

APRIL 2023

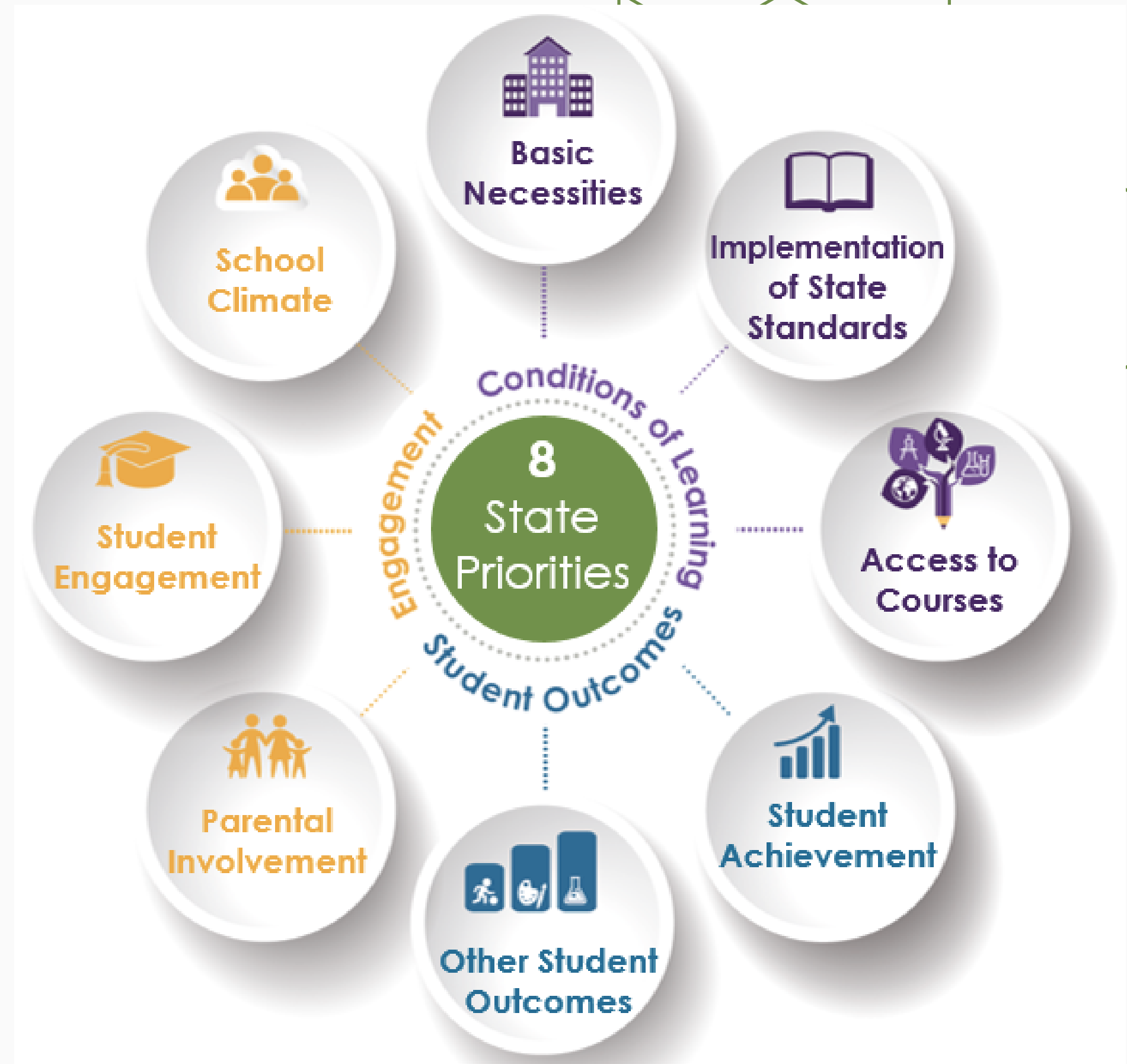
22-23 LCAP Update

Let's take a look at our current progress



LCAP Overview

- California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts.
- S&C funds are funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.
- The Local Control Accountability and Plan (LCAP) shows how LCFF funds will Improve student outcomes and performance for all students.



