

# LCFF Budget Overview for Parents

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

CDS Code: 39-68676-0000000

School Year: 2024-25

LEA contact information:

Michelle L. Rodriguez, Ed.D.

Superintendent of Schools

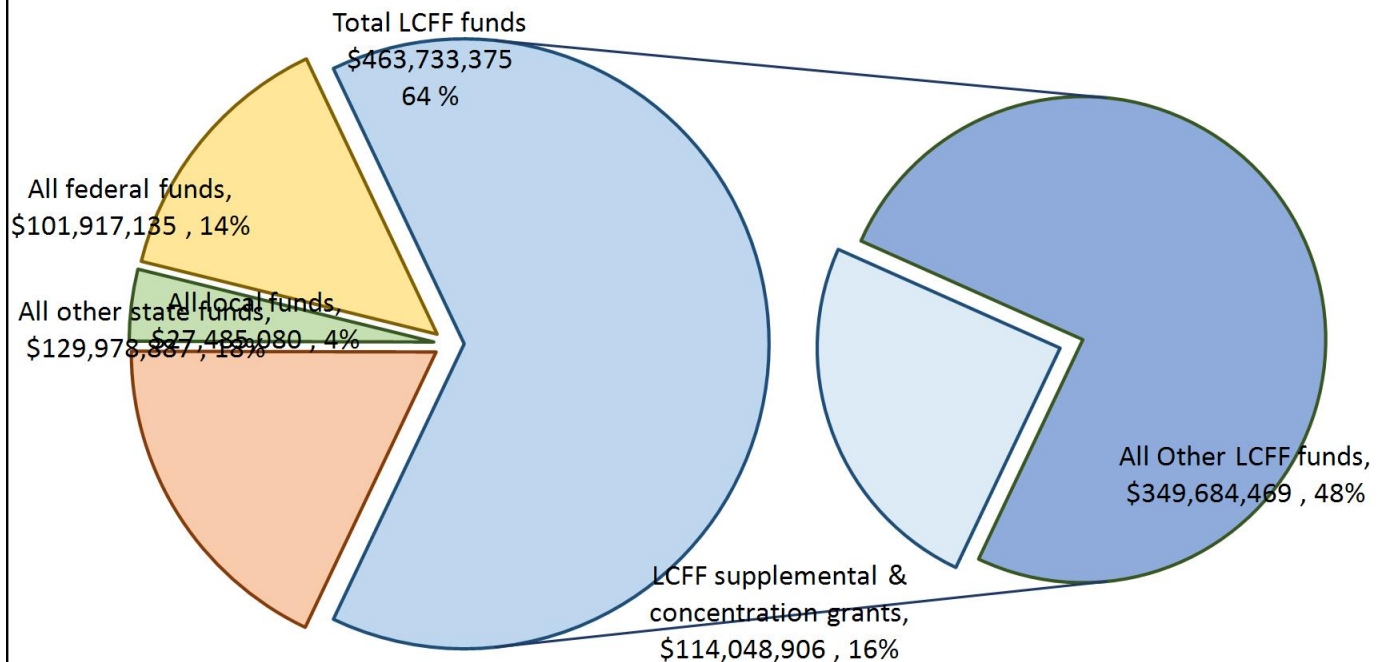
lcap@stocktonusd.net

209-933-7000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

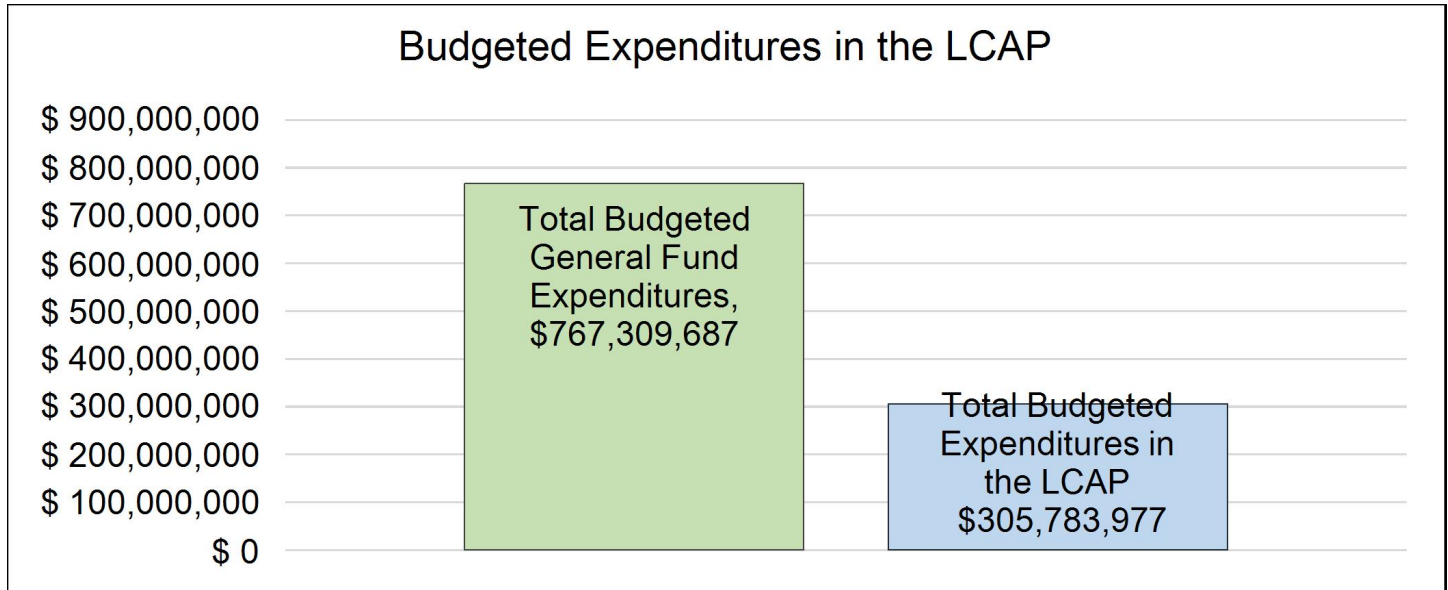


This chart shows the total general purpose revenue Stockton Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is \$723,114,477, of which \$463,733,375.00 is Local Control Funding Formula (LCFF), \$129,978,887.00 is other state funds, \$27,485,080.00 is local funds, and \$101,917,135.00 is federal funds. Of the \$463,733,375.00 in LCFF Funds, \$114,048,906.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stockton Unified School District plans to spend \$767,309,687.00 for the 2024-25 school year. Of that amount, \$305,783,977.00 is tied to actions/services in the LCAP and \$339,375,986.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes a portion of LCFF base funds for the 2024-25 year.

The General Fund budget expenditures not included in the LCAP include district-wide expenses to support the following: general education teaching and clerical support staff for school sites, formulaic "base" staffing, central support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic operational functions.

The LCAP does not include significant allocations other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. State and federal COVID recovery dollars are also not reflected in this plan, but will be accounted for in other documentation in compliance with the reporting requirements from both the state and federal governments.

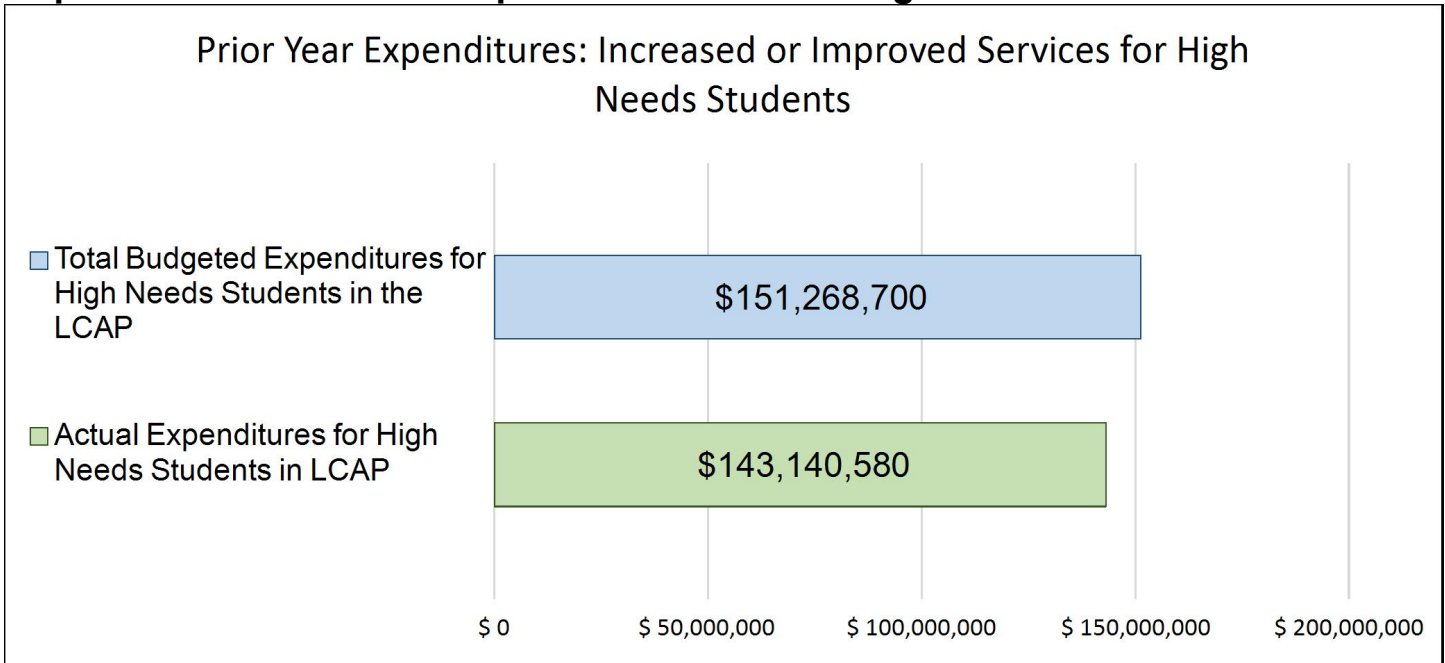
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Stockton Unified School District is projecting it will receive \$114,048,906.00 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District

must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend \$122,149,724.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Stockton Unified School District's LCAP budgeted \$151,268,700.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent \$143,140,580.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-8,128,120 had the following impact on Stockton Unified School District's ability to increase or improve services for high needs students:

The difference of budgeted and actual expenditures for identified within the 2023-2024 LCAP and Update relates to two significant barriers to expend the 2023-2024 supplemental and concentration funding.

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

The second barrier resulted from the teacher and staffing shortage. One significant example is the inability to recruit and hire staffing due to shortages.

Although differences were identified they did not impact the district's ability to meet the requirement to increase/improve services for our unduplicated students.

# 2024-25 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Stockton Unified School District
<b>CDS Code:</b>	39-68676-0000000
<b>LEA Contact Information:</b>	Name: Michelle L. Rodriguez, Ed.D. Position: Superintendent of Schools Email: lcap@stocktonusd.net Phone: 209-933-7000
<b>Coming School Year:</b>	2024-25
<b>Current School Year:</b>	2023-24

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2024-25 School Year</b>	<b>Amount Whole Numbers</b>
<b>Total LCFF Funds</b>	\$463,733,375.00
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$114,048,906.00
<b>All Other State Funds</b>	\$129,978,887.00
<b>All Local Funds</b>	\$27,485,080.00
<b>All federal funds</b>	\$101,917,135.00
<b>Total Projected Revenue</b>	\$723,114,477

<b>Total Budgeted Expenditures for the 2024-25 School Year</b>	<b>Amount Whole Numbers</b>
<b>Total Budgeted General Fund Expenditures</b>	\$767,309,687.00
<b>Total Budgeted Expenditures in the LCAP</b>	\$305,783,977.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$122,149,724.00
<b>Expenditures not in the LCAP</b>	\$339,375,986.00

<b>Expenditures for High Needs Students in the 2023-24 School Year</b>	<b>Amount Whole Numbers</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$151,268,700.00
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$143,140,580.00

<b>Funds for High Needs Students</b>	<b>Amount [AUTO-CALCULATED]</b>
<b>2024-25 Difference in Projected Funds and Budgeted Expenditures</b>	\$8,100,818
<b>2023-24 Difference in Budgeted and Actual Expenditures</b>	\$-8,128,120

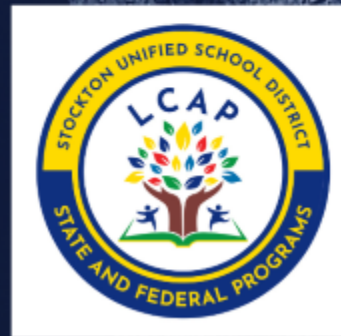
<b>Required Prompts(s)</b>	<b>Response(s) [FIELDS WILL APPEAR IF REQUIRED]</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The LCAP includes a portion of LCFF base funds for the 2024-25 year. The General Fund budget expenditures not included in the LCAP include district-wide expenses to support the following: general education teaching

	<p>and clerical support staff for school sites, formulaic "base" staffing, central support staff, general supplies, utilities, facilities, grounds, maintenance, repairs, and other basic operational functions.</p> <p>The LCAP does not include significant allocations other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. State and federal COVID recovery dollars are also not reflected in this plan, but will be accounted for in other documentation in compliance with the reporting requirements from both the state and federal governments.</p>
<p><b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.</b></p>	<p>The difference of budgeted and actual expenditures for identified within the 2023-2024 LCAP and Update relates to two significant barriers to expend the 2023-2024 supplemental and concentration funding.</p> <p>The first barrier arose due to the one-time federal stimulus and state funding allocation to the district, which allowed for expenditures meeting the one-time funding criteria to be shifted to the one-time funding.</p> <p>The second barrier resulted from the teacher and staffing shortage. One significant example is the inability to recruit and hire staffing due to shortages.</p> <p>Although differences were identified they did not impact the district's ability to meet the requirement to increase/improve services for our unduplicated students.</p>

JUNE 2024

# 2023-2024 Local Control & Accountability Plan (LCAP)

## Annual Update



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1B) Percentage of students who have sufficient access to standards aligned instructional materials.  (Data Source: SARC)	100%  (2020-2021)	100%  (2021-2022)	100%  (2022-2023)	100%  (2023-2024)	Maintain 100%
(2A) Percentage of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD.  (Data Source: Professional Development attendance data and Language	100%  (2020-2021)	100%  (2021-2022)	100%  (2022-2023)	100%  (2023-2024)	Maintain 100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development Office data)					
(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.  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)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:  ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4  (2020-2021)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:  ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4  (2021-2022)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:  ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4  (2022-2023)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:  ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4  (2023-2024)	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:  ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(2A) Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic &amp; 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 Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2020-2021)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2021-2022)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2022-2023)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4</p> <p>(2023-2024)</p>	<p>Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 5 CTE: 5 Health: 5 PE: 5 VAPA: 5 World Lang.: 5</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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%  (2023-2024)	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% WH: 36.65%  (2019-2020)	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% WH: 29.86%  (2021-2022)	ALL: 27.08% FY: 11.88% EL: 33.21% SED: 24.47% SWD: 6.80% AA: 26.07% AI: 48.28% AS: 48.44% FI: 53.27% HI: 32.22% HOM: 12.27% MR: 31.03% PI: 36.12% WH: 28.53%  (2022-2023)	ALL: 40% FY: NA% EL: 15% SED: 35% SWD: 15% AA: 28% AI: 40% AS: 52% FI: 60% HI: 34% HOM: NA% MR: 42% PI: 44% WH: 45%
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math	ALL: 20.85% FY: NA% EL: 3.2% SED: 18.8% SWD: 6.23% AA: 10.58%	N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP.	ALL: 14.51% FY: 5.26% EL: 4.71% SED: 12.75% SWD: 4.97% AA: 6.41%	ALL: 16.38% FY: 6.06% EL: 5.05% SED: 14.24% SWD: 6.26% AA: 13.94%	ALL: 25% FY: NA% EL: 8% SED: 25% SWD: 12% AA: 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meeting or exceeding standards.  (Data Source: CAASPP)	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)	(2020-2021)	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)	AI: 24.13% AS: 32.40% FI: 46.10% HI: 20.24% HOM: 6.00% MR: 21.45% PI: 30.56% WH: 30.73%  (2022-2023)	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)  * = sample size too small for reporting results	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	ALL: 18% FY: 17% EL: 16%	ALL: 16.33% FY: 0% EL: 30.02%	ALL: 17.6% FY: NA% EL: 8.40%	ALL: 17.0% FY: *% EL: 3.6%	ALL: 30% FY: 25% EL: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>scoring at grade level on the Winter Math iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>SED: 24% SWD: 10.99% AA: 16% AI: 24% AS: 33.84% FI: 43% HI: 22% MR: 28% PI: 23% WH: 29%</p> <p>(Winter 2020)</p>	<p>SED: 13.32% SWD: 5.58% AA: 10.08% AI: 14.39% AS: 22.97% FI: 36.67% HI: 14.48% MR: 20.78% PI: 13.38% WH: 19.20%</p> <p>(Winter 2021)</p>	<p>SED: 11.10% SWD: 6.80% AA: 11.30% AI: 16.50% AS: 30.20% FI: 41.40% HI: 15.50% MR: 23.50% PI: 19.30% WH: 30%</p> <p>(Winter 2022)</p>	<p>SED: 10.0% SWD: 7.0% AA: 9.9% AI: 16.0% AS: 31.1% FI: *% HI: 14.7% MR: 24.6% PI: 17.0% WH: 19.0%</p> <p>(Winter 2023)</p> <p>* = sample size too small for reporting results</p>	<p>SED: 32% SWD: 25% AA: 28% AI: 32% AS: 40% FI: 55% HI: 35% MR: 40% PI: 25% WH: 40%</p>
<p>(4A) The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>	<p>ALL: -53.70 FY: -78.20 EL: -74.50 SED: -59.30 SWD: -124.20 AA: -84.70 AI: -55 AS: -21.70 FI: 1.60 HI: -58.50 HOM: -94.60 MR: -43.20 PI: -40.50 WH: -40.90</p> <p>(2018-2019)</p>	<p>Academic Indicator not computed this year.</p> <p>(2020-2021)</p>	<p>ALL: -63.40 FY: -104.10 EL: -89.60 SED: -69.00 SWD: -129.3 AA: -101.00 AI: -64.00 AS: -25.80 FI: -3.20 HI: -68.60 HOM: -118.30 MR: -56.70 PI: -63.40 WH: -60.10</p> <p>(2021-2022)</p>	<p>ALL: -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</p> <p>(2022-2023)</p>	<p>ALL: -33 FY: -58 EL: -60 SED: -40 SWD: -110 AA: -70 AI: -35 AS: -4 FI: 4 HI: -40 HOM: -80 MR: -24 PI: -28 WH: -20</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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
(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)	13.58%  (2022-2023)	21%
(4B) Percentage of students who meet CSU/UC a-g college entrance requirements	ALL: 33.5% FY: 6.5% EL: 19.8% SED: 32.8% SWD: 8.5% AA: 28.3% AI: 11.4%	ALL: 21% FY: 0% EL: 10% SED: 20% SWD: 4.6% AA: 16.2% AI: 21.6%	ALL: 20.1% FY: 5.3% EL: 9.0% SED: 18.5% SWD: 6.8% AA: 15.0% AI: 22.9	ALL: 20.7% FY: 4.9% EL: 11.4% SED: 19.8% SWD: 5.0% AA: 18.8% AI: 11.6%	ALL: 38% FY: 11% EL: 24% SED: 37% SWD: 13% AA: 33% AI: 16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(California Schools Dashboard)	AS: 47.7% FI: 63% HI: 30.7% HOM: 12.1% MR: NA% PI: 18.2% WH: 30.6%  (2019-2020)	AS: 33.7% FI: 44.2% HI: 19.4% HOM: 8.0% MR: 14.0% PI: 22.2% WH: 19.9%  (2020-2021)	AS: 32.3% FI: 55.2% HI: 17.6% HOM: 8.8% MR: 22.2% PI: 7.7% WH: 16.8%  (2021-2022)	AS: 36.6% FI: 39.0% HI: 18.8% HOM: 6.3% MR: 11.3% PI: 5.9% WH: 13.7%  (2022-2023)	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: 13.7%  (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) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g	ALL: 3.95% FY: 0% EL: 2.20% SED: 3.68% SWD: 1.55% AA: 1.63% AI: 0%	ALL: 2.10% FY: 0% EL: 1.8% SED: 2.2% SWD: 0.3% AA: 1.5% AI: 2.7%	ALL: 4.5% FY: 2.6% EL: 0.9% SED: 4.1% SWD: 0.8% AA: 1.7% AI: 2.9%	ALL: 5.1% FY: 0.0% EL: 1.4% SED: 4.6% SWD: 0.6% AA: 3.4% AI: 2.3%	ALL: 35% FY: 15% EL: 15% SED: 30% SWD: 7% AA: 20% AI: 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	AS: 5.11% FI: 8.33% HI: 4.10% HOM: 0% MR: 0% PI: 0% WH: 2.35%  (2019-2020)	AS: 4.1% FI: 1.9% HI: 2.0% HOM: 0.6% MR: 2.3% PI: 0.0% WH: 0.9%  (2020-2021)	AS: 4.7% FI: 18.1% HI: 4.2% HOM: 1.6% MR: 2.8% PI: 7.7% WH: 4.4%  (2021-2022)	AS: 12.8% FI: 12.0% HI: 4.3% HOM: 0.0% MR: 1.9% PI: 0.0% WH: 2.4%  (2022-2023)	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.	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%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Dataquest)					
(4F) Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.  (Data Source: DataQuest)	12.1% (2019-2020)	6.73% (2020-2021)  Data was incorrectly reported as 5.6%	10.17% (2021-2022)	19.1% Synergy Local (2022-2023)	25%
(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.	97% (2019-2020)	92% (2020-2021)	90% (2021-2022)	96% (2022-2023)	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CALPADS)					
(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)	28.17% (2022-2023)	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) Percentage of 9th grade students prepared for their	9th: 33% 10th: 18.57% 11th: 14.40%	9th: 35.4% 10th: 18.6% 11th: 15.7%	9th: 29.5% 10th: 19.9% 11th: 11.6%	9th: 38.1% 10th: 19.6% 11th: 20.7%	9th: 42% 10th: 30% 11th: 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP).  (Data Source: All Terms MDTP assessment data)	(2020-2021 - All Terms)	(2021-2022)	(2022-2023 - All Terms)	(2023-2024 - All Terms)	
(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)	12.8%  (2022-2023)	1%
(5E) High school graduation rate - the percentage of students in four-year cohort who meet Stockton USD graduation requirements.	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%	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%	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%	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%	ALL: 86% FY: 80% EL: 75% SED: 85% SWD: 50% AA: 78% AI: 75% AS: 90% FI: 96% HI: 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CA School Dashboard, DataQuest)	HOM: 67.10% MR: 78.40% PI: 92.90% WH: 70%	HOM: 63.2% MR: 79.1% PI: 88.9% WH: 71.3%	HOM: 71.70% MR: 69.4% PI: 100% WH: 75.2%	HOM: 69.5% MR: 79.2% PI: 82.4% WH: 76.6%	HOM: 72% MR: 82% PI: 94% WH: 76%
	(2019-2020 - DataQuest)	(2020-2021 - DataQuest)	(2021-2022 - Dashboard)	(2022-2023 - CA Dashboard)	
(7A) Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit.  (Data Source: SUSD Course and Master Schedules)	ALL: 100%  (2020-2021)	ALL: 100%  (2021-2022)	ALL: 100%  (2022-2023)	ALL: 100%  (2023-2024)	100%
(7A) In addition to a broad course of study offered to students, English learners,	ALL: 100%  (2020-2021)	ALL: 100%  (2021-2022)	ALL: 100%  (2022-2023)	ALL: 100%  (2023-2024)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>					
(8A) Number of students earning a Seal of Biliteracy.	176 students (2019-2020)	171 Students (2020-2021)	146 students (2021-2022)	162 students (2022-2023)	300

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Dataquest and Local Data)					
(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 (2022-2023)	428

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 9 of 9 actions in goal 1 at varied degrees that provided students with support and resources leading to improvements in their academic outcomes.

### Success:

1.1 – MESA was offered at 22 school sites as an elective or an after-school program.

1.2 – High school career centers are supported by Guidance Technicians. CTE and STEM access was provided districtwide. K-8 schools were provided training and supplies/equipment/materials to support CTE and STEM programs and electives. Cross-department coordination occurred to identify ways to reach non-traditional students and to reduce master schedule barriers/conflicts. Xello was implemented at 55 sites including school for adults and the young adult program to explore career and college options as low as kindergarten. 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. Four teachers were in place to support students ensuring access to general education courses. Student Support Technicians were provided at school sites ensuring the school site was functional, efficient, inclusive, and receptive to meet the needs of students.

- 1.3 – The Bilingual instructional program supporting K-12th grade students was implemented, through providing training and supplemental materials. School sites received instructional coaching support that focused on ELD training and academic support.
- 1.4 – Principal/Assistant Principal Professional Development has occurred monthly, including 4 site based coaching days, 6 coaching academy days, Pro Path Needs Assessments, and Global PD supporting Professional Learning Community implementation.
- 1.5 – STA Professional Development Days provided teachers and staff with over 100 sessions on a variety of topics including; curriculum implementation, instructional strategies, program implementation, classroom management, social emotional learning, early literacy, and more. Research & Accountability facilitated training and support on: State Testing System (CAASPP & ELPAC Initial and Summative), local diagnostic assessment I-Ready, PLC Data Chats, and monthly Data collaborative meetings. District Data Dashboards, Data Communication tools, and surveys were developed and revised/updated.
- 1.6 – Substitutes have been provided to assist teachers with case management release and to allow general education teachers to attend IEP meetings. Two Inclusion Specialists provided supports for students to participate in general education curriculum/courses with support and access to the least restrictive environment. AVID was implemented at 42 school sites. School sites have received AVID Path Training, and coaching opportunities from two AVID instructional coaches. Students and teachers had access to eBooks and audiobooks all year long.
- 1.7 – Read 180 and Math 180 supplemental curriculum was available at the four (4) comprehensive high schools, one (1) alternative high school and targeted elementary schools. Teachers at the small/specialty high schools provided instructional and academic support ensuring access to general education courses. School sites funded 49.60 FTE positions that provided direct student supports by one of the following positions: Program Specialist, Library Media Assistant, Instructional Assistant, Assistant Principal, Bilingual Assistant, Community Assistant, Intervention Teacher, Counselor, and Parent Liaison. Sites purchased 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. Library services were available in all K-8 and 9-12 school sites through professional development and training, collection development for all physical and digital library catalogues, and the Destiny Database that manages all library and resource. Improved student supports within the classroom for our English learners, specifically our Newcomers, through primary language support and direct academic conversations through the retention and hiring of bilingual assistants. The three LCAP PreK playground projects were implemented. ECE Resource Teacher position was hired to support early childhood education. The Raising a Reader materials for TK was purchased.
- 1.8 – Extended Day/Year activities occurred and K-8 schools were given the opportunity to attend Outdoor Education.
- 1.9 – Chromebooks were purchased to support school sites and educational programs for learning. Teaching, classroom management, and monitoring (software) tools were purchased to support instruction through the student electronic devices.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 1, the district budgeted \$69,750,910 and calculated estimated actual expenditures in the amount of \$63,105,148, which is at a 90% spend rate.

Justification for actions meeting the district's identified material difference threshold are as follows:

~ Action 1.1 - College and Career Readiness and A-G Supports was budgeted for \$260,809 and reported estimated actual expenditures through June 30, 2024 in the amount of \$67,608, resulting in an estimated 74% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

~ Action 1.2 - Additional and Supplemental: College and Career Readiness and A-G Supports was budgeted for \$12,467,775 and reported estimated actual expenditures through June 30, 2024 in the amount of \$24,258,864, resulting in a 95% over expenditure of allocated funds. The reason for this is due to the salary and retro pay increases staff have been provided as a result of union bargaining agreements.

~ Action 1.3 - Additional and Supplemental: English Language Development and Primary Language Support was budgeted \$4,504,284 and reported estimated actual expenditures through June 30, 2024 in the amount of \$1,297,595, resulting in a 71% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds covered the cost of expenditures.

~ Action 1.6 - Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports was budgeted \$2,132,899 and reported estimated actual expenditures through June 30, 2024 is \$850,614, resulting in a 60% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

~ Action 1.7 - Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports was budgeted \$26,346,790 and reported estimated actual expenditures through June 30, 2024 in the amount of \$18,255,499, resulting in a 31% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds covered the cost of expenditures.

~ Action 1.8 - Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs was budgeted \$3,884,640 and reported estimated actual expenditures through June 30, 2024 is \$1,070,756, resulting in a 72% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

~ Action 1.9 - Additional and Supplemental: Educational Technology, Software, & Technical Support was budgeted \$1,586,000 and reported estimated actual expenditures through June 30, 2024 is \$784,702, resulting in a 51% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1.1 and 1.2 are determined to be effective resulting from the district's efforts in creating opportunities, courses, resources, training and staff to increase ways for students to graduate college and career ready, as demonstrated by growth from base to current year. Nearly



fourteen percent of all 5th, 8th, 11th and 12th grade students met standard on the CA Science Test (CAST), (Metric 4A). Over fourteen percent of all students successfully completed a course sequence or program of study with Career Technical Education (CTE) standards and frameworks, (Metric 4C). Over five percent of all students 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), (Metric 4D). Over eighty-two percent of students in four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent of all students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit, (Metric 7A). One hundred percent of all 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, (Metric 7A).

Action 1.3 was determined to be effective resulting from the district's efforts supporting English Learners through teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents, as demonstrated by growth from base to current year. One hundred percent of teachers that teach English Language Development (ELD) receive professional development on designated and integrated ELD, (Metric 2A). One hundred percent of English learners provided with designated and integrated English Language Development (ELD), (Metric 2B). Nearly six percent of all 3rd – 8th and 11th grade English learner student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A). Nearly five percent of all 3rd – 8th and 11th grade English learner student CAASPP scores in Math met or exceeded standards, (Metric 4A). Almost forty-five percent of English Learner students made progress toward English Proficiency as measured by the ELPAC, (Metric 4E). Over thirteen percent 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, (Metric 4E). Over nineteen percent of English Learner (EL) students who met Stockton USD standards were redesignated as a Fluent English Proficient, (Metric 4F). Nearly seventy-four percent of English learner students in four-year cohort who meet Stockton USD graduation requirements, (Metric 5E).

Actions 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9 were determined to be effective resulting from the district's efforts supporting professional development on instructional supports/strategies, staffing, intervention programs focused on accelerating learning and recapturing learning loss, as demonstrated by growth from base to current year. One hundred percent of all students have sufficient access to standards aligned instructional materials, (Metric 1B). Nearly twelve percent of Foster Youth, over six percent of English Learners, and over twelve percent of Homeless Youth 3rd - 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A). Over six percent of Foster Youth, nearly five percent of English Learners, over six percent of Students with Disabilities, and six percent of Homeless Youth 3rd - 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). Nearly fourteen percent of all 5th, 8th, 11th and 12th grade students met standard on the CA Science Test (CAST), (Metric 4A). Nearly twelve of American Indian/Alaskan Native and Multiple Race students met CSU/UC a-g college entrance requirements, (Metric 4B). Over eighty-two percent of students in four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent of all students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, as verified through a course/master schedule audit, (Metric 7A).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1 has been updated to include a short title reference: Student Academic Achievement. Additionally, the revised goal adds “aligned with the modern student”, “and life ready”.

Metric 1B has been moved to goal 2.

Metric 2A and 2B will be measured using the Local Indicators.

Metric 5B has moved to goal 3.

Actions 2, 3, 5, 7, 8, and 9 removed “sub action” reference details in the description field.

Action 1 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action 4 was removed as the activities are reflected and funded in another action.

Action 6 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action titles and descriptions were reassessed and updated for clarity and strategic alignment to a metric to further district's vision. Action descriptions with multiple areas of focus were separated into a single action resulting in the expansion to 16 actions for the 2024-2025 LCAP.

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

# Goals and Actions

## Goal

Goal #	Description
2	Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1A) Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers.  (Data Source: SARC)	87.87%  (2020-2021)	89%  (2021-2022)  SARC data not published; local calculation provided using SARC definitions.	88%  (2022-2023) - Human Resources  SARC data not published; local calculation provided.	88.00%  (2023-2024)  SARC data not published; local calculation provided.	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)  The data was reported incorrectly. Correct data is (29.1%)	7.3%  (2023-2024)	100%
(6A) Suspension rates - the percentage of	ALL: 5.5% FY: 13.70% EL: 4.40%	ALL: 0% FY: 0.5% EL: 0.0%	ALL: 4.8 FY: 17.1% EL: 3.7%	ALL: 6% FY: 12.6% EL: 4.1%	ALL: 4% FY: 7% EL: 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>students who are suspended at least once during the academic year.</p> <p>(Data Source: Dataquest or CA School Dashboard)</p>	<p>SED: 6.50% SWD: 9.10% AA: 14.70% AI: 7.80% AS: 2.90% FI: 1.50% HI: 5.20% HOM: 13% MR: 7.30% PI: 5.20% WH: 6.10%</p> <p>(2019-2020 - DataQuest)</p>	<p>SED: 0.0% SWD: 0.1% AA: 0.1% AI: 0.0% AS: 0.1% FI: 0.0% HI: 0.0% HOM: 0.1% MR: 0.0% PI: 0.0% WH: 0.0%</p> <p>(2020-2021 - DataQuest)</p> <p>Due to COVID-19 pandemic, data is not reliable.</p>	<p>SED: 5.1% SWD: 7.70% AA: 10.6 AI: 10.5% AS: 2.0% FI: 1.70% HI: 4.3% HOM: 9.3% MR: 6.5% PI: 3.7% WH: 6.0</p> <p>(2021-2022 – Dashboard)</p>	<p>SED: 6.4% SWD: 8.1% AA: 13.1% AI: 10.8% AS: 2.9% FI: 2.6% HI: 5.3% HOM: 13.8% MR: 8.7% PI: 2.5% WH: 8.0%</p> <p>(2022-2023- Dashboard)</p>	<p>SED: 3% SWD: 5% AA: 7% AI: 4% AS: 1% FI: 0.5% HI: 3% HOM: 7% MR: 4% PI: 3% WH: 3%</p>
<p>(6B) Expulsion rates - the percentage and (number) of students who are expelled from the district during the academic year.</p> <p>(Data Source: Dataquest)</p>	<p>ALL: 0.08% (29) FY: 0.58% (3) EL: 0.02% (2) SED: 0.07% (27) SWD: 0.06% (3) AA: 0.22% (9) AI: 0% (0) AS: 0.06% (2) FI: 0% (0) HI: 0.06% (14) HOM: 0.40% (8) MR: 0% (0) PI: 0% (0) WH: 0.20% (4)</p>	<p>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)</p> <p>(2020-2021)</p>	<p>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)</p>	<p>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)</p>	<p>ALL: less than 1% (10) FY: 0% (0) EL: 0% (0) SED: less than 1% (8) SWD: 0% (0) AA: 0% (0) AI: 0% (0) AS: 0% (0) FI: 0% (0) HI: 0% (0) HOM: 0% (0) MR: 0% (0) PI: 0% (0) WH: 0% (0)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019-2020)	*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.	(2021-2022)	(2022-2023)	
(6C) Percentage of students, parents, and teachers (staff) who feel the school is safe.  Data Source: CalSCHLS - Parents & Teachers 2020-2021 - 2022-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)	Students: 63.82% Middle School 70.64% High School (2023-2024)  Parents & Teachers 2022-2023 is most recent administration	Students: 87% Parents: 65% Teachers (Staff): 63%
(6C) Percentage of students, parents, and teachers (staff) who feel connected (supportive/inviting) to the school.  (Data Source: CalSCHLS - Parents	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	Students: 87.17% Gr 4-5 76.21% Gr 6-8 80.86% Gr 9-12 Source Plus Climate (2023-2024)  Parents & Teachers 2022-2023 is most recent administration	Students: 85% Parents: 39% Teachers (Staff): 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
& Teachers, PLUS Survey - Students)			(2022-2023)		

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

### Success:

2.1 – The Director of Diversity, Equity, and Family Engagement was hired and has been reviewing the district’s equity landscape. Ethnic Studies committee developed additional Ethnic Studies courses for submission and approval. Instructional materials for these new courses were purchased. Six (6) LGBTQ+ Workshops/professional development opportunities were provided to teachers and staff. Direct services were provided to students that focused on academic, social, and cultural supports for Native American students.

