from the 2021-2022 LCAP:</p> | Yes | Partially Implemented | Fall and Winter sports have concluded. Girls Flag Football was a popular addition to our athletic teams. | Students have access to participate in sports. | \$2,255,625.00 | \$1,275,859.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|---|-------------------------|--------------------------|
| | <p>* 307 - Student Clubs & Activities (Kennedy Games) (MP 4.4/3.7/307) - RETIRED</p> <p>* 308 - Student Athletic Programs (MP 4.5/3.8/308) - \$2,255,625.0</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p> | | | | | | |
| 3.7 | <p>Additional and Supplemental: Visual and Performing Arts (VAPA) Activities</p> <p>These additional services are based on identified needs 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>Visual and Performing Arts Activities and Resources: Visual and Performing Arts (VAPA) activities, staff, and resources to increase or improve student access to music, dance, and art experiences.</p> <p>Music Coordinator: Music coordinator oversees and manages the scheduling, resources, and educational training to provide increased or improved supports to both the VAPA and PE staff district wide.</p> <p>Arts Resource Teachers: Arts resource teachers to provide</p> | Yes | Partially Implemented | <p>With the growth in our comprehensives high school band programs, assist were secured at all 4 of these high schools.</p> <p>This project funded the Music/Arts Coordinator position with the district. In fall 2023, the job title was board approved to Administrator, Arts Education. This positioned has overseen district-wide implementation of the Arts program, the deployment of Arts resources, and initiated field trip activities for students.</p> <p>These funds are used to provide salaries and benefits for seven (7) Arts Resource Teachers consisting of three (3) in Visual Arts, three (3) in Dance, and one (1) in Theatre.</p> | <p>These assist have helped the band programs expand at all four of our comprehensive high schools. All four SUSD high schools had bands participate in the Lincoln Band Review of Champions.</p> <p>Arts program is expanded and modernized to increase access and experiences for students.</p> <p>The integration of the Arts classes into the school schedule increases access to students to</p> | \$6,719,221.00 | \$2,770,884.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>increased or improved art lessons and learning experiences to students in the elementary and middle school grades.</p> <p>TK-8th Grade Music Teachers: Music teachers to provide increased or improved music lessons and experiences to TK-8th grade students across the district.</p> <p>"Sub Actions" from the 2021-2022 LCAP: * 310 - Visual and Performing Arts Activities and Resources (MP 6.1/3.10/310) - \$1,127,012.00 * 311 - Music Coordinator (MP 6.2/3.11/311) - \$238,622.00 * 312 - Arts Resource Teachers (MP 6.3/3.12/312) - \$1,822,491.00 * 313 - TK-8th Grade Music Teachers (MP 6.4/3.13/313) - \$3,531,096.00</p> <p>State Priorities: 3, 5 Metrics: 3A, 5A, 5B, 5C</p> | | | All but two of the Elementary Music Teacher positions were filled. | <p>receive Arts instruction.</p> <p>Students have access to music classes.</p> | | |