LCAP (3 Year Plan) at a Glance

The district's LCAP is a three year plan that was initially developed during the late winter/spring 2021 which established baseline data and actions.

- Initial Board Approval on June 28, 2021
- Revised Board Approval in August 2021

Year 1 - Completed

IMPLEMENTATION: SY 2021-2022

BOARD APPROVAL: JUNE AND AUGUST 2021

Year 2 - Current

IMPLEMENTATION: SY 2022-2023

BOARD APPROVAL: JUNE AND SEPTEMBER 2022

Year 3 - Upcoming

IMPLEMENTATION: SY 2023-2024

BOARD APPROVAL: ANTICIPATED JUNE 2023

A black and white photograph showing the lower half of a person. They are wearing dark, pleated trousers and highly polished, black leather oxford shoes with laces. The person is standing on a rough, textured surface, possibly cobblestones or a similar material. The lighting creates strong highlights on the shoes and the fabric of the trousers.

STUDENT ACHIEVEMENT

EQUITABLE LEARNING ENVIRONMENTS

MEANINGFUL PARTNERSHIPS

DIFFERENTIATED ASSISTANCE: TARGETED SUBGROUPS



Identified Needs

(2022-2023 LCAP Pages 15-17)

- ELA (grade 3rd-8th) scoring below grade level
- Math (grades 3rd-8th) scoring below grade level
- Low student attendance
- High Chronic Absenteeism



Goal 1

STUDENT ACHIEVEMENT

\$52,956,227

(BUDGETED)

\$17,266,727*

(ESTIMATED EXPENDITURE AS OF MARCH 31)

Focused on A-G Supports for students (*Actions 1.1, 1.2*)

Increased Professional Development and Learning for staff (*Actions 1.4, 1.5*)

Recapturing learning loss through targeted learning and intervention supports (*Actions 1.6, 1.7*)



Goal 2

EQUITABLE LEARNING ENVIRONMENTS

Multi-Tiered System of Supports
Targeting Identified Needs (*Action 2.2*)

Training and Development of High
Quality Teachers, Substitutes,
Administrators, and Staff (*Action 2.3, 2.4*)

Building Strong & Healthy
Communities connecting our
students, staff, and families
(*Action 2.7*)

\$271,317,241

(BUDGETED)

\$161,225,385

(ESTIMATED EXPENDITURE AS OF MARCH 31)





Goal 3

MEANINGFUL PARTNERSHIPS

Focusing on Improving Student Attendance and Accountability (*Actions 3.3, 3.4*)

Re-establishing Student and Youth Engagement and Leadership Experiences (*Actions 3.5, 3.6*)

Enhancement of Visual and Performing Arts (VAPA) (*Action 3.7*)