2.2 – Facilitated and expanded PBIS practices district wide, including PBIS district monthly meetings, monitoring incentives aimed to improve attendance, behavior, academic achievement, school connectedness, and social emotional wellness, monthly CHAMPS trainings (classroom management), and conducted school site common area observations with a follow-up plan of data and action. Substitute teachers were provided to support Student Assistance Program interventions of CARE team and SST teams as well as other PBIS/MTSS activities. The Behavioral Intervention Team (BIT) provided supports and interventions within the Multi-Tiered System of Support (MTSS) district-wide. Mental Health Clinicians (MHC) on the BIT team continued to train, implement, support and monitor the MHCs role within the Protocol for Responding to a Mental Health Crisis district-wide. Expanded the “On Call” Mental Health Clinician role that offers immediate consultation and response if the site-assigned MHC is unavailable. MHCs continue to train, consult and support site administrators, teachers, mental health professionals, and campus safety teams in the Threat Inquiry (TH-INQ) Protocol district-wide.

2.3 – Instructional Coaches provided support to both new and veteran teachers in the coaching improvement cycle, site-based professional development, facilitated PLC meetings, engaged in the data cycle, supported lesson planning, and provided classroom management support.

2.4 – New/beginning teachers were assigned a Site Support Teacher or Induction Mentor that provided “just in time” support, guidance, and professional learning. Curriculum staff provided job-embedded professional development and individualized support to new/beginning teachers.

2.5 – Provided students with enrollment, educational support, supplies, resources, and services to students/families in transition, unaccompanied youth, unsheltered and homeless youth.

- 2.6 – Provided Foster Youth students with enrollment, educational support, supplies, resources, and services.
- 2.7 – Health Care Assistants and Licensed Vocational Nurses provided medical procedures for students in the school setting. Healthy Start Coordinators coordinated services and referrals to services. The Community Resource Coordinator oversaw operations the high school wellness centers and community agency partnerships. School nurses supported high school wellness centers by providing students with health support and individualized case management to youth with medical needs and youth with disabilities. Mental Health Clinicians (MHCs) continued to direct services to students. MHCs provided professional development staff and parents. Purchased materials and supplies to support school Calm Centers, Social-Emotional Learning (SEL) curriculum to TK and suicide prevention to K-6. Provided ASIST Suicide Intervention Trainings. School Counselors provided direct support to students who need additional strategic interventions (MTSS). Twelve (12) Restorative Practices professional development sessions were provided to teachers and staff. Two (2) FTE School Psychologists were funded.
- 2.8 – Assistant Principal positions were funded beyond the based formula to provide enhance supports at school sites. An additional staff person was funded to provide school site support. Increased the instructional minutes students receive beyond the state's minimum requirement.
- 2.9 – Ensured instructional staff was available to provide instruction to students.
- 2.10 – Network Technicians provided technology support ensuring staff and students have access to instructional content.
- 2.11 – Provided students with improved conditions of school buildings that promoted learning.
- 2.12 – Custodian staff provided students with safe, clean school site facilities that promoted school connectedness.

**Challenges:**

- 2.1 – The Director of Diversity, Equity and Family Engagement was on-boarded February 2024. Recruitment and hiring efforts were not successful for the Cultural Assistant position.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 2, the district budgeted \$274,685,276 and calculated estimated actual expenditures in the amount of \$157,562,042, which is at a 57% spend rate.

Justification for actions meeting the district's identified material difference threshold are as follows:

~ Action 2.1 - Additional and Supplemental: Educational Equity, Diversity, and Inclusion was budgeted for \$1,351,394 and reported estimated actual expenditures through June 30, 2024 in the amount of \$209,120, resulting in an 85% under expenditure of allocated funds. The reason for this is due to district administration changes and the inability to fill vacant positions.

~ Action 2.2 - Additional and Supplemental: Multi-Tiered System of Supports was budgeted for \$4,385,793 and reported estimated actual expenditures through June 30, 2024 in the amount of \$2,785,076, resulting in a 36% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds supported in covering the cost of expenditures.

~ Action 2.3 - Development of High-Quality Teachers, Substitutes, Administrators, and Staff was budgeted for \$5,479,346 and reported estimated actual expenditures through June 30, 2024 in the amount of \$2,605,341, resulting in a 52% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions.

~ Action 2.4 - Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff was budgeted for \$5,644,101 and reported estimated actual expenditures through June 30, 2024 in the amount of \$1,591,443, resulting in a 72% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

~ Action 2.6 - Additional and Supplemental: Transitional Student & Family Support was budgeted for \$2,978,899 and reported estimated actual expenditures through June 30, 2024 in the amount of \$2,335,118, resulting in a 22% under expenditure of allocated funds. The reason for this is due to other one-time funds supported in covering the cost of expenditures.

~ Action 2.8 - Additional and Supplemental: Extended Learning Time, Educator, and Staffing was budgeted for \$23,239,980 and reported estimated actual expenditures through June 30, 2024 in the amount of \$28,285,465, resulting in a 22% over expenditure of allocated funds. The reason for this is due to the salary and retro pay increases staff have been provided as a result of union bargaining agreements.

~ Action 2.9 - Basic Instructional and Teacher Staffing was budgeted for \$200,201,643 and reported estimated actual expenditures through June 30, 2024 in the amount of \$82,725,323, resulting in a 59% under expenditure of allocated funds. The reason for this is due to the reevaluation of the data pull and calculation for base teacher/instructional staff salary and benefits.

~ Action 2.11 - Facility & Campus Safety Support was budgeted for \$2,278,749 and reported estimated actual expenditures through June 30, 2024 in the amount of \$5,368,745, resulting in a 136% over expenditure of allocated funds. The reason for this is due to the increase of expenditures for eligible activities based on prior year estimates.

~ Action 2.12 - Additional and Supplemental: Facility & Campus Safety Support was budgeted for \$5,118,413 and reported estimated actual expenditures through June 30, 2024 in the amount of \$11,976,990, resulting in a 134% over expenditure of allocated funds. The reason for this is due to the salary and retro pay increases staff have been provided as a result of union bargaining agreements and a reassessment of eligible custodial staff calculation based on the district's unduplicated pupil percentage.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.1, 2.2, 2.5, 2.6, and 2.7 are determined to be effective resulting from the district's efforts in creating opportunities and access that are culturally relevant and inclusive practices, Multi-Tiered Systems of Support (MTSS), and supports/resources that promote student health



and wellness, as demonstrated by growth from base to Year 3 Outcome data. Eighty-eight percent of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers teaching, (Metric 1A).

Actions 2.3, 2.4, 2.8, and 2.9 are determined to be effective resulting from the district's efforts ensuring students have access to basic instructional and teaching staff, highly specialized support staff, and professional development that builds capacity of highly qualified staff, as demonstrated by growth from base to Year 3 Outcome data. Eighty-eight percent of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teaching, (Metric 1A).

Action 2.10, 2.11, and 2.12 are determined to be effective resulting from the district's efforts safe and functional learning environments, as demonstrated by growth from base to Year 3 Outcome data. Over seven percent of school facilities maintained in good repair or exemplary, (Metric 1C). Over eighty-seven percent of students in grades 4-5, over seventy-six percent of students in grades 6-8, and nearly eighty-one percent of students in grade 9-12 feel connected (supportive/inviting) to the school, (Metric 6C\*).

\*Metric is unable to report on parent and teacher (staff) as the survey was not administered in years two and three for these groups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2 has been updated to include a short title reference: Centering Around the Whole Child. Additionally, the revised goal rephrases wording to better capture the focus of student needs, to "Provide equitable and healthy learning environments that strengthen the identity, belonging, and agency of all students that will result in a meaningful impact of their social-emotional and academic learning."

Metric 4A and 1B were added.

Two local metrics SEL and SST were added.

Actions 1-12 removed "sub action" reference details in the description field.

Action 2 was moved and renamed as Action 5 (Positive Behaviors Interventions and Support (PBIS)) emphasizing on the implementation of PBIS district-wide through collaboration, observations, trainings to effectively monitor and expand resources.

Action 3 was removed as the activities are reflected and funded in Goal 1, Action 12 (Acceleration of Learning Through Instructional Supports) focusing providing resources to enhance learning and instructional supports.

Action 4 was moved to Action 8 (New Teacher Training and Support) continuing to focus on new teacher training, mentoring, and collaboration that address their needs and enhance direct instruction with unduplicated students.

Action 5 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action 12 activity description was moved and incorporated into another action.

Action titles and descriptions were reassessed and updated for clarity and strategic alignment to a metric to further district's vision. Actions with multiple areas of focus were separated into an individual action resulting in the expansion to 24 actions in the 2024-2025 LCAP.

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

# Goals and Actions

## Goal

Goal #	Description
3	Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Local Indicator, Priority 3 Reflection Tool)	languages, and goals for their children: 4  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  (2020-2021)	languages, and goals for their children: 4  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  (2021-2022)	languages, and goals for their children: 4  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  (2022-2023)	languages, and goals for their children: 4  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  (2023-2024)	languages, and goals for their children: 5  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
(3A) Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12  Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 3  Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4  Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4  Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4  Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5  Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3 - Initial Implementation</p> <p>4 - Full Implementation</p> <p>5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>engage in advisory groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4</p> <p>(2020-2021)</p>	<p>engage in advisory groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2021-2022)</p>	<p>engage in advisory groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2022-2023)</p>	<p>engage in advisory groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2023-2024)</p>	<p>engage in advisory groups and decision-making: 5</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 5</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 5</p>
(3A)	36	46	20	28	48

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of parent, guardian, family district committee meetings held for the following parent groups:  Parent Advisory Committee (PAC), African American Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (Latino PAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC)</p> <p>(Data Source: Family Engagement and Education Office and Language Development Office)</p>	(2020-2021)	(2021-2022)	(2022-2023)	(2023-2024)	
<p>(3A)  Number of parent, guardian, and family training/workshops offered and held across the District.</p>	180 (2020-2021)	154 (2021-2022)	247 (2022-2023)	340 (2023-2024)	180

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Family Engagement and Education Calendar, District Calendar of Family Training/Workshops, Data from Educational Services and Student Support Services Departments)					
(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)	5  (2023-2024)	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)	4238 Active 484 New  (2023-2024)	1,200

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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)	Not Measured (2023-2024)	400
<p>(3A) Number of parent, Guardian, Family Trainings/workshops held focused on English learner parent, guardian, family member participation in support of Designated &amp; Integrated ELD</p> <p>(Data Source: Language</p>	10 (2020-2021)	33 (2021-2022)	31 (2022-2023)	Not Measured (2023-2024)	30



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development Office and Family Education and Engagement Office reported data)					
(5A) School attendance rate - the percentage of students attending school daily on average.  (Data Source: Synergy)	91.73% (2020-2021)	86.63% (2021-2022)	89.75% (2022-2023)	90.12% (2023-2024)	93%
(5A) Parent, Guardian, Family training and workshops held focused on mental health and healthy well-being  (Data Source: Counseling and Mental & Behavioral Health department reported data)	68 (2020-2021)	35 (2021-2022)	27 (2022-2023)	340 (2023-2024)	80
(5A) Number of social-emotional lessons provided to foster	2,992 (2020-2021)	374 (2021-2022)	124 (2022-2023)	192 (2023-2024)	3,000

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>youth, low-income, English learners, and student with disabilities/unique needs</p> <p>(Data Source: Counseling and Mental &amp; Behavioral Health department reported data)</p>					
<p>(5A) Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students.</p> <p>(Data Source: Data reported out by the Counseling department/Synergy)</p>	<p>3,271 (2020-2021)</p>	<p>1,080 (2021-2022)</p>	<p>2,281 (2022-2023)</p>	<p>1,874 (2023-2024)</p>	<p>3,300</p>
<p>(5B) Chronic absenteeism rates - the percentage of students K-12 identified as chronically absent - students who are</p>	<p>ALL: 18% FY: 21.70% EL: 16.24% SED: NA% SWD: 24.73% AA: 27.94% AI: 28.90% AS: 8.59%</p>	<p>ALL: 24.8% FY: 39.7% EL: 20.1% SED: 25.8% SWD: 27.8% AA: 40.30% AI: 31.77% AS: 15.8%</p>	<p>ALL: 43.20% FY: 55.90% EL: 41.30% SED: 45.00% SWD: 52.20% AA: 51.30% AI: 51.70 AS: 29.60%</p>	<p>ALL: 38.20% FY: 44.60% EL: 34.40% SED: 40.50% SWD: 45.90% AA: 49.90% AI: 46.70% AS: 25.40%</p>	<p>ALL: 13% FY: 16% EL: 11% SED: NA% SWD: 19% AA: 22% AI: 23% AS: 3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>absent from school 10% or more for the total number of days that they are enrolled in school.</p> <p>(Data Source: Dataquest)</p>	<p>FI: 7.77% HI: 17.42% HOM: 42.34% MR: 20.91% PI: 17.73% WH: 21.12%</p> <p>(2019-2020)</p> <p>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.</p>	<p>FI: 9.30% HI: 23.80% HOM: 56.9% MR: 31.2% PI: 24.6% WH: 29%</p> <p>(2020-2021)</p>	<p>FI: 21.20% HI: 43.90% HOM: 65.80% MR: 49.90% PI: 57.70% WH: 47.80%</p> <p>(2021-2022)</p>	<p>FI: 20.90% HI: 38.10% HOM: 61.70% MR: 45.70% PI: 42.90% WH: 45.30%</p> <p>(2022-2023)</p>	<p>FI: 4% HI: 12% HOM: 37% MR: 15% PI: 12% WH: 16%</p>
<p>(5C) Middle school dropout rate - the percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.</p> <p>(Data Source: CALPADS)</p>	<p>0.0009%</p> <p>(2019-2020)</p>	<p>.43%</p> <p>(2020-2021)</p>	<p>1.2%</p> <p>(2021-2022)</p>	<p>0.0%</p> <p>(2022-2023)</p>	<p>0%</p>

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 7 of 7 actions in goal 3 at varied degrees that provided students with support and resources leading to increased attendance and parent/community engagement.

## Successes:

3.1 – Multilevel ESL (English as a Second Language) courses for parents were implemented at 5 district school sites.

3.2 – Community School support staff (at two school sites) continued providing direct supports to students and parents. Family engagement events (such as grocery distribution, trainings, literacy nights, and multi-cultural activities) were implemented throughout the year. Family engagement staff continued to provide direct support to parents/families through support to school sites and to district parent advisory committees. The district's Webmaster has continued to maintain the district's website and social media accounts. Translation services were provided to support students and families.

3.3 – Transportation services for students from grade 7-12 were provide through bus passes/access.

3.4 – Truancy Outreach Specialists provided outreach services to students who were identified as chronically absent. Targeted interventions were provided to student through student attendance initiatives.

3.5 – Students were provided the opportunity attend and competed in SkillsUSA, regional events, State Conferences, and VEX Robotics completions. Peers Uniting Student Leaders (PLUS) was implemented at 50 school sites which supported the implementation of strategies for student engagement such as: student-led forums, student surveys, cross-age mentoring and tutoring, rewards and acknowledgement systems, classroom presentations and lessons, regularly scheduled lunch time activities, and prevention efforts for ATOD (Alcohol, Tobacco, and other Drugs) use. Five (5) Black Student Union (BSU) teams attended the Black Students of California United Conference.

3.6 – Students participated in sports.

3.7 – Arts programming was overseen by a coordinator and was implemented district-wide through the distribution of Arts resources, field trips activities and instructional staffing.

## Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 3, the district budgeted \$18,373,022 and calculated estimated actual expenditures in the amount of \$15,722,977, which is at an 86% spend rate.

Justification for actions meeting the district's identified material difference threshold are as follows:

~ Action 3.1 - Family and Community Communication, Empowerment, and Engagement was budgeted for \$131,071 and reported estimated actual expenditures through June 30, 2024 in the amount of \$670,082, resulting in a 411% over expenditure of allocated funds. The reason for this is due to the reassessment of eligible activities.

~ Action 3.2 - Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement was budgeted for \$3,958,777 and reported estimated actual expenditures through June 30, 2024 in the amount of \$2,229,014, resulting in a 44% under expenditure of allocated funds. The reason for this is due to the inability to fill vacant positions and other one-time funds supported with covering the cost of expenditures.

~ Action 3.5 - Additional and Supplemental: Student Engagement and Leadership Opportunities was budgeted for \$2,531,702 and reported estimated actual expenditures through June 30, 2024 in the amount of \$1,709,419, resulting in a 32% under expenditure of allocated funds. The reason for this is due to other one-time funds supporting with covering the cost of expenditures.

~ Action 3.6 - Additional and Supplemental: Youth Engagement and Athletic Programs was budgeted for \$2,255,625 and reported estimated actual expenditures through June 30, 2024 in the amount of \$3,210,133, resulting in a 42% over expenditure of allocated funds. The reason for this is due to the reevaluation of the data pull and calculation for staff salary and benefits.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1 and 3.2 are determined to be effective resulting from the district's efforts in creating opportunities and access to supports, resources, communication, and partnerships that increase community and parent involvement through awareness and connection between school and families, as demonstrated by growth from base to Year 3 Outcome data.

Three hundred forty parent, guardian, and family training/workshops were offered and held across the district, (Metric 3A). Five English as a Second Language courses were offered to families across the district, (Metric 3A).

Actions 3.3 and 3.4 are determined to be effective resulting from the district's efforts ensuring students have access to supports, resources, and staff to improve attendance, as demonstrated by growth from base to Year 3 Outcome data. Three hundred forty parent, guardian, family training and workshops were held focused on mental health and healthy well-being, (Metric 5A).

Actions 3.5, 3.6, and 3.7 are determined to be effective resulting from the district's efforts to provide access to student engagement and leadership opportunities, experiences and student clubs and activities, athletics, and Arts programs. Over ninety percent students were attending school daily on average, (Metric 5A), as compared to the previous year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2023-24 LCAP Goal 3 is shifting to Goal 4 in the 2024-2025 LCAP. The shifted Goal 4 has been updated to include a short title reference: Meaningful Partnerships. The addition of Goal 3 in the 2024-2025 LCAP is new and focuses on the Passions, Interests and Talents of the Modern Student. (Goals 3, 4, 5, 6 from the 2023-2024 LCAP are shifting for the insert of a new goal in the 2024-2025 LCAP.)

Metrics 3A, 3B, and 3C have shifted to the updated Goal 4 in the 2024-2025 LCAP. Metric 3A – LCAP Survey referencing local data was added to the new Goal 4.

Metrics 3A that referenced the following local data have been removed:

- ~ District Committee Meetings
- ~ Training/workshops offered
- ~ English as a Second Language
- ~ beamentor.org
- ~ College and career focused events
- ~ Trainings/workshops held focused on English learner, Designated & Integrated ELD

Metrics 5A that referenced the following local data have been removed:

- ~ Mental Health and Healthy Well-being
- ~ Social-Emotional Lessons
- ~ Student Success Team (SST)

Metric 5D was added.

Actions 1-7 removed “sub action” reference details in the description field.

Action 1 was removed as the intent of the LCAP is focusing on LCFF funding, references to activities are available in the applicable funding plans.

Action 3 was removed as the activities are reflected and funded in another action. Action 7 replaced “Visual and Performing Arts” and “VAPA” language with “Arts”.

New action 3.4 – Expanded Learning and Enrichment Opportunities was moved from Goal 1.

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

# Goals and Actions

## Goal

Goal #	Description
4	Provide differentiated systems of support with key actions and investments that will increase student participation, remove academic barriers; increase student opportunities; and expand resources and access in order to address identified performance gaps and inequities of ELA and Math, chronic absenteeism, and graduation rates among Students with Disabilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards.  (Data Source: CAASPP)	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	N/A - Due to COVID-19 pandemic, local Math assessments were administered for 3rd-8th grade in place of CAASPP.	17.68% All 1.90% Students with Disabilities  (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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meeting or exceeding standards.  (Data Source: CAASPP)	(2019-2020)  Data was reported incorrectly as 6.23%	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)			
(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 level on the Winter Math iReady assessment.  (Data Source: iReady Data)	18% - All 10.99% Students with Disabilities  (Winter 2020)	16.33% - All 5.58% Students with Disabilities  (Winter 2021)	17.6% - All 6.8% Students with Disabilities  (Winter 2022)	17.0% - All 7.0% Students with Disabilities  (Winter 2023)	30% - All 25% Students with Disabilities
(4B)	33.5% All	28.4% All	25.0% All	25.4% All	38% All

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students who meet CSU/UC a-g college entrance requirements</p> <p>(Data Source: Dataquest)</p>	<p>8.5% Students with Disabilities</p> <p>(2019-2020)</p>	<p>13.5% Students with Disabilities</p> <p>(2020-2021)</p>	<p>10.8% Students with Disabilities</p> <p>(2021-2022)</p>	<p>6.9% Students with Disabilities</p> <p>(2022-2023)</p>	<p>13% Students with Disabilities</p>
<p>(4C) Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks.</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>	<p>14.0% All 2.33% Students with Disabilities</p> <p>(2019-2020)</p>	<p>5.50% All 2.20% Students with Disabilities</p> <p>(2020-2021)</p>	<p>10.7% All 7.0% Students with Disabilities</p> <p>(2021-2022 - Dashboard)</p>	<p>14.2% All 9.2% Students with Disabilities</p> <p>(2022-2023 - Dashboard)</p>	<p>25% All 10% Student with Disabilities</p>
<p>(4D) Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course</p>	<p>13.6% All 1.55% Student with Disabilities</p> <p>(2019-2020)</p>	<p>2.10% All 0.30% Student with Disabilities</p> <p>(2020-2021)</p>	<p>10.7% All 7.0% Student with Disabilities</p> <p>(2021-2022 - Dashboard)</p> <p>Correction: 4.5% All</p>	<p>5.1% All .6% Students with Disabilities</p> <p>(2022-2023 - Dashboard)</p>	<p>35% All 7% Students with Disabilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>sequence or program of study aligned with SBE-approved career technical education standards and frameworks).</p> <p>(Data Source: CALPADS UC/CSU; Synergy CTE)</p>			<p>.8% Students with Disabilities</p> <p>(2021-2022 - Dashboard)</p>		
<p>(4H) Percentage of 11th grade students with disabilities who demonstrate college preparedness by meeting/exceeding standard on the CAASPP exam in English Language Arts and Math</p> <p>(Data Source: CAASPP)</p>	<p>All</p> <p>ELA: 46.35%</p> <p>Math: 23.62%</p> <p>Students with Disabilities</p> <p>ELA: 7.44%</p> <p>Math: 1.96%</p> <p>(2020-2021)</p>	New measure.	<p>All</p> <p>ELA: 36.56%</p> <p>Math: 8.29%</p> <p>Students with Disabilities</p> <p>ELA: 3.91%</p> <p>Math: .51%</p> <p>(2021-2022)</p>	<p>All</p> <p>ELA: 36.17%</p> <p>Math: 8.42%</p> <p>Students with Disabilities</p> <p>ELA: 5.60%</p> <p>Math: 1.90%</p> <p>(2022-2023)</p>	<p>All</p> <p>ELA: 43%</p> <p>Math: 19%</p> <p>Students with Disabilities</p> <p>ELA: 10%</p> <p>Math: 7%</p>
<p>(5A) Percentage of students with disabilities attending school daily on average (school attendance rate)</p>	<p>64.52%</p> <p>(2022-2023)</p>	New measure.	<p>64.52%</p> <p>(2022-2023)</p>	<p>88.10%</p> <p>(2023-2024)</p>	<p>100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: Synergy)					
(5B) Chronic absenteeism rates - the percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.  (Data Source: Dataquest)	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	Year 3 Outcome	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	ALL: 100% SWD: 100%  (2021-2022)	New measure.	ALL: 100% SWD: 100%  (2021-2022)	ALL: 100% SWD: 100%  (2022-2023)	ALL: 100% SWD: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>review course completion status and college/career opportunities and update the student academic four-year plan.</p> <p>(Data Source: SUSD Course and Master Schedules)</p>					
<p>(Local 1) Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p> <p>(2022-2023)</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p> <p>New measure.</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p> <p>(2022-2023)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p> <p>(2023-2024)</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p>
<p>(Local 2) Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in</p>	<p>Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0%</p>	<p>Teachers: N/A Counselors: N/A Administrators: N/A Classified: N/A</p> <p>New measure.</p>	<p>Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0%</p>	<p>Teachers: 0% Counselors: 0% Administrators: 0% Classified: 0%</p>	<p>Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Special Education to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	(2022-2023)		(2022-2023)	(2023-2024)	
<p>(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.</p> <p>(Data Source: Special Education Information System (SEIS))</p>	<p>SWD: 91%</p> <p>(2022-2023)</p>	<p>SWD: N/A</p> <p>New measure.</p>	<p>SWD: 91%</p> <p>(2022-2023)</p>	<p>SWD: 83.33%</p> <p>2023-2024</p>	<p>SWD: 95%</p>
<p>(Local 4) State Performance Indicators:</p> <p>a. Rate of SWD inside the regular classroom 80% or more in an instructional day</p> <p>b. Rate of SWD inside the regular classroom</p>	<p>a. 50.70%</p> <p>b. 28.28%</p> <p>c. 3.93%</p> <p>(2022-2023)</p>	<p>a. N/A</p> <p>b. N/A</p> <p>c. N/A</p> <p>New measure.</p>	<p>a. 50.70%</p> <p>b. 28.28%</p> <p>c. 3.93%</p> <p>(2022-2023)</p>	<p>A. 50.74%</p> <p>B. 28.52%</p> <p>C. 7.0%</p> <p>(2023-2024)</p>	<p>a. 55%</p> <p>b. 33%</p> <p>c. 8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>less 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>					

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 8 of 8 actions in goal 4 at varied degrees that provided Students with Disabilities with expanded MTSS approaches, access to more courses, and providing Special Education (SPED) personnel with professional development to help accelerate learning for our Students with Disabilities.

### Successes:

- 4.1 - Cross-department collaboration was conducted to development the MTSS Synergy Module intended to monitor interventions prior to referral.
- 4.2 - Collaboration was completed with 8th grade teachers regarding transition to high school to minimize failing grades during the 9th grade year and to inform the teachers and students of the expectations for high school.
- 4.3 - 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.
- 4.4 - Provided training to teachers, paraprofessionals, staff, and parents focused on functional communication to reduce aggression, increase redirection techniques, and reduce traumatic experiences in the classroom setting.
- 4.5 - Provided students with opportunities to engage in hands on/vocational experiences. Maintained partnerships with agencies supporting vocational connections.
- 4.6 - Participated in hiring fairs, local colleges/universities events, and community outreach activities to hire specialized positions certificated and classified positions within the district.



4.7 - Established practices/systems to increase communication with educational partners on special education laws and best practices for all students.

4.8 - Multi-department collaboration was conducted resulting in increased communication among SPED department and CWA department to foster relationships with students, families and support personnel. The newly defined common understanding of practices/systems were communicated across departments throughout the district.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 4, the district budgeted \$333,000 and calculated estimated actual expenditures in the amount of \$333,000, which is at a 100% spend rate.

No actions met the district's identified material difference threshold; therefore, no additional justification is necessary.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 4.1, 4.2, 4.3, and 4.4 are determined to be effective resulting from the district's efforts in creating optimal conditional for learning through Multi-Tiered Systems of Support (MTSS), access to courses and alternative diploma pathways, the acceleration of learning, and instruction and instructional practices that are culturally responsive, as demonstrated by growth from base to Year 3 Outcome data. Nearly seven percent of Students with Disabilities 3rd – 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A). Over six percent of Students with Disabilities 3rd – 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). Over nine percent of Student with Disabilities who successfully completed a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks, (Metric 4C). Nearly one percent of Student with Disabilities 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), (Metric 4D). Over sixty-four percent of Students with Disabilities in a four-year cohort who meet Stockton USD graduation requirements, (Metric 5E). One hundred percent 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, (Metric 7A). One hundred percent staff (teachers, counselors, administrators and classified) have been

trained in content standards to enable Students with Disabilities to access the academic content standards, (Local 1). State Performance Indicators: a. More than fifty percent of Students with Disabilities inside the regular classroom received 80% or more in an instructional day; b. More than twenty-eight percent of Students with Disabilities inside the regular classroom received less than 40% in an instructional day; c. Seven percent of Students with Disabilities received instruction in a separate setting, (Local 4).

Actions 4.5, 4.7, and 4.8 are determined to be effective resulting from the district's efforts to provide access to meaningful student experiences and opportunities and outreach and communication supports/resources for student and parent involvement, as demonstrated by growth from base to Year 3 Outcome data. Over eighty-eight percent of students with disabilities were attending school daily on average, (Metric 5A). Over 8 percent of students with disabilities were suspended at least once during the academic year, (Metric 6A).

Actions 4.6 are determined to be effective resulting from the district's efforts to recruit, hire, and retain diverse staffing, as demonstrated by growth from base to Year 3 Outcome data. One hundred percent staff (teachers, counselors, administrators and classified) have been trained in content standards to enable Students with Disabilities to access the academic content standards, (Local 1). State Performance Indicators: a. More than fifty percent of Students with Disabilities inside the regular classroom received 80% or more in an instructional day; b. More than twenty-eight percent of Students with Disabilities inside the regular classroom received less than 40% in an instructional day; c. Seven percent of Students with Disabilities received instruction in a separate setting, (Local 4).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4 has been updated to include a short title reference: Success for Students with Disabilities. Additionally, the revised goal rephrases wording to better capture the focus of student needs, to "Provide access and opportunities for students with disabilities to ensure success through high expectations, inclusive practices, and multi-tiered systems of support (MTSS), by providing necessary resources, supports, and levels of services based on individual student need."

Goal 4 has shifted to be referenced as Goal 5. (Goals 3, 4, 5, 6 from the 2023-2024 LCAP are shifting for the insertion of a new goal.)

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

# Goals and Actions

## Goal

Goal #	Description
5	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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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: ALL - 14.72% AA - 8.14%	7th grade - Math: ALL – N/A AA - N/A	7th grade - Math: ALL - 14.72% AA - 8.14%	7th grade - Math: ALL – 17.37% AA – 8.59%	7th grade - Math: ALL - 20% AA - 14%
	8th grade - ELA: ALL - 29.1% AA - 17.67%	8th grade - ELA: ALL – N/A AA - N/A	8th grade - ELA: ALL - 29.1% AA - 17.67%	8th grade - ELA: ALL – 28.68% AA – 15.31%	8th grade - ELA: ALL - 35% AA - 23%
	8th grade - Math: ALL - 12.3% AA - 5.16%	8th grade - Math: ALL – N/A AA - N/A	8th grade - Math: ALL - 12.3% AA - 5.16%	8th grade - Math: ALL – 13.28% AA – 7.73%	8th grade - Math: ALL - 18% AA - 11%
	11th grade - ELA: ALL - 36.56% AA - 25.69%	11th grade - ELA: ALL – N/A AA - N/A	11th grade - ELA: ALL - 36.56% AA - 25.69%	11th grade - ELA: ALL – 36.17% AA – 28.39%	11th grade - ELA: ALL - 42% AA - 31%
	11th grade - Math: ALL - 8.29% AA - 6.41%	11th grade - Math: ALL – N/A AA - N/A	11th grade - Math: ALL - 8.29% AA - 6.41%	11th grade - Math: ALL – 8.42% AA – 1.40%	11th grade - Math: ALL - 14% AA - 12%
	(2022-2023)	New measure.	(2022-2023)	(2022-2023)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(4B) Percentage of all students and African American (AA) students who meet CSU/UC A-G college entrance requirements.</p> <p>(Data Source: CA School Dashboard – Additional Reports)</p>	<p>ALL: 20.1% AA: 15%</p> <p>(2021-2022)</p>	<p>ALL: N/A AA: N/A</p> <p>New measure.</p>	<p>ALL: 20.1% AA: 15%</p> <p>(2021-2022)</p>	<p>ALL: 20.7% AA: 18.8%</p> <p>(2022-2023)</p>	<p>ALL: 23.1% AA: 21%</p>
<p>(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 of days that they are enrolled in school.</p> <p>(Data Source: CA School Dashboard)</p>	<p>ALL: 43.20% AA: 51.30%</p> <p>(2021-2022)</p>	<p>New measure.</p>	<p>ALL: 43.20% AA: 51.30%</p> <p>(2021-2022)</p>	<p>ALL: 37.90% AA: 50.20%</p> <p>(2022-2023)</p>	<p>ALL: 13% AA: 22%</p>
<p>(6A) Suspension rates - the percentage of All students and African American (AA)</p>	<p>ALL: 4.8% AA: 10.6%</p> <p>(2021-2022)</p>	<p>New measure.</p>	<p>ALL: 4.8% AA: 10.6%</p> <p>(2021-2022)</p>	<p>ALL: 6.0% AA: 13.1%</p> <p>(2022-2023)</p>	<p>ALL: 4% AA: 7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who are suspended at least once during the academic year.  (Data Source: CA School Dashbaord)					
(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.	Not Measured (2023-2024)	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.	Not Measured (2023-2024)	10%
(Local C) Percent of schools that participated in the individual student support structure professional development.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local D) Percent of schools that are implementing	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
individual student support structures within the school day.					
(Local E) Percent of schools that will complete the culturally responsive professional development series.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(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.	Not Measured (2023-2024)	10%
(Local G) Percent of schools with new community partnerships.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	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.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local I) Mid-year evaluation reports collected for community partnerships.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local J) Percent of BSAP Survey respondents agreeing that community organization presence has increased.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	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.	Not Measured (2023-2024)	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.	Not Measured (2023-2024)	10%
(Local M) Observational feedback to ensure alignment with the intended scope and sequence of the courses.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local N) Percent of schools with full School Climate and Wellness teams.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local O) Participation of teams in BSAP professional development.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local P) Percent of BSAP Survey respondents agreeing that every student has an advocate.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	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.	Not Measured (2023-2024)	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.	Not Measured (2023-2024)	10%
(Local S) Percent of BSAP Survey respondents agreeing that students have	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increased participation in extracurricular activities at school.					
(Local T) Completion data for the individual Black Student Success Plans (BSSPs).	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%
(Local U) School Experience Survey data.	0.0% (2022-2023)	New measure.	New measure.	Not Measured (2023-2024)	10%

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 8 of 8 actions in goal 5 at varied degrees that were designed to remove instructional and institutional barriers African American/Black student group consistently encounter resulting in persistent academic performance (ELA and Math), chronic absenteeism, and suspensions.