Goal 4

Goal Description

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 of ELA and Math, chronic absenteeism, and graduation rates among Students with Disabilities.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | 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) | N/A – Due to COVID 19 pandemic, local ELA assessments were administered for 3rd- 8th grade in place of CAASPP (2019-2020) Data was reported incorrectly as 7.68% | 39.43% All 6.45% Students with Disabilities (2020-2021) Data was reported incorrectly as: N/A - Due to COVID- 19 pandemic, local ELA assessments were administered for 3rd-8th grade in place of CAASPP. | 26.04% All 6.49% Students with Disabilities (2021-2022) | 27.08% All 6.80% Students with Disabilities (2022-2023) | 40.00% All 15.00% Students with Disabilities |
| (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP) | N/A - Due to COVID- 19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP. (2019-2020) Data was reported incorrectly as 6.23% | 17.68% All 1.90% Students with Disabilities (2020-2021) Data was reported incorrectly as: N/A - Due to COVID- 19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP. (2020-2021) | 14.51% All 4.97% Students with Disabilities (2021-2022) | 16.38% All 6.26% Students with Disabilities (2022-2023) | 25.00% All 12.00% Students with Disabilities |
| (4A) Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data) | 31% - All 12.83% - Student with Disabilities (Winter 2020) | 22.80% - All 7.31% - Student with Disabilities (Winter 2021) | 25.80% - All 9.50% - Student with Disabilities (Winter 2022) | 24.0% - All 9.00% - Student with Disabilities (Winter 2023) | 40% - All 20% Students with Disabilities |
| (4A) Percent of 3rd-8th grade students scoring at grade | 18% - All 10.99% Students with Disabilities | 16.33% - All 5.58% Students with Disabilities | 17.6% - All 6.8% Students with Disabilities | 17.0% - All 7.0% Students with Disabilities | 30% - All 25% Students with Disabilities |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|---|---|---|
| level on the Winter Math iReady assessment. (Data Source: iReady Data) | (Winter 2020) | (Winter 2021) | (Winter 2022) | (Winter 2023) | |
| (4B) Percentage of students who meet CSU/UC a-g college entrance requirements (Data Source: Dataquest) | 33.5% All 8.5% Students with Disabilities (2019-2020) | 28.4% All 13.5% Students with Disabilities (2020-2021) | 25.0% All 10.8% Students with Disabilities (2021-2022) | 25.4% All 6.9% Students with Disabilities (2022-2023) | 38% All 13% Students with Disabilities |
| (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) | 14.0% All 2.33% Students with Disabilities (2019-2020) | 5.50% All 2.20% Students with Disabilities (2020-2021) | 10.7% All 7.0% Students with Disabilities (2021-2022 - Dashboard) | N/A- In Progress | 25% All 10% Student with Disabilities |
| (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). (Data Source: CALPADS UC/CSU; Synergy CTE) | 13.6% All 1.55% Student with Disabilities (2019-2020) | 2.10% All 0.30% Student with Disabilities (2020-2021) | 10.7% All 7.0% Student with Disabilities (2021-2022 -Dashboard) | N/A- In Progress | 35% All 7% Students with Disabilities |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|--|--|--|
| (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 (Data Source: CAASPP) | All ELA: 46.35% Math: 23.62% Students with Disabilities ELA: 7.44% Math: 1.96% (2020-2021) | New measure. | All ELA: 36.56% Math: 8.29% Students with Disabilities ELA: 3.91% Math: .51% (2021-2022) | All ELA: 36.17% Math: 8.42% Students with Disabilities ELA:5.60% Math: 1.90% (2022-2023) | All ELA: 43% Math: 19% Students with Disabilities ELA: 10% Math: 7% |
| (5A) Percentage of students with disabilities attending school daily on average (school attendance rate) (Data Source: Synergy) | 64.52% (2022-2023) | New measure. | 64.52% (2022-2023) | N/A- In Progress | 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) | 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. (2019-2020) | 24.8% All 28.5% - Students with Disabilities (2020-2021) | 43.2% - All 52.2% - Students with Disabilities (2021-2022) | 38.2% - All 45.9% - Students with Disabilities (2022-2023) | 13% - All 19% - Students with Disabilities |
| (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) | 76.6% - All 43.70% - Students with Disabilities (2019-2020 – DataQuest) | 77.0% - All 55.2% - Students with Disabilities (2020-2021 – DataQuest) | 83.1% - All 66.7% - Students with Disabilities (2021-2022 - Dashboard) | 81.9% - All 64.3% - Students with Disabilities (2022-2023 - DataQuest) | ALL: 86% SWD: 70% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|--|--|--|--|
| (6A) Percentage of students with disabilities who are suspended at least once during the academic year. (Data Source: Dataquest) | ALL: 5.5% SWD: 8.6% (2019-2020) | ALL: 0% SWD: 0.1% (2020-2021) Due to COVID-19 pandemic, data is not reliable. | ALL: 4.8% SWD: 7.7% (2021-2022) | ALL: 6.2% SWD: 8.3% (2022-2023) | ALL: 4% SWD: 5% |
| (6B) Percentage of students with disabilities who are expelled from the district during the academic year. (Data Source: Dataquest) | ALL: 0.08% SWD: 0.06% (2019-2020) | ALL: 0.0% SWD: * *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. (2020-2021) | ALL: 0.10% SWD: 0.00% (2021-2022) | ALL: 0.10% SWD: 0.10% (2022-2023) | ALL: less than 1% (10) SWD: 0% (0) |
| (7A) Percentage of high school students with disabilities who have access to a broad course of study as deemed appropriate through meetings with counseling staff to review course completion status and college/career opportunities and update the student academic four-year plan. (Data Source: SUSD Course and Master Schedules) | ALL: 100% SWD: 100% (2021-2022) | New measure. | ALL: 100% SWD: 100% (2021-2022) | ALL: 100% SWD: 100% (2022-2023) | ALL: 100% SWD: 100% |
| (Local 1) Percentage of staff (teachers, counselors, administrators and | Teachers: 100% Counselors: 100% Administrators: 100% | Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A | Teachers: 100% Counselors: 100% Administrators: 100% | Teachers: 100% Counselors: 100% Administrators: 100% | Teachers: 100% Counselors: 100% Administrators: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|---|---|---|--|
| classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports) | Classified: 100% (2022-2023) | New measure. | Classified: 100% (2022-2023) | Classified: 100% (2023-2024) | Classified: 100% |
| (Local 2) Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in Special Education to enable Students with Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports) | Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0% (2022-2023) | Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A New measure. | Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0% (2022-2023) | Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0% (2023-2024) | Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100% |
| (Local 3) The number of parent referrals held in a timely manner as measured by the date district received parent written consent on the district's offered assessment plan. (Data Source: Special Education Information System (SEIS)) | SWD: 91% (2022-2023) | SWD: N/A New measure. | SWD: 91% (2022-2023) | SWD: 83.33% | SWD: 95% |
| (Local 4) State Performance Indicators: a. Rate of SWD inside the regular classroom 80% or more in an instructional day b. Rate of SWD inside the regular classroom less | a. 50.70% b. 28.28% c. 3.93% (2022-2023) | a. N/A b. N/A c. N/A New measure. | a. 50.70% b. 28.28% c. 3.93% (2022-2023) | A. 50.74% B. 28.52% C. 7.0% (2023-2024) | a. 55% b. 33% c. 8% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|----------|----------------|----------------|-----------------------|-----------------------------|
| <p>than 40% in an instructional day</p> <p>c. Rate of SWD receiving instruction in a Separate Setting</p> <p>(Data Source: Data Tools Dashboard: Improvement Data Center)</p> | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|---|----------------------|-----------------------|
| 4.1 | <p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap</p> <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.</p> <p>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</p> | No | Partially Implemented | District collaboration to development the MTSS Synergy Module to monitor interventions prior to referral. | Inter department collaboration defining MTSS Synergy Module components. | \$23,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>the Universal Design for Learning (UDL) framework.</p> <p>Incorporate the use of the newly implemented MTSS Module in the district's Student Information System platform that allows users to identify at risk students, monitor student progress, provide positive behavioral intervention and support, document student incidents, assign classroom behavior points and it helps district administrators understand in real time what is working and what is not in terms of students who are at risk. The Synergy MTSS module helps to identify if there are gaps in the curriculum and helps identify if additional specialists or professional development assistance is needed.</p> <p>Analysis of instructional settings and system practices will be conducted to identify barriers and resolutions to ensure students have access to academic resources and supports through intentional collaboration of planning time between general education and special education collaborators, resulting in students with disabilities having the same challenging opportunities to learn the curriculum alongside students without disabilities via identified tiered supports.</p> <p>Increase coaching models and experiences via a Curriculum Specialist to bridge the supports and resources from special</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>education and general education. This will provide school site staff (instructional – certificated and classified), district program and department staff, educational partners, and students with a foundational and common understanding of a student’s right to a least restrictive environment, resulting in inclusive instructional practices within the general education setting.</p> <p>The district will conduct an analysis of systems, practices, protocols, and compliance requirements to identify barriers that negatively impact instructional staff from adhering to balancing compliance and instructional requirements.</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> <p>State Priorities: 1, 2, 4,7, 8 Metrics: Local</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | | | | | | | |
| 4.2 | <p>Maximize course access and alternate diploma pathways 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>Identify and implement steps to development of plan beginning in the 8th grade that allow for students and parents to be adequately informed of graduation milestones as the student promotes/transitions from grade levels and life levels.</p> | No | Partially Implemented | Expanding and collaborating with 8th grade SAI teachers regarding transition to high school in an effort to minimize failing grades during the 9th grade year as well as inform the teachers and students of the expectations for high school. | Transition connections between K-8 and high school were completed and verified through student grades. | \$26,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>Identify and recognize student accomplishments through recognition ceremonies.</p> <p>State Priorities: 4, 5, 7 Metrics: 4A, 4B, 4C, 4D, 4H, 5E, 7A</p> | | | | | | |
| 4.3 | <p>Accelerate Learning for all SPED students 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).</p> <p>Coordinate and develop systems and protocols that support quarterly data team reviews at the department and school site levels to drive sustainability.</p> <p>Facilitate practices that promote collaboration between 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.</p> <p>Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure</p> | No | Partially Implemented | Incoming 8th graders i-Ready scores are disseminated and reviewed by high school department chairs, high school special education program specialists and inclusion specialists to collaborate around schedules for the incoming students. | Student education plans are communicated to incoming students, parents, and service providers. | \$24,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| | <p>inclusion and access of student applicable supports.</p> <p>State Priorities: 4, 5, 7 Metrics: 4A, 4B, 4C, 4D, 4H, 5E, 7A, Local</p> | | | | | | |
| 4.4 | <p>Culturally Responsive Professional Development Provide meaningful professional development for teachers, paraprofessionals, administrators, and school teams that focus on skill set building and implementing high quality culturally responsive units of instruction, restorative practices, trauma-informed practices, redirection techniques, anti-aggression techniques, and culturally responsive curriculum.</p> <p>Meaningful professional development maybe provided by district staff or outsourced to vendor(s) deemed expert qualified on the subject matter.</p> <p>State Priorities: 4, 5, 7 Metrics: 4A, 4B, 4C, 4D, 4H, 5E, 7A, Local</p> | No | Partially Implemented | Training provided to teachers, paraprofessionals, staff, and parents focused on functional communication to reduce aggression, increase redirection techniques, and reduce traumatic experiences in the classroom setting. | Increased connections between teachers, paraprofessionals, staff, parents, and students. | \$50,000.00 | \$0.00 |
| 4.5 | <p>Meaningful Student Experiences and Opportunities</p> | No | Partially Implemented | Vocational Life Skills Challenges provides hands on/vocational | Partnerships are maintained supporting | \$50,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>Build integrated systems and protocols that leads to meaningful student enrichment experiences through college visits, guest speakers (on student led identified topics), hands-on experiential learning opportunities (field trips), life skills coaching and alternative learning approaches, and other enrichment activities that extends students with access and opportunities for develop leadership, promotes student attendance/engagement, and enhances student's academic achievement.</p> <p>State Priorities: 4 Metrics: 4A, 4B, 4C, 4D, 4H, Local</p> | | | <p>experiences in collaboration with other agencies like Valley Mountain Regional Center (VMRC), Department of Rehabilitation (DOR), and surrounding districts.</p> | <p>vocational connections between the district and agency.</p> | | |
| 4.6 | <p>Recruit, Hire, and Retain Student Support Personnel Through the support and leadership of Human Resources, continue efforts to hire, recruit, and retain diverse staffing that is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's population and student's needs.</p> <p>Foster partnerships to enhance recruitment efforts for special education and specialized positions.</p> <p>Develop training modules for new hires to learn specialized skills sets</p> | No | Partially Implemented | <p>Attending hiring fairs, promoting at local colleges/universities, community outreach for all certificated and classified positions within the district.</p> | <p>Specialized position vacancies are reduced.</p> | \$35,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|---|----------------------|-----------------------|
| | supporting students with disabilities differentiated based on supporting positions. | | | | | | |
| 4.7 | <p>Parent and Family Supports and Resources The district will conduct assessment of existing special education parent/family outreach practices, protocols, and structures to determine gaps and solutions, including funding availability, staffing capacity, and potential duplication and/or consolidation of services.</p> <p>Focus on improving existing outreach and communication bridging involvement and engagement opportunities between parent, students, and district staff.</p> <p>Practices, protocols, and structures to ensure staff are knowledgeable in special education, alternative learning environments, and prompting outreach including trainings/workshops on topics such as special education laws, testing/assessments, parent rights, etc.</p> <p>State Priorities: 5 Metrics: 5A, 5B, 5E, Local</p> | No | Partially Implemented | Establishing practices/systems that is increasing communication with all stakeholders to inform on special education laws, and best practices for all students. | Practices/systems established are communicated to educational partners. | \$75,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| 4.8 | <p>Enhancing School Engagement and Attendance for Students With Disabilities</p> <p>The district will identify a team of educational professionals (general education and special education) and educational partners to develop an attendance and student engagement plan focusing on students with disabilities.</p> <p>The attendance component of the plan will include the contributing factors to absenteeism including pre- and post-pandemic adverse childhood experiences and adverse community environments. Initially, the analysis of data at deeper levels by reviewing student absences at the disability category level as well as by the settings in which students with disabilities are being served. The plan will also include the identification of wellness-centered, trauma-sensitive approaches to attendance and the subsequent removal and/or reduction of the identified barriers and improve school attendance for students with disabilities.</p> <p>The plan that will include three tiers of interventions focusing on practices and protocol strategies; early detection/triggers; and virtual and/or instructional barriers focusing on identified factors contributing to absenteeism.</p> <p>The engagement component will include an analysis of student engagement in the three</p> | No | Partially Implemented | Multi-department collaboration that has fostered increased communication among SPED department and CWA department to foster relationships with students, families and support personnel. | Common understanding of practices/systems are communicated across departments. | \$50,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>categories: 1) emotional engagement, 2) behavioral, and 3) cognitive engagement.</p> <p>The plan will include school site and district level analysis of the correlation of barriers to access and participation of academic programs, feasibility and fiscal impact for additional staffing and areas.</p> <p>State Priorities: 4, 5, 7 Metrics: 4A, 4B, 4C, 4D, 4H, 5A, 5B, 5E, 7A, Local</p> | | | | | | |