\$18,893,333

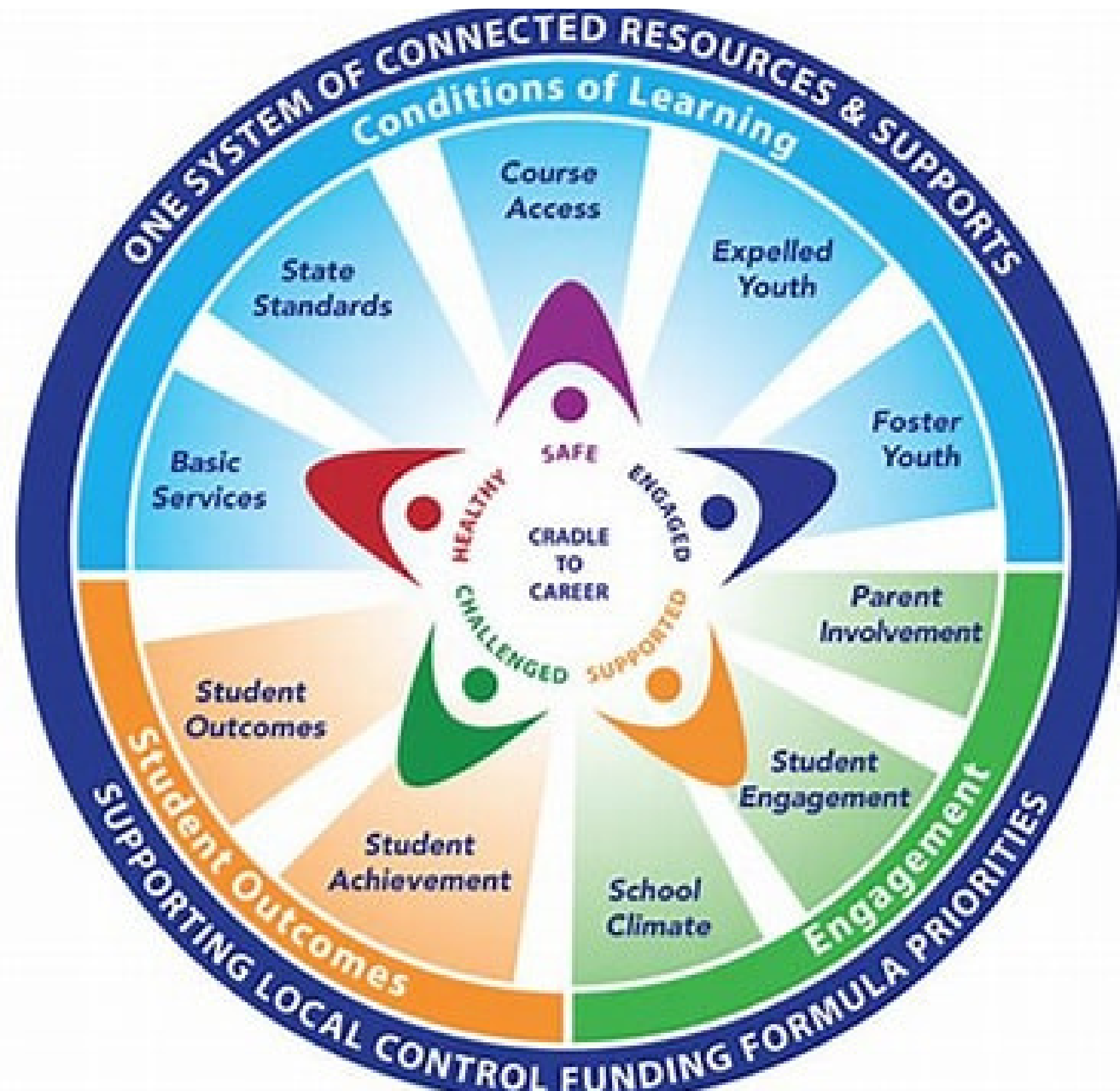
(BUDGETED)

\$8,694,952*

(ESTIMATED EXPENDITURE AS OF MARCH 31)

Meeting the Needs of all Children

The LCAP is intended to meet the differentiated needs of all students by addressing the state priorities.



LEVEL 1 | SUPPORT FOR ALL

- Resources and tools such as, LCAP Guidance and Approval.

LEVEL 2 | DIFFERENTIATED ASSISTANCE

- COEs work jointly with LEAs to provide support in the form of individually designed assistance, to address identified performance issues and inequalities.

LEVEL 3 | INTENSIVE INTERVENTION

- May be required for districts/LEAs with persistent performance issues over a specific time period.

Differentiated Assistance

To be eligible for differentiated assistance, at least one subgroup must meet the following criteria in two priority areas,

PUPIL ACHIEVEMENT | PRIORITY 4

- Very Low on English Language Arts and Math Assessment
- Very Low on English Learner Indicator

PUPIL ENGAGEMENT | PRIORITY 5

- Very Low on Graduation Rate
- Very High on Chronic Absenteeism

SCHOOL CLIMATE | PRIORITY 6

- Very High on Suspension Indicator

AFRICAN AMERICANS

- ELA and Math
- Chronic Absenteeism
- Suspensions

AMERICAN INDIAN

- Chronic Absenteeism
- Suspensions

ENGLISH LEARNERS

- ELA and Math
- Chronic Absenteeism

FOSTER YOUTH

- ELA and Math
- Chronic Absenteeism
- Suspensions

HOMELESS

- ELA and Math
- Chronic Absenteeism
- Suspensions

STUDENTS WITH DISABILITIES

- ELA and Math
- Chronic Absenteeism
- Graduation

Performance Gap Focus Goal

EC Section 52064(e)(5) requires LEAs that are eligible for differentiated assistance for three or more consecutive years based on the performance of the same student group(s) to receive technical assistance