### Successes:

5.1 - The district's equity audit started focusing on foundational components in the development of the Black Student Achievement Plan.

5.2 - Cross-department coordination and training has provided support to school sites to enhance School Plans for Student Achievement (SPSAs) to explicitly address African American/Black students resulting from a comprehensive needs assessment and through the Professional Learning Communities model.

5.3 - The district's equity audit started, which includes the components of recruitment, hiring, placement, and retention practices supporting diverse staffing.

5.4 - Site administrators analyzed curriculum supporting alignment with culturally and linguistically responsive teaching (CLRT) and the brain using the Ready for Rigor Framework within the reflection tool. Individual student needs were collected through a diagnostic tool that supported the assessment of student performance.

5.5 - A Community Partnership Interest Survey was launched and made public, with community partners demonstrating interest, while sites have continued to strengthening existing partnerships that meet site student needs.

5.6 - African American Ethnic Studies course has been developed and was taught at two sites.

5.7 - Cross-department coordination involving the Multi-Tiered System of Supports (MTSS) has been ongoing resulting in the implementation of an MTSS module for data and identification of intervention supports.

5.8 - Resulting from community partner interest through the on-going Community Partnership Interest Survey, community partners were identified to support school safety and connectedness through engagement activities based on identified students needs.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

Justification for actions meeting the district's identified material difference threshold are as follows:

~ Action 5.1 - Student Achievement Plan was budgeted for \$500,000 and reported estimated actual expenditures through June 30, 2024 in the amount of \$0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to the use of other funding sources to support the activities.

~ Action 5.4 - BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy was budgeted for \$787,144 and reported estimated actual expenditures through June 30, 2024 in the amount of \$0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to the use of other funding sources to support the activities.

~ Action 5.5 - BSAP Community Partnerships was budgeted for \$522,749 and reported estimated actual expenditures through June 30, 2024 in the amount of \$0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to the use of other funding sources to support the activities.

~ Action 5.6 - Development of an African American Studies Course was budgeted for \$65,169 and reported estimated actual expenditures through June 30, 2024 in the amount of \$0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to the use of other funding sources to support the activities.

~ Action 5.7 - BSAP School Climate & Wellness Personnel Support was budgeted for \$1,891,544 and reported estimated actual expenditures through June 30, 2024 in the amount of \$0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to the use of other funding sources to support the activities.

~ Action 5.8 - BSAP Community - Based Safety Pilots was budgeted for \$713,687 and reported estimated actual expenditures through June 30, 2024 in the amount of \$0, resulting in a 100% under expenditure of allocated funds. The reason for this is due to the use of other funding sources to support the activities.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 5.1, 5.2, 5.4 and 5.6 are determined to be effective resulting from the district's efforts in enhancing district and school plans enveloping African American/Black student needs, development of culturally and linguistically responsive teaching practices and curriculum, as demonstrated by growth from base to current year. African American/Black students in grades 3rd, 5th, 4th (Math only), 6th, 7th, 8th (Math only), and 11th (ELA only) met or exceeded standard in CAASPP scores in ELA and Math, (Metric 4A). More than eighteen percent of all students and African American/Black (AA) students met CSU/UC A-G college entrance requirements, (Metric 4B).

Action 5.3 was unable to be determined to be effective resulting from the district's efforts as the equity audit includes the review of practices and capacity in supporting diverse staffing. Metrics associated with this action were not measured.

Actions 5.5, 5.7, and 5.8 were unable to be determined to be effective resulting from the district's efforts to partner with community organizations focusing on African American/Black student needs in the areas of health and wellness and student engagement and experiences. Metrics associated with this action were not measured.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 5 has been updated to include a short title reference: African American/Black Students Thrive. Additionally, the revised goal rephrases wording to better capture the focus of student needs, to "Provide positive learning conditions and experiences through time, attention, and resources that disrupt and remove instructional, institutional, and cultural barriers for African American/Black student groups so they may thrive through academic success, sense of belonging, and culturally relevant education."

Goal 5 has shifted to be referenced as Goal 6. (Goals 3, 4, 5, 6 from the 2023-2024 LCAP are shifting for the insertion of a new goal.)

Local metrics A through U have been removed.

Actions 5.3, 5.5, 5.7, and 5.8 will continue as described in the 2023-2024 LCAP as the inability to determine effectiveness was ultimately based on the partial implementation. The district has established processes and checkpoint to support full implementation of these actions. (These actions are now referenced as 6.3, 6.5, 6.7, and 6.8 after shift of the goals.)

Other changes to the action descriptions are noted below:

~ Action 5.3 (which is reflected as 6.3 in the 2024-2025 LCAP) changes removed the last paragraph seeking a vendor through the Request for Proposal process as it was developed, assessed in-house and approved by the California Department of Education. The need for board approval is no longer necessary. In addition, adding the following, reference to implementation of the co-developed (Human Resources and Educational Services) Educator Gap Equity Plan will allow for staff to determine if additional changes are needed. The district is strengthening the approach to implement the action through a clearly identified workflow articulating timelines and departments/persons responsible. Solidifying these connections were key to ensure the action can be implemented fully. Metrics have been reevaluated to address implementation and effectiveness.

~ Action 5.5 (which is reflected as 6.5 in the 2024-2025 LCAP) changes will include the addition of a reference that describes the focus on connecting community partners with school sites to support school site activities. The change will also removed reference to Group 1 and Group 2 schools. The district is strengthening the approach by clearly defining the project and the outcomes, which was not able to be articulated during the initial development of the action due to district leadership changes during the initial development of the goal and shortly following the start of the implementation. With a stable leadership and project lead, the action is able to be implemented as identified. Metrics have been reevaluated to address implementation and effectiveness.

~ Action 5.7 (which is reflected as 6.7 in the 2024-2025 LCAP) changes will include removal of references to Coordination of Services Team (COST), Resource Coordinating Team (RCT), and Crisis Team. The change will also reference the continuation of these activities through the co-collaboration with Student Support Services. The district is strengthening the approach by clearly defining the project and the outcomes, which was not able to be articulated during the initial development of the action due to district leadership changes during the initial development of the goal and shortly following the start of the implementation. In addition, departmental connections have been solidified to bridge services and supports between Educational Services and Student Support Services; therefore, with a stable leadership and project lead, the action is able to be implemented as identified. Metrics have been reevaluated to address implementation and effectiveness.

~ Action 5.8 (which is reflected as 6.8 in the 2024-2025 LCAP) changes include how the pilot will be expanded to other sites. The district is strengthening the approach by clearly defining the project and the outcomes, which was not able to be articulated during the initial development of the action due to district leadership changes during the initial development of the goal and shortly following the start of the implementation. In addition, departmental connections have been solidified to bridge services and supports with school sites; therefore, with a stable leadership and project lead, the action is able to be implemented as identified. Metrics have been reevaluated to address implementation and effectiveness.

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

# Goals and Actions

## Goal

Goal #	Description
6	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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd • 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards.  (Data Source: CAASPP)	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 • 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: CAASPP)					
(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 of days that they are enrolled in school.  (Data Source: DataQuest)	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: 61.5%  (2022-2023)	ALL: 13% FY: 16% HOM: 37%
(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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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)	All: 84.00% FY: 50.00% HOM:70.4  (2023-2024)	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)	All: 80.86 FY:53.85% HOM:81.11%  (2023-2024)	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)	All: 67.64% FY:42.31% HOM:67.88%  (2023-2024)	All: 68.5% FY:56.3% HOM 56.9%:
(Local Y) I feel safe in my school. (Foster Youth & homeless)	All: 61.5 FY:55.2% HOM:57.6	New measure.	All: 61.5 FY:55.2% HOM:57.6	All: 70.64% FY:50.00% HOM:70.83 (2023-2024)	All: 64.5% FY: 58.2% HOM 60.4%:



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Data Source: PLUS Survey)	(2022-2023)		(2022-2023)		

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 2 of 2 actions in goal 6 at varied degrees that were designed to remove instructional and institutional barriers foster and homes youth student groups consistently encounter resulting in performance gaps and inequities of ELA and Math, chronic absenteeism, and suspensions.

Successes:

6.1 - Students and families are minimally impacted throughout the enrollment process and the student’s time away from instruction was minimized.

6.2 - Foster Youth students and families experienced less barriers in accessing academic supports as cross-department collaboration between departments streamlining services and experiences.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 6, the district budgeted \$200,000 and calculated estimated actual expenditures in the amount of \$133,703, which is at a 67% spend rate.

Justification for actions meeting the district’s identified material difference threshold are as follows:

~ Action 6.1 - Immediate Enrollment and School Stability for Homeless Youth and Youth in Foster Care was budgeted for \$200,000 and reported estimated actual expenditures through June 30, 2024 in the amount of \$133,703, resulting in a 33% under expenditure of allocated funds. The reason for this is due to other one-time funds covered the cost of expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 6.1 and 6.2 are determined to be effective resulting from the district's efforts ensuring students are enrolled and delays/interruptions in instruction are minimized, as demonstrated by growth from base to Year 3 Outcome data. The gap between all students and Foster Youth decreased by about six percent for students who were identified as chronically absent – students who are absent from school 10% or more for the total number of days that are enrolled in school, (Metric 5B). The gap between all students and Foster Youth decreased by over six percent for suspension rates (Metric 6A). The gap between all students and Homeless Youth decreased about 10% for students who indicated at my school, there is a teacher or other adult who really cares about me (Local W). Homeless Youth surpassed all students who indicate I feel safe in my school (Local Y).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 6 has been removed as a specific goal for Homeless and Foster Youth is no longer required. Supplemental supports, resources, and staffing to support low-income and Foster Youth are included within the various goals and actions throughout the LCAP.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Alexander Hamilton 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: -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: *  (2021-2022)	New measure.	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: *  (2021-2022)	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: *  (2022-2023)	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: *
Alexander Hamilton Elementary  (4A) The average of all 3rd - 8th and 11th grade	ALL: -107.2 FY: * EL: -112.9 SED: -108.5 SWD: -183.5 AA: -131.9	New measure.	ALL: -107.2 FY: * EL: -112.9 SED: -108.5 SWD: -183.5 AA: -131.9	ALL: -110.5 FY: * EL: -126.2 SED: -113.7 SWD: -186.1 AA: -128.1	ALL: -104.2 FY: * EL: -109.9 SED: -106.5 SWD: -180.5 AA: -127.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>AI: * AS: -66.8 FI: * HI: -104.6 HOM: -150.7 MR: -116.4 PI: * WH:*</p> <p>(2021-2022)</p>		<p>AI: * AS: -66.8 FI: * HI: -104.6 HOM: -150.7 MR: -116.4 PI: * WH:*</p> <p>(2021-2022)</p>	<p>AI: * AS: -38.9 FI: * HI: -115.2 HOM: -128.1 MR: -87.4 PI: * WH:*</p> <p>(2022-2023)</p>	<p>AI: * AS: -63.8 FI: * HI: -101.6 HOM: -147.7 MR: -113.4 PI: * WH:*</p>
<p>Alexander Hamilton Elementary</p> <p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 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: *</p> <p>(2021-2022)</p>	New measure.	<p>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: *</p> <p>(2021-2022)</p>	<p>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: *</p> <p>(2022-2023)</p>	<p>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: *</p>
<p>Alexander Hamilton Elementary</p> <p>(4A)</p>	<p>ALL: 12.78% FY: * EL: 2.3% SED: 12.7%</p>	New measure.	<p>ALL: 12.78% FY: * EL: 2.3% SED: 12.7%</p>	<p>ALL: 11.74% FY: * EL: 3.42% SED: 11.04%</p>	<p>ALL: 15.78% FY: * EL: 5.3% SED: 15.7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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)	SWD: 2.22% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 18.51% MR: 16.7% PI: * WH: *  (2021-2022)		SWD: 2.22% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 18.51% MR: 16.7% PI: * WH: *  (2021-2022)	SWD: 0% AA: 6.67% AI: * AS: 37.04% FI: * HI: 10.39% HOM: 10.71% MR: 20.84% PI: * WH: *  (2022-2023)	SWD: 5.22% AA: 14.52% AI: * AS: 23% FI: * HI: 16.13% HOM: 21.51% MR: 19.7% PI: * WH: *
EI 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.  (Data Source: CA School Dashboard, CAASPP)	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 MR: -118 PI: * WH: - 87  (2021-2022)	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 MR: -118 PI: * WH: - 87  (2021-2022)	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 MR: * PI: * WH: -102  (2022-2023)	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 MR: -115 PI: * WH: - 84
EI Dorado Elementary	ALL: - 86.5 FY: * EL: - 89.4 SED: - 88.8	New measure.	ALL: - 86.5 FY: * EL: - 89.4 SED: - 88.8	ALL: - 86.5 FY: * EL: - 107.8 SED: - 92.4	ALL: - 83.5 FY: * EL: - 86.4 SED: - 85.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(4A) The average of all 3rd - 8th and 11th grade student 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)	SWD: -140.8 AA: -117.9 AI: * AS: -87 FI: * HI: -82.6 HOM: -121.6 MR: - 92 PI: * WH: -34  (2021-2022)		SWD: -140.8 AA: -117.9 AI: * AS: -87 FI: * HI: -82.6 HOM: -121.6 MR: - 92 PI: * WH: -34  (2021-2022)	SWD: -139.7 AA: -127.2 AI: * AS: -53.2 FI: * HI: -77.8 HOM: -113.4 MR: * PI: * WH: -76.6  (2022-2023)	SWD: -137.8 AA: -114.9 AI: * AS: - 84 FI: * HI: -879.6 HOM: -118.6 MR: - 92 PI: * WH: -31
EI 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: 7.32% 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: *

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>El Dorado Elementary (4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 16.85% FY: * EL: 7.58% SED: 16.72% SWD: 2.04% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 10.25% MR: 16.67% PI: * WH: *</p> <p>(2021-2022)</p>	New measure.	<p>ALL: 16.85% FY: * EL: 7.58% SED: 16.72% SWD: 2.04% AA: 9.52% AI: * AS: 20% FI: * HI: 13.13% HOM: 10.25% MR: 16.67% PI: * WH: *</p> <p>(2021-2022)</p>	<p>ALL: 15.47% FY: * EL: 4.00% SED: 13.85% SWD: 4.17% AA: 4.76% AI: * AS: 27.27% FI: * HI: 16.81% HOM: 9.30% MR: 27.27% PI: * WH: 16.67%</p> <p>(2022-2023)</p>	<p>ALL: 19.85% FY: * EL: 10.58% SED: 19.72% SWD: 5.04% AA: 12.52% AI: * AS: 23% FI: * HI: 16.13% HOM: 13.25% MR: 19.67% PI: * WH: *</p>
<p>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.</p> <p>(Data Source: CA School Dashboard, CAASPP)</p>	<p>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</p> <p>(2021-2022)</p>	New measure.	<p>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</p> <p>(2021-2022)</p>	<p>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: -128.4</p> <p>(2022-2023)</p>	<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Pulliam 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: -82.4%</p> <p>FY: *</p> <p>EL: -85.5</p> <p>SED: -84.7</p> <p>SWD: -141.4</p> <p>AA: -109.2</p> <p>AI: *</p> <p>AS: -58.9</p> <p>FI: -80.8</p> <p>HI: -79.5</p> <p>HOM: -141.7</p> <p>MR: -87.5</p> <p>PI: *</p> <p>WH: -116.1</p> <p>(2021-2022)</p>	New measure.	<p>ALL: -82.4%</p> <p>FY: *</p> <p>EL: -85.5</p> <p>SED: -84.7</p> <p>SWD: -141.4</p> <p>AA: -109.2</p> <p>AI: *</p> <p>AS: -58.9</p> <p>FI: -80.8</p> <p>HI: -79.5</p> <p>HOM: -141.7</p> <p>MR: -87.5</p> <p>PI: *</p> <p>WH: -116.1</p> <p>(2021-2022)</p>	<p>ALL: -80</p> <p>FY: *</p> <p>EL: -96.6</p> <p>SED: -82.8</p> <p>SWD: -129.2</p> <p>AA: -103.2</p> <p>AI: *</p> <p>AS: -70.7</p> <p>FI: -65.6</p> <p>HI: -71.3</p> <p>HOM: -112.8</p> <p>MR: -81.5</p> <p>PI: *</p> <p>WH: -114.6</p> <p>(2022-2023)</p>	<p>ALL: -79.4%</p> <p>FY: *</p> <p>EL: -83.5</p> <p>SED: -81.7</p> <p>SWD: -138.4</p> <p>AA: -109.2</p> <p>AI: *</p> <p>AS: -55.9</p> <p>FI: -77.8</p> <p>HI: -76.5</p> <p>HOM: -139.7</p> <p>MR: -84.5</p> <p>PI: *</p> <p>WH: -113.1</p>
<p>Pulliam Elementary</p> <p>(4A) The average of all 3rd - 8th and 11th grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>ALL: 8.13%</p> <p>FY: *</p> <p>EL: 5.06%</p> <p>SED: 6.81%</p> <p>SWD: 2.78%</p> <p>AA: 3.57%</p> <p>AI: *</p> <p>AS: 14.29%</p> <p>FI: 9.52%</p> <p>HI: 8.28%</p> <p>HOM: 0.0%</p> <p>MR: 9.09%</p> <p>PI: *</p> <p>WH: 0%</p>	New measure.	<p>ALL: 8.13%</p> <p>FY: *</p> <p>EL: 5.06%</p> <p>SED: 6.81%</p> <p>SWD: 2.78%</p> <p>AA: 3.57%</p> <p>AI: *</p> <p>AS: 14.29%</p> <p>FI: 9.52%</p> <p>HI: 8.28%</p> <p>HOM: 0.0%</p> <p>MR: 9.09%</p> <p>PI: *</p> <p>WH: 0%</p>	<p>ALL: 10.99%</p> <p>FY: *</p> <p>EL: 4.05%</p> <p>SED: 10.24%</p> <p>SWD: 8.11%</p> <p>AA: 2.63%</p> <p>AI: *</p> <p>AS: 15.19%</p> <p>FI: 15.79%</p> <p>HI: 8.92%</p> <p>HOM: 0.00%</p> <p>MR: 29.17%</p> <p>PI: *</p> <p>WH: 15.38%</p>	<p>ALL: 11.13%</p> <p>FY: *</p> <p>EL: 8.06%</p> <p>SED: 9.81%</p> <p>SWD: 5.78%</p> <p>AA: 7.57%</p> <p>AI: *</p> <p>AS: 17.29%</p> <p>FI: 12.52%</p> <p>HI: 11.28%</p> <p>HOM: 3.0%</p> <p>MR: 12.09%</p> <p>PI: *</p> <p>WH: 3%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2021-2022)		(2021-2022)	(2022-2023)	
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: 7.70% 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 cohort who meet Stockton USD graduation requirements.  (Data Source: CA School Dashboard)	ALL: 34.9% FY: * EL: 25.0% SED: 31.5% SWD: * AA: * AI: * AS: * FI: * HI: 35.3% HOM: * MR: * PI: * WH: *	New measure.		ALL: 42.2% FY: * EL: 43.8% SED: 42.6% SWD: * AA: 20% AI: * AS: * FI: * HI: 46.5% HOM: * MR: * PI: * WH: *	ALL: 37.9% FY: * EL: 28.0% SED: 34.5% SWD: * AA: * AI: * AS: * FI: * HI: 38.3% HOM: * MR: * PI: * WH: *

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2021-2022)			(2022-2023)	
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:*

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 4 of 4 actions in goal 7 at varied degrees that were designed to decrease the percentage of schools with continuous four or more years of eligibility.

### Successes:

7.1 – CSI identified sites participated in collaborative support rooted in plan development and revision, comprehensive needs assessment revisions and additions, budget planning, and general operational supports. Sites received guidance on best practices supporting student outcomes through periodic check ins, administrator meetings, and New Administrator University. Coaching sessions were provided for each school to further develop Professional Learning Community implementation for effective student data analysis and collaborative practices.

7.2 – Identified sites utilized iReady diagnostics to monitor student progress in ELA and Math. PLC collaboration meetings based on the data were conducted for instructional decision making and informing strategies to address subgroup needs. High school students received supports in reviewing their Individual Graduation Plan (IGP) to increase progress towards being on-track for graduation.

7.3 – Cross-department staff 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.

7.4 – Cross-department workshops were provided that demonstrated a variety of resources and structures for analysis of student subgroup data in performance indicators. Data driven decision making process was modeled to inform instructional strategies and supports put in place to support subgroup deficiencies.

**Challenges:**

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 7, the district budgeted \$1,650,905 and calculated estimated actual expenditures in the amount of \$950,494, which is at a 58% spend rate.

Justification for actions meeting the district's identified material difference threshold are as follows:

~ Action 7.1 - Providing additional supports and resources to the base program was budgeted for \$1,650,905 and reported estimated actual expenditures through June 30, 2024 in the amount of \$850,494, resulting in a 48% under expenditure of allocated funds. The reason for this is due to other one-time funds supported in covering the cost of expenditures.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Actions 7.1, 7.2, 7.3, and 7.4 are determined to be effective resulting from the district's efforts through addressing school-level instructional strategies, engagement of families and community partners, and monitoring of progress, as demonstrated by growth from base to Year 3 Outcome data. Goal 7 was achieved as the percentage of schools with continuous four or more years of eligibility by 20%, resulting in El Dorado no longer being eligible.

Hamilton: The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3) reduced to -128.5 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). Nearly twelve percent of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A).

El Dorado: The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3) reduced to -111.2 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). Over eleven percent of all 3rd - 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A).

Pulliam: The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3) reduced to -107.8 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3) reduced to -80 points below meeting standard. Data is displayed as points above (+) or below (-) meeting standard, (Metric 4A). Nearly eleven percent of all 3rd - 8th and 11th grade student CAASPP scores in Math met or exceeded standards, (Metric 4A). More than twenty percent of all 3rd - 8th and 11th grade student CAASPP scores in English Language Arts met or exceeded standards, (Metric 4A).

Stockton High: Over forty-two percent of students in a four-year cohort who meet Stockton USD graduation requirements, (Metric 5E).

Jane Frederick: Over fifty percent of students in a four-year cohort who meet Stockton USD graduation requirements, (Metric 5E).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 7, metrics, and actions for schools identified as Comprehensive Support & Improvement will be removed.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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)	10 ATSI Designated School Sites  (2023 Dashboard)	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)	0 ATSI Designated School Sites  (2023 Dashboard)	0 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(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)	2 ATSI Designated School Sites  (2023 Dashboard)	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)	2 ATSI Designated School Sites  (2023 Dashboard)	0 ATSI Designated School Sites
(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)	0 ATSI Designated School Sites  (2023 Dashboard)	0 ATSI Designated School Sites
(4A) Decrease the number of school sites	2 ATSI Designated School Sites	New measure.	2 ATSI Designated School Sites	0 ATSI Designated School Sites	0 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
eligible for ATSI based on academic performance of Foster Youth students.  (Data Source: CA School Dashboard)	(2022 Dashboard)		(2022 Dashboard)	(2023 Dashboard)	
(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)	0 ATSI Designated School Sites (2023 Dashboard)	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)	9 ATSI Designated School Sites (2023 Dashboard)	19 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic performance of Pacific	0 ATSI Designated School Sites (2022 Dashboard)	New measure.	0 ATSI Designated School Sites (2022 Dashboard)	0 ATSI Designated School Sites (2023 Dashboard)	0 ATSI Designated School Sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Islander/Native Hawaiian students.  (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)	0 ATSI Designated School Sites  (2023 Dashboard)	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)	8 ATSI Designated School Sites  (2023 Dashboard)	30 ATSI Designated School Sites
(4A) Decrease the number of school sites eligible for ATSI based on academic	12 ATSI Designated School Sites  (2022 Dashboard)	New measure.	12 ATSI Designated School Sites  (2022 Dashboard)	6 ATSI Designated School Sites  (2023 Dashboard)	9 ATSI Designated School Sites



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance of Multi Race students.  (Data Source: CA School Dashboard)					
(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)	6 ATSI Designated School Sites  (2023 Dashboard)	12 ATSI Designated School Sites

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Stockton Unified School District was able to implement 3 of 3 actions in goal 8 at varied degrees that were designed to Decrease the percentage of schools eligible for Additional Target Support & Improvement (ATSI).

### Successes:

8.1 - Sites received guidance on best practices supporting student outcomes through periodic check ins, administrator meetings, and New Administrator University. Coaching sessions were provided for each school to further develop Professional Learning Community implementation for effective student data analysis and collaborative practices.

8.2 – Cross-department staff 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.

8.3 – Cross-department workshops were provided that demonstrated a variety of resources and structures for analysis of student subgroup data in performance indicators. Data driven decision making process was modeled to inform instructional strategies and supports put in place to support subgroup deficiencies.

Challenges:

Stockton Unified School District did not experience challenges that impeded or significantly altered implementation.

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending in excess of 20% will be reported and justified below.

For goal 8, the district budgeted \$100,000 and calculated estimated actual expenditures in the amount of \$100,000, which is at a 100% spend rate.

No actions met the district's identified material difference threshold; therefore, no additional justification is necessary.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 8.1, 8.2, and 8.3 are determined to be effective resulting from the district's efforts through addressing school-level instructional strategies, engagement of families and community partners, and monitoring of progress, as demonstrated by growth from base to current year.

The number of school sites designated as ATSI schools decreased for each subgroup in year 3 as compared to year 2, except for English Learner student group. There continues to be two school sites designated as ATSI for the English Learner student group.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 8, metrics, and actions for student groups identified as Additional Targeted Support & Improvement will be removed.

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

# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)



## 2024-2027

A THREE YEAR DISTRICT PLAN

Stockton Unified School District

56 S. Lincoln Street, Stockton, CA 95203



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2024-25]

### General Information

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

Established in 1852, Stockton Unified School District (SUSD) has become a cornerstone of education in California's San Joaquin region. As the 17th largest district in the state, SUSD serves over 35,000 students from pre-kindergarten to 12th grade. Committed to academic excellence and community engagement, SUSD offers a diverse range of educational programs across its schools and charter schools. With a focus on preparing students for success in higher education and the workforce, SUSD's comprehensive high schools provide rigorous academic standards and specialized career pathways. Through a blend of traditional coursework and hands-on learning, SUSD empowers students to thrive in an ever-changing global landscape.

In 2023-2024, SUSD had 32,448 students (excluding independent and dependent charter schools) enrolled in the district. SUSD's student population is culturally and linguistically diverse: 70.80% are Hispanic, 8.30% are African American/Black, 8.70% are Asian, 3.90% are White, 3.30% Filipino, 3.70% are Multiple Races, .60% are American Indian/Alaskan Native, and .50% are Native Hawaiian/Other Pacific Islander. (DataQuest, 2023-24 Enrollment by Ethnicity and Grade)

English Learners comprise 24.20% (7,846), followed by 19.20% (6,232) Redesignated Fluent English Proficient (RFEP) and 2.30% (760) Initial Fluent English Proficient. (DataQuest, 2023-24 Enrollment by English Language Acquisition Status (ELAS) and Grade Report) SUSD's 5 primary languages other than English are: Spanish (39.92% or 15,460 students), Hmong (.85% or 330 students), Khmer (Cambodian) (.85% - 328 students), Filipino (Pilipino or Tagalog) (.63% or 244 students), and Punjabi (.56% or 215). There are 40 languages represented in SUSD schools. (DataQuest, 2023-24 Language Group Data – Districtwide Report).

SUSD's student population identified as unduplicated pupils is 81.81%. The enrollment percentage of 75.75% (24,141) socio-economically disadvantaged, 24.18% (7,705) English Learners, and 0.74% (237) foster youth which places them at risk for educational disparities, as reported by CALPADS - 1.17 Report. SUSD provides educational support and resources to 14.67% (4,759) Students with Disabilities, as reported by DataQuest.

Stockton Unified School District has seven (7) schools identified as meeting the Equity Multiplier requirement: Adams Elementary, El Dorado Elementary, Madison Elementary, Van Buren Elementary, Jane Frederick High, Stagg High, and Stockton High.

**Mission:**

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

**District Focal Targets:**

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

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

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflecting on the annual performance of Stockton Unified School District (SUSD) based on the California School Dashboard and local data provides a comprehensive overview of the district's strengths and areas needing improvement. The California School Dashboard evaluates schools on various indicators including academic performance, graduation rates, college/career readiness, and student engagement metrics such as chronic absenteeism and suspension rates. Here's an analysis of SUSD’s performance on the 2023 CA School Dashboard:

**Success –**

Chronic Absenteeism – SUSD has shown improvement with a decline in the percent of students identified as chronically absent as measured by the CA School Dashboard. SUSD has implemented many policies and procedures to support students and their families to overcome barriers that typically prevent students from attending school on a regular basis. These activities include providing parent liaisons, community assists, and the Family Resource Center. All but one student group declined in the area of chronic absenteeism.

- The following student groups met the CA threshold for being classified as Declined in the area of Chronic Absenteeism by lowering the Absenteeism rate as measured by the CA School Dashboard: Filipino, Pacific Islander, African American, Asian, English Learners, Foster Youth, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.

Academic Performance – Mathematics: SUSD continues to make progress towards (improvement) by decreasing the distance from standard for most student groups. Much of this progress is due to the implementation and professional development related to the adoption of new



math curriculum, teacher collaboration, and AVID strategies.

- The following student groups did not meet the CA threshold for being classified as Increased in Mathematics performance by decreasing the distance from standard but showed growth in the positive direction: American Indian, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.
- The following student groups met the CA threshold for being classified as Increased in Mathematics performance by decreasing the distance below standard based on the CA Schools Dashboard: African American, Foster Youth, Homeless, Asian, Filipino, Two or More Races, Pacific Islander, White.

Academic Performance – English Language Arts (ELA): SUSD as a whole has not shown an increase in student performance, but individual subgroups have shown growth and improvement. Efforts to improve literacy programs and professional development for teachers have been initiated, showing positive early results in subgroups indicating a need for continued focus.

- The following student groups met the CA threshold for being classified as Increased in ELA performance by decreasing the distance below standard based on the CA Schools Dashboard: African American, Homeless, Asian, Two or More Races, Pacific Islander, White, Filipino.

Challenges –

Graduation Rates: The graduation rate for SUSD has Maintained. SUSD has continued to update and improve the initiatives; support students through credit recovery programs, mentorship, and enhanced career and technical education (CTE) pathways. However, disparities exist among different student groups, necessitating tailored strategies to ensure equity in graduation outcomes.

- The following subgroups met the CA threshold for being classified as Declined in the area of Graduation Rate by lowering the percentage of students graduating as measured by the CA School Dashboard: Pacific Islander, Foster Youth, Students with Disabilities, African American, American Indian, Asian, Filipino, Homeless
- The following subgroups met the CA threshold for being classified as Maintained in the area of Graduation Rate as measured by the CA School Dashboard: Hispanic, Socioeconomically Disadvantaged
- The following subgroups met the CA threshold for being classified as Increased in the area of Graduation Rate by increasing the percentage of students graduating as measured by the CA School Dashboard: English Learners, Two or More Races and White.

Suspension Rates: Suspension rates have Increased on the CA School Dashboard, indicating more progress is needed in creating a more inclusive and supportive school environment. Restorative justice programs and positive behavioral interventions have contributed to this low increase, suggesting that these strategies should be refined before being expanded. Equity continues to be a focus of SUSD, administrator professional development and teacher training is a focus for this area. Local data is showing improvement in this area.

- The following groups met the CA threshold for being classified as Increased in the area of Suspension Rate by increasing the percentage of students suspended as measured by the CA School Dashboard: African American, American Indian, Homeless, Two or More Races, Students with Disabilities, Asian, English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, and White.
- The following groups met the CA threshold for being classified as Declined in the area of Suspension Rate by decreasing the percentage of students suspended as measured by the CA School Dashboard: Foster Youth and Pacific Islander

English Learner Progress: The English Learner Progress Indicator (ELPI) is classified as Declined on the CA School Dashboard. The percentage of current English Learners who progress at least one ELPI level decreased as measured by the Ca School Dashboard Summative ELPAC and the percentage of English Learners to Maintained their ELPI level or Decreased at least one ELPI level increased as measured by the CA School Dashboard Summative ELPAC. The majority of Students with Disabilities English Learners did not make progress on the Summative Alternative ELPAC as indicated by the CA School Dashboard.

Reflecting on the annual performance of SUSD reveals both progress and persistent challenges. Actions in the LCAP to address low performance for the following areas are located as follows:

- Academic Performance:
  - ~ ELA: Goal 1, Action 7, 8, 9, 10, 12, 13, 15
  - ~ Math: Goal 1, Action 7, 8, 9, 10, 12, 15
  - ~ English Learner Progress: Goal 1 Action 4, 5, 6
    - Graduation Rate: Goal 1, Action 1, 2, 3
    - Chronic Absenteeism: Goal 3, Actions 1, 2, 3, 4
    - Suspension Rates: Goal 2, Actions 1, 2, 3, 4, 5, 6, 7, 11, 13, 14, 15, 16, 17
    - College Career Readiness: Goal 1, Action 1, 2, 3

By strategically addressing these areas, SUSD can continue to improve and provide a more equitable and effective educational experience for all its students.

For more information on how individual schools are working towards improving outcomes for their low performing student groups, please see their individual School Plan for Student Achievement (SPSA) found on the district website.

The district has compiled tables displaying the low performance level (i.e., Red or Very Low) ratings for Stockton Unified schools within the seven indicators on the California School Dashboard (“Dashboard”); Chronic Absenteeism (K-8 only), College/Career (high school only), English Language Arts (ELA), English Learner Progress (ELPI), Graduation Rate (high school only), Mathematics, and Suspension. These tables are located at the end of the document following the LCAP instructions and referenced as Appendix A.

Appendix A - Areas of Low Performance -

Table 1 - This table reflects the school(s) within SUSD performing in the lowest performance level on each of the state indicators on the 2023

Dashboard.

Table 2 - This table reflects the student group(s) within SUSD performing in the lowest performance level on each of the state indicators on the 2023 Dashboard.

Table 3 - This table reflects the student group(s) within the SUSD school(s) performing in the lowest performance level on each of the state indicators on the 2023 Dashboard.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Stockton Unified has multiple student groups eligible for differentiated assistance (DA), based on the 2023 CA Dashboard:

- \* English Learner students
  - ~ Priority 4 (Academics) for ELA and Math
  - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- \* Foster Youth students
  - ~ Priority 4 (Academics) for ELA and Math
  - ~ Priority 5 (Engagement) for Graduation Rate
  - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- \* Homeless students
  - ~ Priority 6 (Climate) for Suspension
  - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- \* Students with Disabilities
  - ~ Priority 4 (Academics) for ELA and Math
  - ~ Priority 5 (Engagement) for Graduation Rate
  - ~ Priority 6 (Climate) for Suspension
  - ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator
- \* American Indian/Alaska Native
  - ~ Priority 4 (Academics) for ELA and Math
  - ~ Priority 5 (Engagement) for Chronic Absenteeism
  - ~ Priority 6 (Climate) for Suspension

In addition, Stockton Unified is eligible to receive Direct Technical Assistance (DTA), per California Education Code 52072, for the following student groups as they have been low performing for 3 or more consecutive years, based on results from the 2023 California School Dashboard (“Dashboard”).