Goal 5

Goal Description

Provide differentiated systems of support with key actions and investments that will remove instructional and institutional barriers African American/Black student group consistently encounter resulting in persistent academic performance (ELA and Math), chronic absenteeism, and suspensions.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|--|--|--|
| (4A) Percentage of all students and African American (AA) students who meet or exceed standard for grades 3-8 and 11 in ELA and Math. (Data Source: CAASPP) | 3rd grade - ELA: ALL - 21.59% AA - 14.68% | 3rd grade - ELA: ALL – N/A AA - N/A | 3rd grade - ELA: ALL - 21.59% AA - 14.68% | 3rd grade - ELA: ALL – 22.18% AA – 16.67% | 3rd grade - ELA: ALL - 27% AA - 20% |
| | 3rd grade - Math: ALL - 22.36% AA - 10.63% | 3rd grade - Math: ALL – N/A AA - N/A | 3rd grade - Math: ALL - 22.36% AA - 10.63% | 3rd grade - Math: ALL – 23.23% AA – 18.22% | 3rd grade - Math: ALL - 28% AA - 16% |
| | 4th grade - ELA: ALL - 19.92% AA - 12.29% | 4th grade - ELA: ALL – N/A AA - N/A | 4th grade - ELA: ALL - 19.92% AA - 12.29% | 4th grade - ELA: ALL – 21.52% AA – 12.12% | 4th grade - ELA: ALL - 25% AA - 18% |
| | 4th grade - Math: ALL - 16.04% AA - 8.19% | 4th grade - Math: ALL – N/A AA - N/A | 4th grade - Math: ALL - 16.04% AA - 8.19% | 4th grade - Math: ALL – 19.20% AA – 8.26% | 4th grade - Math: ALL - 22% AA - 14% |
| | 5th grade - ELA: ALL - 24.78% AA - 14.11% | 5th grade - ELA: ALL – N/A AA - N/A | 5th grade - ELA: ALL - 24.78% AA - 14.11% | 5th grade - ELA: ALL – 25.41% AA – 16.04% | 5th grade - ELA: ALL - 30% AA - 20% |
| | 5th grade - Math: ALL - 11.9% AA - 3.63% | 5th grade - Math: ALL – N/A AA - N/A | 5th grade - Math: ALL - 11.9% AA - 3.63% | 5th grade - Math: ALL – 13.86% AA – 6.61% | 5th grade - Math: ALL - 17% AA - 9% |
| | 6th grade - ELA: ALL - 25.98% AA - 14.78% | 6th grade - ELA: ALL – N/A AA - N/A | 6th grade - ELA: ALL - 25.98% AA - 14.78% | 6th grade - ELA: ALL – 26.87% AA – 16.82% | 6th grade - ELA: ALL - 31% AA - 20% |
| | 6th grade - Math: ALL - 14.47% AA - 6.9% | 6th grade - Math: ALL – N/A AA - N/A | 6th grade - Math: ALL - 14.47% AA - 6.9% | 6th grade - Math: ALL – 17.47% AA – 7.14% | 6th grade - Math: ALL - 20% AA - 12% |
| | 7th grade - ELA: ALL - 26.83% AA - 17.19% | 7th grade - ELA: ALL – N/A AA - N/A | 7th grade - ELA: ALL - 26.83% AA - 17.19% | 7th grade - ELA: ALL – 30.43% AA – 18.09% | 7th grade - ELA: ALL - 32% AA - 23% |
| | 7th grade - Math: | | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|---|---|--|
| | ALL - 14.72% AA - 8.14% 8th grade - ELA: ALL - 29.1% AA - 17.67% 8th grade - Math: ALL - 12.3% AA - 5.16% 11th grade - ELA: ALL - 36.56% AA - 25.69% 11th grade - Math: ALL - 8.29% AA - 6.41% (2022-2023) | 7th grade - Math: ALL – N/A AA - N/A 8th grade - ELA: ALL – N/A AA - N/A 8th grade - Math: ALL – N/A AA - N/A 11th grade - ELA: ALL – N/A AA - N/A 11th grade - Math: ALL – N/A AA - N/A New measure. | 7th grade - Math: ALL - 14.72% AA - 8.14% 8th grade - ELA: ALL - 29.1% AA - 17.67% 8th grade - Math: ALL - 12.3% AA - 5.16% 11th grade - ELA: ALL - 36.56% AA - 25.69% 11th grade - Math: ALL - 8.29% AA - 6.41% (2022-2023) | 7th grade - Math: ALL – 17.37% AA – 8.59% 8th grade - ELA: ALL – 28.68% AA – 15.31% 8th grade - Math: ALL – 13.28% AA – 7.73% 11th grade - ELA: ALL – 36.17% AA – 28.39% 11th grade - Math: ALL – 8.42% AA – 1.40% (2022-2023) | 7th grade - Math: ALL - 20% AA - 14% 8th grade - ELA: ALL - 35% AA - 23% 8th grade - Math: ALL - 18% AA - 11% 11th grade - ELA: ALL - 42% AA - 31% 11th grade - Math: ALL - 14% AA - 12% |
| (4B) Percentage of all students and African American (AA) students who meet CSU/UC A-G college entrance requirements. (Data Source: CA School Dashboard – Additional Reports) | ALL: 20.1% AA: 15% (2021-2022) | ALL: N/A AA: N/A New measure. | ALL: 20.1% AA: 15% (2021-2022) | ALL: 20.7% AA: 18.8% (2022-2023) | ALL: 23.1% AA: 21% |
| (5B) Chronic absenteeism rates - the percentage K-8 students and African American (AA) students) identified as chronically absent - students who are absent from school 10% or more for the total number | ALL: 43.20% AA: 51.30% (2021-2022) | New measure. | ALL: 43.20% AA: 51.30% (2021-2022) | ALL: 37.9% AA: 50.2% (2022-2023) | ALL: 13% AA: 22% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|----------------|---|---|-----------------------------|
| of days that they are enrolled in school. (Data Source: CA School Dashboard) | | | | | |
| (6A) Suspension rates - the percentage of All students and African American (AA) students who are suspended at least once during the academic year. (Data Source: CA School Dashboard) | ALL: 4.8% AA: 10.6% (2021-2022) | New measure. | ALL: 4.8% AA: 10.6% (2021-2022) | ALL: 6.0% AA: 13.1% (2022-2023) | ALL: 4% AA: 7% |
| (Local A) Percent of administrators at each site that have completed culturally responsive unit design professional development. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local B) Percent of administrators that are incorporating culturally responsive units in their classrooms for both semesters. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local C) Percent of schools that participated in the individual student support structure professional development. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local D) Percent of schools that are implementing individual student support structures within the school day. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local E) Percent of schools that will complete the culturally responsive | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---------------------|----------------|----------------|-----------------------|-----------------------------|
| professional development series. | | | | | |
| (Local F) Percent of BSAP Survey respondents agreeing that students have access to culturally responsive curriculum and pedagogy. As new data becomes available moving forward, these progress monitoring measures are subject to change. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local G) Percent of schools with new community partnerships. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local H) Collect student outcome data aligned to the BSAP success metrics that each community partnership targets. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local I) Mid-year evaluation reports collected for community partnerships. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local J) Percent of BSAP Survey respondents agreeing that community organization presence has increased. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local K) Percent of schools that included African- American Studies course (high school) and Ethnic Studies course (middle school) in the master schedule of course offerings. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local L) Numbers of students enrolled in African- American Studies (high school) and Ethnic studies (middle school). | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---------------------|-----------------------|-----------------------|------------------------------|------------------------------------|
| (Local M) Observational feedback to ensure alignment with the intended scope and sequence of the courses. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local N) Percent of schools with full School Climate and Wellness teams. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local O) Participation of teams in BSAP professional development. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local P) Percent of BSAP Survey respondents agreeing that every student has an advocate. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local Q) Percent of BSAP Survey respondents agreeing that students have increased access to mental and social-emotional health resources. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local R) Percent of BSAP Survey respondents agreeing that levels of parent and family engagement have increased. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local S) Percent of BSAP Survey respondents agreeing that students have increased participation in extracurricular activities at school. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local T) Completion data for the individual Black Student Success Plans (BSSPs). | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |
| (Local U) School Experience Survey data. | 0.0% (2022-2023) | New measure. | New measure. | N/A- New Measure | 10% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 5.1 | <p>Student Achievement Plan African American/Black Student Achievement Plan (AABSAP) development, coordination, and implementation.</p> <p>Develop an African American/Black Student Achievement Plan (AABSAP) that will identify structural supports leading to the coordination and implementation of evidence-based strategies and activities addressing culturally responsive unit development and instruction, fostering partnerships with community-based organizations focusing on success, and identifying and/or increasing staffing support to address the academic and social-emotional needs of African American/Black students.</p> <p>At a minimum the AABSAP will include the following elements and documented alignment with the district’s Local Control and Accountability Plan (LCAP) and site level School Plan for Student Achievement (SPSA):</p> <ul style="list-style-type: none"> • School Selection & Criteria & Phasing Supports • District Goals • Current Data/Metrics of African American/Black students | No | Planned | Planning underway. | Planning underway. | \$500,000.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| | <ul style="list-style-type: none"> • Student Success Metrics • AABSAP Definition of Success & Theory of Action • AABSAP Tenets • “Open” Data Dashboard • Local Control and Accountability Plan – Goal 5 inclusion and alignment • Committee (governed by By-Laws) • External Evaluation <p>Development of the AABSAP will initiate with district staff developing a Request for Proposal seeking an experienced and qualified vendor to guide the process within a reasonable timeframe resulting in the completion of the AABSAP. The AABSAP must obtain recommendation to present for board approval by the district African American/Black Parent Advisory Committee Board approval will be obtained.</p> <p>Funds for this action are supporting Goal 5, Actions 1, 2, and 3.</p> | | | | | | |