2022-23 GOAL GROUP

- Students with Disabilities

2023-24 GOAL GROUP

- African American
- Foster Youth
- Homeless
- Students with Disabilities

AFRICAN AMERICANS

- 2022 Dashboard
- 2019 Dashboard
- 2018 Dashboard

AMERICAN INDIAN

- 2022 Dashboard
- 2019 Dashboard

ENGLISH LEARNERS

- 2022 Dashboard

FOSTER YOUTH

- 2022 Dashboard
- 2019 Dashboard
- 2018 Dashboard

HOMELESS

- 2022 Dashboard
- 2019 Dashboard
- 2018 Dashboard

STUDENTS WITH DISABILITIES

- 2022 Dashboard
- 2019 Dashboard
- 2018 Dashboard
- 2017 Dashboard

Goal 4

DIFFERENTIATED ASSISTANCE: TARGET SUBGROUP

Expand Multi-Tiered System of Supports for Students with Disabilities (*Action 4.1*)

Maximize course access and alternate diploma pathways for Students with Disabilities (*Action 4.2*)

Accelerate Learning for all Students with Disabilities (*Action 4.3*)

\$83,000

(BUDGETED)


\$0

(ESTIMATED EXPENDITURE AS OF MARCH 31)



Access via: www.stocktonusd.net > Research and Accountability Department

LCAP
Dashboard



Stockton Unified

SCHOOL DISTRICT

LCAP Plan Project Status Update Dashboard

Select all

Goal 1 - Student Achivement

Goal 2 - Equitable Learning Envirome...

Goal 3 - Meaningful Partnerships

Goal 4 - Differentiated Assistance

Select all

10% increase in school connectedness

Total suspension reduction by 1

10% decrease in student/staff chroni...

10% increase in school connectedness

Select all

Every child by the end of the 12th grade will graduate and be college or career ready.

Every child by the end of the 3rd grade will read and comprehend at the proficient level.

Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and ...

6-12

African American Students

All

Chronically absent or truant...

English Learners

Foster

Homeless

Socioeconomic... Disadvantaged

Students at Risk

Students with Disabilites

LCAP Goal

Project Name

Target Groups

Intended Outcome

Partners

Project Description

Goal 1 - Student Achivement

Afterschool tutoring, homework help, and enrichment (SA 9.1/1.17)

Target groups Tk-12

N/A

Student Support services, family resource department, department of health and safety, Special Ed department, office of emergency preparedness and safety, Early Childhood, curriculum, child nutrition, Jacoby Center, The Table Community Foundation, El Concilio, YMCA, behavior support services, mental health.

New Project Idea: The ELOP department would like to add up to 2 staff, FTE's, to each Tk-8 SUSD school site. This position will support students during lunch recess and the after-school program. These individuals will provide structured activities centered on physical activities, sportsmanship, SEL skills such as self-awareness, and more. With this structure we hope to decrease disciplinary referrals, , decreased chronic absenteeism, and enhance school climate. This position will need to be created and posted on SUSD Edjoin. Suggested titles "Student Engagement Para" or Sports Enrichment Para.

For 2021-22 326,000.00 carryover, we would look like to help purchase materials and/or equipment for the high schools.

Goal 1 - Student Achivement

Afterschool tutoring, homework help, and enrichment (SA 9.1/1.17)

Tk-8

Provide additional student support services by extending the hours and the school year

YMCA, The Table Community Foundation, Jacoby Center, El Concilio, Student support services, food services, Transportation, Health Care, SPED, E.C., Custodial, Facilities,

Funds will be used to increase the number of staff to provide services to students in ELOP programs.