- \* American Indian (2019, 2022, 2023)
- \* African American/Black (2018, 2019, 2022)
- \* English Learner (2018, 2022, 2023)

- \* Foster Youth (2018, 2019, 2022, 2023)
- \* Homeless (2018, 2019, 2022, 2023)
- \* Student with Disabilities (2018, 2019, 2022, 2023)

Stockton Unified School District is currently in preliminary consultation with the San Joaquin County Office of Education (SJCOE) and California Collaborative of Educational Excellence (CCEE) to determine if assistance from the CCEE is necessary. SUSD worked with the San Joaquin County Office of Education to review performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. A primary focus will be for our Students with Disabilities based on a literacy pilot of five schools that are identified based on data points, i.e. SIPPS. Through this work, it was determined the Actions will also be tied to the district's Compliance Improvement Monitoring (CIM) plan focusing on Tier 1 and data analysis. Through the CIM plan activities reached into five specific areas: 1) major/minor, 2) check-in/check-out, 3) requests for support, 4) MTSS improvement plan, and 5) culturally responsive pedagogy. Further explanation of this work can be found in Goal 5, Action 3.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Stockton Unified has 9 K-8 schools and 1 high school identified in school year 2023-2024 as eligible\* for Comprehensive Support and Improvement (CSI) based on "lowest-performing 5% of Title I schools":

- ~ Grunsky
- ~ Hamilton
- ~ Hazelton
- ~ Marshall
- ~ McKinley
- ~ Merlo
- ~ Monroe
- ~ Pulliam
- ~ Van Buren
- ~ Victory

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

Stockton Unified has 2 high schools identified in school year 2023-2024 as eligible\*\* for Comprehensive Support and Improvement (CSI) based on Low Graduation Rates:

~ Jane Frederick  
~ Stockton High

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

## ***Support for Identified Schools***

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

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

### Notification of Eligibility:

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

### Data, Comprehensive Needs Assessment, and Resource Inequities:

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

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

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

Not only was this information essential in the development of the comprehensive needs assessment, it also lent nicely to the site's annual review of strategies/activities already in place as a result of the 2023-2024 School Plan for Student Achievement (SPSA). Therefore, the data and insights garnered from the annual review supported as data to be incorporated into the site's comprehensive needs assessment.

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

#### School Site Supports:

Using the California Department of Education's School Plan for Student Achievement (SPSA) template and the existing school plan development structure coordinated through the district's State and Federal Programs department, school sites were provided a timeline of activities with specific milestones that promote success and site time management efforts. These milestones provide guidance for site administrators to review data, level of implementation, and the effectiveness of the evidence-based strategy/activity, which in turn lead to the determination of modification or discontinuation of the evidence-based strategy/activity. School sites received guidance and technical support pertaining to the development of a comprehensive needs assessment and using past information as a foundation to expand and enhance their site's progress towards greater academic achievement.

#### Timeline and Structure:

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

#### Support and Resources:

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

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

## **Monitoring and Evaluating Effectiveness**

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

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

The district's Research and Accountability department is actively developing and refining data reports that assist in monitoring the evidence-based strategies/activities to determine the level of implementation and subsequent effectiveness that supports the growth focused goals set in the School Plan for Student Achievement. The district distributes and regularly trains staff on relevant monitoring and evaluation protocols/systems focusing on the implementation and effectiveness of the CSI identified/embedded evidence-based strategies and activities to support student and school improvement through collaborative data cycle. The protocol/systems will include outlining meeting topics and outcome pertaining to discussions around the metrics and indicators that each school's comprehensive needs assessment identified, aligned with the California School Dashboard data, and the action plans developed around addressing these needs using evidence-based interventions.

Survey data, California School Dashboard data, school climate data, attendance data, curriculum-based data, and Professional Learning Community (PLC) collaboration data from sites will be shared in school site presentations summarizing the progress and effectiveness of implementation of instruction, the evidence-based interventions, and vision for reform.

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

- Collecting and analyzing data from all professional development opportunities provided to staff through survey data and feedback comments that are analyzed
- Providing CSI planning teams with current student data aligned with the California School Dashboard data (ELA & Math achievement data, student attendance data, discipline data, English learner assessment results on standardized and curriculum-based assessments, levels of parent involvement/engagement in site meetings)
- Outcomes from the California School Dashboard, local assessment data, and District school profile data will be presented and analyzed to stakeholder groups at the school sites and evidence-based interventions being implemented will be aligned to meet the identified data-based needs
- Analyze instructional data collected from classroom instructional visits aligned with curriculum implementation rubrics
- Educational Services Director(s) will meet with school site leadership every month and analyze curriculum-based assessment results and site-based student data aligned with CSI plans

- Child Welfare & Attendance department will provide attendance and discipline data for the prior and current year to school sites every month and site teams will analyze the data and comprehensive needs assessment tool to support a root cause analysis to identify the need for increased or improved evidence-based interventions
- Sign-in sheets and surveys for parent, guardian, and family meetings, conferences, workshops, and events held on the school campuses to identify number of participants and feedback provided
- Reclassification rates for English learners and levels of implementation of designated and integrated English Language Development data will be provided to CSI sites by the Language Development Office in collaboration with Education Services
- Data aligned with the Key Performance Indicators outlined in the CSI plans will be collected and used for ongoing progress monitoring in evaluating successful implementation Short, medium- and long-term outcome data will be used to progress monitor and evaluate the implementation of the programs and services or reform strategy utilized at each school site aligned with their CSI plans.



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
SUSD Educational Partners (All Public)	<p>The LCAP team extended communication on a district-wide and community level using our mass communication messaging system for pre-recorded messages, emails, and text messaging. The messaging occurred every couple of weeks in announcement of the LCAP Engagement Session and participation of the LCAP survey. Communication for LCAP Spotlights held in May extended communication through the direct mailing of the event flyer.</p> <p>LCAP Team: In January 2024, the district hired a Director, LCAP and State &amp; Federal, which dedicates staff to support the development of LCAP and bridge engagement connections with the district’s educational partners. In addition, the district finalized the hiring of 4 Family Engagement Specialists, with 1 assigned to support LCAP and connects regularly to other Family Engagement Specialists.</p> <p>Engagement/Events: The district hosted several workshops/trainings to support and spread the LCAP message and provide opportunity for feedback and comments.</p> <p>~ LCAP Engagement sessions consisted of 7 sessions held both in the morning (virtual) and evening (in-person). The in-person sessions were held at school sites throughout the district. Virtual sessions were recorded and posted on the LCAP webpage. The 7 sessions focused on different topics:</p> <p>* November 28, 2023 – Introduction: LCAP Fundamentals</p>

	<ul style="list-style-type: none"> <li>* December 4, 2023 – Current District Priorities – 2023-2024 School Year</li> <li>* January 19, 2024 – LCAP Mid-Year Update and Funding</li> <li>* February 9, 2024 – Data Analysis / District Areas of Need</li> <li>* February 16, 2024 – Budget Projections</li> <li>* March 5, 2024 – Survey Results and Key Findings</li> <li>* March 8, 2024 – Identified District Goals/Activities</li> </ul> <p>~ LCAP Spotlight sessions were held on May 6, 2024 and May 14, 2024 providing educational partners an opportunity to review the draft LCAP, communicate with district program staff, provide feedback/comment through and in-person interactive engagement.</p> <p>In addition to LCAP dedicated meetings, the Superintendent facilitated five Meet and Greet events, five Town Halls, eleven Listening sessions, forty-three site visits, 13 "Conversations with the Superintendent", and 235 comments through "Let's Talk". These events empowered educational partners to express their concerns and needs. The information was then compiled and further presented at the State of the District Address and the development of the Public Accountability Dashboard supporting the identified 44 priority recommendations.</p>
<p>Bargaining Units</p>	<p>Bargaining Units were contacted and invited to participate in the district's LCAP Engagement Sessions and general LCAP updates to bargaining unit leaders and/or members.</p> <p>The LCAP team met with the Stockton Teacher's Association leadership team to discuss the feedback and comments on needs. As a result of a comment, the LCAP team shared a newly developed draft infographic of the current 2023-2024 LCAP. Subsequently the infographic has been released and provided on the district's LCAP webpage. The LCAP team was invited and presented LCAP updates at a general STA meeting.</p> <p>The LCAP team presented at a CSEA 318 general meeting, providing an overview the LCAP and a recap of the LCAP Engagement Sessions.</p>

	<p>All presentations and communications encouraged educational partner voice through the LCAP survey, emails, or comments during the presentations.</p> <p>Communication Highlights:</p> <ul style="list-style-type: none"> <li>* November 2023 – LCAP Team sent emails to all bargaining teams</li> <li>* December 2023 – LCAP Team sent emails to all bargaining teams</li> <li>* March 26, 2024 – STA Via Zoom Conversation</li> <li>* April 10, 2024 – Stockton Transportation Charter #885 Presentation</li> <li>* April 19, 2024 – CSEA 821 Presentation</li> <li>* May 8, 2024 – STA Presentation</li> </ul>
Other School Personnel	<p>SUSD’s Superintendent’s weekly message has shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team met with the LCAP Project &amp; District Leadership staff to provide an overview of the LCAP, LCAP survey, and the status of LCAP actions. The LCAP Project &amp; District Leadership staff also received a project survey to complete that informed the development of the mid-year update.</p>
Parents/Guardians	<p>The LCAP team maintained the district’s LCAP webpage, developed a brochure, and attended various parent/student events sharing communication about LCAP and its actions.</p> <p>The district hired 4 Family Engagement Specialists, with 3 assigned to support Parent Advisory Committees and 1 to support/bridge the connection of LCAP and educational partners. The Family Engagement Specialists have supported LCAP by attending LCAP sponsored events, reaching out to school sites, and communicating with educational partners.</p> <p>The LCAP team met with most Parent Advisory Committees (PACs) on a monthly basis, in addition to attending events hosted/sponsored by the PACs, for example, Drum and Dance and Cinco de Mayo events.</p> <ul style="list-style-type: none"> <li>* January 25, 2024 – Latino PAC</li> </ul>

	<ul style="list-style-type: none"> <li>* February 1, 2024 – General PAC</li> <li>* February 7, 2024 – AAB PAC</li> <li>* February 15, 2024 – Latino PAC</li> <li>* Feb 28, 2024 – Community Resource Partners PAC</li> <li>* March 7, 2024 – General PAC</li> <li>* March 13, 2024 – AAB PAC</li> <li>* March 28, 2024 – Latino PAC</li> <li>* April 1, 2024 – Native American Indian Center – Spring gathering</li> <li>* April 11, 2024 – General PAC</li> <li>* April 17, 2024 – DLAC</li> <li>* April 18, 2024 – Preschool PAC</li> </ul>
Principals/Administrators	<p>The LCAP team extended communication through district emails encouraging school site messaging in the announcement of the LCAP Engagement Sessions, event, and the participation of the LCAP survey.</p> <p>SUSD’s Superintendent’s weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team presented to principals attending the district’s New Administrator’s University providing an overview of LCAP and the linkage to their school site and School Plan for Student Achievement (SPSA).</p>
SELPA	<p>The LCAP team attended and presented at the SELPA meetings providing an overview of the LCAP and garnering feedback/comments.</p> <p>Communication Highlights:</p> <ul style="list-style-type: none"> <li>* February 29, 2024 – Community Resource Partners PAC - Presentation</li> <li>* March 27, 2024 – SELPA Local Plan Meeting - Presentation</li> </ul>
Students	<p>The LCAP team presented to the Superintendent’s Student Advisory Committee, on March 27, 2024, providing a general overview of the LCAP and funding. Students engaged in an interactive activity</p>

	<p>consisting of a review goals (of their choice) and resulting in an opportunity to be heard through written and verbal comments.</p>
Teachers	<p>The LCAP team extended communication on district-wide level using our mass communication messaging system for pre-recorded messages, emails, and text messaging announcing LCAP Engagement Sessions, events, and encouraging the participation of the LCAP survey.</p> <p>SUSD's Superintendent's weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p>
Board of Trustees	<p>The LCAP team presented the 2023-2024 LCAP Mid-Year Update report on February 27, 2024, which provided a pulse check on the activities identified in the LCAP. The mid-year update provided specific details on available metrics, accomplishment/barriers, and fiscal expenditures.</p> <p>On June 11, 2024, a Public Hearing was held on the draft 2024-2027 LCAP. This Public Hearing officially provided educational partners the opportunity to record their comments in a public setting.</p> <p>On June 25, 2024, the 2024-2027 LCAP was adopted by the Board of Trustees.</p>
Equity Multiplier - Site Specific	<p>Each Equity Multiplier School conducted a comprehensive needs assessment (CNA) to support decision making and planning for strategies that support student learning. The CNA was completed using school site educational partners in the review of several data protocols, such as evaluations of program implementation and effectiveness, surveys, empathy interviews, and the analysis of data. The development of the CNA progress was communicated through School Site Council (SSC) meetings. Using the information from the CNA that created a baseline of identified need, educational partners met to solidify the strategies and actions attributing to Equity Multiplier funding.</p>

As part of the outreach to our educational partners, the district hosted Town Halls on various topics, including a focus on literacy and learning. The Towns Halls provided dedicated opportunities for educational partners to learn about the actions/strategies underway within the district and provide authentic feedback from their personal and school experiences. The feedback was then taken into consideration to support the school site's development and actions to address literacy and learning.

Data and Comprehensive Needs Assessment:

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

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

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

School sites were provided a school-wide comprehensive needs assessment tool, a root cause analysis tool (example, some sites used the 5 Whys model and others the Fishbone tool), and other resources to support the comprehensive needs assessment process.

	<p>School site staff were supported by district directors in identifying drivers that were specific causes for identified gaps and resource inequities through data analysis and outcomes identified from discussion aligned with the comprehensive needs assessment tool.</p> <p>~ Adams Elementary - Meetings were held on April 18, 2024 and May 9, 2024.</p> <p>~ El Dorado Elementary - Meetings were held on March 7, 2024, April 18, 2024, and May 23, 2024.</p> <p>~ Madison Elementary - Meetings were held on March 7, 2024, May 23, 2024, and May 30, 2024.</p> <p>~ Van Buren Elementary - Meetings were held on February 26, 2024, and March 25, 2024.</p> <p>~ Jane Frederick Elementary - Meetings were held on February 27, 2024, May 14, 2024, and May 21, 2024.</p> <p>~ Stagg High - Meetings were held on 12, 2024, April 9, 2024, and May 14, 2024.</p> <p>~ Stockton High - Meetings were held on February 28, 2024, March 27, 2024, April 24, 2024, and May 29, 2024.</p> <p>The district has communicated with each school site to support the facilitation of Equity Multiplier focused educational partner meetings. The district will continue to engage with Equity Multiplier schools focusing solely on EM funding, implementation of Equity Multiplier action components, and evaluation of data this information was used in the development of the site-specific Equity Multiplier goals.</p>
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Stockton Unified School District (SUSD) Local Control and Accountability Plan (LCAP) was shaped by our educational partners through their responses via surveys, community presentations, and advisory group discussions.

A top priority has been readability. Comments received by educational partners said the LCAP and presentations were too technical, goals need to be clearer, actions and outcomes need to be explained better, and the length of plan is overwhelming.

The entire LCAP has been reviewed and changed to use plain language and reduce technical and complex phrasing. The district will transfer the complete LCAP into an infographic and a summary guide for parents by September 2024.

- The goals were reviewed and updated to include the reflection of students:

- o Goal 1 – Added a short title to officially recognize the goal is focused on Student Academic Achievement.
- o Goal 2 – Added a short title to officially recognize the goal is focused on the whole child.
- o Goal 3 – Inserted a new goal that focuses on student passions, interests, and talents.
- o Goal 4 – Added a short title to officially recognize the goal is focused on meaningful partnerships.
- o Goal 5 – Added a short title to officially recognize the goal is focused on the success of students with disabilities (different abilities) student group.
- o Goal 6 – Added a short title to officially recognize the goal is focused on the success of African American/Black student group.

The actions under each goal were reviewed for clarity and alignment with intended outcomes. Educational partner feedback influenced the development of the LCAP in the following ways:

- Student Centered – Students (and their parents/families) conveyed an overwhelming response during our listening sessions, town halls, information sessions, and advisory groups the importance of activities and instruction that supports their passions, interests, and talents. Students expressed how inclusive and relevant activities and learning programs/topics help connect them to identify and sense of belonging. Through direct conversations with students, the “modern student” was presented by students as they described who they are and how they learn and supports for college and career readiness.
- o Within the LCAP, goals (Goal 1, 2, 5, 6) have been updated to reflect this student-centered connection and clearly spell out this student focus. LCAP actions have also been reviewed and updated to better reflect the supports being provided to students to further their experiences and instruction.
- o Added a new goal (Goal 3) addressing the passions, interests, and talents of students. Specific actions were moved from other goals that now allow the district to fully focus on student centered activities.
- Academic Focused – In response to academic data shared with educational partners (students, parents/families, teachers, and staff), they have expressed the need for academic support for struggling students. They also shared the desire for students to receive hands on experiences through field trips and events that make learning relatable and relevant.
- o Within the LCAP, goals (Goals 1, 3, 5, 6), actions have been reviewed to confirm that activities that support the requests of the educational partners. Actions continue to augment the activities that provide hands on learning through high school pathways and expand the continuum beginning in the primary grades. School sites are provided opportunities to support student learning by identifying hands on learning experiences, events, and intervention supports (i.e. intervention programs, applications, and tutoring) based on their school site’s student needs. These are identified in greater detail in the school’s School Plan for Student Achievement, which is aligned to the district’s LCAP and supported by the appropriate district department.
- School Environment and Safety – Educational partner (students, parents/families, teachers, and staff) feedback through the district’s Facility Master Plan (FMP) development clearly identified needs and repairs school buildings, grounds, and playgrounds. Through other engagement opportunities, educational partners responded with the need for better support and resources to enhance campus safety and supervision.



o Within the LCAP, goals (Goal 1 and 2), the district continues to support the improvement of facilities that leads to increased access and opportunities for learning, specifically with early childhood education playgrounds. Significant actions have been made to address safety concerns, within the LCAP goal 2 includes an action that provides for supplemental supports and resources that work in tandem with the campus safety measures implemented. Also, within the LCAP, the district is specifically addressing training support to enhance school site staff with student connectedness and safety.

- Teacher and Staff Development – Parents/families and staff specifically addressed the need at several engagement sessions the need to increase availability of training for classified staff and apply strategies learned from training in the classroom or with interactions of the students.

o Within the LCAP, goal (Goal 2) actions include professional development opportunities for teachers and staff to learn and hone instructional strategies/techniques that enhance a student’s ability to grasp and master the concepts being taught. The district will continue to connect the professional learning communities (PLC) model in the application of professional development on various topics, where staff take the knowledge learned and apply it to the teaching and interactions with students.

- Equity and Access – Students, parents/families, teachers, and staff have communicated the importance to improve cultural awareness and sensitivity through culturally relevant instruction and practices.

o Within the LCAP, goals (Goals 2, 3, 5, and 6), the district has continued to include specific actions supporting inclusive and culturally responsive practices and learning. A major importance that needs to be stressed is that inclusiveness and culturally responsive practices are not just a specific action item, but who we are. We demonstrate this through every decision we make and interaction we have. It is who we are, not what we do.

The LCAP also includes two additional goals (Goals 7 and 8) supporting Equity Multiplier funding for seven (7) school sites that were influenced by feedback from the numerous engagement opportunities provided for educational partners of the specific school sites to attend and provide their feedback. These district wide engagement opportunities included Town Halls focusing on literacy, school safety and connectedness, chronic absenteeism, and college and career readiness which our educational partners were given the opportunity to learn about the data and need, yet most importantly our educational partners were able to provide authentic comments based on their experience. These testimonies aided in the development of 44 Priority Recommendations. These newly developed Priority Recommendations incorporated the voice of our district’s educational partners. This voice (influence) resulted in clarifying the direction of the district and activities these Priority Recommendations would support. The district was also able to clearly define three “tiers”: 1) base/foundational, 2) supplemental, and 3) enhanced support to address areas of need for our students.

Our educational partners at the school sites were invited to share their voice through in-person meetings and surveys. These surveys are: 2023-2024 LCAP Survey and the site level Panorama survey.

After review of each Equity Multiplier school and their CA Dashboard data, the district exercised the option of combining Equity Multiplier schools based on commonalities to establish goals and applicable actions based on the educational partner feedback:

- Goal 7: K-8/Elementary – Literacy – 4 schools (Adams Elementary, El Dorado Elementary, Madison Elementary, Van Buren Elementary)

- Educational partners voiced their concerns around the need for staffing to support literacy instruction and professional development to be communicated and implemented. Which supported the decision to focus the goal on literacy supports. Additional educational partner engagement sessions will be utilized to refine the Equity Multiplier Plan unique to each Equity Multiplier Elementary School.
- Goal 8: 9-12/High School – Graduation – 3 schools (Jane Frederick, Stockton High, and Stagg High)
- Educational partners voiced their concerns around the need for students to be provided opportunities to access and participate in college and career readiness instruction. Students especially expressed the need to ensure career pathways were staffed and opportunities to take college preparatory exams. Further educational partner engagement sessions will allow for more specific educational partner feedback to identify other actions above and beyond the supports currently provided

Overall, the adopted LCAP for SUSD was a collaborative effort that incorporated feedback and input from a wide range of educational partners. By actively engaging stakeholders at every level, SUSD ensured that the final plan reflected the collective vision and priorities of the entire school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>Student Academic Achievement</p> <p>Increase student academic achievement, aligned with the modern student, by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) and to graduate every single youth college, career, community, and life ready.</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure SUSD students are provided with high quality first instruction and the needed supports and services to access the educational program in order to increase academic achievement and improve students’ levels of preparedness for college, career, community, and life readiness. The reevaluation of this goal led updates to include a short title reference: Student Academic Achievement. This short title expands the clarity of the goal. Additionally, the revised goal adds “aligned with the modern student”, “and life ready”. These additions support the commitment of the district being student centered and focusing on activities within the actions that are meeting student needs through how students learn and access and opportunities that enhance their educational experiences.

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

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

Staff will have access to ongoing targeted professional development that supports best instructional practices while also allowing for differentiated supports consistent with individual student needs. Students will be provided an academic program that includes targeted and expanded learning opportunities and technology to access the broad course of study. We will monitor and evaluate the actions by collecting and reviewing state and local achievement data including assessment data, graduation rate, a-g and CTE pathway completion rates and English Learner progress. In addition, we will monitor technology inventory, staff participation in professional learning as well as solicit

educational partner feedback throughout the year that will provide evidence of the impact of the actions on the implementation of state adopted academic and performance standards to graduate every single youth college, career, community, and life ready.

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2A & 2B - State Standards - Q1	<p>Implementation of State Standards and services for ELs</p> <p>Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic &amp; 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</p>	<p>Q1: 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>(2023-2024)</p>			<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4                      ELD: 4                      Math: 4                      NGSS: 4                      History: 4</p>	

	<p>5 - Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 2 Reflection Tool)</p>					
<p>2A &amp; 2B - State Standards - Q2</p>	<p>Implementation of State Standards and services for ELs</p> <p>Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic &amp; 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):</p> <p>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>Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4  ELD: 4  Math: 4  NGSS: 3  History: 4  CTE: 4  Health: 4  PE: 4  VAPA: 4  World Lang.: 4</p> <p>(2023-2024)</p>			<p>Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks:</p> <p>ELA: 4  ELD: 4  Math: 4  NGSS: 4  History: 4  CTE: 4  Health: 4  PE: 4  VAPA: 4  World Lang.: 4</p>	

4A - Statewide Assessments ELA - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.  (Data Source: CAASPP Website)	ALL: 27.08% FY: 11.88% EL: 5.88% LTEL: 3.12% SED: 24.47% SWD: 6.80% AA: 26.07% AI: 48.28% AS: 48.44% FI: 53.27% HI: 32.22% HOM: 12.27% MR: 31.03% PI: 36.12% WH: 28.53%  (2022-2023)			ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 36.07% AI: 58.28% AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53%	
4A - Statewide Assessments Math - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment.  (Data Source: CAASPP Website)	ALL: 16.38% FY: 6.06% EL: 5.05% LTEL: .59% SED: 14.24% SWD: 6.26% AA: 13.94% AI: 24.13% AS: 32.40% FI: 46.10% HI: 20.24% HOM: 6.00% MR: 21.45% PI: 30.56% WH: 30.73%  (2022-2023)			ALL: 26.38% FY: 16.06% EL: 15.05% LTEL: 10.59% SED: 24.24% SWD: 16.26% AA: 23.94% AI: 24.13% AS: 42.40% FI: 56.10% HI: 30.24% HOM: 16.00% MR: 31.45% PI: 40.56% WH: 40.73%	
4A - Statewide	Percentage of students grades 5, 8, 11 and 12 participating in the CA	ALL: 13.58% FY: 9.31% EL: 0.96%			ALL: 23.58% FY: 19.31% EL: 10.96%	

Assessments Science - Participating	Science Test assessment.  (Data Source: CAASPP Website)	LTEL: 0.46% SED: 11.93% SWD: 3.39% AA:6.82% AI: 11.11% AS: 25.32% FI: 34.20% HI: 11.35% HOM: 6.36% MR: 17.08% PI: 20.00% WH: 17.56%  (2022-2023)			LTEL: 10.46% SED: 20.93% SWD: 13.39% AA: 16.82% AI: 21.11% AS: 35.32% FI: 44.20% HI: 21.35% HOM: 16.36% MR: 27.08% PI: 30.00% WH: 27.56%	
4A - State Assessments ELA - Distance from Standard	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: -63.9 FY: -112.4 EL: -99.3 LTEL: NA 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: -53.9 FY: -102.4 EL: -89.3 LTEL: TBD SED: -61.6 SWD: -120.3 AA: -82.8 AI: -66.2 AS: -12.6 FI: +10.9 HI: -60.8 HOM: -107.4 MR: -41.9 PI: -32.2 WH: -45.6	
4A - State Assessments Math - Distance	The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points	ALL: -98.9 FY: -146.9 EL: -122.3 LTEL: NA SED: -105.9 SWD: -158.8			ALL: -88.9 FY: -136.9 EL: -112.3 LTEL: TBD SED: -95.9 SWD: -148.8	

e from Standard	above (+) or below (-) meeting standard.  (Data Source: CA School Dashboard, CAASPP)	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)			AA: -124.1 AI: -122.3 AS: -47.3 FI: -23.4 HI: -95.6 HOM: -140.8 MR: -75.7 PI: -70.9 WH: -75.7	
4B - A-G Completion	Percentage of students who meet CSU/US a-g college entrance requirements  (Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)	ALL: 20.70% FY: 4.90% EL: 11.40% LTEL: NA SED: 19.80% SWD: 5.00% AA: 18.80% AI: 11.60% AS: 36.60% FI: 39.00% HI: 18.80% HOM: 6.30% MR: 11.30% PI: 5.90% WH: 13.70%  (2022-2023)			ALL: 30.7% FY: 14.90% EL: 21.40% LTEL: TBD SED: 29.80% SWD: 15.00% AA: 28.80% AI: 21.60% AS: 46.60% FI: 49.00% HI: 28.80% HOM: 16.30% MR: 21.30% PI: 15.90% WH: 23.70%	
4C - Career Technical Education (CTE)	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.	ALL: 14.20% FY: 2.40% EL: 6.30% LTEL: NA SED: 13.40% SWD: 9.20% AA: 9.60% AI: 20.90% AS: 24.10%			ALL: 24.20% FY: 12.40% EL: 16.30% LTEL: TBD SED: 23.40% SWD: 19.20% AA: 19.60% AI: 30.90% AS: 34.10%	



	(Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)	FI: 27.00% HI: 12.50% HOM: 7.40% MR: 17.00% PI: 17.60% WH: 13.70%  (2022-2023)			FI: 37.00% HI: 22.50% HOM: 17.00% MR: 27.00% PI: 27.60% WH: 23.70%	
4D - A-G and CTE Completion	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: CA School Dashboard – Met UC/CSU Requirements and CTE Pathway Completion Report)	ALL: 5.10% FY: 0.00% EL: 1.40% LTEL: NA SED: 4.60% SWD: 0.60% AA: 3.40% AI: 2.30% AS: 12.80% FI: 12.00% HI: 4.30% HOM: 0.00% MR: 1.90% PI: 0.00 WH: 2.40%  (2022-2023)			ALL: 15.10% FY: 10.00% EL: 11.40% LTEL: TBD SED: 14.60% SWD: 10.60% AA: 13.40% AI: 12.30% AS: 22.80% FI: 22.00% HI: 14.30% HOM: 10.00% MR: 11.90% PI: 10.00 WH: 12.40%	
4E - EL Progress	Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC.  (Data Source: CA School Dashboard -	44.80%  (2022-2023)			54.80%	

	English Learner Indicator (ELPI))					
4E - EL Summative EPAC	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: CAASPP Website)	13.05% (2022-2023)			23.05%	
4E - EL Acquisition Results	The percentage of current EL students who: <ul style="list-style-type: none"> <li>• ELs who Decreased at Least One ELPI Level</li> <li>• ELs who Maintained ELPI Level 1,2L,2H,3L,3H</li> <li>• ELs who Maintained ELPI Level 4</li> <li>• ELs who Progressed at Least One ELPI Level</li> </ul> (Data Source: CA School Dashboard - English Learner Indicator	<ul style="list-style-type: none"> <li>• ELs who Decreased at Least One ELPI Level: 18.90%</li> <li>• ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 36.30%</li> <li>• ELs who Maintained ELPI Level 4: 0.30%</li> <li>• ELs who Progressed at Least One ELPI Level: 44.50%</li> </ul> (2022-2023)			<ul style="list-style-type: none"> <li>• ELs who Decreased at Least One ELPI Level: 8.90%</li> <li>• ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 26.30%</li> <li>• ELs who Maintained ELPI Level 4: 10.30%</li> <li>• ELs who Progressed at Least One ELPI</li> </ul>	

	(ELPI))				Level: 54.50%	
4F - EL Reclassification Rate	Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.  (Data Source: Synergy)	19.10% (2022-2023)			29.10%	
4G - AP Courses Taken	Number of students who take at least one Advanced Placement (AP) courses.  (Data Source: SUSD AP Course Enrollment Local Data, Synergy)	915 (2022-2023)			1015	
4G - AP Courses Passed	Percent of Advanced Placement (AP) courses passed by students.  (Data Source: CALPADS)	96.00% (2022-2023)			100.00%	
4G - AP Exam Passed Score 3+	Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher.  (Data Source: CollegeBoard)	28.17% (2022-2023)			38.17%	

4H - College Preparedness - Early Assessment Program	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: 36.17% Math: 8.42%  (2022-2023)			ELA: 46.17% Math: 18.42%	
5E - High School Graduation Rate	The percentage of students in a four-year cohort who meet Stockton USD graduation requirements.  (Data Source: CA School Dashboard)	ALL: 82.10% FY:58.50% EL: 73.90% LTEL: NA SED: 81.70% SWD: 65.40% AA: 76.80% AI: 81.40% AS: 88.30% FI: 86.00% HI: 82.40% HOM: 69.50% MR: 79.20% PI: 82.40% WH: 76.60%  (2022-2023)			ALL: 92.10% FY:68.50% EL: 83.90% LTEL: TBD SED: 91.7% SWD: 75.40% AA: 86.80% AI: 91.40% AS: 98.30% FI: 96.00% HI: 92.40% HOM: 79.50% MR: 89.20% PI: 92.40% WH: 86.60%	
7A, 7B, 7C - Broad Course of Study	Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100%			Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100%	

	<p>"course" (K-8) and master (9-12) schedules, AP Classes: VAPA Classes: CTE Classes: World Language Classes:</p> <p>(Data Source: SUSD Course and Master Schedules)</p>	<p>ALL students enrolled in AP Classes: 5.52% VAPA Classes: 19.96% CTE Classes: 20.52% World Language Classes: 16.11%</p> <p>FY students enrolled in AP Classes: 8.97% VAPA Classes: 17.95% CTE Classes: 20.52% World Language Classes: 16.11%</p> <p>EL students enrolled in AP Classes: 2.05% VAPA Classes: 24.85% CTE Classes: 22.25 World Language Classes: 22.69%</p> <p>SED students enrolled in AP Classes:6.25% VAPA Classes:26.06% CTE Classes: 26.92% World Language Classes: 20.62%</p> <p>SWD students enrolled in AP Classes: 0.70% VAPA Classes:19.85% CTE Classes:15.34% World Language Classes: 5.77%</p> <p>(2023-2024)</p>			<p>ALL students enrolled in AP Classes: 15.52% VAPA Classes: 29.96% CTE Classes: 30.52% World Language Classes: 26.11%</p> <p>FY students enrolled in AP Classes: 18.97% VAPA Classes: 27.95% CTE Classes: 30.52% World Language Classes: 26.11%</p> <p>EL students enrolled in AP Classes: 12.05% VAPA Classes: 34.85% CTE Classes: 32.25 World Language Classes: 32.69%</p> <p>SED students enrolled in AP Classes:16.25% VAPA Classes:36.06%</p>	
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					<p>CTE Classes: 36.92%</p> <p>World Language Classes: 30.62%</p> <p>SWD students enrolled in AP Classes: 1.70%</p> <p>VAPA Classes:29.85%</p> <p>CTE Classes:25.34%</p> <p>World Language Classes: 25.77%</p>	
8A - Seal of Biliteracy	<p>Number of students earning a Seal of Biliteracy.</p> <p>(Data Source: Local Data)</p>	<p>167 students</p> <p>(2022-2023)</p>			267 students	
8A - Golden State Seal Merit Diploma	<p>Number of students eligible a Golden State Seal Merit Diploma.</p> <p>(Data Source: Local data)</p>	<p>252 students eligible</p> <p>(2022-2023)</p>			352 students eligible	
8A - Local Assessment iReady ELA Grade Level	<p>Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>ALL: 25.7%</p> <p>FY: NA%</p> <p>EL: 10.30%</p> <p>LTEL: NA</p> <p>SED: 16.0%</p> <p>SWD: 10.90%</p> <p>AA: 20.60%</p> <p>AI: 24.30%</p> <p>AS: 37.10%</p>			<p>ALL: 35.7%</p> <p>FY: NA%</p> <p>EL: 20.3%</p> <p>LTEL: TBD</p> <p>SED: 26%</p> <p>SWD: 20.9%</p> <p>AA: 30.6%</p> <p>AI: 34.3%</p> <p>AS: 47.1%</p>	