| 5.2 | <p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Schools sites through the development of their School Plan for Student Achievement (SPSA)</p> | No | Partially Implemented | Staff has provided three focused workshops providing guidance and support emphasizing the need for explicit identification through data and targeting of | Student academic outcomes improve as school plan implements evidence based | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|--|--|-------------------------|--------------------------|
| | <p>will incorporate newly added required LCAP goals 4, 5, and 6 explicitly addressing African American/Black student achievement.</p> <p>School sites will establish an African American/Black Student Achievement Professional Learning Community (AABPLC) that will meet monthly. These monthly meetings will include the following activities:</p> <ul style="list-style-type: none"> • Reviewing curriculum supporting culturally responsiveness • Reviewing data to guide implementation and modification of evidence-based instruction <p>The AABPLC will report out at each School Site Council meetings.</p> <p>Funds for this action are included in Goal 5, Action 1.</p> <p>State Priority: 4, 5, 6 Metric: 4A, 4B, 5B, 6A</p> | | | <p>evidence-based practices. Staff has participated and presented in the Research & Accountability's Data Collaborative meetings focusing on retrieval and analysis of data. Staff has presented at two New Administrator University meetings sharing the background and alignment of LCAP and SPSAs, including the need for specific/targeted supports for students (student groups) identified through the needs assessment process, which is formally beginning February 2024. Staff developed a rubric to determine the level of compliance with the various components of the plan. The rubric is being used to review the existing 2023-2024 SPSA and identify gaps in compliance, including the need for explicit referencing of student groups associated with specific evidence-based practices/strategies. This rubric will be used to confirm the 2024-2025 SPSA includes supports for African American/Black students and other student groups</p> | <p>strategies targeting student needs resulting from a comprehensive needs assessment.</p> | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | | | | identified through their needs assessment. Staff has engaged with school site administrators through one-on-one support and check-in sessions addressing strengthening the school plan through explicit referencing of student groups and evidence-based practices. | | | |
| 5.3 | <p>Educator Gap Equity Plan The district will review the current Educator Gap Equity Plan components and modify as appropriate the inclusion of recruitment, hiring, placement, and retention practices supporting diverse staffing.</p> <p>Diverse staffing is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's African American/Black student population.</p> <p>The district will solidify the development and consolidation of components of the Educator Gap Equity Plan through the initiation of a Request for Proposal seeking an experienced and qualified vendor to guide the process of updating, coordinating, and memorializing district processes/practices. The Educator Gap Equity Plan will be completed as a document within a reasonable timeframe. The Educator Gap Equity Plan must obtain recommendation to present</p> | No | Planned | Planning underway. | Planning underway. | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|---|----------------------|-----------------------|
| | <p>for board approval by the district's Equity Board Sub-Committee. Board approval will be obtained.</p> <p>Funds for this action are included in Goal 5, Action 1.</p> | | | | | | |
| 5.4 | <p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>In order to improve Black student achievement in the California content standards, BSAP school principals will leverage teacher professional development and planning time for culturally responsive unit development and individual student needs assessment.</p> <p>This action reflects administrative support for BSAP school principals.</p> <p>First, for culturally responsive unit development, BSAP school principals will analyze their curriculum to determine the extent to which the curriculum is responsive to Black students. They will develop at least two units of instruction each semester aligned with culturally responsive tenets. Administration and school teams observe implementation of the units and continue to refine based on student performance.</p> | No | Partially Implemented | A plan has been developed to provide administrators with comprehensive professional learning using Culturally Responsive Teaching and the Brain. The Ready for Rigor Framework has been included into a reflection tool. A comprehensive pilot to scale model of the implementation of CLRT practices has been created and will begin first phase this spring 2024. SUSD has already included CLRT criterion, which is from CDE, during textbook adoption processes. A needs assessment has taken place through a variety of sources, which will include panorama survey data from Student Voices. | The projects are comprehensive to provide all educators with tools to support specific groups and being implemented through the use of multiple funding sources for a number years to ensure long term impact and sustainability of implementation. | \$787,144.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>Second, for individual student needs assessment, recognizing that every student has unique areas of strength and challenge, in order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool.</p> | | | | | | |
| 5.5 | <p>BSAP Community Partnerships In order to improve metrics, each Community of Schools for BSAP Group 1 and Group 2 schools receive partnership allocations based on their Black student total count. Each Community of Schools Administrator (CoSA) will use these funds to collaborate with site principals to identify specific root causes for Black student under-performance.</p> <p>In addition, this action also reflects the BSAP Teacher University Residency Development Pipeline effort.</p> | No | Partially Implemented | A BSAP Community Partnership Interest Survey has been launched and made public. Partners have begun demonstrating interest, while sites have continued to strengthening existing partnerships that meet site student needs. | Supporting student needs based a variety of needs such as: SEL, Academically, or Behaviorally, or Mentoring. | \$522,749.00 | \$0.00 |
| 5.6 | <p>Development of an African American Studies Course In order to improve access to culturally responsive curriculum, student diversity, and increase the number of students meeting A-G</p> | No | Partially Implemented | African American Ethnic Studies course has been developed and being taught at 2 sites, next year it will expand to at least one additional site. | Students have access to culturally relevant course instruction. | \$65,169.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>requirements (including students with disabilities), each secondary school in Group 1 and Group 2 will receive an auxiliary period to add a Social Studies course aligned with African-American culture, literature, and history to the master schedule. A team of teachers across Regions working with the Division of Instruction will collaborate to build the course and apply for future A-G approval.</p> <p>Selected teachers for the course will receive planning time to increase their understanding of the content and continue to develop their understanding of culturally responsive instructional practices.</p> | | | | | | |
| 5.7 | <p>BSAP School Climate & Wellness Personnel Support In order to improve 16 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites.</p> <p>Secondary Counselors * Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents; * Participate in data reviews with the BSAP site team every grade period; * Participate in multidisciplinary teams, such as Student Success</p> | No | Planned | Planning underway. | Planning underway. | \$1,891,544.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>Team (SST), Coordination of Services Team (COST), Resource Coordinating Team (RCT), and Crisis Team to identify necessary support services (e.g., counseling, assessment, and interventions); and</p> <p>* Work with academic counselors and the BSAP team to identify intervention, enrichment, or prevention opportunities for Black students.</p> <p>Pupil Services & Attendance Counselors</p> <p>* Monitor Black student attendance and academic progress to support early identification and intervention with at-promise students;</p> <p>* Collaborate with PSWs to determine Black Student Success Plan (BSSP) caseload; and</p> <p>* Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents.</p> <p>Restorative Justice Teachers</p> <p>* Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations; and</p> <p>* Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice.</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>Psychiatric Social Workers * Promote Black student achievement and well-being by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being.</p> <p>School Climate Advocates * Collaborate with school site personnel in implementing multi-tiered systems of support and the District's school-site safety policies to build positive school climates; * Support school personnel with student mediation and conflict resolution; and * Provide direct support to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction. * Note that this reflects School Climate Advocates overseen by the BSAP team.</p> <p>The BSAP Teacher University Residency Development Pipeline work to build a diverse workforce so our students see themselves in their teachers is also included in this action.</p> | | | | | | |
| 5.8 | BSAP Community - Based Safety Pilots | No | Planned | Planning underway. | Planning underway. | \$713,687.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>In order to improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will:</p> <p>* Allow schools to receive support from the District's established city partnership and increase community-based organizations' partnerships on school campuses. The partnerships will help ensure Safe Passage for students and families to commute to and from school safely. Students will also benefit from community-based partnerships to enhance youth development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement and attendance.</p> <p>* Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators.</p> | | | | | | |