Goal 1 - Student Achivement

Bilingual instructional program support for K-12th grade students (SA 3.1/1.3)

TK-12 English Learners

Increase student achivement

School sites; Solution Tree

Additional and Supplemental: English Language Development and Primary Language Support; Bilingual instructional program support for K-12th grade students; increase and/or improve language learning support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students /parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. Build connectivity between site and district-wide EL programs.

Goal 1 - Student Achivement

Career Center Development & Resources (SA 11.3/1.22)

Foster youth, English learners, and socioeconomically disadvantaged high school

Provide multiple opportunities for students to learn about and apply to various post-secondary opportunities.

Guidance Techs are on most high school sites in support of the site school counseling departments and career centers. In addition, they collaborate with the District School

Services provided by the Guidance Techs in the Career Centers for our Foster youth, English learners, and socioeconomically disadvantaged high school students include: career exploration; assistance with financial aid, college, and scholarship applications; notification of upcoming events such as workshops and field trips

DIRECT LINK:
[HTTPS://APP.POWERBI.COM/VIEW?R=EYJRIJOINGNMNJEIYJKTZGVKMI00MJRKLWI3MTATOGIZMZQ0N2JJYMNKIIWIDCI6IJGXZWU0NDBILTQWNWQTNDFHOS04MTIXLTFHMJE0NGI0MJUWYSISIMMIOJZ9](https://app.powerbi.com/view?r=EYJRIJOINGNMNJEIYJKTZGVKMI00MJRKLWI3MTATOGIZMZQ0N2JJYMNKIIWIDCI6IJGXZWU0NDBILTQWNWQTNDFHOS04MTIXLTFHMJE0NGI0MJUWYSISIMMIOJZ9)

Educational Partner Outreach



Parent Advisory Committee (PAC)

- AABPAC
- LatinoPAC

District English Learner Committee (DELAC)

LCAP Engagement

- Sessions
- LCAP Survey - 2023

Board of Trustees

- Data Socials
- Public Hearing

Scan the QR Code



LCAP Surveys - SUSD Spring 2023

2022-2023 LCAP

ROADSHOW

AND

ENGAGEMENT



MARCH 27

6 PM

Edison High School
(Full Engagement Session)
100 W. Dr. Martin Luther King Blvd
Stockton, CA 95206

Meeting Room:
PD Room



APRIL 4

5 PM

District Office
(Informational Only)
56 S. Lincoln Street
Stockton, CA 95203

Meeting Room:
Boardroom



APRIL 5

6 PM

Stagg High School
(Full Engagement Session)
1621 Brookside Rd.
Stockton, CA 95207

Meeting Room:
Library

YOU ARE WELCOME

LCAP GOALS

District staff will be available to provide information on LCAP goals, LCAP activity/project status/ expenditures, and the LCAP Dashboard (metrics).

You will have the opportunity to engage in focused feedback, identify questions, and be a part of the revision for the 2023-2024 LCAP.

DO YOU HAVE QUESTIONS?

DO YOU HAVE COMMENTS?

LEARN HOW TO BE INVOLVED?

These are in-person meetings. For virtual, please pre-register at the e-mail below.

Phone : (209) 933-7040 ext. 2729 | Email : lcap@stocktonusd.net

Action Items for LCAP Development

Compile, analyze, and communicate data (metrics & activities).

Prepare draft LCAP for review and feedback.

Confirm recommendation and support from DELAC and PAC

STOCKTON UNIFIED SCHOOL DISTRICT

2023-2024

LCAP DEVELOPMENT SCHEDULE

MAY 2023 - JUNE 2023

15 MAY

PARENT ADVISORY COMMITTEE

Present the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

16 MAY

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

Present the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

06 JUNE

LCAP BOARD STUDY SESSION

Notify members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

14 JUNE

FINAL EDITS INCORPORATED

LEAs including school districts are required to prepare an LCAP, pursuant to EC sections 52060(d), 52066(d), and 47605.

20 JUNE

LCAP PUBLIC HEARING

Hold at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

27 JUNE

LCAP APPROVAL

Adopt the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Submit questions/comments to: lcap@stocktonusd.net

UPCOMING GOAL:

Educational Partner Engagement Plan for 2023-2024 SY



Establish a district-wide inclusive engagement plan.

Thank you!

Let's collectively continue this work!