		FI: 0.00% HI: 23.30% MR: 33.30% PI: 44.10% WH: 32.40%  (Winter 2023)			FI: 10.00% HI: 33.3% MR: 43.3% PI: 54.1% WH: 42.4%	
8A - Local Assessment iReady Math Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment.  (Data Source: iReady Data)	ALL: 17.0% FY: 0.00% EL: 3.60% LTEL: NA SED: 0.00% SWD: 7.00% AA: 9.90% AI: 16.00% AS: 31.10% FI: 0.00% HI: 14.70% MR: 24.60% PI: 17.00% WH: 19.00%  (Winter 2023)			ALL: 27.0% FY: 10.00% EL: 13.6% LTEL: TBD SED: 10.00% SWD: 17.0% AA: 19.9% AI: 26.0% AS: 41.1% FI: 10.00% HI: 24.7% MR: 34.6% PI: 27.0% WH: 29.0%	
8A – College Preparedness - MDTP	Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP).  (Data Source: All Terms MDTP assessment data)	9th: 38.10% 10th: 19.60% 11th: 20.70%  (2023-2024 - All Terms)			9th: 48.10% 10th: 29.60% 11th: 30.70%	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career Technical Education (CTE)	Career Pathways and STEM Resources and Support: Expand Career Technical Education (CTE) Pathways and Science, Technology, Engineering, Math (STEM) access for unduplicated students across the district through the purchase of instructional materials and supplies, Project Lead The Way (PLTW) licenses, and the contract with the University of the Pacific MESA program, staffing, and additional compensation. Activities also include Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, and partnerships with the Greater Stockton Chamber of Commerce Business Education Alliance.	\$1,969,829.00	Yes



		<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>These activities are intended to increase or improve access to hands-on learning experiences for students and focused on student's meeting graduation requirements.</p>		
1.2	College Readiness	<p>College Readiness includes resources and services to unduplicated students that focuses on increasing and improving accessibility to college resources and guidance.</p> <p>High School Career Centers: Direct staffing support via guidance technicians at the high school career centers support unduplicated students through building their individual graduation plan, assistance with financial aid, college, and scholarship applications; and notification and coordination of upcoming events such as workshops and field trips. These efforts and collaborations create multiple opportunities for students to learn about and apply to various post-secondary opportunities.</p> <p>College Entrance Exams Administration and Access: Pupil fee support of college and in-school college entrance exams support, and access provided to 8th grade and high school students to increase or improve access to college entrance exam opportunities.</p> <p>College and Career Readiness Student Services &amp; Support: College and career resources, training and professional development, events, field trips, Ontrack Spotlight report to all high 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>Dual enrollment course offerings and other college preparatory programs (e.g., Honors, Advanced Placement, and IB pathways) that support student</p>	\$1,822,404.00	Yes

		access to assessments and course content that support college readiness and admissions.		
<b>1.3</b>	A-G High School Courses	<p>A-G high school course access is supported by direct staffing (student data technician) at high schools by providing family outreach and student schedule and data support 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>Increase or improve resources and supports for unduplicated students 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>	\$345,226.00	Yes
<b>1.4</b>	English Learner Learning Environment Resources and Support	Bilingual instructional program support for K-12th grade students, especially English Learners, through the purchase of supplemental instructional materials/supplies and resources that aid the Bilingual Assistant to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of students to increase and improve access of educational achievement for unduplicated pupils under the direction of the classroom teacher/specialist Learning supports provided within the classroom, during lessons and one-on-one/small group setting support dual immersion, transitional/development, or Structured English immersion models that provide English Learners and Long Term English Learners progress towards mastery of the English language.	\$46,515.00	Yes
<b>1.5</b>	English Learner Professional Development	English Language Development Coaching & Instructional Support: To provide increased or improved professional development and learning supports provided by Language Development Office Instructional	\$985,220.00	Yes

		<p>Specialists focused on supporting teachers providing high quality designated and integrated English Language Development to support dual immersion, transitional/development, or Structured English immersion models that provide English Learners and Long Term English Learners progress towards mastery of the English language.</p> <p>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>		
<b>1.6</b>	English Language Proficiency Supports	<p>English Language Proficiency Supports: To provide literature and resources that focus on language acquisition and mastery to support English Learners access to written English, through the use of services, resources, bilingual books and reference materials, and materials for students/parents, that support English Learners and Long Term English Learners progress.</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>Increase access to written English and translation services to engage students and their families in the learning which will result in English Learners improving academic achievement.</p>	\$2,005,141.00	Yes
<b>1.7</b>	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.	\$5,365,047.00	Yes

1.8	School Site Administrators Leadership Professional Development	Professional development for school site administrators focused on instructional leadership and professional learning communities focused on increasing or improving student academic achievement.	\$533,570.00	Yes
1.9	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.	\$598,443.00	Yes
1.10	Data Analysis and Evaluation	<p>Research staff to analyze and prepare assessment data. Activities of staff include providing training on data, monitoring, and analysis protocols to support school site data decision making process to bridge the gap in student performance.</p> <p>Research &amp; Accountability staff continuously:</p> <ul style="list-style-type: none"> <li>* work with school site staff in the administration of the state and local assessments</li> <li>* Create performance dashboards and share survey data to support staff accountability in improving student learning outcomes</li> <li>* Evaluate site and department performance based on established key performance indicators (KPIs).</li> </ul>	\$375,824.00	Yes
1.11	Access to Foundational and Outdoor Learning Spaces	<p>Increase or improve resources and supports for unduplicated students that promote early literacy and access to equipment and staffing enhancing student access to effective first instruction, starting in Transitional Kindergarten (TK).</p> <p>These increased or improved services, resources, and staff to support teachers in the review of data and instructional strategy support ensuring access to standards aligned curriculum, and outdoor learning spaces that supports foundational learning. TK students will learn and explore the education setting through structured play activities and exposure to classroom routines and school procedures. TK students will being</p>	\$3,391,540.00	Yes

		instruction in literacy and math to establish a strong academic foundation that will be built upon.		
<b>1.12</b>	Acceleration of Learning Through Instructional Supports	Increase or improve services, resources, and staff (e.g. instructional coaches, intensive intervention teachers, and paraprofessionals) for unduplicated students through evidence-based supplemental applications and curriculum to enhance student learning, engaging student learning through hands-on experiential learning within the classroom augmenting instruction, and access to additional resources and materials that facilitate the deepening of learning in the mastery of concepts and application of instruction.	\$5,772,097.00	Yes
<b>1.13</b>	Literacy and Library Supports	<p>Curriculum Office services, resources, and/or staff will focus on curriculum supports including literacy and libraries. Activities will include district-wide library support and literacy ensuring access facilitated by the district librarian and library media assistants.</p> <p>Library Media Assistant staff 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>Student Access To Ebooks: Online eBook library that allows students to access high interest and multilingual books using their laptops or other technology devices without any late fees focused on increasing or improving student academic achievement.</p>	\$1,233,116.00	Yes
<b>1.14</b>	Advancement via Individual	Advancement via Individual Determination Program (AVID) implementation and support for unduplicated students focused on college, career, and	\$1,056,261.00	Yes

	Determination Program (AVID)	community readiness skills aligned with improving academic growth and social- emotional development. Activities extend access and opportunities for unduplicated students to learn writing, inquiry, collaboration, organization, and reading strategies that provides students opportunities to experience and use these AVID strategies promoting academic language and critical thinking necessary for improved academic achievement.		
1.15	Recapture Learning Loss	<p>Increase opportunities for unduplicated students to access intervention services, resources, and/or staff intended to recapture learning loss. Primary interventions will focus on reading and math based on review and analysis of student performance and growth data. Reading and math intervention support is intended to increase and improve student reading proficiency and mathematics literacy closing the achievement gap.</p> <p>Instructional Interventions and Academic Supports for Students at Small High Schools: Instructional interventions and supports unduplicated pupils provided with extra educational support through smaller class size and tutoring.</p> <p>Learning and High School Credit Recovery Support &amp; Programs: Credit recovery and dropout recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement for unduplicated students.</p>	\$6,126,405.00	Yes
1.16	Outdoor Education/Science Camp	Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp. Activities include transportation, additional compensation, and pupil fees associated with the hands-on experiential learning opportunity. 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.	\$900,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>Centering Around the Whole Child:</p> <p>Provide equitable and healthy learning environments that strengthen the identity, belonging, and agency of all students that will result in a meaningful impact of their social-emotional and academic learning.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner feedback and review of school climate data continues to highlight the need to develop learning environments that are inclusive and culturally responsive. The reevaluation of this goal led updates to include a short title reference: Centering Around the Whole Child. This short title expands the clarity of the goal.

The actions within this goal are designed to promote equitable and healthy learning environments through the development and implementation of multidimensional supports that address students’ social-emotional needs through the Multi-Tiered System of Supports (MTSS).

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A – Teachers Appropriately Assigned and Credentialed	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers.  (Data Source: SARC)	88.00%  (2023-2024)			100.00%	
1B – Standards Aligned Instructional Materials	Percentage of students who have sufficient access to standards aligned instructional materials.  (Data Source: SARC)	100.00%  (2023-2024)			100.00%	
1C – School Facilities	Percentage of school facilities maintained in good repair or exemplary.  (Data Source: FIT Report, Local Indicator PowerPoint)	7.3%  (2023-2024)			17.00%	
4A – Statewide Assessments ELA - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.  (Data Source: CAASPP Website)	ALL: 27.08% FY: 11.88% EL: 5.88% LTEL: 3.12% SED: 24.47% SWD: 6.80% AA: 26.07% AI: 48.28% AS: 48.44%			ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 36.07% AI: 58.28% AS: 58.44%	



		FI: 53.27% HI: 32.22% HOM: 12.27% MR: 31.03% PI: 36.12% WH: 28.53%  (2022-2023)			FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53%	
4A – Statewide Assessments Math - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment.  (Data Source: CAASPP Website)	ALL: 16.38% FY: 6.06% EL: 5.05% LTEL: .59% SED: 14.24% SWD: 6.26% AA: 13.94% AI: 24.13% AS: 32.40% FI: 46.10% HI: 20.24% HOM: 6.00% MR: 21.45% PI: 30.56% WH: 30.73%  (2022-2023)			ALL: 26.38% FY: 16.06% EL: 15.05% LTEL: 10.59% SED: 24.24% SWD: 16.26% AA: 23.94% AI: 24.13% AS: 42.40% FI: 56.10% HI: 30.24% HOM: 16.00% MR: 31.45% PI: 40.56% WH: 40.73%	
6A – Suspension Rates	Percentage of students who are suspended at least once during the academic year.  (Data Source: CA School Dashboard)	ALL: 6.00% FY: 12.60% EL: 4.10% SED: 6.40% SWD: 8.10% AA: 13.10% AI: 10.80% AS: 2.90% FI: 2.60% HI: 5.30% HOM: 13.80% MR: 8.70%			ALL: 0.0% FY: 2.60% EL: 0.0% SED: 0.0% SWD: 0.0% AA: 3.1% AI: 0.8% AS: 0.0% FI: 0.0% HI: 0.0% HOM: 3.8% MR: 0.0%	

		PI: 2.50% WH: 8.00%  (2022-2023)			PI: 0.0% WH: 0.0%	
6B – Expulsi on Rates	Percentage of students who are expelled from the district during the academic year.  (Data Source: DataQuest)	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: 0.00% (0) FY: 0.00% (0) EL: 0.00% (0) SED: 0.00% (0) SWD: 0.00% (0) AA: 0.00% (0) AI: 0.00% (0) AS: 0.00% (0) FI: 0.00% (0) HI: 0.00% (0) HOM: 0.00% (0) MR: 0.00% (0) PI: 0.00% (0) WH: 0.00% (0)	
6C – School Safety and Connec tedness	Percentage of students, parents, and teachers (staff) who responded favorable to questions about School safety and connectedness.  (Data Source: Panorama Survey)	Students Elementary: 56.00 % Students Secondary: 41.00% Parents: 63.00% Teachers: 48.00% Staff: 46.00%  (2023-2024)			Students Elementary: 66.00% Students Secondary: 51.00% Parents: 73.00% Teachers: 58.00% Staff: 56.00%	
6C – School Safety and Connec tedness	National percentile rank of students, parents, and teachers (staff) who responded favorable to questions about school climate	Students Elementary: 30.00% Students Secondary: 10.00% Parents: 30.00% Teachers: 20.00%			Students Elementary: 40.00% Students Secondary: 20.00%	

(National Percentile)	(Data Source: Panorama Survey)	Staff: 20.00% (2023-2024)			Parents: 40.00% Teachers: 30.00% Staff: 30.00%	
Local Measure – Social Emotional Lessons	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)	192 (2023-2024)			212	
Local Measure – SST's	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)	1,874 (2023-2024)			2,062	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Equity, Diversity, and Inclusion	With the guidance and direction of the Director of Diversity, Equity and Family Engagement, SUSD will provide opportunities for school connectedness with unduplicated students through access to inclusionary, equitable and diverse educational opportunities by conducting a comprehensive Equity Audit with teams from all schools. SUSD will begin to develop a three-year action plan centered around inclusionary, equitable and diverse educational opportunities.	\$675,340.00	Yes
2.2	Ethnic Studies Program	Supporting a robust Ethnic Studies Program that utilizes a variety of supplemental curriculum that is culturally relevant to students. The program will be supported by providing professional development for	\$150,000.00	Yes

		teachers to implement supplemental activities that incorporate experiential learning and content specific literacy that focuses on engaging students and improving academic language.		
<b>2.3</b>	Equity and Inclusion Training and Workshops	Workshops and Training: Provide training, workshops, and resources in support of increasing and improving equity and inclusion for all unduplicated students.	\$38,000.00	Yes
<b>2.4</b>	Cultural Relevance, Outreach, and Support	Support cultural, academic, social-emotional, career and college, community, family, and many other forms of direct services and support to unduplicated students within the district.	\$133,252.00	Yes
<b>2.5</b>	Positive Behavior Interventions and Support (PBIS)	PBIS chair to oversee and lead the district wide implementation of PBIS services and support, including applying for California State recognition; facilitating PBIS district monthly meetings (PBIS lead additional compensation); PBIS focused conferences/workshops/trainings; collaboration with administrators, certificated, and classified staff in the identification of behavior support services needs to assist in the development, implementation, and monitoring strategies to improve behavior, school connectedness, and social emotional wellness. Work with school sites in monitoring the Tiered Fidelity Inventory (TFI) and conducting school site common area observations with a follow-up plan of data and action plan. Build structures to expand PBIS systems to the platinum, gold and silver levels for all SUSD sites.	\$1,000,000.00	Yes
<b>2.6</b>	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 social- emotional needs of unduplicated students.	\$275,877.00	Yes
<b>2.7</b>	Behavior Support Services	To provide support, interventions, and strategies through training, consultation, and direct services. Behavior Support Services are intended provide behavioral supports to address social, emotional, and behavioral	\$2,940,851.00	Yes

		needs of students, to allow them to be successful in the educational environment. Behavior Support Services Staff provide direct services and staffing support to classrooms and schools across the district focused on addressing the behavioral needs of students by providing support early on through promoting and supporting universal intervention systems, training staff in behavioral strategies and providing direct interventions to students.		
<b>2.8</b>	New Teacher Training and Support	<p>New teacher training, professional development, and ongoing learning support. Staff and mentors to support new teachers and implementation and organization of resources and services provided to new teachers. Implementation of a teacher induction program for new/beginning teachers holding a Preliminary teaching credential.</p> <p>Support is provided by assigning a mentor depending on their credential type, until a CA clear credential is obtained. The assigned mentor provides new/beginning teachers with weekly "just-in time" support and guidance on completing credential requirements.</p> <p>District level ongoing professional learning opportunities and collaborative co-planning is also provided by new teacher support and curriculum staff to address needs of new/beginning teachers.</p>	\$135,999.00	Yes
<b>2.9</b>	Social Service Supports for Families in Transition	Social services case managers, community assists, and resources to provide direct services to unduplicated pupils who are in foster care.	\$1,040,019.00	Yes
<b>2.10</b>	Central Enrollment Direct Services to Families	Central enrollment direct services to families and support focused on providing access to foster youth integrated into the enrollment experience. Staff and resources focus on providing enrollment experiences for students and families that connect students and families with the school that best fits the social-emotional needs of the student or students being enrolled.	\$1,957,078.00	Yes
<b>2.11</b>	Student Attendance and Truancy	Child Welfare and Attendance Office services, resources, and staff to identify and address chronic absenteeism.	\$19,120,256.00	Yes

	Intervention and Outreach	<p>Student Attendance Accountability &amp; Family Outreach: Student 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.</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>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>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>		
2.12	Health and Wellness Services and Supports	<p>Subacute Healthcare Services Response &amp; Management: To provide services through direct health services provided to students and families across the district by licensed vocational nurses and 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 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 aiding student and family access to health care needs and direct services.</p>	\$4,753,481.00	Yes

		<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 services provided at the Sutter St. Clinic located in the District Central Enrollment building.</p> <p>To promote student health and wellness, audiologist services will be procured.</p>		
<b>2.13</b>	Mental Health Resources and Supports for Students	<p>Mental Health Clinicians: Provide mental health direct services to students, families, and staff district wide.</p> <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 supporting positive learning experiences and social-emotional supports provided to students.</p> <p>Provide unduplicated students with additional access to School Psychologist supports. School Psychologists will support school site counselors in providing targeted, in-depth counseling focused on anxiety, behavior, trauma, or other social emotional need that impacts the student's ability to fully engage in the learning environment in a positive way.</p>	\$242,227.00	Yes
<b>2.14</b>	Social Emotional and Restorative Practices and Responsive Schools	<p>Trauma-Informed Care: 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 social-emotional support collaborative services in partnership with staff and families to address social-emotional needs.</p> <p>Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and</p>	\$7,012,754.00	Yes



		staff focused on increasing and improving the learning experience and culture and climate supports provided to students.		
<b>2.15</b>	School Connectedness	Custodians, noon duty, and campus security assistant (CSA)/campus security monitors (CSM) are on the front line and are integral to promoting a positive and welcoming school environment for unduplicated students to increase connections between students and school staff. Supports and resources include professional development opportunities that extend knowledge of inclusionary practices and social- emotional supports, resulting in increased school connectedness for unduplicated students.	\$7,505,134.00	Yes
<b>2.16</b>	Assistant Principal Restoration At TK-8th Grade School Sites	Providing 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 social- emotional development, school climate and reducing negative behaviors. Assistant Principals will support the implementation of creating a positive school environment and community building at each school site.	\$12,539,676.00	Yes
<b>2.17</b>	Additional School Site Support	Provide additional school site staffing based on unduplicated student needs to support access to programs and services available within the District and/or site. Additional staff will support the site's ability to provide a positive school environment by supporting a welcoming environment. Students, staff, and families will build connections as a school community.	\$60,000.00	Yes
<b>2.18</b>	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Providing extended learning time for our unduplicated students.	\$10,250,068.00	Yes
<b>2.19</b>	Technology and Innovation Support	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 to support unduplicated students.	\$2,368,279.00	Yes

		<p>Activities include increasing the number of Site Techs to support site-based technology use and integration, evaluation and enhancement of the district's technology infrastructure and connectivity to support the demand with the increased/enhanced access to technologies/applications, staff technology devices to ensure effectiveness and demands associated with 21st century skills and interactions are being met.</p>		
2.20	Instructional Technology	<p>Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional materials. Instructional monitoring and integration tools/applications promote unduplicated pupils' safety that allows teachers to remotely monitor student extending the basic instructional supports. access to the learning content.</p> <p>Support includes access to and enhancements of instructional curriculum, applications, software, and other supplemental technology support.</p> <p>Student Technology for Learning &amp; Connectivity: Student laptops, laptop carts, and Wifi-hotspots ensure support student access to learning resources and instructional technology, including assistive technology that supports different learning modalities of students both at school and at home.</p> <p>Laptop Learning Monitoring Software: Laptop monitoring software for teachers that allows teachers to remotely monitor student activities on laptops and share screens student safety</p> <p>Google Monitoring System: Computer software to monitor 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 ensuring students are safe and digitally responsible.</p>	\$300,000.00	Yes

2.21	Instruction and Teacher Staffing	To employ the certificated instructional staff needed to effectively run the base services provided by the District focused on ensuring students have access to fully credentialed teachers.	\$170,360,612.00	No
2.22	Recruit, Hire, Retain Highly Qualified Staff	<p>To ensure programs and services have the staffing support necessary to implement high quality educational experiences.</p> <p>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.</p> <p>Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff.</p> <p>Budget resources and support to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists.</p> <p>Increase supports for high expectations so all staff perform at high levels with strong support.</p> <p>Conduct thorough exit interviews to understand reasons why staff are leaving the District.</p> <p>In an effort to retain staff, training on de-escalation and crisis intervention will be provided for all staff to support unduplicated students with positive social-emotional interactions. Teachers will have the strategies to make decisions that will de-escalate students in crisis situations and have support from other school staff who can also support the de-escalation process creating a community of support for teachers.</p>	\$20,000.00	Yes
2.23	School Facilities	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.	\$1,578,767.00	No

		<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> <p>Transparently communicate timelines for project schedules and work in progress related to safety projects and Facility Master Plan items.</p> <p>Support outdoor learning and play areas, including the addition of shade structures at all schools.</p> <p>Expand Primary Years Academy grade levels for 6-8 and facility improvements.</p> <p>Complete the Facility Master Plan for to equitably use bond funds and scale improvements.</p>		
<b>2.24</b>	Student and Campus Safety	<p>Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems.</p> <p>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>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 new technology, standardized communication platforms districtwide, visitor management system districtwide, access control system (cloud solution includes video, access control, and video intercom), and security fencing.</p>	\$607,252.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>Passions, Interest and Talents of the Modern Student</p> <p>Provide systemic and innovative programming influenced by student voice, aspirations, and emerging global industry trends to ensure that their day-to-day learning aligns with their cultural identity, passions, interests, and talents, including student centered activities involving Career Technical Education, Multilingual Education, and the Arts.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner feedback and review of attendance and chronic absenteeism data continues to highlight the need for a specific goal that highlights the actions and supports that motivate and are meaningful for students. Student voice has been instrumental in the development of this goal and action to provide students opportunities to engage in activities, such as Career Technical Education Student Organization and robotics, competitions, within the education system that are relevant to what students see as important. This goal allows for the showcasing and commitment to implementing and integrating instruction that is aligned with global industry trends ensuring our students are better prepared for the future job markets and making their education more practical and forward-thinking. This goal also addresses and embraces through the recognition and integration of activities involving student cultural identities into their learning experience, creating a more inclusive and supportive environment; thereby, enhancing students' engagement in school. Overall, the goal aims to make day-to-day learning more aligned with the realities and opportunities of the modern world. This holistic approach not only prepares students for future careers but also nurtures their overall development and well-being.

SUSD will monitor and evaluate the actions by collecting and reviewing attendance rates and chronic absenteeism rates will provide evidence of the impact of the actions on student engagement.

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

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A – School Attendance Rate	End of Year percentage of students attending school daily on average.  (Data Source: Synergy)	90.12%  (2023-2024)			99.75%	
5B – Chronic Absenteeism Rate	Percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.  (Data Source: DataQuest)	ALL: 38.20% FY: 44.60% EL: 34.40% SED: 40.50% SWD: 45.90% AA: 49.90% AI: 46.70% AS: 25.40% FI: 20.90% HI: 38.10% HOM: 61.70% MR: 45.70% PI: 42.90% WH: 45.30%  (2022-2023)			ALL: 18.20% FY: 34.60% EL: 24.40% SED: 30.50% SWD: 35.90% AA: 39.90% AI: 36.70% AS: 15.40% FI: 10.90% HI: 28.10% HOM: 51.70% MR: 35.70% PI: 32.90% WH: 35.30%	
5C – Middle School Dropout Rate	Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school.  (Data Source: CALPADS)	0.00%  (2022-2023)			0.0%	

5D – High School Dropout Rate	Percentage of students in grades 9 - 12 who stop coming to school and who do not enroll in another school  (Data Source: DataQuest)	ALL: 12.80% FY: 27.50% EL: 18.60% SED: 13.20% SWD: 17.90% AA: 17.10% AI: 11.40% AS: 7.40% FI: 11.00% HI: 12.80% HOM: 22.30% MR: 11.10% PI: 5.90% WH: 17.90%  (2022-2023)			ALL: 7.80% FY: 22.50% EL: 13.60% SED: 8.20% SWD: 12.90% AA: 12.10% AI: 6.40% AS: 2.40% FI: 6.00% HI: 7.80% HOM: 17.30% MR: 6.10% PI: .90% WH: 12.90%	
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## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Leadership Opportunities	<p>These additional services are based on identified needs of unduplicated pupils' access to leadership experiences, career &amp; technical student organizations, student clubs &amp; 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 &amp; 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 &amp; Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs &amp; 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>	\$947,182.00	Yes
3.2	Youth Engagement Activities and Athletic Programs	<p>Student Athletic Programs: Resources and staff to ensure unduplicated students are provided with access to participate in school athletic experiences, collaborative learning experiences, programs, and activities.</p>	\$3,000,000.00	Yes



		Youth Engagement Activities: Resources and staff to ensure unduplicated students are provided with access to youth engagement activities, such as dance team, cheer, e-sports, and other non-traditional athletic programs.		
<b>3.3</b>	Arts Programming	<p>Arts Program Activities and Resources: Provide all schools within SUSD an equitable distribution of arts programs through activities, staff, and resources for unduplicated students to access Arts Program experiences (music, dance, art, etc.).</p> <p>Arts Program Coordination: Staffing to oversee and manage scheduling, resources, and educational training to provide supports to Arts Program staff district wide.</p> <p>Arts Program Teachers and Staff: Arts Program Teachers and Staff to provide Arts Program lessons and learning experiences to unduplicated students across the district.</p>	\$6,335,251.00	Yes
<b>3.4</b>	Expanded Learning and Enrichment Opportunities	To provide unduplicated students with enrichment opportunities. Opportunities are provided by paraprofessional staff, program partners, and resources that focus on structured engagement activities and social-emotional support.	\$3,221,169.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<p>Meaningful Partnerships</p> <p>Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student attendance and family and community participation in support of developing leadership at all levels.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

SUSD local data shows the need to continue to focus on outreach and involvement to engage families and the community. The actions within this goal are designed to promote, build and support meaningful relationships among students, school site personnel, families and community agencies. The actions aligned to the goal will promote student attendance and family involvement through resources and opportunities, communication, workshops, training, events, and resources leading to student attendance.

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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<p>3A, 3B, 3C – Parent Involve ment - Q1, Q2, Q3, Q4</p>	<p>Self reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 &amp; 4</p> <p>Rating Scale (lowest to highest):  1 - Exploration and Research Phase  2 - Beginning Development  3 - Initial Implementation  4 - Full Implementation  5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 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>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5</p> <p>Q4: Rate the LEA's progress in developing multiple</p>	
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		(2023-2024)			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
3A, 3B, 3C – Parent Involvement - Q9, Q10, Q11, Q12	<p>Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 &amp; 12</p> <p>Rating Scale (lowest to highest):</p> <p>1 - Exploration and Research Phase</p> <p>2 - Beginning Development</p> <p>3 - Initial Implementation</p> <p>4 - Full Implementation</p> <p>5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4</p> <p>Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decisionmaking: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on</p>			<p>Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5</p> <p>Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively</p>

		<p>policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2023-2024)</p>			<p>engage in advisory groups and decisionmaking: 5</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 5</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4</p>	
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3A – LCAP Survey	Number of LCAP Survey Responses	All = 357 Certificated = 98 Classified = 20 Parent or Community = 108 Site/District Admin = 9 Students = 111  (2023-2024)			All = 846 Certificated = 198 Classified = 120 Parent or Community = 208 Site/District Admin = 109 Students = 211	
5A - School Attendance Rate	End of Year percentage of students attending school daily on average.  (Data Source: Synergy)	90.12%  (2023-2024)			99.75%	
5B – Chronic Absenteeism Rate	Percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.  (Data Source: DataQuest)	ALL: 38.20% FY: 44.60% EL: 34.40% SED:40.50% SWD:45.90% AA: 49.90% AI: 46.70% AS: 25.40% FI: 20.90% HI: 38.10% HOM: 61.70% MR: 45.70% PI: 42.90% WH: 45.30%  (2022-2023)			ALL: 18.20% FY: 34.60% EL: 24.40% SED: 30.50% SWD: 35.90% AA: 39.90% AI: 36.70% AS: 15.40% FI: 10.90% HI: 28.10% HOM: 51.70% MR: 35.70% PI: 32.90% WH: 35.30%	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family and Community Communication, Empowerment, and Engagement	<p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site and district level to increase family and community partnerships to improve student programs, amplify voice, and expand student access.</p> <p>PAC, PSAC, CAC, LatinoPAC, MigrantPAC, AABPAC, DELAC, 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>Family and Community Staffing Support: To provide staffing and resources to support and address the ongoing needs of student groups and the</p>	\$1,451,404.00	Yes

		<p>surrounding community related to the development and monitoring of various programs and supports made available to all students, staff and community.</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.</p>		
<b>4.2</b>	District Strategic Planning and Communication	<p>District Strategic Planning: To provide staff, resources, and support that assists and connects district initiatives and resources enhancing educational partners involvement and engagement.</p> <p>District Communication and Educational Partner 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 educational partners.</p> <p>Translator and Interpreter Specialist Services: District translator and interpreter specialists that ensure documents, meetings, outreach, and communication can be accessed by families and families are provided with inclusive multi-lingual services.</p>	\$1,628,471.00	Yes
<b>4.3</b>	Community Schools Supports and Resources	To provide staffing and resources to support the develop of strategic partnerships for a range of services, like early childhood education, mental health support, academic tutoring, before and after school programming, mentorship, healthy meals and more to support students and communities. Activities will include the creation of space for families, students, and community members to have a voice in decision-making.	\$496,318.00	Yes
<b>4.4</b>	Parent Advisory Committee Supports and Resources	Provide opportunities, support, and resources to parent/family advisory groups to increase family and community partnerships to improve student	\$25,000.00	Yes



		programs, amplify voice, and expand student access through focused events, conferences/trainings, and meeting forums.		
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	<p>Success for Students with Disabilities/Students with Different Abilities</p> <p>By June 30, 2027, provide access and opportunities for students with disabilities/different abilities to ensure success through high expectations, inclusive practices, and multi-tiered systems of support (MTSS), by providing necessary resources, supports, and levels of services based on individual student need, as measured by CA Schools Dashboard and local data.</p>	Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Initially, SUSD added this additional goal to address the student subgroup: students with disabilities (SWD), who have been consistently low performing for at least three consecutive years (2017, 2018, 2019, 2022, and 2023) on two or more indicators - ELA and Math, Graduation Rate, Suspension, and Career and College Indicator.

However, through engaging conversations between general education and special education departments, it was determined the initial development and expansion of this goal was an ideal opportunity to ensure students with disabilities are provided with access and inclusion in the least restrictive environment through the development and modification of district systems and procedures. In addition, educational partners feedback has been received in support of resources and supports for students with disabilities to prepare them for high school.

Educational partner feedback and district staff analysis of data has also identified the need to address literacy focusing at five K-8 pilot schools: Hamilton, Mild to Mod SDCs; Victory, Mild to Mod SDCs; El Dorado Mild to Mod SDCs; Peyton, RSP; and Montezuma, RSP.

The actions within this goal are designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students with disabilities to receive high quality first instruction in the least restrictive environment through consistent and faithful implementation of Universal Design for Learning (UDL). From the UDL lens and framework strategies will be identified and designed to support teaching and learning that helps students with disabilities access an equal opportunity to succeed. This will also help educators prepare our students with disabilities to access college and career academic programs when they reach the high school level that will provide the necessary skills for success to achieve graduation and success beyond. These actions include supplemental interventions that bridge the foundational learning

gaps to meet their needs. The actions will also expand compliance practices that promote collaboration and connection of general education teachers and SWD teachers to ensure interventions for student achievement and social emotional student needs.