Goal 6

Goal Description

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 of ELA and Math, chronic absenteeism, and suspensions among foster and homeless youth.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|----------------|---|---|---------------------------------|
| (4A) The average of all 3rd <ul style="list-style-type: none"> • 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP) | ALL: 26.04% FY: 12.99% HOM: 14.01% (2021-2022) | New measure. | ALL: 26.04% FY: 12.99% HOM: 14.01% (2021-2022) | ALL: 27.08% FY: 11.88% HOM: 12.27% (2022-2023) | ALL: 40% FY: NA% HOM: NA% |
| (4A) The average of all 3rd <ul style="list-style-type: none"> • 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP) | ALL: 14.51% FY: 5.26% HOM: 5.03% (2021-2022) | New measure. | ALL: 14.51% FY: 5.26% HOM: 5.03% (2021-2022) | ALL: 16.38% FY: 6.06% HOM: 6.00% (2022-2023) | ALL: 25% FY: NA% HOM: NA% |
| (5B) Chronic absenteeism rates - the percentage K-8 students and Foster Youth (FY) and Homeless (HOM) identified as chronically absent - students who are absent from school 10% or more for the total number | ALL: 43.2% FY: 55.9% HOM: 65.8% (2021-2022) | New measure. | ALL: 43.2% FY: 55.9% HOM: 65.8% (2021-2022) | ALL: 38.2% FY: 44.6% HOM: 61.7% (2022-2023) | ALL: 13% FY: 16% HOM: 37% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|----------------|--|---|---------------------------------------|
| of days that they are enrolled in school. (Data Source: DataQuest) | | | | | |
| (6A) Suspension rates - the percentage of All students and Foster Youth (FY) and Homeless (HOM) students who are suspended at least once during the academic year. (Data Source: CA School Dashboard) | ALL: 4.8 FY: 17.1% HOM: 9.3% (2021-2022) | New measure. | ALL: 4.8 FY: 17.1% HOM: 9.3% (2021-2022) | ALL: 6% FY: 12.6% HOM: 13.8% (2022-2023) | ALL: 4% FY: 7% HOM: 7% |
| (Local V) At my school, there is a teacher or other adult who believes that I will be a success. (Foster Youth & homeless) (Data Source: PLUS Survey) | All: 83.4% FY: 68.8% HOM:70.4 (2022-2023) | New measure. | All: 83.4% FY: 68.8% HOM:70.4 (2022-2023) | N/A- Not available at this time | All: 86.4% FY: 71.8% HOM 73.7% |
| (Local W) At my school, there is a teacher or other adult who really cares about me. (Foster Youth & homeless) (Data Source: PLUS Survey) | All: 78.6% FY:58.1% HOM:68.5 (2022-2023) | New measure. | All: 78.6% FY:58.1% HOM:68.5 (2022-2023) | N/A- Not available at this time | All: 81.5% FY: 61.1% HOM 71.5%: |
| (Local X) I feel like my voice matters to adults at my school. (Foster Youth & homeless) (Data Source: PLUS Survey) | All: 65.5% FY:53.3 HOM:53.9 (2022-2023) | New measure. | All: 65.5% FY:53.3 HOM:53.9 (2022-2023) | N/A- Not available at this time | All: 68.5% FY:56.3% HOM 56.9%: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|----------------|--|---------------------------------|---------------------------------------|
| (Local Y) I feel safe in my school. (Foster Youth & homeless) (Data Source: PLUS Survey) | All: 61.5 FY:55.2% HOM:57.6 (2022-2023) | New measure. | All: 61.5 FY:55.2% HOM:57.6 (2022-2023) | N/A- Not available at this time | All: 64.5% FY: 58.2% HOM 60.4%: |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| 6.1 | <p>Immediate Enrollment and School Stability for Homeless Youth and Youth in Foster Care</p> <p>Stockton Unified has a centralized enrollment department which is the point of access for students and Families-In-Transition as well as Foster Youth who are new or returning to the district.</p> <ul style="list-style-type: none"> Once a student is identified as McKinney-Vento, immediate enrollment is provided and families receive immediate services and support from the McKinney-Vento and Foster Youth Social Services Case Managers and/or a Social Work Assists. For an incoming Foster Youth staff ensure all youth in foster care are enrolled immediately upon notification that a youth has entered the LEA boundaries or catchment area (either | No | Partially Implemented | Case Managers provided advocacy for students to maintain school of origin or the school that is for the best interest of the student. Connected to SUSD Transportation to arrange for transportation or provide RTD passes. Gathered previous school records after enrollment. | Students and families are minimally impacted through the enrollment process and their time away from instructional is minimized. | \$200,000.00 | \$45,063.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>via attempted enrollment or other notification).</p> <ul style="list-style-type: none"> • The Foster Youth team and the educational rights holder of the student determine if it is in the best interest of the student to remain at school of origin before school placement is made. • Once a Foster Youth is enrolled the Youth receives services and support from their assigned Social Services Case Manager or Social Work Assist. <p>In an effort to support school stability, attendance and reduce chronic absenteeism, transportation support will be provided to our students identified under McKinney-Vento and Foster Youth traveling more than one mile to school. Parents, Guardians, and/or Resource Parents when needed support with transportation/traveling with their students to and from school will also receive transportation assistance.</p> <p>Funds for this action are supporting Goal 6, Actions 1 and 2.</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|--|---|-------------------------|--------------------------|
| 6.2 | <p>Academic Supports, Counseling and Mental Health Support for Homeless Youth and Youth in Foster Caree</p> <p>A needs assessment will be done for McKinney-Vento families as they enter the district and every new school year that follows.</p> <p>The following services will be targeted to serve students who qualify for services under McKinney-Vento Act:</p> <ul style="list-style-type: none"> School and daily living supplies will be provided on an ongoing basis. Depending on the need of the student a referral for ongoing academic and social emotional support will be implemented. Social Services Case managers and/or a Social Work Assists will support ongoing connections with community agencies and school personnel to facilitate support for the individuated needs of each student. Priority will be given to McKinney-Vento families for enrollment in the After-School Program at each school site. Social Services Case Managers will work with | No | Partially Implemented | <p>Collaboration, conference meetings and SST's are held to better support each individual student's needs who are in transition.</p> <p>Identified students receive priority for participation in the afterschool program.</p> <p>Coordinated between departments supporting students meeting criteria for reduced credits and assisting with A-G requirements through the evaluation of transcripts.</p> <p>Provided workshops and events to support parents and students with educational information, housing resources, parenting supports, and counseling information.</p> <p>Provided students and families with school and hygiene supplies ensuring students are ready and able to attend school.</p> <p>Connected and collaborated with internal and external departments to meet the basic needs of students.</p> | Reduced barriers between departments supporting student academic success. | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>school counselors to support increasing the number of students on track to graduation and work to remove school site barriers to education. In addition, ensure enrollment in A-G courses and inclusion in pathways for late enrollees and evaluation of transcripts for students eligible for AB1806 partial credit and credit reduction entitlements. Social Services Case Managers will assist in FAFSA applications and provide qualifying Unaccompanied Youth with verification from the LEA Liaison.</p> <ul style="list-style-type: none"> • Academic interventions for all TK- 8 grade students will be prioritized and monitored by the school team and Social Services Case Managers. • All parents will be offered the opportunity to participate in parent engagement activities and offered parent workshops aligned to the needs of families experiencing homelessness. <p>Ongoing or grant-funded positions</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>and investments that support this work include: * Social Services Case Managers (4.0 FTE's) and a Social Work Assist (1.0 FTE)</p> <p>SUSD Foster Youth Services (FYS) addresses the individualized educational and social emotional needs of foster youth. To better serve our youth, barriers will be eliminated in accordance with AB490 and other foster youth education laws and entitlements.</p> <p>The Social Services Case Manager and Social Work Assist will work with community stakeholders, resource parents, and SUSD staff to provide equitable access to education for foster youth on meeting the student's program needs. SUSD focuses on improving academic outcomes for youth in care through providing social emotional support, advocacy, while working in collaboration with youth, child welfare, school site staff, care givers, and additional service providers.</p> <p>The assigned Social Services Case Manager or Social Work Assist will ensure staff and community stakeholders are following existing policies that protect Foster Youth's rights to education.</p> <p>The Foster Youth Services Department (FYS) will provide targeted supports including:</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <ul style="list-style-type: none"> * Upon immediate enrollment in accordance with AB 490 ensure all academic records are obtained for each youth * Provide Foster Youth with backpacks and school supplies * Participating in school meetings that pertain to the increased academic and social emotional success of each youth. * Evaluating transcripts for students eligible for partial credit and credit reduction entitlements. Continue the work with High School Counselors to ensure enrollment in A-G courses and inclusion in pathways for late enrollees * Assist Foster Youth in completion of FAFSA, CHAFFE and College Admissions. Encourage Foster Youth to participate in College Tours, Independent Living Skills Program * Priority will be given to Foster Youth for enrollment in the After-School Program at each school site. * Collaborate with Special Education staff to ensure Foster Youth with disabilities are supported and served according to their IEP needs. * Refer foster youth to site-based Coordination of Service Teams for mental health supports | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|-----------------------|--|-------------------------|--------------------------|
| | <p>Ongoing or grant-funded positions and investments that support this work include: * Social Services Case (1.0 FTE) * Social Work Assist (1.0 FTE)</p> <p>Funds for this action are included in Goal 6, Action 1.</p> <p>State Priority: 4, 5, 6 Metrics: 4A, 5B, 6A, Local</p> | | | | | | |

Goal 7

Goal Description

Intensive Intervention - Comprehensive Support & Improvement (CSI) – Decrease the percentage of schools with continuous four or more years of eligibility by 20%.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|----------------|---|--|--|
| <p>Alexander Hamilton Elementary</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: -132.3 FY: * EL: -142.7 SED: -133.8 SWD: -210.3 AA: -152.1 AI: * AS: -99.4 FI: * HI: -130.6 HOM: -169.2 MR: -147.6 PI: * WH: *</p> <p>(2021-2022)</p> | New measure. | <p>ALL: -132.3 FY: * EL: -142.7 SED: -133.8 SWD: -210.3 AA: -152.1 AI: * AS: -99.4 FI: * HI: -130.6 HOM: -169.2 MR: -147.6 PI: * WH: *</p> <p>(2021-2022)</p> | <p>ALL: -128.5 FY: * EL: -131.2 SED: -131.4 SWD: -209.1 AA: -156.8 AI: * AS: -63.2 FI: * HI: -131.4 HOM: -156.5 MR: -100.6 PI: * WH:*</p> <p>(2022-2023)</p> | <p>ALL: -129.3 FY: * EL: -139.7 SED: -130.8 SWD: -207.3 AA: -149.1 AI: * AS: -96.4 FI: * HI: -127.6 HOM: -166.2 MR: -144.6 PI: * WH: *</p> |
| <p>Alexander Hamilton Elementary</p> <p>(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p> | <p>ALL: -107.2 FY: * EL: -112.9 SED: -108.5 SWD: -183.5 AA: -131.9 AI: * AS: -66.8 FI: * HI: -104.6 HOM: -150.7 MR: -116.4 PI: * WH:*</p> <p>(2021-2022)</p> | New measure. | <p>ALL: -107.2 FY: * EL: -112.9 SED: -108.5 SWD: -183.5 AA: -131.9 AI: * AS: -66.8 FI: * HI: -104.6 HOM: -150.7 MR: -116.4 PI: * WH:*</p> <p>(2021-2022)</p> | <p>ALL: -110.5 FY: * EL: -126.2 SED: -113.7 SWD: -186.1 AA: -128.1 AI: * AS: -38.9 FI: * HI: -115.2 HOM: -128.1 MR: -87.4 PI: * WH:*</p> <p>(2022-2023)</p> | <p>ALL: -104.2 FY: * EL: -109.9 SED: -106.5 SWD: -180.5 AA: -127.9 AI: * AS: -63.8 FI: * HI: -101.6 HOM: -147.7 MR: -113.4 PI: * WH:*</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|----------------|---|--|---|
| Alexander Hamilton Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP) | ALL: 8.60% FY: * EL: 3.0% SED: 8.3% SWD:0% AA: 0% AI: * AS: 0% FI: * HI: 1.5% HOM: 7.70% MR: 4.17% PI: * WH: * (2021-2022) | New measure. | ALL: 8.60% FY: * EL: 3.0% SED: 8.3% SWD:0% AA: 0% AI: * AS: 0% FI: * HI: 1.5% HOM: 7.70% MR: 4.17% PI: * WH: * (2021-2022) | ALL: 7.87% FY: * EL: 4.76% SED: 7.03% SWD: 0% AA: 5.00% AI: * AS: 18.51% FI: * HI: 6.54% HOM: 7.14% MR: 16.67% PI: * WH: * (2022-2023) | ALL: 11.60% FY: * EL: 6.0% SED: 11.3% SWD:3.0% AA: 03.0 AI: * AS: 3.0% FI: * HI: 4.5% HOM: 7.70% MR: 4.17% PI: * WH: * |
| Alexander Hamilton Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP) | ALL: 12.78% FY: * EL: 2.3% SED: 12.7% SWD: 2.22% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 18.51% MR: 16.7% PI: * WH: * (2021-2022) | New measure. | ALL: 12.78% FY: * EL: 2.3% SED: 12.7% SWD: 2.22% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 18.51% MR: 16.7% PI: * WH: * (2021-2022) | ALL: 11.74% FY: * EL: 3.42% SED: 11.04% SWD: 0% AA: 6.67% AI: * AS: 37.04% FI: * HI: 10.39% HOM: % MR: 20.84% PI: * WH: * (2022-2023) | ALL: 15.78% FY: * EL: 5.3% SED: 15.7% SWD: 5.22% AA: 14.52% AI: * AS: 23% FI: * HI: 16.13% HOM: 21.51% MR: 19.7% PI: * WH: * |
| El Dorado Elementary (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. | ALL: -120 FY: * EL: -123.3 SED: -121 SWD: -189.9 AA: -136.3 AI: * AS: -82.8 FI: -* HI: -121.6 HOM: -137.6 | New measure. | ALL: -120 FY: * EL: -123.3 SED: -121 SWD: -189.9 AA: -136.3 AI: * AS: -82.8 FI: -* HI: -121.6 HOM: -137.6 | ALL: -111.2 FY: * EL: -111.7 SED: -116.6 SWD: -176.9 AA: -157.3 AI: * AS: -87.2 FI: -* HI: -101.6 HOM: -146.9 | ALL: -117 FY: * EL: -120.3 SED: -118 SWD: -186.9 AA: -133.3 AI: * AS: -79.8 FI: -* HI: -118.6 HOM: -134.6 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|----------------|--|---|---|
| (Data Source: CA School Dashboard, CAASPP) | MR: -118 PI: * WH: - 87 (2021-2022) | | MR: -118 PI: * WH: - 87 (2021-2022) | MR: * PI: * WH: -102 (2022-2023) | MR: -115 PI: * WH: - 84 |
| El Dorado Elementary (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. (Data Source: CA School Dashboard, CAASPP) | ALL: - 86.5 FY: * EL: - 89.4 SED: - 88.8 SWD: -140.8 AA: -117.9 AI: * AS: -87 FI: * HI: -82.6 HOM: -121.6 MR: - 92 PI: * WH: -34 (2021-2022) | New measure. | ALL: - 86.5 FY: * EL: - 89.4 SED: - 88.8 SWD: -140.8 AA: -117.9 AI: * AS: -87 FI: * HI: -82.6 HOM: -121.6 MR: - 92 PI: * WH: -34 (2021-2022) | ALL: - 86.5 FY: * EL: - 107.8 SED: - 92.4 SWD: -139.7 AA: -127.2 AI: * AS: -53.2 FI: * HI: -77.8 HOM: -113.4 MR: - 92 PI: * WH: -76.6 (2022-2023) | ALL: - 83.5 FY: * EL: - 86.4 SED: - 85.8 SWD: -137.8 AA: -114.9 AI: * AS: - 84 FI: * HI: -879.6 HOM: -118.6 MR: - 9+ PI: * WH: -31 |
| El Dorado Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP) | ALL: 10.62% FY: * EL: 6.94% SED: 10.63% SWD: 2.08% AA: 3.23% AI: * AS: 10% FI: * HI: * HOM: 2.63% MR: 4.17% PI: * WH: * (2021-2022) | New measure. | ALL: 10.62% FY: * EL: 6.94% SED: 10.63% SWD: 2.08% AA: 3.23% AI: * AS: 10% FI: * HI: * HOM: 2.63% MR: 4.17% PI: * WH: * (2021-2022) | ALL: 11.24% FY: * EL: 6.12% SED: 10.24% SWD: 4.17% AA: 6.45% AI: * AS: 9.09% FI: * HI: 13.71% HOM: % MR: * PI: * WH: 8.33% (2022-2023) | ALL: 13.62% FY: * EL: 9.94% SED: 13.63% SWD: 5.08% AA: 6.23% AI: * AS: 13% FI: * HI: * HOM: 5.63% MR: 7.17% PI: * WH: * |
| El Dorado Elementary (4A) | ALL: 16.85% FY: * EL: 7.58% | New measure. | ALL: 16.85% FY: * EL: 7.58% | ALL: 15.47% FY: * EL: 4.00% | ALL: 19.85% FY: * EL: 10.58% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|----------------|---|--|--|
| The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP) | SED: 16.72% SWD: 2.04% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 10.25% MR: 16.67% PI: * WH: * (2021-2022) | | SED: 16.72% SWD: 2.04% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 10.25% MR: 16.67% PI: * WH: * (2021-2022) | SED: 13.85% SWD: 4.17% AA: 4.76% AI: * AS: 27.27% FI: * HI: 16.81% HOM: % MR: 27.27% PI: * WH: 16.67% (2022-2023) | SED: 19.72% SWD: 5.04% AA: 12.52% AI: * AS: 23% FI: * HI: 16.13% HOM: 13.25% MR: 19.67% PI: * WH: * |
| Pulliam Elementary (4A) The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP) | ALL: -113.2 FY: * EL: -118.6 SED: -117.3 SWD: -157.7 AA: -138.5 AI: * AS: -96.4 FI: -104.2 HI: -111.8 HOM: -161.6 MR: -114.8 PI: * WH: -114.5 (2021-2022) | New measure. | ALL: -113.2 FY: * EL: -118.6 SED: -117.3 SWD: -157.7 AA: -138.5 AI: * AS: -96.4 FI: -104.2 HI: -111.8 HOM: -161.6 MR: -114.8 PI: * WH: -114.5 (2021-2022) | ALL: -107.8 FY: * EL: -119.1 SED: -112.8 SWD: -180.1 AA: -135.6 AI: * AS: -99.2 FI: -89.5 HI: -108.2 HOM: -164.4 MR: -85.3 PI: * WH: -18.4 (2022-2023) | ALL: -110.2 FY: * EL: -115.6 SED: -114.3 SWD: -154.7 AA: -138.5 AI: * AS: -93.4 FI: -101.2 HI: -118.8 HOM: -168.6 MR: -111.8 PI: * WH: -111.5 |
| Pulliam Elementary (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. | ALL: -82.4% FY: * EL: -85.5 SED: -84.7 SWD: -141.4 AA: -109.2 AI: * AS: -58.9 FI: -80.8 HI: -79.5 HOM: -141.7 MR: -87.5 PI: * WH: -116.1 | New measure. | ALL: -82.4% FY: * EL: -85.5 SED: -84.7 SWD: -141.4 AA: -109.2 AI: * AS: -58.9 FI: -80.8 HI: -79.5 HOM: -141.7 MR: -87.5 PI: * WH: -116.1 | ALL: -80 FY: * EL: -96.6 SED: -82.8 SWD: -129.2 AA: -103.2 AI: * AS: -70.7 FI: -65.6 HI: -71.3 HOM: -112.8 MR: -81.5 PI: * WH: -114.6 | ALL: -79.4% FY: * EL: -83.5 SED: -81.7 SWD: -138.4 AA: -109.2 AI: * AS: -55.9 FI: -77.8 HI: -76.5 HOM: -139.7 MR: -84.5 PI: * WH: -113.1 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|----------------|---|--|--|
| (Data Source: CA School Dashboard, CAASPP) | (2021-2022) | | (2021-2022) | (2022-2023) | |
| Pulliam Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP) | ALL: 8.13% FY: * EL: 5.06% SED: 6.81% SWD: 2.78% AA: 3.57% AI: * AS: 14.29% FI: 9.52% HI: 8.28% HOM: 0.0% MR: 9.09% PI: * WH: 0% (2021-2022) | New measure. | ALL: 8.13% FY: * EL: 5.06% SED: 6.81% SWD: 2.78% AA: 3.57% AI: * AS: 14.29% FI: 9.52% HI: 8.28% HOM: 0.0% MR: 9.09% PI: * WH: 0% (2021-2022) | ALL: 10.99% FY: * EL: 4.05% SED: 10.24% SWD: 8.11% AA: 2.63% AI: * AS: 15.19% FI: 15.79% HI: 8.92% HOM: % MR: 29.17% PI: * WH: 15.38% (2022-2023) | ALL: 11.13% FY: * EL: 8.06% SED: 9.81% SWD: 5.78% AA: 7.57% AI: * AS: 17.29% FI: 12.52% HI: 11.28% HOM: 3.0% MR: 12.09% PI: * WH: 3% |