Select metrics will be reported for All students and specific student groups using the following abbreviations:  
 ALL: All Students; SWD: Students with Disabilities

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in English Language Arts meeting or exceeding standards.  (Data Source: CAASPP)	Alexander Hamilton Elementary ALL: 11.74% SWD: 0.00%  El Dorado Elementary ALL: 15.47% SWD: 4.17%  Montezuma Elementary ALL: 28.60% SWD: 9.26%  Valentine Peyton Elementary ALL: 52.89% SWD: 18.18%  Victory Elementary ALL: 23.16% SWD: 6.85%  (2022-2023)			Alexander Hamilton Elementary ALL: 21.74% SWD: 10.00%  El Dorado Elementary ALL: 25.47% SWD: 14.17%  Montezuma Elementary ALL: 38.60% SWD: 19.26%  Valentine Peyton Elementary ALL: 62.89% SWD: 28.18%  Victory Elementary ALL: 33.16% SWD: 16.85%	

<p>4A - Statewide Assessments Math - Meet or Exceed</p>	<p>The average of all 3rd grade student CAASPP scores in Math meeting or exceeding standards.</p> <p>(Data Source: CAASPP)</p>	<p>Alexander Hamilton Elementary ALL: 7.87% SWD: 0.00%</p> <p>El Dorado Elementary ALL: 11.25% SWD: 4.17%</p> <p>Montezuma Elementary ALL: 19.64% SWD: 3.78%</p> <p>Valentine Peyton Elementary ALL: 45.14% SWD: 23.63%</p> <p>Victory Elementary ALL: 14.17% SWD: 7.04%</p> <p>(2022-2023)</p>			<p>Alexander Hamilton Elementary ALL: 17.87% SWD: 10.00%</p> <p>El Dorado Elementary ALL: 21.25% SWD: 14.17%</p> <p>Montezuma Elementary ALL: 29.64% SWD: 13.78%</p> <p>Valentine Peyton Elementary ALL: 55.14% SWD: 33.63%</p> <p>Victory Elementary ALL: 24.17% SWD: 17.04%</p>	
<p>4A - State Assessments - ELA - Distance From Standard</p>	<p>The average of all 3rd - 8th 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)</p>	<p>Alexander Hamilton Elementary ALL: -110.50 SWD: -186.10</p> <p>El Dorado Elementary ALL: -86.50 SWD: -139.70</p> <p>Montezuma Elementary ALL: -51.40 SWD: -109.60</p>			<p>Alexander Hamilton Elementary ALL: -100.50 SWD: -176.10</p> <p>El Dorado Elementary ALL: -76.50 SWD: -129.70</p> <p>Montezuma Elementary ALL: -41.40</p>	

		Valentine Peyton Elementary ALL: +8.70 SWD: -47.50  Victory Elementary ALL: -76.10 SWD: -155.50  (2022-2023)			SWD: -99.60  Valentine Peyton Elementary ALL: +18.70 SWD: -37.50  Victory Elementary ALL: -66.10 SWD: -145.50	
4A - State Assessments - Math - Distance From Standard	The average of all 3rd - 8th grade student Mathematics CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.  (Data Source: CA School Dashboard)	Alexander Hamilton Elementary ALL: -128.50 SWD: -209.10  El Dorado Elementary ALL: -111.20 SWD: -176.90  Montezuma Elementary ALL: -79.80 SWD: -149.90  Valentine Peyton Elementary ALL: -13.90 SWD: -69.60  Victory Elementary ALL: -106.5 SWD: -179.9  (2022-2023)			Alexander Hamilton Elementary ALL: -118.50 SWD: -199.10  El Dorado Elementary ALL: -101.20 SWD: -166.90  Montezuma Elementary ALL: -69.80 SWD: -139.90  Valentine Peyton Elementary ALL: -3.90 SWD: -59.60  Victory Elementary ALL: -96.5 SWD: -189.9	
5A – School Attendance	School attendance rate - the percentage of	ALL: 90.12% SWD: Not Measured			All: 95.12% SWD: TBA	

nce Rate	students attending school daily on average.  (Data Source: Synergy)	(2023-2024)				
5B – Chronic Absent eeism Rate	Percentage of students with disabilities who are suspended at least once during the academic year.  (Data Source: CA School Dashboard)	Alexander Hamilton Elementary ALL: 44.40% SWD: 47.40%  El Dorado Elementary ALL: 53.60% SWD: 39.50%  Montezuma Elementary ALL: 39.10% SWD:52.3%  Valentine Peyton Elementary ALL: 25.50% SWD:33.90%  Victory Elementary ALL: 42.50% SWD:48.20%  (2022-2023)			Alexander Hamilton Elementary ALL: 34.40% SWD: 37.40%  El Dorado Elementary ALL: 43.60% SWD: 29.50%  Montezuma Elementary ALL: 29.10% SWD:42.3%  Valentine Peyton Elementary ALL: 15.50% SWD:23.90%  Victory Elementary ALL: 32.50% SWD:38.20%	
6A – Susten sion Rates	Percentage of students with disabilities who are suspended at least once during the academic year.  All = All Students SWD = Students with Disabilities	Alexander Hamilton Elementary ALL: 13.00% SWD: 15.30%  El Dorado Elementary ALL: 12.70% SWD: 17.30%			Alexander Hamilton Elementary ALL: 3.00% SWD: 5.30%  El Dorado Elementary ALL: 2.70%	

	(Data Source: CA School Dashboard)	<p>Montezuma Elementary ALL: 4.40% SWD:12.10%</p> <p>Valentine Peyton Elementary ALL: 0.50% SWD:2.40%</p> <p>Victory Elementary ALL: 11.50% SWD:16.40%</p> <p>(2022-2023)</p>			<p>SWD: 7.30%</p> <p>Montezuma Elementary ALL: 0.00% SWD:2.10%</p> <p>Valentine Peyton Elementary ALL: 0.00% SWD:0.00%</p> <p>Victory Elementary ALL: 1.50% SWD:6.40%</p>	
8A - Local Assessment iReady ELA Grade Level	<p>Grade Level Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.</p> <p>(Data Source: iReady Data)</p>	<p>Reading</p> <p>Alexander Hamilton Elementary ALL: 17.8% SPED: 1.1%</p> <p>El Dorado Elementary ALL: 15.3% SPED: 5.5%</p> <p>Montezuma Elementary ALL: 24.9% SPED: 14.1%</p> <p>Valentine Peyton Elementary ALL: 41.1% SPED: 8.5%</p> <p>Victory Elementary ALL: 31.2% SPED: 11.5%</p>			<p>Reading</p> <p>Alexander Hamilton Elementary ALL: 27.8% SPED: 11.1%</p> <p>El Dorado Elementary ALL: 25.3% SPED: 15.5%</p> <p>Montezuma Elementary ALL: 34.9% SPED: 24.1%</p> <p>Valentine Peyton Elementary ALL: 51.1% SPED: 18.5%</p>	

		(2023-2024 Winter)			Victory Elementary ALL: 41.2% SPED: 21.5%
8A - Local Assessment iReady Math Grade Level	Grade Level Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.  (Data Source: iReady Data)	Math  Alexander Hamilton Elementary ALL: 14.1% SPED: 1.2%  El Dorado Elementary ALL: 8.5% SPED: 1.1%  Montezuma Elementary ALL: 19.5% SPED: 12.4%  Valentine Peyton Elementary ALL: 33.9% SPED: 12.0%  Victory Elementary ALL: 16.7% SPED: 3.5%  (2023-2024)			Math  Alexander Hamilton Elementary ALL: 24.1% SPED: 11.2%  El Dorado Elementary ALL: 18.5% SPED: 11.1%  Montezuma Elementary ALL: 29.5% SPED: 22.4%  Valentine Peyton Elementary ALL: 43.9% SPED: 32.0%  Victory Elementary ALL: 36.7% SPED: 13.5%
Local 1 - Trained In Content Standards	Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities	Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%  (2023-2024)			Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%



	to access the academic content standards.  (Data Source: Curriculum Training Reports)					
Local 2 - Cross-Trained in Special Education	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: 0.00% Counselors: 0.00% Administrators: 0.00% Classified: 0.00%  (2023-2024)			Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%	
Local 3 - Parent Referrals	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: 91.00%  (2023-2024)			SWD: 100.00%	
Local 4 - Classroom	State Performance Indicators: a. Rate of SWD inside the regular classroom	a. 50.70% b. 28.28% c. 3.93%			a. 60.70% b. 18.28% c. 0.93%	

Instruction Rate	80% or more in an instructional day b. Rate of SWD inside the regular classroom less than 40% in an instructional day c. Rate of SWD receiving instruction in a Separate Setting  (Data Source: Data Tools Dashboard: Improvement Data Center)	(2023-2024)				
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## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

# Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	<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-8 rostering process, educator development for SWD personnel, and through the implementation of tools gained from 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 literacy (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 education and general education. This will provide school site staff (instructional – certificated and classified), district program and department staff, educational partners, and</p>	\$23,000.00	No

		<p>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>		
<b>5.2</b>	Developing Student Individual Transition Plans	<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 and the importance of literacy to achieve their goals. Identify and recognize student accomplishments through recognition ceremonies.</p> <p>Facilitation of strategic collaboration focusing on middle school transitions that promotes inclusion and access in the least restrictive environment building into high school and beyond.</p> <p>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>	\$26,000.00	No

5.3	Accelerate Learning for all SPED students	<p>Accelerating Learning for all SWD students by targeting instructional practices, learning recovery and providing SWD 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 SWD 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 inclusion and access of student applicable supports.</p> <p>Implement a literacy pilot of five schools that are identified based on data points, i.e. SIPPS and alignment to actions will also be tied to the district's Compliance improvement Monitoring (CIM) plan focusing on Tier 1 and data analysis. Through the CIM plan activities reached into five specific areas: 1) major/minor, 2) check-in/check-out, 3) requests for support, 4) MTSS improvement plan, and 5) culturally responsive pedagogy.</p>	\$24,000.00	No
5.4	Culturally Responsive Professional Development	<p>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>	\$50,000.00	No

<b>5.5</b>	Meaningful Student Experiences and Opportunities	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.	\$50,000.00	No
<b>5.6</b>	Recruit, Hire, and Retain Student Support Personnel	<p>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 supporting students with disabilities differentiated based on supporting positions.</p>	\$35,000.00	No
<b>5.7</b>	Parent and Family Supports and Resources	<p>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</p>	\$75,000.00	No

		outreach including trainings/workshops on topics such as special education laws, testing/assessments, parent rights, etc.		
<b>5.8</b>	Enhancing School Engagement and Attendance for Students With Disabilities	<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 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 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>	\$50,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	<p>African American/Black Students Thrive</p> <p>By June 30, 2027, SUSD will reduce the achievement gap between all students and African American/Black students by providing positive learning conditions and experiences through time, attention, and resources that disrupt and remove instructional, institutional, and cultural barriers for African American/Black student groups, as measured by CA Dashboard Data.</p>	Focus Goal

**State Priorities addressed by this goal.**

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

**An explanation of why the LEA has developed this goal.**

SUSD has chosen this focus goal from many community engagement sessions and parent advisory council requests. This goal was identified as a need by our parents and community members. Through research and reflection, the district has identified historical inequities affecting our African American/black student groups.

The district’s mission is to graduate ALL students college and career ready. SUSD acknowledges there continues to be instructional and structural barriers that limit the achievement of African American/Black students. SUSD and educational partners have identified a need to address the longstanding disparities in educational outcomes between African American/Black students and their non- African American/Black peers. Dating back to the landmark case, Brown v. Board of Education of Topeka in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for African American/Black students and their communities continue to fall below district and national averages of their non-Black counterparts. The perennial trend of African American/Black student under-performance and the implications for full societal participation paired with the current landscape of local and national advocacy for racial equity have served as the inspiration to implement and monitor this LCAP goal and subsequent strategies.

This LCAP goal has been established to increase progress monitoring transparency of intensive intervention supports and practices to focus on and improve chronic absenteeism, suspension rates, and academic achievement of African American students. This will be captured in the strategic planning documents like the AABSAP and the Educator Gap Equity Plan.

Note that the Measuring and Reporting Results section below reports data and targets for all Black students in SUSD as determined by the relevant District teams.



Select metrics will be reported for All students and specific student groups using the following abbreviations:  
 ALL: All Students, AA: African American

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	Percentage of all students and African American (AA) students who meet or exceed standard for grades 3-8 in ELA and Math.  (Data Source: CAASPP)	ELA ALL: 27.08% AA: 26.07%  Math ALL: 16.38% AA: 13.94%  (2022-2023)			ELA ALL: 37.08% AA: 36.07%  Math ALL: 26.38% AA: 23.94%	
4B - A-G Completion	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: 20.70% AA: 18.80%  (2022-2023)			ALL: 30.70% AA: 28.80%	
5B – Chronic Absenteeism Rate	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	ALL: 38.20% AA: 49.90%  (2022-2023)			ALL: 28.20% AA: 39.90%	

	number of days that they are enrolled in school.  (Data Source: DataQuest)					
6A - Suspension Rates	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: 6.00% AA: 13.10%  (2022-2023)			ALL: 0% AA: 3.10%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

# Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Student Achievement Plan	<p>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"> <li>• School Selection &amp; Criteria &amp; Phasing Supports</li> <li>• District Goals</li> <li>• Current Data/Metrics of African American/Black students</li> <li>• Student Success Metrics</li> <li>• AABSAP Definition of Success &amp; Theory of Action</li> <li>• AABSAP Tenets</li> <li>• “Open” Data Dashboard</li> <li>• Local Control and Accountability Plan – Goal 5 inclusion and alignment</li> <li>• Committee (governed by By-Laws)</li> <li>• External Evaluation</li> </ul> <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>	\$250,000.00	No

<b>6.2</b>	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	<p>Schools sites through the development of their School Plan for Student Achievement (SPSA) will incorporate LCAP goals to 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"> <li>• Reviewing curriculum supporting culturally responsiveness</li> <li>• Reviewing data to guide implementation and modification of evidence-based instruction</li> </ul> <p>The AABPLC will report out at each School Site Council meetings on their findings along with recommendations. The AABPLC will also provide recommendations to site SPSAs on activities that are in alignment.</p>	\$250,000.00	No
<b>6.3</b>	Educator Gap Equity Plan	<p>The district will review the current co-developed (Human Resources and Educational Services) Educator Gap Equity Plan components and modify as appropriate the inclusion of recruitment, hiring, placement, and retention practices supporting diverse staffing. The district is strengthening the approach to implement the action through a clearly identified workflow articulating timelines and departments/persons responsible.</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 to guide the process of updating, coordinating, and memorializing district processes/practices.</p>	\$200,000.00	No
<b>6.4</b>	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student	<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>	\$587,144.00	No

	Needs Assessment and Curriculum & Pedagogy	<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> <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>		
6.5	BSAP Community Partnerships	<p>To improve metrics, each Community of Schools receive partnership allocations based on their Black student total count. Collaboration 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>	\$542,456.00	No
6.6	Development of an African American Studies Course	<p>In order to improve access to culturally responsive curriculum, student diversity, and increase the number of students meeting A-G 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>	\$565,169.00	No

6.7	BSAP School Climate & Wellness Personnel Support	<p>In order to improve 16 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites.</p> <p>Through the collaboration with Student Support Services:</p> <p>Secondary Counselors</p> <ul style="list-style-type: none"> <li>* Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents;</li> <li>* Participate in data reviews with the BSAP site team every grade period;</li> <li>* Participate in multidisciplinary teams, such as Student Success Team (SST), to identify necessary support services (e.g., counseling, assessment, and interventions); and</li> <li>* Work with academic counselors and the BSAP team to identify intervention, enrichment, or prevention opportunities for Black students.</li> </ul> <p>Pupil Services &amp; Attendance Counselors</p> <ul style="list-style-type: none"> <li>* Monitor Black student attendance and academic progress to support early identification and intervention with at-risk students;</li> <li>* Collaborate with PSWs to determine Black Student Success Plan (BSSP) caseload; and</li> <li>* Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents.</li> </ul> <p>Restorative Justice Teachers</p> <ul style="list-style-type: none"> <li>* 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</li> <li>* Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice.</li> </ul> <p>Psychiatric Social Workers</p>	\$1,891,544.00	No

		<p>* 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</p> <ul style="list-style-type: none"> <li>* 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;</li> <li>* Support school personnel with student mediation and conflict resolution; and</li> <li>* Provide direct support to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction.</li> <li>* Note that this reflects School Climate Advocates overseen by the BSAP team.</li> </ul> <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>		
6.8	BSAP Community - Based Safety Pilots	<p>In order to improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will:</p> <ul style="list-style-type: none"> <li>* 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.</li> </ul> <p>~ Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators and Student Support Services.</p>	\$713,687.00	No

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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	<p>Literacy Success of the Modern K-8 Student</p> <p>By June 30, 2025, the student groups performing in the red* at the four Equity Multiplier Schools will demonstrate growth towards meeting or exceeding standards in ELA, through access to high quality culturally relevant literacy instruction, inclusive student engagement, and family interactive resources using Multi-Tiered System of Supports (MTSS), as measured by CAASPP test results and local benchmark assessments.</p> <p>Equity Multiplier School Information:</p> <ul style="list-style-type: none"> <li>Adams Elementary student groups performing in the red: African American (ELA, Math), Asian (Math), English Learners (ELA), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (ELA)</li> <li>El Dorado Elementary student groups performing in the red: African American (ELA, Math, Chronic Absenteeism, Suspension), English Learners (ELA), Hispanic (Suspension), Homeless (Math, Suspension), Socioeconomically Disadvantaged (ELA, Suspension), Students with Disabilities (ELA, Suspension), White (Suspension)</li> <li>Madison Elementary student groups performing in the red: English Learners (ELA, Math, Chronic Absenteeism), Hispanic (Math, Chronic Absenteeism), Socioeconomically Disadvantaged (Math, Chronic Absenteeism), Students with Disabilities (ELA, Math, Chronic Absenteeism), Two or More Races (Chronic Absenteeism, Suspension Rate)</li> <li>Van Buren Elementary student groups performing in the red: African American (Suspension), Asian (Chronic Absenteeism), English Learners (ELA, Math, Suspension, English Learner Progress Indicator), Hispanic (ELA, Math, Suspension), Homeless (Suspension), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (Math, Suspension)</li> </ul>	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Stockton Unified and the identified school sites developed this goal in support of enhancing literacy success for modern K-8 students, with a particular emphasis on English Learner (EL) students. The goal is designed to improve overall academic outcomes. Mastery of ELA skills is foundational for success in all subject areas. By ensuring students meet or exceed ELA standards, the LEA is setting the stage for broader academic success.

Through the Data-Driven Decision-Making process involving detailed data from the California School Dashboard, the equity multiplier school; Adams Elementary, El Dorado Elementary, Madison Elementary, and Van Buren Elementary; were identified. In collaboration with Research & Accountability and Educational Services, the following commonality was identified of the four K-8 school sites. The first commonality identified English Language Arts (ELA) as the content area each school's academic performance is lowest or Red. Further review identified the common student group within the ELA academic performance indicator is English learner.

Using the Data-Driven Decision-Making process, in collaboration between the district's Research & Accountability Department, the school sites furthered the analysis with its educational partner in the development of their comprehensive needs assessment. This needs assessment incorporated other data points not reported by the California School Dashboard that introduced possible root causes for the low academic performance in English Language Arts for English learners.

Each K-8 school site has a passion and dedication to provide students with educational access and opportunities to improve their academic outcomes. In doing so, each school identified academic achievement disparities that are likely leads to achievement gaps in English Language Arts (ELA) between different student groups, particularly among English Learners, who may face additional challenges in literacy due to language barriers. By focusing on culturally relevant literacy instruction and inclusive engagement, the each school site aims to create an educational environment where all students, regardless of their background, have the opportunity to succeed. Stockton Unified and the identified schools support a diverse student population. Recognizing the diverse cultural backgrounds of students, each school site aims to provide instruction that is relevant and meaningful to their student's (specifically English learners) experiences through culturally relevant literacy instruction. This approach not only enhances engagement but also validates students' identities and backgrounds within the learning process.

To close the academic achievement gap strong literacy skills are essential for the future of English learner students, both academically and career opportunities. Through the work described in the action each English learner student will move closer to being proficient in ELA as it will prepare them for the demands of higher education and the workforce.

Educational partner engagement does not stop at the development of this goal and applicable actions, but instead through consistent and persistent community and family engagement opportunities and through family involvement. Research has demonstrated that engaging families through authentic and meaningful connection aides in the literacy development process and is crucial and connecting instruction and families through access to interactive resources will help create a supportive learning environment at home, reinforcing the skills taught in school and fostering a community-wide culture of literacy.

By setting this comprehensive goal, the district and identified Equity Multiplier school sites demonstrates a commitment to improving literacy outcomes through inclusive, equitable, and culturally responsive practices, ensuring that every student has the support and resources necessary to succeed in ELA.

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

ALL: All Students; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; HI: Hispanic; MR: Two or More Races; WH: White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in English Language Arts meeting or exceeding standards.  (Data Source: CAASPP)	<p>Adams Elementary School</p> <p>ALL: 18.61%</p> <p>EL: 6.00%</p> <p>LTEL: 8.33%</p> <p>SED: 16.19%</p> <p>SWD: 8.51%</p> <p>AA: 12.13%</p> <p>HI: 13.69%</p> <p>El Dorado Elementary School</p> <p>ALL: 15.47%</p> <p>EL: 4.00%</p> <p>LTEL: 0.00%</p> <p>SED: 13.85%</p> <p>SWD: 4.17%</p> <p>AA: 4.76%</p> <p>Madison Elementary School</p> <p>ALL: 22.76%</p> <p>EL: 10.45%</p>			<p>Adams Elementary School</p> <p>ALL: 28.61%</p> <p>EL: 16.00%</p> <p>LTEL: 18.33%</p> <p>SED: 26.19%</p> <p>SWD: 18.51%</p> <p>AA: 22.13%</p> <p>HI: 23.69%</p> <p>El Dorado Elementary School</p> <p>ALL: 25.47%</p> <p>EL: 4.00%</p> <p>LTEL: 10.00%</p> <p>SED: 23.85%</p> <p>SWD: 14.17%</p> <p>AA: 14.76%</p> <p>Madison Elementary School</p> <p>ALL: 32.76%</p> <p>EL: 20.45%</p>	

		<p>LTEL: 0.00% SWD: 9.38%</p> <p>Van Buren Elementary School ALL: 13.96% EL: 1.87% LTEL: 0.00% SED:13.42% HI:15.86%</p> <p>(2022-2023)</p>			<p>LTEL: 10.00% SWD: 19.38%</p> <p>Van Buren Elementary School ALL: 23.96% EL: 11.87% LTEL: 10.00% SED:23.42% HI: 25.86%</p>	
<p>4A - State Assessments ELA - Distance from Standard</p>	<p>The average of all 3rd - 8th 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)</p>	<p>Adams Elementary School ALL: -91.8 EL: -114.3 SED: -99.6 SWD: -138.8 AA: -114.4 HI: -98.8</p> <p>El Dorado Elementary School ALL: -86.5 EL: -107.8 SED: -92.4 SWD: -139.7 AA: -127.2</p> <p>Madison Elementary School ALL: -65.0 EL: -75.8 SWD: -95.1</p> <p>Van Buren Elementary School ALL: -98.3</p>			<p>Adams Elementary School ALL: -81.8 EL: -104.3 SED: -89.6 SWD: -128.8 AA: -104.4 HI: -88.8</p> <p>El Dorado Elementary School ALL: -76.5 EL: -97.8 SED: -82.4 SWD: -12.7 AA: -117.2</p> <p>Madison Elementary School ALL: -55.0 EL: -65.8 SWD: -85.1</p> <p>Van Buren Elementary School ALL: -88.3</p>	

		EL: -107.9 SED: -99.3 HI: -89.6  (2022-2023)			EL: 97.9 SED: -89.3 HI: -879.6	
4E - Progress English Proficiency	4E) Percentage of English Learner K-8 students who make progress toward English Proficiency as measured by the ELPAC.  (Data Source: CA School Dashboard)	Adams Elementary School 51.7%  El Dorado Elementary School 46.7%  Madison Elementary School 47.9%  Van Buren Elementary School 33.8%  (2022-2023)			Adams Elementary School 61.7%  El Dorado Elementary School 56.7%  Madison Elementary School 57.9%  Van Buren Elementary School 43.8%	
4E - Level 4 ELPAC	(4E) Percentage of Stockton USD K-8th 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: ELPAC)	Adams Elementary School 9.89%  El Dorado Elementary School 11.83%  Madison Elementary School 14.63%  Van Buren Elementary School 7.41%			Adams Elementary School 19.89%  El Dorado Elementary School 21.83%  Madison Elementary School 24.63%  Van Buren Elementary School 17.41%	

		(2022-2023)				
4F - EL Reclassification Rate	<p>Percentage of English Learner (EL) K-8 students who meet Stockton USD standards to be redesignated as a Fluent English Proficient.</p> <p>(Data Source: DataQuest)</p>	<p>Adams Elementary School 6.60%</p> <p>El Dorado Elementary School 6.80%</p> <p>Madison Elementary School 7.00%</p> <p>Van Buren Elementary School 8.50%</p> <p>(2022-2023)</p>			<p>Adams Elementary School 16.60%</p> <p>El Dorado Elementary School 16.80%</p> <p>Madison Elementary School 17.00%</p> <p>Van Buren Elementary School 18.50%</p>	
5B - Chronic Absenteeism Rate	<p>Percentage of Students K-8 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.</p> <p>(Data Source: CA Schools Dashboard)</p>	<p>El Dorado Elementary School All:56.6%% AA:60.5%</p> <p>Madison Elementary School ALL: 45.9% EL: 43.5% SED: 48.0% SWD: 53.4% HI: 45.3% MR: 54.8%</p> <p>Van Buren Elementary School AS: 29.2%</p>			<p>El Dorado Elementary School All:46.6%% AA:50.5%</p> <p>Madison Elementary School ALL: 35.9% EL: 33.5% SED: 38.0% SWD: 43.4% HI: 35.3% MR: 44.8%</p> <p>Van Buren Elementary School AS:19.2%</p>	

		(2022-2023)				
6A - Suspension Rates	Percentage of students who are suspended at least once during the academic year.  (Data Source: CA School Dashboard)	<p>El Dorado Elementary School ALL:12.7% HOM:24.0% SED:12.5% SWD:17.3% AA:18.5% HI:10.8% WH:16.7%</p> <p>Madison Elementary School ALL:2.7% MR:4.0%</p> <p>Van Buren Elementary School ALL: 5.0% EL: 3.4% SWD:11.0% AA:8.2%% HI:3.9% HOM: 12.2%</p> <p>(2022-2023)</p>			<p>El Dorado Elementary School ALL:7.7% HOM:19.0% SED:7.5% SWD:12.3% AA:13.5% HI:7.8% WH:8.7%</p> <p>Madison Elementary ALL:0.7% MR: 2.0%</p> <p>Van Buren Elementary School ALL:3.0% EL: 1.4% SWD:8.0% AA:6.2%% HI:1.9% HOM: 12.2%</p>	
8A - Local Assessment iReady ELA Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.  (Data Source: iReady Data)	<p>ALL: 25.7% AA: 20.60%</p> <p>(Winter 2023)</p>			<p>ALL: 35.7% AA: 30.6%</p>	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	High Quality Literacy Instruction and Resources for English Learner students at Adams Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Adams Elementary educational partners (Administration, staff, students, families, and community members) to review the Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Adams Elementary.</p> <p>The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Adams Elementary.</p>	\$657,882.00	No



- \* Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading.
- \* Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction.
- \* Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students.
- \* Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English Language Development.
- \* Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments.
  
- \* Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities.
- \* Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom.
- \* Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.
- \* Purchase culturally relevant books to expand access to the school library and promoting student's love of reading.
  
- \* Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.
- \* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.
- \* Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs.

7.2	High Quality Literacy Instruction and Resources for English Learner students at El Dorado Elementary	<p>District support services, including State and Federal staff will continue to collaborate with El Dorado Elementary educational partners (Administration, staff, students, families, and community members) to review the Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at El Dorado Elementary.</p> <p>The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at El Dorado Elementary.</p> <ul style="list-style-type: none"> <li>* Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading.</li> <li>* Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction.</li> <li>* Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students.</li> <li>* Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English Language Development.</li> <li>* Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments.</li> <li>* Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities.</li> <li>* Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom.</li> </ul>	\$706,302.00	No

		<ul style="list-style-type: none"> <li>* Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.</li> <li>* Purchase culturally relevant books to expand access to the school library and promoting student's love of reading.</li>   <li>* Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.</li> <li>* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.</li> <li>* Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs.</li> </ul>		
<b>7.3</b>	High Quality Literacy Instruction and Resources for English Learner students at Madison Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Madison Elementary educational partners (Administration, staff, students, families, and community members) to review the Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Madison Elementary.</p> <p>The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Madison Elementary.</p> <ul style="list-style-type: none"> <li>* Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading.</li> <li>* Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction.</li> <li>* Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students.</li> </ul>	\$870,509.00	No

		<ul style="list-style-type: none"> <li>* Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English Language Development.</li> <li>* Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments.</li> <li>* Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities.</li> <li>* Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom.</li> <li>* Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.</li> <li>* Purchase culturally relevant books to expand access to the school library and promoting student's love of reading.</li> <li>* Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.</li> <li>* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.</li> <li>* Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs.</li> </ul>		
7.4	High Quality Literacy Instruction and Resources for English Learner students at Van Buren Elementary	District support services, including State and Federal staff will continue to collaborate with Van Buren Elementary educational partners (Administration, staff, students, families, and community members) to review the Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Van Buren Elementary.	\$679,986.00	No

The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Van Buren Elementary.

- \* Hiring of literacy paraprofessionals (e.g. instructional assistant/bilingual assistant) staff to support struggling students through evidence based English learner programs and interventions, i.e. SIPPs, LETRS, Science of Reading.

- \* Development and implementation of instructional strategies to provide culturally responsive literacy curriculum and instruction.

- \* Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling English learner students.

- \* Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts and English Language Development.

- \* Analysis of diagnostic assessment instruments to help assess English learner needs and progress, including applicable training for school staff, regarding the use of those assessment instruments.

- \* Coordination/collaboration with the district's expanded learning programs to promote access to literacy through enrichment activities.

- \* Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit English learner's time in the classroom.

- \* Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.

- \* Purchase culturally relevant books to expand access to the school library and promoting student's love of reading.

- \* Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.

		<ul style="list-style-type: none"><li>* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.</li><li>* Identify strategies to improve parent and community engagement and to improve communication with parents regarding how to address English learner's literacy needs.</li></ul>		
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
8	<p>Graduating College, Career and Life Ready at Equity Multiplier High Schools</p> <p>By June 30, 2027, all Modern students, and particularly student groups performing at the lowest level, at Jane Frederick High, Stockton High, and Stagg High will complete a course sequence or program of study that results in graduating High School college, career and life ready. As a result, graduation rates will increase as measured by the California School Dashboard.</p> <p>Equity Multiplier School Information:</p> <ul style="list-style-type: none"> <li>Jane Frederick High student groups performing in the red: African American (Suspension), English Learners (College/Career, Graduation), Hispanic (College/Career, Graduation, Suspension), Socioeconomically Disadvantaged (College/Career, Graduation, Suspension), and Students with Disabilities (Suspension).</li> <li>Stockton High student groups performing in the red: Hispanic (College/Career, Graduation) and Socioeconomically Disadvantaged (College/Career, Graduation)</li> <li>Stagg High student groups performing in the red: Asian (Math), English Learners (College/Career), Homeless (College/Career, Graduation), Students with Disabilities (College/Career, Graduation) and White (Suspension).</li> </ul>	Equity Multiplier Focus Goal

**State Priorities addressed by this goal.**

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

**An explanation of why the LEA has developed this goal.**

This goal was developed to ensure that all Modern students, specifically the lowest performing student groups, who are enrolled in an Equity Multiplier High School (Jane Frederick High, Stockton High, Stagg High) receive access to course content and core foundational concepts that they can apply in their college, career, or life focused choices.

In the review of CA School Dashboard Data, the most prominent area of need is graduation rates at each of the Equity Multiplier High Schools. The lowest performing subgroups. Upon further review, the English Learner subgroup was performing significantly below other student groups but due to their small population size did not receive a color indicator.

Through a Data-Driven Decision-Making process using the above data, each of the Equity Multiplier High Schools (Stockton High, Jane Frederick High School, and Stagg High School) in collaboration between the district’s Research & Accountability Department and Educational Services, it was determined that the focus of each of the three high schools would be the improvement of graduation rate. Through individual strategies and supports for each of the unique school sites, focusing on addressing each of the areas that contain the lowest performing groups would result in improved graduation rates for those student groups.

Individualized school strategies and supports were preliminarily identified through the analysis of the schools’ Comprehensive Needs Assessment. Continued educational partner engagement sessions will support the further identification of unique needs and action items to support the lowest performing groups at each Equity Multiplier School Site.

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

ALL: All Students; EL: English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AS: Asian; HI: Hispanic; WH: White

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - State Assessments - ELA - Meet or Exceeds	The average of all 11th grade student CAASPP scores in ELA meeting or exceeding standards  (Data Source: CAASPP Website)	Jane Frederick High School ALL: 3.45% EL: 0.00% SED:0.00% HI:4.35%  Stockton High School ALL:25.54% SED: 25.72% HI: 23.68%  Stagg High School			Jane Frederick High School ALL: 13.45% EL: 10.00% SED:10.00% HI:14.35%  Stockton High School ALL:35.54% SED: 35.72% HI: 33.68%	



		<p>ALL: 35.04% AS:23.07% HOM: 28.58% SWD: 2.04%</p> <p>(2022-2023)</p>			<p>Stagg High School ALL: 45.04% AS:33.07% HOM: 38.58% SWD: 12.04%</p>	
<p>4A - State Assessments - Math - Meet or Exceeds</p>	<p>The average of all 11th grade student CAASPP scores in Math meeting or exceeding standards</p> <p>(Data Source: CAASPP Website)</p>	<p>Jane Frederick High School ALL: 0.00% EL: 0.00% SED:0.00% HI:0.00%</p> <p>Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00%</p> <p>Stagg High School ALL: 5.25% AS: 7.41% HOM: 7.14% SWD: 0.00%</p> <p>(2022-2023)</p>			<p>Jane Frederick High School ALL: 10.00% EL: 10.00% SED:10.00% HI:10.00%</p> <p>Stockton High School ALL: 10.00% SED: 10.00% HI: 10.00%</p> <p>Stagg High School ALL: 15.25% AS: 17.41% HOM: 17.14% SWD: 0.00%</p>	
<p>4A - State Assessments - ELA - Distance From Standard</p>	<p>The average of all 11th grade student ELA CAASPP scores in 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>Jane Frederick High School ALL: -236 EL: -245.3 SED: -232.3 HI: -223.9</p> <p>Stockton High School ALL: * SED: * HI: *</p>			<p>Jane Frederick High School ALL: -226 EL: -235.3 SED: -222.3 HI: -213.9</p> <p>Stockton High School ALL: * SED: *</p>	

		<p>Stagg High School  ALL: -53.7  AS: -93.3  HOM: -172.2  SWD: -171.9</p> <p>(2022-2023)</p>			<p>HI: *</p> <p>Stagg High School  ALL: -43.7  AS: -83.3  HOM: -162.2  SWD: -161.9</p>	
<p>4A - State Assessments - Math - Distance From Standard</p>	<p>The average of all 11th grade student Math CAASPP scores in 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>Jane Frederick High School  ALL: -285.5  EL: -311.1  SED: -283.9  HI: -271.4</p> <p>Stockton High School  ALL: *  SED: *  HI: *</p> <p>Stagg High School  ALL: -171.1  AS: -200.4  HOM: -232.7  SWD: -240.3</p> <p>(2022-2023)</p>			<p>Jane Frederick High School  ALL: -275.5  EL: -301.1  SED: -273.9  HI: -261.4</p> <p>Stockton High School  ALL: *  SED: *  HI: *</p> <p>Stagg High School  ALL: -161.1  AS: -190.4  HOM: -222.7  SWD: -230.3</p>	
<p>4C - CTE Course Sequence</p>	<p>Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks.</p>	<p>Jane Frederick High School  ALL: 0.70%  EL: 0.00%  SED: 0.70%  SWD: 0.00%  HI: 1.10%</p> <p>Stockton High School  ALL: 2.90%  SED: 3.20%</p>			<p>Jane Frederick High School  ALL: 10.70%  EL: 10.00%  SED: 10.70%  SWD: 0.00%  HI: 11.10%</p> <p>Stockton High School  ALL: 12.90%</p>	

	(Data Source: CA School Dashboard)	<p>SWD: *% HI: 2.8%</p> <p>Stagg High School ALL: 10.60% SWD: 8.10% HOM: 8.60%</p> <p>(2022-2023)</p>			<p>SED: 13.20% SWD: * % HI: 12.8%</p> <p>Stagg High School ALL: 20.60% SWD: 18.10% HOM: 18.60%</p>	
5B - Chronic Absenteeism Rates	<p>Percentage of students K-8 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.</p> <p>(Data Source: DataQuest)</p>	<p>Jane Frederick High School ALL: 91.6% EL: 90.30% SED:91.40% SWD: 96.20% HI:90.5%</p> <p>Stockton High School ALL: 88.9% SED:89.9% SWD: 84.60% HI: 89.4%</p> <p>Stagg High School ALL: 40.80% SWD: 45.60% HOM: 67.6%</p> <p>(2022-2023)</p>			<p>Jane Frederick High School ALL: 81.6% EL: 80.30% SED:81.40% SWD: 86.20% HI:80.5%</p> <p>Stockton High School ALL: 78.9% SED:79.9% SWD: 74.60% HI: 79.4%</p> <p>Stagg High School ALL: 30.80% SWD: 35.60% HOM: 57.6%</p>	
5E - High School Graduation Rate	<p>The percentage of students in four-year cohort who meet Stockton USD graduation requirements.</p> <p>(Data Source: CA School Dashboard)</p>	<p>Jane Frederick High School ALL: 50.70% EL: 48.90% SED:51.10% HI:54.30%</p> <p>Stockton High School</p>			<p>Jane Frederick High School ALL: 60.70% EL: 58.90% SED:61.10% HI:64.30%</p> <p>Stockton High</p>	

		<p>ALL: 42.20%          SED: 42.60%          HI: 46.50%</p> <p>Stagg High School          ALL: 81.70%          HOM: 65.70%          SWD: 62.90%</p> <p>(2022-2023)</p>			<p>School          ALL: 52.20%          SED: 52.60%          HI: 56.50%</p> <p>Stagg High School          ALL: 91.70%          HOM: 75.70%          SWD: 72.90%</p>	
6A - Suspension Rates	<p>Percentage of students who are suspended at least once during the academic year.</p> <p>(Data Source: CA Schools Dashboard)</p>	<p>Jane Fredrick High School          ALL: 14.60%          EL: 7.60%          HOM: 19.30%          SED: 13.50%          SWD: 16.10%          AA: 29.30%          HI: 11.70%</p> <p>Stockton High School          ALL: 0.70%          SED: 0.00%          HI: 0.00%</p> <p>Stagg High School          ALL: 7.80%          HOM: 19.30%          SWD: 16.10%          WH: 11.30%</p> <p>(2022-2023)</p>			<p>Jane Fredrick High School          ALL: 4.60%          EL: 2.60%          HOM: 9.30%          SED: 3.50%          SWD: 6.10%          AA: 19.30%          HI: 1.70%</p> <p>Stockton High School          ALL: 0.00%          SED: 0.00%          HI: 0.00%</p> <p>Stagg High School          ALL: 5.80%          HOM: 9.30%          SWD: 6.10%          WH: 6.30%</p>	

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Career Focused Instruction and Experiences for Stockton High students	<p>District support services, including State and Federal staff will continue to collaborate with Stockton High educational partners (Administration, staff, students, families, and community members) to review the Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Stockton High.</p> <p>The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Stockton High who successfully graduate through an individualized educational plan.</p>	\$286,310.00	No

		<p>Some components of the plan include, but is not limited to the following activities:</p> <ul style="list-style-type: none"> <li>• Identify and remove barriers for Hispanic and Socioeconomically Disadvantaged student groups that lead to low performance on the college/career readiness indicator.</li> <li>• Provide additional CTE courses with clearly defined alignment to post high school career opportunities unique to the needs of the lowest performing student at Stockton High.</li> <li>• Support students in attending school regularly and overcome barriers that limit engagement in school for Hispanic and Socioeconomically Disadvantaged students.</li> <li>• Strategically implement a wider variety of student run clubs, activities, and extra-curricular activities which align to the interest of the Modern Stockton High student</li> </ul> <p>All students will be included in the strategies to ensure that the maximum support is provided to the Hispanic and Socioeconomically Disadvantaged student groups. All students will be supported through creating a post-secondary plan by campus Career Center staff. Staff will check in at higher intervals than at non-Equity Multiplier Schools to ensure that barriers students are facing are quickly identified and removed to ensure all students at Stockton High are able to successfully graduate college, career, and life ready.</p>		
8.2	Career Focused Instruction and Experiences for Jane Frederick students	<p>District support services, including State and Federal staff will continue to collaborate with Jane Frederick High educational partners (Administration, staff, students, families, and community members) to establish and initiate an Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Jane Frederick High.</p> <p>The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to an decrease in the percentage of students in the lowest performing student groups at Jane Frederick High who successfully graduate through meeting District graduation requirements.</p>	\$338,941.00	No

		<p>Some components of the plan include, but is not limited to the following activities:</p> <ul style="list-style-type: none"> <li>• Identify and remove barriers for Asian, English Learners, Homeless, Students with Disabilities and White student groups that lead to low performance on the identified indicators.</li> <li>• Provide additional CTE courses with clearly defined alignment to post high school career opportunities unique to the lowest performing student groups at Jane Frederick High.</li> <li>• Support students in attending school regularly and overcome barriers that limit engagement in school for all low performing student groups</li> <li>• Strategically implement a wider variety of student run clubs, activities, and extra-curricular activities which align to the interest of the Modern Jane Frederick High student</li> <li>• Conduct a root cause analysis to identify and remove barriers for the lowest performing groups in college/career readiness</li> <li>• Ongoing engagement sessions with educational partners to monitor and make adjustments to the plan to ensure progress for the lowest performing student groups.</li> </ul> <p>All students will be included in the strategies to ensure that the maximum support is provided to the African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups. All students will be supported through creating a post-secondary plan by campus Career Center staff. Staff will check in at higher intervals than at non-Equity Multiplier Schools to ensure that barriers students are facing are quickly identified and removed to ensure all students at Jane Frederick High are able to successfully graduate college, career, and life ready.</p>		
8.3	Access to Educational Opportunities for the Modern Student at Stagg High School	District support services, including State and Federal staff will continue to collaborate with Stagg High educational partners (Administration, staff, students, families, and community members) to review an Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Stagg High School.	\$2,214,692.00	No

The plan will focus on identifying barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Stagg High who successfully graduate through meeting District graduation requirements.