| Pulliam Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP) | ALL: 18.07% FY: * EL: 4.93% SED: 17.65% SWD: 5.41% AA: 10.59% AI: * AS: 31.17% FI: 19.05% HI: 15.09% HOM: 14.81% MR: 27.73% PI: * WH: 12.5% (2021-2022) | New measure. | ALL: 18.07% FY: * EL: 4.93% SED: 17.65% SWD: 5.41% AA: 10.59% AI: * AS: 31.17% FI: 19.05% HI: 15.09% HOM: 14.81% MR: 27.73% PI: * WH: 12.5% (2021-2022) | ALL: 20.05% FY: * EL: 10.81% SED: 18.79% SWD: 7.89% AA: 7.69% AI: * AS: 29.11% FI: 21.06% HI: 22.51% HOM: % MR: 25.00% PI: * WH: 7.14% (2022-2023) | ALL: 21.07% FY: * EL: 7.93% SED: 20.65% SWD: 8.41% AA: 13.59% AI: * AS: 34.17% FI: 22.05% HI: 18.09% HOM: 17.81% MR: 30.73% PI: * WH: 15.5% |
| Stockton High (5E) High school graduation rate - the percentage of students in four-year | ALL: 34.9% FY: * EL: 25.0% SED: 31.5% SWD: * AA: * | New measure. | | ALL: 42.2% FY: * EL: 43.8% SED: 42.6% SWD: * AA: 20% | ALL: 37.9% FY: * EL: 28.0% SED: 34.5% SWD: * AA: * |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|----------------|--|---|---|
| cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard) | AI: * AS: * FI: * HI: 35.3% HOM: * MR: * PI: * WH: * (2021-2022) | | | AI: * AS: * FI: * HI: 46.5% HOM: * MR: * PI: * WH: * (2022-2023) | AI: * AS: * FI: * HI: 38.3% HOM: * MR: * PI: * WH: * |
| Jane Frederick High (5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard) | ALL: 43.0% FY: * EL: 26.5% SED: 43.4% SWD: 16.7% AA: 31.6% AI: * AS: * FI: * HI: 45.6% HOM: 39.1% MR: * PI: * WH:* (2021-2022) | New measure. | ALL: 43.0% FY: * EL: 26.5% SED: 43.4% SWD: 16.7% AA: 31.6% AI: * AS: * FI: * HI: 45.6% HOM: 39.1% MR: * PI: * WH:* (2021-2022) | ALL: 50.7% FY: * EL: 48.9% SED: 51.1% SWD: 37.5% AA: 50% AI: * AS: * FI: * HI: 54.3% HOM: 62.5% MR: * PI: * WH: * (2022-2023) | ALL: 46.0% FY: * EL: 29.5% SED: 46.4% SWD: 19.7% AA: 34.6% AI: * AS: * FI: * HI: 48.6% HOM: 42.1% MR: * PI: * WH:* |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| 7.1 | Providing additional supports and resources to the base program. Stockton Unified School District team will continue to collaborate to support identified schools through the following strategies: | No | Partially Implemented | Sites received guidance on best practices supporting student outcomes through periodic check ins, administrator meetings, and New Administrator University. Solution Tree coaching sessions have | School administration is trained and informed resulting from cross-site/department collaboration and training. | \$1,650,905.00 | \$7,624.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| | <p>~ Collaborating with the Division of Instruction to provide further guidance on best practices to support the improvement of student outcomes in ELA, Math, Graduation, College/Career Readiness, and Suspension Rate;</p> <p>~ Convening regular check-ins with the schools, their Communities of Schools, and the Regions, including a mid-year check-in following the release of the California School Dashboard; and</p> <p>~ Providing updated guidance for identified schools as it is released by the California Department of Education.</p> <p>Funds for this action are supporting Goal 7, Actions 1, 2, 3, and 4.</p> <p>State Priorities: 4, 5 Metrics: (4A, 5E)</p> | | | also been provided for each school to further develop Professional Learning Community implementation for effective student data analysis and collaborative practices. | | | |
| 7.2 | <p>School-Level Strategies to Address Identified Indicators Alexander Hamilton Elementary, El Dorado Elementary, Pulliam Elementary - Consecutive Low Performance</p> <p>English Language Arts (ELA) ~ Use of Renaissance STAR Reading assessment to monitor student progress and proficiency on literacy standards, assessment is administered, at minimum, three times a year.</p> | No | Partially Implemented | Identified sites utilized iReady diagnostics to monitor student progress in ELA and Math. Individual Learning Pathways are prescribed through the iReady portal and utilized for digital student intervention supports and to align tutoring support efforts. PLC collaboration meetings based on the data are conducted for | School level strategies are aligned to student groups improving academic outcomes. | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | <p>~ Assess student reading levels through online assessment platforms; IXL and Reading Inventory.</p> <p>~ Use student assessment data within ELA content standards to plan instruction during District planning days and plan with other teachers for student needs.</p> <p>Mathematics</p> <p>~ Use of Renaissance STAR Math assessment to monitor student progress and proficiency on math standards. Assessment is administered, at minimum, three times a year.</p> <p>~ Provide afterschool tutoring opportunities for students.</p> <p>Stockton High and Jane Frederick High - Consecutive Low Graduation Rate</p> <p>Graduation Rate</p> <p>~ Students receive and review an Individual Graduation Plan (IGP) to monitor student progress towards on-track graduation.</p> <p>~ Continue to recognize improved student attendance through the use of certificates.</p> <p>~ Provide afterschool tutoring three days a week.</p> <p>~ Continue to implement academic progress and graduation year meetings with students and parents.</p> <p>Funds for this action are included in Goal 7, Action 1.</p> | | | <p>instructional decision making and informing strategies to address subgroup needs.</p> <p>Academic conferencing was conducted to establish subgroup goals and coordinate resources for support.</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------|---|---|-------------------------|--------------------------|
| | State Priorities: 4 Metrics: 4A | | | | | | |
| 7.3 | <p>Engaging families and community partners This can include things like providing families with information about the school, opportunities to volunteer, and a voice in decision-making.</p> <p>Funds for this action are included in Goal 7, Action 1.</p> | No | Partially Implemented | State & Federal Programs Coordinators provided school support in informing the community of educational partnership opportunities such as ELAC, SSC, and Parent advisory committees. Staff helped to create effective means of communication through various methods and strategies for building relationships for the recruitment of volunteers and community member participation in monitoring and implementing school programs. | Increased participation of parents at School Site Council (SSC) meetings. | \$0.00 | \$0.00 |
| 7.4 | <p>Monitoring progress and making adjustments This can include things like collecting data on student progress, identifying areas where improvement is needed, and making changes to the plan as needed.</p> <p>Funds for this action are included in Goal 7, Action 1</p> | No | Partially Implemented | Various workshops were provided through collaboration of Directors, State and Federal, and Research department that demonstrate variety of resources and structures for analysis of student subgroup data in performance indicators. Data driven decision making process modeled to inform instructional | School site plans and strategies are adjusted and reflective of student data. | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---------------------------------|--------------|-------------------------|---|--|-------------------------|--------------------------|
| | | | | <p>strategies and supports put in place to support subgroup deficiencies.</p> <p>Trainings also included supports in involving school leadership and educational partners in evaluating and modifying SPSA strategies based on evidence in mid-year analysis and continuous progress monitoring.</p> <p>Local assessment dashboards and applications have been provided by Research department for data manipulation and review.</p> <p>Individual site supports also coordinated to support and guide staff in data analysis methodology, how to access and utilize resources, and develop plan for coordinating subgroup needs and supports aligning funds to evidence based interventions.</p> | | | |