Some components of the plan include, but is not limited to the following activities:

- Identify and remove barriers for Asian, English Learners, Homeless, Students with Disabilities and White student groups that lead to low performance on the identified indicators.
- Provide additional CTE courses with clearly defined alignment to post high school career opportunities unique to the wants and needs of the lowest performing student groups.
- Support students in attending school regularly and overcome barriers that limit engagement in school for all low performing student groups
- Strategically implement a wider variety of student run clubs, activities, and extra-curricular activities which align to the interest of the Modern Stagg High student
- Conduct a root cause analysis to identify and remove barriers for the lowest performing groups in college/career readiness
- Ongoing engagement sessions with educational partners to monitor and make adjustments to the plan to ensure progress for the lowest performing student groups.

All students will be included in the strategies to ensure that the maximum support is provided to the Asian, English Learners, Homeless, Students with Disabilities and White student groups. All students will be supported through removing barriers and reviewing the ability of students to access the wide variety of courses and extra-curricular activities intended to engage the Modern Stagg High student.



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$114,048,906.00	\$13,574,076.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.630%	2.319%	\$8,100,818.34	35.949%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Career Technical Education (CTE)</p> <p><b>Need:</b> The CTE Pathway Completion Rate for all students and unduplicated students is as follows: ALL: 14.20%</p>	<p>We will expand the CTE program by offering additional high school pathways specific to the passion, interest and talents of our students. Pathways will extend to the elementary level to build interest in high school programs.</p> <p>Students will be provided experiences in college and career focused activities such as mock</p>	<p>Metrics: 4C - Career Technical Education (CTE)  5E - High School Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL: 6.30% SED: 13.40% FY: 2.40%</p> <p>The Graduation Rate for all students and unduplicated students is as follows: ALL: 82.10% EL: 73.90% SED: 81.70% FY: 58.50%</p> <p>In reviewing the data, we noticed that the English Learners, Socioeconomically Disadvantaged and Foster Youth student groups are completing a CTE Pathway at a rate lower than All Students. In addition, the same groups are graduating at a rate lower than All Students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>interviews, guest speakers, career exploration and apprenticeships.</p> <p>By providing expanded CTE pathways and college and career focused experiences, students will be exposed to CTE opportunities and be more likely to complete a pathway that is meaningful to them.</p> <p>These opportunities will increase engagement in the CTE programs for EL, SED, and FY students because they are designed to address their passion, interest, and talents. This engagement will lead to increased CTE pathway completion and improved graduation rates.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall CTE course pathway completion rate and graduation rate for all students.</p>	
1.2	<p><b>Action:</b> College Readiness</p> <p><b>Need:</b> The High School Graduation Rate for all students and unduplicated students is as follows: ALL: 82.10% EL: 73.90% SED: 81.70% FY: 58.50%</p>	<p>We will improve access to career centers that provide academic guidance on college entrance exams, dual enrollment and other college preparatory programs.</p> <p>By increasing access to career centers, students will be more exposed to college focused support systems to engage students in their academic plans that prepare them for college resulting in more EL, SED, and FY students graduating from high school.</p>	<p>Metrics: 5E - High School Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In reviewing our data, we noticed the unduplicated student groups (English Learner, Low-income, and Foster Youth) are graduating at lower rates than All Students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is being provided on an LEA-wide basis to maximize their impact on increasing the overall high school graduation rate for all students.</p>	
<p><b>1.3</b></p>	<p><b>Action:</b> A-G High School Courses</p> <p><b>Need:</b> The a-g completion rate for all students and unduplicated students is as follows: ALL: 20.70% EL: 11.40% SED: 19.80% FY: 4.90%</p> <p>In reviewing our data, we noticed that the English Learners, Socioeconomically Disadvantaged, and Foster Youth student groups are completing the a-g college entrance requirements at a lower rate than the All students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>School support staff will support students and families with class selections and identifying courses based on students' interests and passions while also supporting academic achievement.</p> <p>By providing expanded a-g course offering at the comprehensive high schools and supports for students while scheduling, EL, SED, and FY students will have a wider variety of a-g courses to choose from resulting in increasing the percentage of students who meet the a-g course requirements for entrance into the CSU/UC system.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall CSU/UC a-g completion rate and graduation rate for all students.</p>	<p>Metrics: 4B - A-G Completion</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p><b>Need:</b></p>	<p>We will provide targeted training on instructional strategies and collaboration as well as instructional cycles and assessments to teachers. Specific training on analysis of student data will additionally</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:            ALL: 27.08%            EL: 5.88%            SED: 24.47%            FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:            ALL: 16.38%            EL: 5.05%            SED: 14.24%            FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>support the implementation of instructional strategies within the classroom.</p> <p>By providing support and training on instructional strategies, data analysis, and instructional cycles, teachers will be able to identify the specific needs of their students and adjust their instructional strategies to meet the identified needs of EL, SED and FY students will improve academic achievement.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
<p><b>1.8</b></p>	<p><b>Action:</b>            School Site Administrators Leadership Professional Development</p> <p><b>Need:</b></p>	<p>Administrators will receive targeted training on instructional leadership and PLCs as well as instructional cycles and assessments. Specific training on analysis of student data will additionally support the implementation of instructional strategies at each school site.</p>	<p>Metrics:            4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:            ALL: 27.08%            EL: 5.88%            SED: 24.47%            FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:            ALL: 16.38%            EL: 5.05%            SED: 14.24%            FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By providing support and training on instructional strategies, data analysis, and instructional cycles, administrators will be able to support teachers in identify the specific needs of their students and adjust their instructional strategies to meet the identified needs of EL, SED and FY students will improve academic achievement.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or exceed standards in ELA and Math for All Students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
<p><b>1.9</b></p>	<p><b>Action:</b> Professional Learning Community Implementation, Professional Learning, &amp; Curriculum Implementation</p> <p><b>Need:</b></p>	<p>Professional Development will be provided to all staff in support of high quality first instruction for all students. Administrators will be trained on how to identify and support teachers in effectively applying the PD to ensure that fewer students are</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:            ALL: 27.08%            EL: 5.88%            SED: 24.47%            FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:            ALL: 16.38%            EL: 5.05%            SED: 14.24%            FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>identified as at risk of failing and requiring intervention.</p> <p>By providing professional development focused on high quality first instruction, the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards on CAASPP in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
<p><b>1.10</b></p>	<p><b>Action:</b>            Data Analysis and Evaluation</p> <p><b>Need:</b>            The percentage of students that Meet or Exceed Standard on CAASPP ELA for all</p>	<p>The Research Department will work with school sites in the administration of local and state assessments. They will analyze state and local data to prepare dashboards specific to each school site. Training will be provided to administrators to effectively monitor data and</p>	<p>Metrics:            4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows:  ALL: 27.08%  EL: 5.88%  SED: 24.47%  FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:  ALL: 16.38%  EL: 5.05%  SED: 14.24%  FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>implement data analysis protocols which supports school site data decision making.</p> <p>Focusing on student data and providing training and support to schools sites, promotes consistent practices and common language across the district to create a data driven culture. Through ongoing data review and discussion, school sites can make targeted decisions regarding interventions and supports to meet the academic needs of EL, SED, and FY students, which will improve academic achievement.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards on CAASPP in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
<p><b>1.11</b></p>	<p><b>Action:</b>  Access to Foundational and Outdoor Learning Spaces</p> <p><b>Need:</b>  The percentage of students that Meet or Exceed Standard on CAASPP ELA for all</p>	<p>We will be providing Early Childhood Educational (TK) experiences to prepare EL, SED, And FY students for school. Students will have access to early literacy instruction and structured social-emotional learning opportunities to build confidence at school.</p>	<p>Metrics:  4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows:  ALL: 27.08%  EL: 5.88%  SED: 24.47%  FY: 11.88%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>By providing early literacy opportunities, EL, SED, and FY students will be exposed to literacy in a variety of ways and be more likely to Meet or Exceed Standard on CAASPP ELA.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standard in ELA for all students.</p>	
<p><b>1.12</b></p>	<p><b>Action:</b>  Acceleration of Learning Through Instructional Supports</p> <p><b>Need:</b>  The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:  ALL: 27.08%  EL: 5.88%  SED: 24.47%  FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all</p>	<p>Additional instructional support staff will support learning intervention at the school sites. Training and resources will also be provided to implement intervention programs that enhance student learning to deepen student understanding of concepts and application of instruction.</p> <p>By providing intervention staff and resources, sites will be able to address gaps in student learning resulting in increasing the percentage of EL, SED, and FY students who Meet or Exceed Standard on CAASPP ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or</p>	<p>Metrics:  4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows:            ALL: 16.38%            EL: 5.05%            SED: 14.24%            FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>exceed standards in ELA and Math for all students.</p>	
<p><b>1.13</b></p>	<p><b>Action:</b>            Literacy and Library Supports</p> <p><b>Need:</b>            The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:            ALL: 27.08%            EL: 5.88%            SED: 24.47%            FY: 11.88%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding</p>	<p>Library Media Assistant staff support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials</p> <p>By providing literacy and library supports, students will be able to engage in literacy that is culturally relevant and focused on the passions, and interests, students will be more engaged in reading resulting in increasing the percentage of EL, SED, and FY students who Meet or Exceed CAASPP ELA.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing</p>	<p>Metrics:            4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Standard on CAASPP ELA is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>overall percentage of students who meet or exceed standards in ELA for all students.</p>	
<p><b>1.14</b></p>	<p><b>Action:</b> Advancement via Individual Determination Program (AVID)</p> <p><b>Need:</b> The a-g completion rate for all students and unduplicated students is as follows: ALL: 20.70% EL: 11.40% SED: 19.80% FY: 4.90%</p> <p>In reviewing our data, we noticed that the English Learners, Socioeconomically Disadvantaged, and Foster Youth student groups are completing the a-g college entrance requirements at a lower rate than the All students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will implement Advancement Via Individual Determination (AVID) to provide student with academic instruction that fundamentally supports academic writing, inquiry, collaboration, organizational thinking, and reading.</p> <p>By implementing the AVID program, EL, SED, and FY students will be engaged in the a-g requirements with support for the rigorous a-g coursework which will result in increasing the percentage of students who meet a-g requirements.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall increase a-g completion rate for all students.</p>	<p>Metrics: 4B - A-G Completion</p>
<p><b>1.15</b></p>	<p><b>Action:</b> Recapture Learning Loss</p> <p><b>Need:</b></p>	<p>We will provide credit recovery support and programs to recapture learning loss for high school students not on track to graduate. For elementary students, intervention curriculum and professional development for teachers and paraprofessionals</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:            ALL: 27.08%            EL: 5.88%            SED: 24.47%            FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:            ALL: 16.38%            EL: 5.05%            SED: 14.24%            FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>will be provided focusing on implementation of interventions that support recapturing learning loss.</p> <p>By recapturing learning loss through professional development, curriculum, and credit recovery support, teachers will be able to fill in the gaps in learning from previous years resulting in an increase in the percentage of EL, SED, and FY students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
<p><b>1.16</b></p>	<p><b>Action:</b> Outdoor Education/Science Camp</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all</p>	<p>This action will provide hands-on learning experiences for students utilizing cross-curricular strategies. We will build teacher’s abilities to provide alternative learning opportunities to engage students who are at-risk of failing focusing on skill mastery.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows:  ALL: 27.08%  EL: 5.88%  SED: 24.47%  FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:  ALL: 16.38%  EL: 5.05%  SED: 14.24%  FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>By providing the hands-on experiences, EL, SED, and FY students will be more engaged in the learning environment, gain new skills or understanding at a high depth of knowledge resulting in increasing the percentage of students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
<p><b>2.1</b></p>	<p><b>Action:</b>  Educational Equity, Diversity, and Inclusion</p> <p><b>Need:</b>  The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:</p>	<p>Equitable educational opportunities will be developed through an Equity Audit with teams from all schools to develop a three-year action plan.</p> <p>Conducting an equity audit will identify and address disparities in disciplinary practices, leading to targeted interventions that reduce</p>	<p><b>Metrics:</b>  4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 16.38% EL: 5.05% SED: 14.24% FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>suspension rates for EL, SED, and FY students which will improve the percentage of students who meet or exceed standards in ELA and Math by keeping students in class to access the high quality first instruction.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	
2.2	<p><b>Action:</b> Ethnic Studies Program</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88%</p>	<p>This activity will provide students with culturally relevant experiential learning opportunities that broaden the base curriculum. Teachers will also have support to incorporate instructional strategies and content specific literature that builds student’s academic abilities through the lens of ethnic studies.</p> <p>By implementing inclusionary and culturally relevant instruction and literacy supports, students</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED: 24.47% FY: 11.88%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>will have access to content that they can relate to which will result in EL, SED, and FY students being more engaged in the learning and increase the percentage of students who Meet or Exceed Standards in CAASPP ELA.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who Meet or Exceed Standards on CAASPP in ELA for all students.</p>	
2.3	<p><b>Action:</b> Equity and Inclusion Training and Workshops</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40% FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b></p>	<p>This action provides students with inclusionary and culturally relevant support and resources. Staff will receive training and workshops on focused inclusion and equity in all interactions with students.</p> <p>By focusing on inclusionary practices, students will learn by example and students will be more inclusive of others resulting in fewer EL, SED, and FY students being suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	Metrics: 6A – Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	<p><b>Action:</b> Cultural Relevance, Outreach, and Support</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40% FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Cultural relevance and outreach will be provided for students. Interventions and supports will include culturally relevant instructional supports, curriculum, targeted outreach, and traditions.</p> <p>By helping school embrace their students' and families cultures, EL, SED, and FY students will be able to relate to one another and feel more connected to school which will result in fewer students being suspended.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	Metrics: 6A – Suspension Rates
2.5	<p><b>Action:</b> Positive Behavior Interventions and Support (PBIS)</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40%</p>	<p>School sites will be provided training and resources to support school wide expectations. This includes conducting school site common area observations and the development of an action plan. The District will build systems and structures to expand PBIS for all school sites and departments.</p> <p>By implementing PBIS, student will be explicitly taught how to behave in a variety of social situations which will support EL, SED, and FY</p>	Metrics: 6A – Suspension Rates

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	<p>FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students making positive choices resulting in a decrease in suspension rates.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
<p><b>2.6</b></p>	<p><b>Action:</b> Student Assistance Program support (SAP)</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40% FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will be utilizing a Student Assistance Program (SAP) to target struggling students and provide immediate support to ensure that students are able to achieve at high levels. Teachers will be active participants in the SAP so that interventions, supports and resources provided to students and their families are the most accurate and helpful for student growth and social-emotional well-being.</p> <p>Through the SAP, EL, SED, and FY student needs will be identified and addressed preventing more sever behaviors that result in suspensions, thus reducing the suspension rate.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>



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<p><b>2.7</b></p>	<p><b>Action:</b> Behavior Support Services</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40% FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The District will provide behavior support services to teachers, students and families. Behavior support includes working with school sites in the development and implementation of behavior plans and positive incentives.</p> <p>By consulting with school sites and families on student behaviors, students will learn the tools and strategies to make positive choices resulting in fewer EL, SED, and FY students being suspended.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>
<p><b>2.8</b></p>	<p><b>Action:</b> New Teacher Training and Support</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p>	<p>We will provide additional training and professional development for new, beginning and intern teachers. Each teacher will have a district support person to help them navigate the policies and procedures of the district along with classroom procedures. For teacher with their preliminary credentials, they will receive support for clearing their credentials.</p> <p>By providing new teacher and intern support, our teachers will have the support to meet the needs of their students and we will have more teachers</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed  4A - Statewide Assessments Math - Meet or Exceed</p>

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	<p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows:            ALL: 16.38%            EL: 5.05%            SED: 14.24%            FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>with credentials appropriate to their assignment which will result in increasing the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	
<p><b>2.10</b></p>	<p><b>Action:</b>            Central Enrollment Direct Services to Families</p> <p><b>Need:</b>            The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:            ALL: 27.08%            EL: 5.88%            SED: 24.47%            FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all</p>	<p>We will be offering a centralized location for all students to enroll in any SUSD school. Families will have the opportunities to meet all their needs in one place. This will ensure that students are placed in classrooms appropriate to the needs of the family including school location in a timely fashion. We will provide training and support for Centralized Enrollment staff to streamline supports for our English Learners, Socioeconomically Disadvantaged, and Foster Youth.</p> <p>By providing Centralized Enrollment, we will be able to identify the needs of our EL, SED, and FY students and address staffing changes swiftly. By having accurate enrollment numbers, students will</p>	<p>Metrics:            4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

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	<p>students and unduplicated students is as follows:  ALL: 16.38%  EL: 5.05%  SED: 14.24%  FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>miss fewer days of school resulting in increased percentage of students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	
2.11	<p><b>Action:</b>  Student Attendance and Truancy Intervention and Outreach</p> <p><b>Need:</b>  The percentage of students who were suspended at least once for all students and unduplicated students is as follows:  ALL: 6%  EL: 4.10%  SED: 6.40%  FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than</p>	<p>We will be providing students with resources and support to promote positive interactions with school staff and other students. We will support families through home visits, promoting consistent attendance. We will facilitate the removal of challenged and barriers for students and families that impede regular positive and consistent attendance.</p> <p>By removing barriers and providing resources and supports to families, students who are attending school will be more engaged in the school setting and less likely to have behaviors that result in suspensions thus lowering the percentage of EL, SED, and FY students who are suspended at least once.</p>	<p>Metrics:  6A – Suspension Rates</p>

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	<p>the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
<p><b>2.12</b></p>	<p><b>Action:</b> Health and Wellness Services and Supports</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40% FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will be providing Health and Wellness Services to our students and families. These services include mental and physical health needs through coordination of referrals, services, and specialists. We will facilitate community partners and district departments to coordinate and expand on services available to families. We will also provide targeted interventions to alleviate mood related behaviors.</p> <p>By providing Health and Wellness services to students and families, families will better understand how their child’s diets effect their behaviors as well as receive mental health support for students to work through instances of trauma that cause behavioral outbursts. As a result, EL, SED, and FY suspension rates will decrease.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>
<p><b>2.13</b></p>	<p><b>Action:</b> Mental Health Resources and Supports for Students</p> <p><b>Need:</b></p>	<p>We will have a Mental Health team who will coordinate referrals, services and crisis response. Families will receive a wellness kit which includes resources and materials to support the development of positive relationships. Through professional development and training to families,</p>	<p>Metrics: 6A – Suspension Rates</p>

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	<p>The percentage of students who were suspended at least once for all students and unduplicated students is as follows:  ALL: 6%  EL: 4.10%  SED: 6.40%  FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>students, and staff, students' support systems will be more adept to meet the needs of individuals who are having trauma responses, as well as grief and loss. We will be laying the groundwork for school sites to begin using trauma-informed practices and strategies to in all facets of education.</p> <p>By providing trauma-informed care and practices, school staff will be able to identify trauma induced responses and take appropriate de-escalation techniques that will result in fewer EL, SED, and FY students being suspended.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
<p><b>2.14</b></p>	<p><b>Action:</b>  Social Emotional and Restorative Practices and Responsive Schools</p> <p><b>Need:</b>  The percentage of students who were suspended at least once for all students and unduplicated students is as follows:  ALL: 6%  EL: 4.10%  SED: 6.40%  FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than</p>	<p>School staff will be provided training and support in implementing restorative practices, social-emotional learning, along with Tier 1 for school climate, and positive behavior interventions.</p> <p>By providing the training and support to implement restorative practices and positive behavior interventions and support, students will be specifically taught expected behaviors in social situations as well as provided alternatives to suspensions which will reduce the percentage of EL, SED, and FY students being suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the</p>	<p>Metrics:  6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>overall percentage of students are suspended at least once for all students.</p>	
<p><b>2.15</b></p>	<p><b>Action:</b> School Connectedness</p> <p><b>Need:</b> The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 6% EL: 4.10% SED: 6.40% FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will be providing direct staffing support to promote safe and supportive school climates.</p> <p>When students feel safe and supported, they are less likely to act out which will reduce the percentage of EI, Sed, and FY students who are suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>
<p><b>2.16</b></p>	<p><b>Action:</b> Assistant Principal Restoration At TK-8th Grade School Sites</p> <p><b>Need:</b></p>	<p>Additional Assistant Principals will be provided to TK-8th grade school sites to support the development and implementation of school site programs, services and resources.</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who were suspended at least once for all students and unduplicated students is as follows:            ALL: 6%            EL: 4.10%            SED: 6.40%            FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>By ensuring that schools have the staffing to successfully implement their programs, services, and resources, students will have the supports they need and will have fewer incidents of behavior that results in suspension, thus reducing the percentage of EL, SED, and FY students suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for the unduplicated student groups.</p>	
<p><b>2.17</b></p>	<p><b>Action:</b>            Additional School Site Support</p> <p><b>Need:</b>            The percentage of students who were suspended at least once for all students and unduplicated students is as follows:            ALL: 6%            EL: 4.10%            SED: 6.40%            FY:12.60%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than</p>	<p>We will be providing additional support for schools to ensure positive student interactions. The staff will support the development and implementation of positive behavior interventions and supports school wide including common area observations and implementation of school wide expectations. They will also support other data driven needs for school climate.</p> <p>By providing additional staff to support positive student interactions, adults will be able to step in and coach students in social situations to de-escalate students and reduce the percentage of EL, SED, and FY students who are suspended one or more times.</p>	<p>Metrics:            6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the percentage of All Students who were suspended at least once.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
<p><b>2.18</b></p>	<p><b>Action:</b> Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 16.38% EL: 5.05% SED: 14.24% FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower</p>	<p>We will be providing additional instructional time to students to support their academic achievement along with social-emotional learning.</p> <p>By providing instruction beyond the state minimums, EL, SED, and FY students will have additional exposure to the curriculum and standards that will result in more students who Meet or Exceed Standards on CAASPP ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.19</b></p>	<p><b>Action:</b> Technology and Innovation Support</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 16.38% EL: 5.05% SED: 14.24% FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p>	<p>We will provide staff and support for student and teacher technology needs at the school site level. Technology systems and devices enhance instruction and the educational experience. This includes enhancing the technology infrastructure to meet the needs of devices and student/teacher usage.</p> <p>By providing technology support to school sites, students will be able to access curriculum and supports digitally and utilize all functionalities of the program resulting in the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP ELA and Math increasing.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.20</b></p>	<p><b>Action:</b> Instructional Technology</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 16.38% EL: 5.05% SED: 14.24% FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p>	<p>Additional instructional technology will be provided to enhance instruction and instructional strategies. Enhanced technology infrastructure to meet the needs of the additional devices.</p> <p>By providing technology support to school sites, students will be able to access curriculum and supports digitally and utilize all functionalities of the program resulting in the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP ELA and Math increasing.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.22</b></p>	<p><b>Action:</b> Recruit, Hire, Retain Highly Qualified Staff</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 16.38% EL: 5.05% SED: 14.24% FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b></p>	<p>Additional recruiting and hiring activities will be provided to ensure that schools have highly qualified certificated and classified staff to support instructional student needs. Training will be provided to teachers to support their ability to de-escalate students and ensure they have a positive working environment which will change the narrative around what working in SUSD looks like.</p> <p>By utilizing recruiting and training, SUSD will change the narrative about what employment at SUSD means which will result in more people being willing to work for SUSD and increase the percentage of teachers appropriately assigned credentials for the subject they are teaching resulting in increasing the percentage of EL, SED, and FY students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standard in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.24	<p><b>Action:</b> Student and Campus Safety</p> <p><b>Need:</b> The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 16.38% EL: 5.05% SED: 14.24% FY: 6.06%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will be providing training to students, families and staff on emergency response systems, planning and management tools and protocols. We will enhance and restore effective and adequate communication systems and protocols. We will implement an enhanced visitor management system and protocols. Campus safety will be improved through enhancing the video technology of sites, fencing, and signage.</p> <p>By providing the increased safety and security of our school sites, we will increase the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP ELA and Math increasing.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>3.1</b></p>	<p><b>Action:</b> Student Engagement and Leadership Opportunities</p> <p><b>Need:</b> The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 38.20% EL: 34.40% SED: 40.50% FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will be implementing the Peer Leaders Uniting Students (PLUS) program, SkillsUSA, youth development activities, robotics, and other leadership activities for students that meet the passions and interests of the modern student enhancing their educational experience and opportunities.</p> <p>By providing these programs, EL, SED, and FY students will be more engaged in school and less likely to miss school. As a result, the percentage of students who are chronically absent will decrease.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students who are chronically absent for all students.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Youth Engagement Activities and Athletic Programs</p> <p><b>Need:</b> The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 38.20% EL: 34.40% SED: 40.50% FY: 44.60%</p>	<p>We will be engaging students through extracurricular activities at school sites. Students will be provided access to engage in meaningful opportunities to be more connect to their school culture through meaningful partnerships. Schools will be provided resources and staff to enhance student access to the athletic experience and program activities.</p> <p>By providing enhanced athletic opportunities, EL, SED, and FY students will be more engaged in the educational environment and more likely to attend school every day which will lower the percentage of students who are chronically absent.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are chronically absent for all students.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b> Arts Programming</p> <p><b>Need:</b> The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 38.20% EL: 34.40% SED: 40.50% FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will be providing staff with a variety of Arts credentials to provide direct services to students along with additional Art experiences. Students will have increased access to diverse forms of culturally responsive Art Education experiences along with other Art enrichment activities.</p> <p>By providing culturally relevant, diverse Art classes and experiences for students, EL, SED, and FY students will come to school more consistently which will lower the percentage of students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students who are chronically absent for all students.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Expanded Learning and Enrichment Opportunities</p> <p><b>Need:</b></p>	<p>We will be providing additional staffing for enrichment activities. Staffing will enhance the connection between school day and beyond the bell creating a seamless integration. Student will be provided hands on experiential learning activities, field trips, materials/supplies, and</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who are chronically absent for all students and unduplicated students is as follows:            ALL: 38.20%            EL: 34.40%            SED: 40.50%            FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>equipment for exercise opportunities and intramural sports programs. Enrichment activities will be targeted towards the passions and interest of the modern student.</p> <p>By integrating systems for enrichment activities that are connected with the school day, EL, SED and FY students will be more engaged in the learning environment and more likely to come to school every day which will result in fewer students being classified as chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
<p><b>4.1</b></p>	<p><b>Action:</b>            Family and Community Communication, Empowerment, and Engagement</p> <p><b>Need:</b>            The percentage of students who are chronically absent for all students and unduplicated students is as follows:            ALL: 38.20%            EL: 34.40%            SED: 40.50%            FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p>	<p>This activity provides and maintains systems of communication that meet the needs of school sites, parents/guardians, students and the community. Ongoing communication via the district website, robo calls, parent and community meetings and opportunities to connect with the schools to increase parent and community connection at schools to build services and support for students and families. School sites will develop and foster relationships with parents/guardians that lead to active and meaningful engagement supporting increased daily attendance.</p> <p>By utilizing the variety of resources and building relationships with families, families will feel more connected to the school resulting in families reaching out for support for families who struggle with attending school regularly which will decrease</p>	<p>Metrics:            5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>the percentage of EL, SED, and FY students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are chronically absent for all students.</p>	
<p><b>4.2</b></p>	<p><b>Action:</b> District Strategic Planning and Communication</p> <p><b>Need:</b> The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 38.20% EL: 34.40% SED: 40.50% FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We will provide information on district processes, practices and programs in a relatable and relevant manner to support and improve student outcomes. Educational partners will be provided opportunities to provide authentic engagement in areas of identified needs. Communication will be enhanced for educational partners to meet both traditional communication and digital communication needs. Training will be provided on district and school site strategic planning documents, processes and data.</p> <p>Authentic engagement and communication with families will result in a decrease of the percentage of EL, SED, and FY students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are chronically absent for all students.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>
<p><b>4.3</b></p>	<p><b>Action:</b> Community Schools Supports and Resources</p> <p><b>Need:</b></p>	<p>Strategic partnerships will support a range of services for students and families. Activities include the create of a space for families, students, and community members to have a voice in the decision-making process.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who are chronically absent for all students and unduplicated students is as follows:            ALL: 38.20%            EL: 34.40%            SED: 40.50%            FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p><b>Scope:</b>            LEA-wide</p>	<p>By providing opportunities and space for families and community partners to engage in the decision-making process, families will support the school and ensure their student(s) attend regularly which will decrease the percentage of EL, SED, and FY students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students chronically absent for All Students.</p>	
4.4	<p><b>Action:</b>            Parent Advisory Committee Supports and Resources</p> <p><b>Need:</b>            The percentage of students who are chronically absent for all students and unduplicated students is as follows:            ALL: 38.20%            EL: 34.40%            SED: 40.50%            FY: 44.60%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p>	<p>This action will provide families with unique opportunities to participate with advisory groups to increase family engagement.</p> <p>Increasing family engagement with the district will result in EL, SED, and FY students attending school regularly thus decreasing chronic absenteeism.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students chronically absent for All Students.</p>	<p>Metrics:            5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.4</b>	<p><b>Action:</b> English Learner Learning Environment Resources and Support</p> <p><b>Need:</b> The Reclassification Rate for English Learners was 19.10%.</p> <p>In reviewing our data, we notice that English Learners are reclassifying at a low rate.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action will provide direct services to English Learner students through the incorporation of materials/supplies to aide bilingual staff who will integrate within the classroom to provide supports for primary language and direct academic conversations.</p> <p>Student experiences will be provided during classroom lessons and within a one-on-one or small group setting resulting in students increasing their use of academic English which supports more English Learners' ability to meet requirements for reclassification.</p> <p>This action is being provided on a Limited basis to maximize the impact on increasing Reclassification Rate for English Learner students.</p>	<p>Metrics: 4F - EL Reclassification Rate</p>
<b>1.5</b>	<p><b>Action:</b> English Learner Professional Development</p> <p><b>Need:</b></p>	<p>This action will provide professional development to instructional and paraprofessional staff to increase the use of integrated and designated ELD instructional strategies. English Learner access to written English curriculum in all subject areas.</p>	<p>Metrics: 4E - EL Progress</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The percentage of English Learner students making progress toward English Proficiency is 44.80%.</p> <p>In reviewing our data, we notice that English Learners are not improving English proficiency.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Students will experience improved and integrated support in English Language Development instructional strategies provided during the school day and beyond which will improve academic performance resulting in increasing the percentage of English Learners making progress towards English Proficiency.</p> <p>This action is being provided on a Limited basis to maximize the impact on improving progress toward English Proficiency for English Learner students.</p>	
1.6	<p><b>Action:</b> English Language Proficiency Supports</p> <p><b>Need:</b> The percentage of English Learner students obtain an overall ELPAC Level 4 is 16.50%.</p> <p>In reviewing our data, we notice that English Learners not improving English Language proficiency.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action will provide literature and resources that focus on language acquisition and mastery to support English Learners access to written English.</p> <p>In addition, translator services will be provided to ensure that English Learner families are able to engage in meetings, outreach activities, and district/site communication.</p> <p>Increasing access to written English and translation services will engage students and their families in the learning which will result in English Learners improving academic achievement resulting in a higher percentage of English Learners obtaining an overall ELPAC Level 4.</p> <p>Students will experience improved and integrated support in English Language Development instructional strategies provided during the school day and beyond.</p> <p>This action is being provided on a Limited basis to maximize the impact on obtaining an overall</p>	Metrics: 4E - EL Acquisition Results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ELPAC Level 4 score for English Learner students.	
2.9	<p><b>Action:</b> Social Service Supports for Families in Transition</p> <p><b>Need:</b> The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP ELA is 11.88%.</p> <p>The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP Math is 6.06%.</p> <p>In reviewing our data, we noticed that the percentage of Foster Youth students are not Meeting or Exceeding Standards on CAASPP ELA and Math.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Staff to support social services for students and families to remove barriers that prevent regular school attendance.</p> <p>By providing support such as referrals to services and departments to support Foster Youth's unique needs, Foster Youth students will be able to attend school regularly ensuring they have access to high quality first instruction which will result in the percentage of Foster Youth who meet or exceed standards on CAASPP in ELA and Math increasing.</p> <p>This action is being provided on a Limited Basis to maximize the impact on Foster Youth academic performance on CAASPP in ELA and Math.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

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

Not applicable.

### **Additional Concentration Grant Funding**

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

Stockton Unified School District (SUSD) has applied the additional concentration grant add-on funding increasing the number of staff providing direct services to students at the school site by using unduplicated pupil data.

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

**Goal 2 - Action 11: Student Attendance, Truancy Intervention and Outreach**

\* Student Support Technicians are an intermediary supplemental support at the school site that assists with ensuring the school site is functional, efficient, inclusive, and receptive to meet the needs of unduplicated pupils. Based on the district’s total unduplicated pupil data, 38 School Support Technicians (Elementary) and 8 School Support Technicians (High Schools) are targeted to school sites with 55% or greater unduplicated pupils.

**Goal 2 - Action 12: Health and Wellness Service Support**

\* School Psychologist provides increased or improved social-emotional supports to needs of our unduplicated pupils (low-income, English Learners, foster youth), through psychological services and teacher consultation. 1 FTE School Psychologist assigned to provide .25 FTE support are targeted to each comprehensive school site with 55% or greater unduplicated pupils and high social-emotional/mental health needs.

**Goal 2 - Action 15: School Connected ness**

\* Custodians are an essential component that promotes a positive and welcoming school environment. They not only provide care of assigned buildings and grounds, but they are integral to the positive connections that support unduplicated pupils in being connected to their school. Based on the district’s total unduplicated pupil data and foster youth data, 60 Custodial staff (Elementary) and 12 Custodial staff (High School) are targeted to school sites with 55% or greater unduplicated pupils and 2% or greater foster youth.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	36.24	32.18
Staff-to-student ratio of certificated staff providing direct services to students	18.5	17.36



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$339,130,948	\$114,048,906.00	33.630%	2.319%	35.949%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$300,029,355.00	\$5,754,622.00	\$0.00	\$0.00	\$305,783,977.00	\$276,461,320.00	\$29,322,657.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Career Technical Education (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,395,959.00	\$573,870.00	\$1,969,829.00				\$1,969,829.00
1	1.2	College Readiness	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,318,864.00	\$503,540.00	\$1,822,404.00				\$1,822,404.00
1	1.3	A-G High School Courses	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12 High Schools	07/01/2024 - 06/30/2025	\$345,226.00	\$0.00	\$345,226.00				\$345,226.00
1	1.4	English Learner Learning Environment Resources and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$46,515.00	\$46,515.00				\$46,515.00
1	1.5	English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2024 - 06/30/2025	\$985,220.00	\$0.00	\$985,220.00				\$985,220.00
1	1.6	English Language Proficiency Supports	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	07/01/2024 - 06/30/2025	\$1,257,412.00	\$747,729.00	\$2,005,141.00				\$2,005,141.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
						Group(s)										
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$5,365,047.00	\$0.00	\$5,365,047.00				\$5,365,047.00
1	1.8	School Site Administrators Leadership Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$533,570.00	\$0.00	\$533,570.00				\$533,570.00
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$598,443.00	\$0.00	\$598,443.00				\$598,443.00
1	1.10	Data Analysis and Evaluation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$375,824.00	\$375,824.00				\$375,824.00
1	1.11	Access to Foundational and Outdoor Learning Spaces	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten (TK)	07/01/2024 - 06/30/2025	\$313,825.00	\$3,077,715.00	\$3,391,540.00				\$3,391,540.00
1	1.12	Acceleration of Learning Through Instructional Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$4,058,681.00	\$1,713,416.00	\$5,772,097.00				\$5,772,097.00
1	1.13	Literacy and Library Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$1,233,116.00	\$1,233,116.00				\$1,233,116.00
1	1.14	Advancement via Individual Determination Program (AVID)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$311,392.00	\$744,869.00	\$1,056,261.00				\$1,056,261.00
1	1.15	Recapture Learning Loss	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$5,525,435.00	\$600,970.00	\$6,126,405.00				\$6,126,405.00
1	1.16	Outdoor Education/Science Camp	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$100,000.00	\$800,000.00	\$900,000.00				\$900,000.00



Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Educational Equity, Diversity, and Inclusion	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$312,340.00	\$363,000.00	\$675,340.00				\$675,340.00
2	2.2	Ethnic Studies Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00
2	2.3	Equity and Inclusion Training and Workshops	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$38,000.00	\$38,000.00				\$38,000.00
2	2.4	Cultural Relevance, Outreach, and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$133,252.00	\$0.00	\$133,252.00				\$133,252.00
2	2.5	Positive Behavior Interventions and Support (PBIS)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$386,780.00	\$613,220.00	\$1,000,000.00				\$1,000,000.00
2	2.6	Student Assistance Program support (SAP)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$195,877.00	\$80,000.00	\$275,877.00				\$275,877.00
2	2.7	Behavior Support Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$2,906,851.00	\$34,000.00	\$2,940,851.00				\$2,940,851.00
2	2.8	New Teacher Training and Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$135,999.00	\$0.00	\$135,999.00				\$135,999.00
2	2.9	Social Service Supports for Families in Transition	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	07/01/2024 - 06/30/2025	\$891,019.00	\$149,000.00	\$1,040,019.00				\$1,040,019.00
2	2.10	Central Enrollment Direct Services to Families	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,927,078.00	\$30,000.00	\$1,957,078.00				\$1,957,078.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.11	Student Attendance and Truancy Intervention and Outreach	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$18,440,239.00	\$680,017.00	\$19,120,256.00				\$19,120,256.00
2	2.12	Health and Wellness Services and Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$4,753,481.00	\$0.00	\$4,753,481.00				\$4,753,481.00
2	2.13	Mental Health Resources and Supports for Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$242,227.00	\$242,227.00				\$242,227.00
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$6,234,630.00	\$778,124.00	\$7,012,754.00				\$7,012,754.00
2	2.15	School Connectedness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$7,505,134.00	\$0.00	\$7,505,134.00				\$7,505,134.00
2	2.16	Assistant Principal Restoration At TK-8th Grade School Sites	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$12,269,872.00	\$269,804.00	\$12,539,676.00				\$12,539,676.00
2	2.17	Additional School Site Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$60,000.00	\$0.00	\$60,000.00				\$60,000.00
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$10,250,068.00	\$0.00	\$10,250,068.00				\$10,250,068.00
2	2.19	Technology and Innovation Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,469,854.00	\$898,425.00	\$2,368,279.00				\$2,368,279.00
2	2.20	Instructional Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00
2	2.21	Instruction and Teacher Staffing	All		No				07/01/2024 - 06/30/2025	\$170,360,612.00	\$0.00	\$170,360,612.00				\$170,360,612.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00
2	2.23	School Facilities	All		No				07/01/2024 - 06/30/2025	\$1,578,767.00	\$0.00	\$1,578,767.00				\$1,578,767.00
2	2.24	Student and Campus Safety	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$607,252.00	\$0.00	\$607,252.00				\$607,252.00
3	3.1	Student Engagement and Leadership Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$242,207.00	\$704,975.00	\$947,182.00				\$947,182.00
3	3.2	Youth Engagement Activities and Athletic Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,312,356.00	\$1,687,644.00	\$3,000,000.00				\$3,000,000.00
3	3.3	Arts Programming	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$5,994,198.00	\$341,053.00	\$6,335,251.00				\$6,335,251.00
3	3.4	Expanded Learning and Enrichment Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$3,221,169.00	\$0.00	\$3,221,169.00				\$3,221,169.00
4	4.1	Family and Community Communication, Empowerment, and Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,294,956.00	\$156,448.00	\$1,451,404.00				\$1,451,404.00
4	4.2	District Strategic Planning and Communication	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$1,385,118.00	\$243,353.00	\$1,628,471.00				\$1,628,471.00
4	4.3	Community Schools Supports and Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$428,137.00	\$68,181.00	\$496,318.00				\$496,318.00
4	4.4	Parent Advisory Committee Supports and Resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2024 - 06/30/2025	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$23,000.00	\$23,000.00				\$23,000.00
5	5.2	Developing Student Individual Transition Plans	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$26,000.00	\$26,000.00				\$26,000.00
5	5.3	Accelerate Learning for all SPED students	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$24,000.00	\$24,000.00				\$24,000.00
5	5.4	Culturally Responsive Professional Development	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
5	5.5	Meaningful Student Experiences and Opportunities	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
5	5.6	Recruit, Hire, and Retain Student Support Personnel	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00
5	5.7	Parent and Family Supports and Resources	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00
5	5.8	Enhancing School Engagement and Attendance for Students With Disabilities	Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00
6	6.1	Student Achievement Plan	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00
6	6.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00
6	6.3	Educator Gap Equity Plan	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00
6	6.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$587,144.00	\$587,144.00				\$587,144.00
6	6.5	BSAP Community Partnerships	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$542,456.00	\$542,456.00				\$542,456.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.6	Development of an African American Studies Course	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$565,169.00	\$565,169.00				\$565,169.00
6	6.7	BSAP School Climate & Wellness Personnel Support	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$1,891,544.00	\$1,891,544.00				\$1,891,544.00
6	6.8	BSAP Community - Based Safety Pilots	African American/Black	No				07/01/2024 - 06/30/2025	\$0.00	\$713,687.00	\$713,687.00				\$713,687.00
7	7.1	High Quality Literacy Instruction and Resources for English Learner students at Adams Elementary	English Learners	No				07/01/2024 - 06/30/2025	\$0.00	\$657,882.00		\$657,882.00			\$657,882.00
7	7.2	High Quality Literacy Instruction and Resources for English Learner students at El Dorado Elementary	English Learner	No				07/01/2024 - 06/30/2025	\$0.00	\$706,302.00		\$706,302.00			\$706,302.00
7	7.3	High Quality Literacy Instruction and Resources for English Learner students at Madison Elementary	English Learner	No				07/01/2024 - 06/30/2025	\$0.00	\$870,509.00		\$870,509.00			\$870,509.00
7	7.4	High Quality Literacy Instruction and Resources for English Learner students at Van Buren Elementary	English Learner	No				07/01/2024 - 06/30/2025	\$0.00	\$679,986.00		\$679,986.00			\$679,986.00
8	8.1	Career Focused Instruction and Experiences for Stockton High students	Low Income Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$286,310.00		\$286,310.00			\$286,310.00
8	8.2	Career Focused Instruction and Experiences for Jane Frederick students	Low Income Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$338,941.00		\$338,941.00			\$338,941.00
8	8.3	Access to Educational Opportunities for the Modern Student at Stagg High School	Low Income Students with Disabilities	No				07/01/2024 - 06/30/2025	\$0.00	\$2,214,692.00		\$2,214,692.00			\$2,214,692.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$339,130,948	\$114,048,906.00	33.630%	2.319%	35.949%	\$122,756,976.00	0.000%	36.198 %	<b>Total:</b>	\$122,756,976.00
								<b>LEA-wide Total:</b>	\$118,680,081.00
								<b>Limited Total:</b>	\$4,076,895.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,969,829.00	
1	1.2	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,822,404.00	
1	1.3	A-G High School Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12 High Schools	\$345,226.00	
1	1.4	English Learner Learning Environment Resources and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$46,515.00	
1	1.5	English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$985,220.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Language Proficiency Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,005,141.00	
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,365,047.00	
1	1.8	School Site Administrators Leadership Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$533,570.00	
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$598,443.00	
1	1.10	Data Analysis and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,824.00	
1	1.11	Access to Foundational and Outdoor Learning Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten (TK)	\$3,391,540.00	
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,772,097.00	
1	1.13	Literacy and Library Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,233,116.00	
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,056,261.00	
1	1.15	Recapture Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,126,405.00	
1	1.16	Outdoor Education/Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$675,340.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Ethnic Studies Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.3	Equity and Inclusion Training and Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	
2	2.4	Cultural Relevance, Outreach, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,252.00	
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
2	2.6	Student Assistance Program support (SAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,877.00	
2	2.7	Behavior Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,940,851.00	
2	2.8	New Teacher Training and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,999.00	
2	2.9	Social Service Supports for Families in Transition	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,040,019.00	
2	2.10	Central Enrollment Direct Services to Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,957,078.00	
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,120,256.00	
2	2.12	Health and Wellness Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,753,481.00	
2	2.13	Mental Health Resources and Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$242,227.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,012,754.00	
2	2.15	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,505,134.00	
2	2.16	Assistant Principal Restoration At TK-8th Grade School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,539,676.00	
2	2.17	Additional School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,250,068.00	
2	2.19	Technology and Innovation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,368,279.00	
2	2.20	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.24	Student and Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$607,252.00	
3	3.1	Student Engagement and Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$947,182.00	
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	
3	3.3	Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,335,251.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,221,169.00	
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,451,404.00	
4	4.2	District Strategic Planning and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,628,471.00	
4	4.3	Community Schools Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$496,318.00	
4	4.4	Parent Advisory Committee Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$369,573,196.00	\$237,807,364.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	College and Career Readiness and A-G Supports	No	\$260,809.00	\$67,608.00
1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	\$12,467,775.00	\$24,258,864.00
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	\$4,504,284.00	\$1,297,595.00
1	1.4	Educator Development and Implementation of Professional Learning Communities	No	\$0.00	\$0.00
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	\$18,567,713.00	\$16,519,510.00
1	1.6	Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	No	\$2,132,899.00	\$850,614.00
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	\$26,346,790.00	\$18,255,499.00
1	1.8	Additional and Supplemental: Expanded Learning Opportunities: Extended Day/Year Programs	Yes	\$3,884,640.00	\$1,070,756.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	\$1,586,000.00	\$784,702.00
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	\$1,351,394.00	\$209,120.00
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	\$4,385,793.00	\$2,785,076.00
2	2.3	Development of High-Quality Teachers, Substitutes, Administrators, and Staff	No	\$5,479,346.00	\$2,605,341.00
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	\$5,644,101.00	\$1,591,443.00
2	2.5	Transitional Student & Family Support	No	\$655,781.00	\$561,874.00
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	\$2,978,899.00	\$2,335,118.00
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	\$22,548,564.00	\$18,442,512.00
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	\$23,239,980.00	\$28,285,465.00
2	2.9	Basic Instructional and Teacher Staffing	No	\$200,201,643.00	\$82,725,323.00
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	\$802,403.00	\$675,035.00
2	2.11	Facility & Campus Safety Support	No	\$2,278,749.00	\$5,368,745.00
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	\$5,118,413.00	\$11,976,990.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Family and Community Communication, Empowerment, and Engagement	No	\$131,071.00	\$670,082.00
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	\$3,958,777.00	\$2,229,014.00
3	3.3	Student Attendance and Accountability	No	\$400,000.00	\$400,000.00
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	\$2,376,626.00	\$1,914,121.00
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	\$2,531,702.00	\$1,709,419.00
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	\$2,255,625.00	\$3,210,133.00
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	\$6,719,221.00	\$5,590,208.00
4	4.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	No	\$23,000.00	\$23,000.00
4	4.2	Maximize course access and alternate diploma pathways	No	\$26,000.00	\$26,000.00
4	4.3	Accelerate Learning for all SPED students	No	\$24,000.00	\$24,000.00
4	4.4	Culturally Responsive Professional Development	No	\$50,000.00	\$50,000.00
4	4.5	Meaningful Student Experiences and Opportunities	No	\$50,000.00	\$50,000.00
4	4.6	Recruit, Hire, and Retain Student Support Personnel	No	\$35,000.00	\$35,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Parent and Family Supports and Resources	No	\$75,000.00	\$75,000.00
4	4.8	Enhancing School Engagement and Attendance for Students With Disabilities	No	\$50,000.00	\$50,000.00
5	5.1	Student Achievement Plan	No	\$500,000.00	\$0.00
5	5.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	No	\$0.00	\$0.00
5	5.3	Educator Gap Equity Plan	No	\$0.00	\$0.00
5	5.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	No	\$787,144.00	\$0.00
5	5.5	BSAP Community Partnerships	No	\$522,749.00	\$0.00
5	5.6	Development of an African American Studies Course	No	\$65,169.00	\$0.00
5	5.7	BSAP School Climate & Wellness Personnel Support	No	\$1,891,544.00	\$0.00
5	5.8	BSAP Community - Based Safety Pilots	No	\$713,687.00	\$0.00
6	6.1	Immediate Enrollment and School Stability for Homeless Youth and Youth in Foster Care	No	\$200,000.00	\$133,703.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.2	Academic Supports, Counseling and Mental Health Support for Homeless Youth and Youth in Foster Caree	No	\$0.00	\$0.00
7	7.1	Providing additional supports and resources to the base program.	No	\$1,650,905.00	\$850,494.00
7	7.2	School-Level Strategies to Address Identified Indicators	No	\$0.00	\$0.00
7	7.3	Engaging families and community partners	No	\$0.00	\$0.00
7	7.4	Monitoring progress and making adjustments	No	\$0.00	\$0.00
8	8.1	Providing additional supports and resources to the base program	No	\$100,000.00	\$100,000.00
8	8.2	Engaging families and community partners	No	\$0.00	\$0.00
8	8.3	Monitoring progress and making adjustments	No	\$0.00	\$0.00

# 2023-24 Contributing Actions Annual Update Table

## 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
\$118,365,481.00	\$151,268,700.00	\$143,140,580.00	\$8,128,120.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Additional and Supplemental: College and Career Readiness and A-G Supports	Yes	\$12,467,775.00	\$24,258,864.00		
1	1.3	Additional and Supplemental: English Language Development and Primary Language Support	Yes	\$4,504,284.00	\$1,297,595.00		
1	1.5	Additional and Supplemental: Educator Development and Implementation of Professional Learning Communities	Yes	\$18,567,713.00	\$16,519,510.00		
1	1.7	Additional and Supplemental: Targeted Learning Recovery and Acceleration of Instructional and Intervention Supports	Yes	\$26,346,790.00	\$18,255,499.00		
1	1.8	Additional and Supplemental: Expanded Learning	Yes	\$3,884,640.00	\$1,070,756.00		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Opportunities: Extended Day/Year Programs					
1	1.9	Additional and Supplemental: Educational Technology, Software, & Technical Support	Yes	\$1,586,000.00	\$784,702.00		
2	2.1	Additional and Supplemental: Educational Equity, Diversity, and Inclusion	Yes	\$1,351,394.00	\$209,120.00		
2	2.2	Additional and Supplemental: Multi-Tiered System of Supports	Yes	\$4,385,793.00	\$2,785,076.00		
2	2.4	Additional and Supplemental: Development of High-Quality Teachers, Substitutes, Administrators, and Staff	Yes	\$5,644,101.00	\$1,591,443.00		
2	2.6	Additional and Supplemental: Transitional Student & Family Support	Yes	\$2,978,899.00	\$2,335,118.00		
2	2.7	Additional and Supplemental: Building Strong Schools & Healthy Communities	Yes	\$22,548,564.00	\$18,442,512.00		
2	2.8	Additional and Supplemental: Extended Learning Time, Educator, and Staffing Supports	Yes	\$23,239,980.00	\$28,285,465.00		
2	2.10	Additional and Supplemental: Technology Infrastructure and Support	Yes	\$802,403.00	\$675,035.00		
2	2.12	Additional and Supplemental: Facility & Campus Safety Support	Yes	\$5,118,413.00	\$11,976,990.00		
3	3.2	Additional and Supplemental: Family and Community Communication, Empowerment, and Engagement	Yes	\$3,958,777.00	\$2,229,014.00		
3	3.4	Additional and Supplemental: Student Attendance and Accountability	Yes	\$2,376,626.00	\$1,914,121.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Additional and Supplemental: Student Engagement and Leadership Opportunities	Yes	\$2,531,702.00	\$1,709,419.00		
3	3.6	Additional and Supplemental: Youth Engagement and Athletic Programs	Yes	\$2,255,625.00	\$3,210,133.00		
3	3.7	Additional and Supplemental: Visual and Performing Arts (VAPA) Activities	Yes	\$6,719,221.00	\$5,590,208.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$349,372,129.00	\$118,365,481.00	9.41%	43.289%	\$143,140,580.00	0.000%	40.971%	\$8,100,818.34	2.319%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

*Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

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

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

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);



- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

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

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

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

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.



**Current Difference from Baseline**

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

**A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.**

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

**Total Percentage to Increase or Improve Services for the Coming School Year**

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.



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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education  
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# Appendix A

**Table 1 - This table reflects the schools within SUSD performing in the lowest performance level on each of the state indicators on the 2023 Dashboard.**

School Name	Low Performance Areas
George W. Bush Elementary	Suspension
John Marshall Elementary	English Language Arts, Math, English Language Progress Indicator, Suspension
Wilhelmina Henry Elementary	English Language Arts, Math
John C. Fremont Elementary	English Language Arts
Alexander Hamilton Elementary	English Language Arts, Chronic Absenteeism, English Language Progress Indicator, Suspension
Edward C. Merlo Institute of Environmental Studies	English Language Arts, Math, English Language Progress Indicator
Spanos (Alex G.) Elementary	English Language Arts,
Stockton High	College/Career Indicator, Graduation Rate
Flora Arca Mata	Chronic Absenteeism, Suspension
Jane Frederick High	College/Career Indicator, Graduation Rate, Suspension
Edison High	English Language Arts, English Language Progress Indicator
Franklin High	English Language Arts, Math, English Language Progress Indicator
Adams Elementary	English Language Arts, Math
El Dorado Elementary	English Language Arts, Suspension
Elmwood Elementary	Suspension
Fillmore Elementary	Suspension
Grunsky Elementary	Math, English Language Progress Indicator, Suspension
Harrison Elementary	Suspension
Hazelton Elementary	English Language Arts, English Language Progress Indicator, Suspension
Hoover Elementary	English Language Arts, Math
Kennedy Elementary	English Language Arts, Math
Madison Elementary	Chronic Absenteeism
McKinley Elementary	English Language Arts, Math, Suspension
Monroe Elementary	English Language Arts, Chronic Absenteeism, Suspension
Pulliam Elementary	English Language Arts, Chronic Absenteeism, Suspension
Roosevelt Elementary	English Language Arts, Math
Taft Elementary	English Language Arts, Math
Taylor Leadership Academy	English Language Progress Indicator, Suspension
Van Buren Elementary	English Language Arts, Math, English Language Progress Indicator

Victory Elementary	English Language Arts, Math, English Language Progress Indicator, Suspension
Wilson Elementary	English Language Arts, Math
Commodore Stockton Skills	Suspension
Dolores Huerta Elementary	English Language Arts, Math

**Table 2 - This table reflects the student groups within SUSD performing in the lowest performance level on each of the state indicators on the 2023 Dashboard.**

<b>Student Group</b>	<b>Low Performance Area</b>
African American	Suspension Rate
American Indian or Alaska Native	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
English Learner	English Language Arts, Math, College/Career Indicator
Foster Youth	English Language Arts, College/Career Indicator, Graduation Rate
Hispanic	English Language Arts, Math
Homeless Youth	College/Career Indicator, Suspension Rate
Multiple Races/Two or More	Suspension Rate
Socioeconomically Disadvantaged	English Language Arts, Math
Students with Disabilities	English Language Arts, Math, College/Career Indicator, Graduation Rate, Suspension Rate

**Table 3 - This table reflects the student groups within the SUSD schools performing in the lowest performance level on each of the state indicators on the 2023 Dashboard.**

School Name	Student Group	Low Performance Area
Adams Elementary	Asian	Math
	Black/African American	English Language Arts, Math
	English Learner	English Language Arts,
	Hispanic	English Language Arts, Math
	Socioeconomically Disadvantaged Students with Disabilities	English Language Arts, Math English Language Arts,
Alexander Hamilton Elementary	Asian	Suspension Rate
	Black/African American	Math, Chronic Absenteeism, Suspension Rate
	English Learner	English Language Arts, Chronic Absenteeism, Suspension Rate
	Hispanic	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	Homeless Youth	Chronic Absenteeism, Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged Students with Disabilities	English Language Arts, Math, Chronic Absenteeism, Suspension Rate English Language Arts, Math, Chronic Absenteeism, Suspension Rate
Cesar Chavez High	Black/African American	Suspension Rate
	English Learner	English Language Arts, Suspension Rate
	Homeless Youth	Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Students with Disabilities	Math, College/Career Indicator
Cleveland Elementary	Black/African American	English Language Arts, Math, Chronic Absenteeism
	English Learner	Chronic Absenteeism
	Homeless Youth	Suspension Rate
	Multiple Races/Two or More	Chronic Absenteeism
	Socioeconomically Disadvantaged	Chronic Absenteeism, Suspension Rate
	Students with Disabilities	Chronic Absenteeism
Commodore Stockton Skills	White	Chronic Absenteeism, Suspension Rate
	Black/African American	Chronic Absenteeism
	English Learner	Chronic Absenteeism, Suspension Rate
	Hispanic	Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged Students with Disabilities	Suspension Rate Suspension Rate

<b>Commodore Stockton Skills</b>	<b>White</b>	Suspension Rate
<b>Dolores Huerta Elementary</b>	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts, Math
<b>Edison High</b>	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
	<b>American Indian or Alaskan Native</b>	Suspension Rate
	<b>Black/African American</b>	English Language Arts, Math, Suspension Rate
	<b>English Learner</b>	English Language Arts, Math, College/Career Indicator,
	<b>Hispanic</b>	English Language Arts,
	<b>Homeless Youth</b>	English Language Arts, Math, College/Career Indicator,
	<b>Multiple Races/Two or More</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged Students with Disabilities</b>	English Language Arts, Math, College/Career Indicator, Suspension Rate
<b>Edward C. Merlo Institute of Environmental Studies</b>	<b>Hispanic</b>	English Language Arts, Math
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
<b>El Dorado Elementary</b>	<b>Black/African American</b>	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	<b>English Learner</b>	English Language Arts,
	<b>Hispanic</b>	Suspension Rate
	<b>Homeless Youth</b>	Math, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Suspension Rate
	<b>White</b>	Suspension Rate
<b>Elmwood Elementary</b>	<b>English Learner</b>	English Language Arts,
	<b>Hispanic</b>	Suspension Rate
	<b>Homeless Youth</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts,
	<b>White</b>	Suspension Rate
<b>Fillmore Elementary</b>	<b>English Learner</b>	English Language Arts, Suspension Rate
	<b>Hispanic</b>	Suspension Rate
	<b>Homeless Youth</b>	Chronic Absenteeism, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	Suspension Rate
	<b>Students with Disabilities</b>	Suspension Rate
<b>Flora Arca Mata</b>	<b>White</b>	Suspension Rate
	<b>Black/African American</b>	Chronic Absenteeism, Suspension Rate
	<b>English Learner</b>	English Language Arts,

<b>Flora Arca Mata</b>	<b>Hispanic</b>	English Language Arts, Chronic Absenteeism, Suspension Rate
	<b>Homeless Youth</b>	Chronic Absenteeism, Suspension Rate
	<b>Multiple Races/Two or More</b>	Chronic Absenteeism
	<b>Socioeconomically Disadvantaged</b>	Chronic Absenteeism, Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Chronic Absenteeism, Suspension Rate
<b>Franklin High</b>	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts, Math, College/Career Indicator, Suspension Rate
	<b>Hispanic</b>	English Language Arts, Math
	<b>Homeless Youth</b>	Suspension Rate
	<b>Multiple Races/Two or More</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
	<b>Students with Disabilities</b>	English Language Arts, Math, College/Career Indicator, Suspension Rate
	<b>White</b>	Suspension Rate
<b>George W. Bush Elementary</b>	<b>Black/African American</b>	Math, Suspension Rate
	<b>Hispanic</b>	Suspension Rate
	<b>Multiple Races/Two or More</b>	Chronic Absenteeism, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts,
<b>George Washington Elementary</b>	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts,
<b>Grunsky Elementary</b>	<b>English Learner</b>	Math
	<b>Hispanic</b>	Math, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	Math, Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Math, Suspension Rate
	<b>White</b>	Suspension Rate
<b>Harrison Elementary</b>	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts, Math
	<b>Socioeconomically Disadvantaged</b>	Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Math
	<b>White</b>	Chronic Absenteeism, Suspension Rate
<b>Hazelton Elementary</b>	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts,
	<b>Hispanic</b>	English Language Arts, Suspension Rate
	<b>Homeless Youth</b>	English Language Arts, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Suspension Rate

<b>Hazelton Elementary</b>	<b>Students with Disabilities</b>	Suspension Rate
<b>Hoover Elementary</b>	<b>Black/African American</b>	English Language Arts,
	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts, Math
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
	<b>Students with Disabilities</b>	English Language Arts, Math
<b>Jane Frederick High</b>	<b>White</b>	English Language Arts, Math
	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	College/Career Indicator, Graduation Rate
	<b>Hispanic</b>	College/Career Indicator, Graduation Rate, Suspension Rate
	<b>Homeless Youth</b>	Suspension Rate
<b>John C. Fremont Elementary</b>	<b>Socioeconomically Disadvantaged</b>	College/Career Indicator, Graduation Rate, Suspension Rate
	<b>Students with Disabilities</b>	Suspension Rate
	<b>Asian</b>	Chronic Absenteeism
	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts, Math
<b>John Marshall Elementary</b>	<b>Hispanic</b>	English Language Arts,
	<b>Socioeconomically Disadvantaged</b>	English Language Arts,
	<b>Students with Disabilities</b>	English Language Arts, Math, Suspension Rate
	<b>White</b>	Chronic Absenteeism, Suspension Rate
	<b>Black/African American</b>	English Language Arts, Suspension Rate
<b>Kennedy Elementary</b>	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts, Math, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math, Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Math
	<b>Black/African American</b>	English Language Arts, Math
<b>King Elementary</b>	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts,
	<b>Multiple Races/Two or More</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts,
<b>Kohl Open Elementary</b>	<b>Black/African American</b>	Suspension Rate
	<b>Homeless Youth</b>	Suspension Rate
	<b>Students with Disabilities</b>	Suspension Rate
<b>Kohl Open Elementary</b>	<b>Hispanic</b>	Math
	<b>Socioeconomically Disadvantaged</b>	Math

<b>Madison Elementary</b>	<b>English Learner</b>	English Language Arts, Math, Chronic Absenteeism
	<b>Hispanic</b>	Math, Chronic Absenteeism
	<b>Multiple Races/Two or More</b>	Chronic Absenteeism, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	Math, Chronic Absenteeism
	<b>Students with Disabilities</b>	English Language Arts, Math, Chronic Absenteeism
<b>Maxine Hong Kingston Elementary</b>	<b>Black/African American</b>	English Language Arts, Math
	<b>English Learner</b>	English Language Arts, Math, Suspension Rate
	<b>Students with Disabilities</b>	Suspension Rate
<b>McKinley Elementary</b>	<b>English Learner</b>	English Language Arts, Math
	<b>Fili Pacific Islander</b>	Chronic Absenteeism
	<b>Hispanic</b>	English Language Arts, Math, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math, Suspension Rate
<b>Monroe Elementary</b>	<b>Black/African American</b>	Chronic Absenteeism, Suspension Rate
	<b>English Learner</b>	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	<b>Hispanic</b>	English Language Arts, Math, Chronic Absenteeism
	<b>Socioeconomically Disadvantaged</b>	Chronic Absenteeism, Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Chronic Absenteeism, Suspension Rate
<b>Montezuma Elementary</b>	<b>English Learner</b>	English Language Arts,
	<b>Students with Disabilities</b>	Math, Suspension Rate
<b>Pulliam Elementary</b>	<b>Asian</b>	English Language Arts, Math, Chronic Absenteeism
	<b>Black/African American</b>	Chronic Absenteeism, Suspension Rate
	<b>English Learner</b>	English Language Arts, Math, Chronic Absenteeism
	<b>Hispanic</b>	Chronic Absenteeism
	<b>Homeless Youth</b>	Chronic Absenteeism, Suspension Rate
	<b>Multiple Races/Two or More</b>	Chronic Absenteeism, Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Chronic Absenteeism, Suspension Rate
	<b>Students with Disabilities</b>	Math, Chronic Absenteeism, Suspension Rate
	<b>White</b>	Chronic Absenteeism, Suspension Rate
<b>Rio Calaveras Elementary</b>	<b>Black/African American</b>	Math
	<b>Hispanic</b>	Suspension Rate
	<b>Students with Disabilities</b>	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
<b>Roosevelt Elementary</b>	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts, Math
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math



<b>San Joaquin Elementary</b>	<b>Asian</b>	Chronic Absenteeism
	<b>Black/African American</b>	English Language Arts,
	<b>English Learner</b>	English Language Arts, Math
	<b>Students with Disabilities</b>	English Language Arts,
<b>Spanos (Alex G.) Elementary</b>	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts,
	<b>Socioeconomically Disadvantaged</b>	English Language Arts,
	<b>Students with Disabilities</b>	English Language Arts, Math
<b>Stagg Senior High</b>	<b>Asian</b>	Math
	<b>English Learner</b>	College/Career Indicator
	<b>Homeless Youth</b>	College/Career Indicator, Graduation Rate
	<b>Students with Disabilities</b>	College/Career Indicator, Graduation Rate
	<b>White</b>	Suspension Rate
<b>Stockton High</b>	<b>Hispanic</b>	College/Career Indicator, Graduation Rate
	<b>Socioeconomically Disadvantaged</b>	College/Career Indicator, Graduation Rate
<b>Taft Elementary</b>	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts,
	<b>Homeless Youth</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
	<b>Students with Disabilities</b>	English Language Arts,
<b>Taylor Leadership Academy</b>	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	Math
	<b>Hispanic</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	Suspension Rate
	<b>Students with Disabilities</b>	Suspension Rate
<b>Valentine Peyton Elementary</b>	<b>Hispanic</b>	Chronic Absenteeism
	<b>White</b>	Chronic Absenteeism
<b>Van Buren Elementary</b>	<b>Asian</b>	Chronic Absenteeism
	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts, Math, Suspension Rate
	<b>Hispanic</b>	English Language Arts, Math, Suspension Rate
	<b>Homeless Youth</b>	Suspension Rate
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
	<b>Students with Disabilities</b>	Math, Suspension Rate

<b>Victory Elementary</b>	<b>Black/African American</b>	English Language Arts, Math, Suspension Rate
	<b>English Learner</b>	English Language Arts,
	<b>Hispanic</b>	English Language Arts, Suspension Rate
	<b>Homeless Youth</b>	English Language Arts, Math, Chronic Absenteeism
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math, Suspension Rate
<b>Wilhelmina Henry Elementary</b>	<b>Students with Disabilities</b>	English Language Arts, Math, Suspension Rate
	<b>White</b>	Chronic Absenteeism, Suspension Rate
	<b>English Learner</b>	English Language Arts, Math
	<b>Hispanic</b>	English Language Arts, Math
	<b>Homeless Youth</b>	Suspension Rate
<b>Wilson Elementary</b>	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math
	<b>Students with Disabilities</b>	English Language Arts, Math
	<b>Black/African American</b>	Suspension Rate
	<b>English Learner</b>	English Language Arts,
<b>Grand Total</b>	<b>Hispanic</b>	English Language Arts,
	<b>Socioeconomically Disadvantaged</b>	English Language Arts, Math