Goal 8

Goal Description

Intensive Intervention - Additional Targeted Support & Improvement (ATSI) - Decrease the percentage of schools eligible for Additional Target Support & Improvement (ATSI) by 5%.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|----------------|---|-------------------------|---------------------------------|
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of African American students. (Data Source: CA School Dashboard) | 27 ATSI Designated School Sites (2022 Dashboard) | New measure. | 27 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 24 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of American Indian/Alaskan Native students. (Data Source: CA School Dashboard) | 2 ATSI Designated School Sites (2022 Dashboard) | New measure. | 2 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 0 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Asian students. (Data Source: CA School Dashboard) | 7 ATSI Designated School Sites (2022 Dashboard) | New measure. | 7 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 4 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of English Learner students. (Data Source: CA School Dashboard) | 2 ATSI Designated School Sites (2022 Dashboard) | New measure. | 2 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 0 ATSI Designated School Sites |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|----------------|---|-------------------------|---------------------------------|
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Filipino students. (Data Source: CA School Dashboard) | 1 ATSI Designated School Sites (2022 Dashboard) | New measure. | 1 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 0 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Foster Youth students. (Data Source: CA School Dashboard) | 2 ATSI Designated School Sites (2022 Dashboard) | New measure. | 2 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 0 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Hispanic students. (Data Source: CA School Dashboard) | 13 ATSI Designated School Sites (2022 Dashboard) | New measure. | 13 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 10 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Homeless students. (Data Source: CA School Dashboard) | 21 ATSI Designated School Sites (2022 Dashboard) | New measure. | 21 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 19 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Pacific Islander/Native Hawaiian students. | 0 ATSI Designated School Sites (2022 Dashboard) | New measure. | 0 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 0 ATSI Designated School Sites |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|-----------------------|---|------------------------------|------------------------------------|
| (Data Source: CA School Dashboard) | | | | | |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Socio-Economically Disadvantaged students. (Data Source: CA School Dashboard) | 18 ATSI Designated School Sites (2022 Dashboard) | New measure. | 18 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 15 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Students with Disabilities students. (Data Source: CA School Dashboard) | 33 ATSI Designated School Sites (2022 Dashboard) | New measure. | 33 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 30 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of Multi Race students. (Data Source: CA School Dashboard) | 12 ATSI Designated School Sites (2022 Dashboard) | New measure. | 12 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 9 ATSI Designated School Sites |
| (4A) Decrease the number of school sites eligible for ATSI based on academic performance of white students. (Data Source: CA School Dashboard) | 15 ATSI Designated School Sites (2022 Dashboard) | New measure. | 15 ATSI Designated School Sites (2022 Dashboard) | N/A- Score Card Pending | 12 ATSI Designated School Sites |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| 8.1 | <p>Providing additional supports and resources to the base program Stockton Unified School District team will continue to collaborate to support identified schools through the following strategies:</p> <ul style="list-style-type: none"> ~ Collaborating with the Division of Instruction to provide further guidance on best practices to support the improvement of student outcomes for student groups; ~ Convening regular check-ins with the schools, their Communities of Schools, and the Regions, including a mid-year check-in following the release of the California School Dashboard; and ~ Providing updated guidance for identified schools as it is released by the California Department of Education. <p>State Priorities: 4 Metrics: 4A</p> <p>Funds for this action are supporting Goal 8, Actions 1, 2, and 3.</p> | No | Partially Implemented | The cohort of identified CSI Sites participated in collaborative support rooted in in plan development and revision, Comprehensive Needs Assessment revisions and additions, budget planning, and general operational supports. | Each site in the CSI Cohort determined the actions they would take based on student need and student outcomes from the dashboard data. There was local input as each of the site CSI plans were developed. | \$100,000.00 | \$0.00 |
| 8.2 | <p>Engaging families and community partners Engaging families and community partners, by providing resource and supports to assist school sites to extend their connections with</p> | No | Partially Implemented | The cohort of identified CSI Sites participated in collaborative support rooted in in plan development and revision, Comprehensive Needs Assessment | Family and community input on evidence based strategies support student | \$0.00 | \$0.00 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|---|----------------------|-----------------------|
| | <p>educational partners through School Site Council.</p> <p>State Priorities: 4 Metrics: 4A</p> <p>Funds for this action are included in Goal 8, Action 1.</p> | | | <p>revisions and additions, budget planning, and general operational supports.</p> | <p>academic outcomes.</p> | | |
| 8.3 | <p>Monitoring progress and making adjustments Monitoring progress and making adjustments, by following the continuous improvement process to support in monitoring the implementation and effectiveness of school site plans.</p> <p>State Priorities: 4 Metrics: 4A</p> <p>Funds for this action are included in Goal 8, Action 1.</p> | No | Partially Implemented | <p>The cohort of identified CSI Sites participated in collaborative support rooted in in plan development and revision, Comprehensive Needs Assessment revisions and additions, budget planning, and general operational supports.</p> | <p>School plans are monitored quarterly and make adjustments as needed.</p> | \$0.00 | \$0.00 |