

Local Control and Accountability Plan

Plan Summary, 2024-25

32,448 PreK-12th grade STUDENTS

55 SCHOOLS

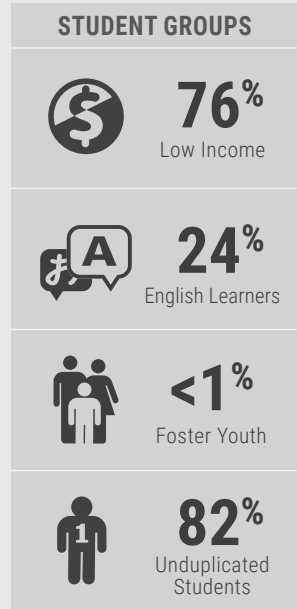
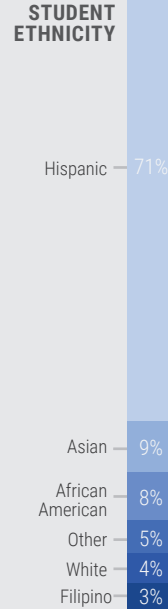
K-8 Schools:	41
High Schools:	11
Alternative Schools:	3

1,414 TEACHERS

23 STUDENTS PER TEACHER

6
CA DISTINGUISHED Schools

DISTRICT STORY



Core Values

- Equal Access to Successes and Opportunities
- Accountability for All
- Community
- Optimism
- Safe Space for All

Mission Statement

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.



LCAP HIGHLIGHTS

BROAD GOAL #1



Boost Academic Achievement

BROAD GOAL #2



Fostering Whole-Child Development

BROAD GOAL #3



Nurturing Student Passions & Talents

BROAD GOAL #4



Building Strong Community Connections

FOCUS GOAL #5



Ensuring Success for Students With Disabilities

FOCUS GOAL #6



Empowering African American Students to Thrive

FOCUS GOAL #7

Equity Multiplier



Empowering K-8 Students for Academic Success

Adams Elementary, El Dorado Elementary, Madison Elementary, Van Buren Elementary

FOCUS GOAL #8

Equity Multiplier



Ensuring College & Career Readiness

Jane Fredrick High, Stockton High, Stagg High

REFLECTION: SUCCESSES



Graduation Rate

Indicator:
2023 CA School Dashboard



82.1%
graduated



Chronic Absenteeism

Indicator:
2023 CA School Dashboard



37.9%
chronically
absent

Planned Actions to Maintain Progress:

- 1.2** - Provide college readiness resources, career center support, exam access, and dual enrollment to improve post-secondary opportunities.
- 2.11** - Provide attendance accountability, truancy intervention, family outreach, and transportation support to reduce chronic absenteeism.
- 3.4** - Expand learning and enrichment opportunities through structured activities and social emotional support.
- 4.3** - Provide staffing and resources to develop partnerships for education, health, tutoring, and mentorship services.

REFLECTION: IDENTIFIED NEEDS

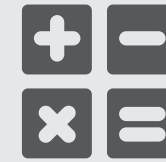


Suspension Rate

Indicator:
2023 CA School Dashboard



6%
suspended at
least one day



Mathematics

Indicator:
2023 CA School Dashboard



98.9
pts below
standard



College/Career Readiness

Indicator:
2023 CA School Dashboard



18.6%
prepared

Planned Actions to Address Needs:

- 1.3** - Provide staffing, teacher support, and resources to increase access to A-G courses and academic success.
- 2.7** - Provide behavioral support, training, and interventions to address student needs district-wide.
- 3.1** - Provide leadership opportunities, career programs, student clubs, and conferences to enhance engagement and school culture.
- 4.1** - Provide resources, staff, and workshops to strengthen family partnerships, improve programs, and expand student access.

COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOLS



- Grunsky
- Hamilton
- Hazelton
- Marshall
- McKinley
- Merlo
- Monroe
- Pulliam
- Van Buren
- Victory
- Jane Frederick
- Stockton High

PROVIDE SUPPORT FOR SCHOOLS

Stockton USD supported these schools in developing CSI plans through:



- Comprehensive needs assessments
- Analysis of dashboard & survey data
- Structured coordination of timeline milestones to promote success

MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- School-based meetings and staff collaborations
- Review & refine data reports
- Evaluation of implementation and effectiveness of CSI site plans



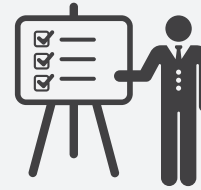
INPUT & FEEDBACK

Collected via Let's Talk & LCAP Survey



ADVISORY MEETINGS

Held



PUBLIC HEARINGS

Held



10

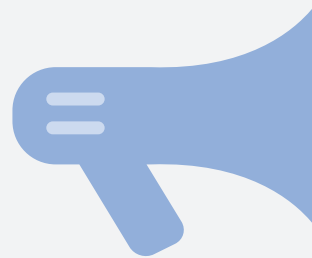
GROUPS
Involved

Groups include:
PAC, DLAC, SEPLA,
Educational Partners,
Local Bargaining Units
Teachers, School
Personnel, District and Site
Administrators, Students,
Parents, & Families.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- Literacy & Learning Data



SUSD has informed, consulted, & involved the community in the process of creating the LCAP as summarized above. Forms of communication included:

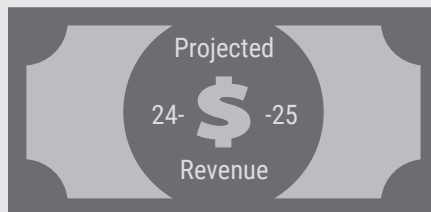


Website, email, phone, word of mouth, virtual & in-person meetings, social media.

Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



Concentration Grant	\$114,048,906
Supplemental Grant	
Base Grant	\$349,684,469
Other Revenue (state & local)	\$157,463,967
Federal Revenue	\$101,917,135

Total Revenue: \$723,114,447

...targeting disadvantaged students...

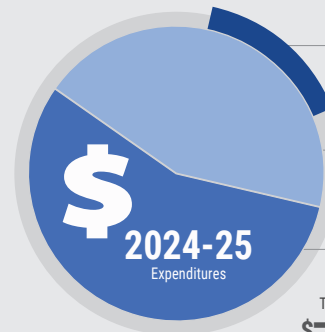


...resulting in increased service of...

↑ 34%

2024-25 Expected Service Improvement Using:
\$114,048,906
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



LCAP Expenditures for High Needs Students:
\$114,048,906

LCAP Expenditures:
\$305,783,977

Expenditures not included in the LCAP:
\$339,375,986

Total General Fund Expenditures:
\$767,309,687

...which is reported on the following year

	Budgeted	Actual
Expenditures for High Needs Students:		
2023-24	\$151,268,700	\$143,140,580

BROAD GOAL

GOAL #1



Boost Academic Achievement


STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES


Code	Icon	Description	Observed Outcomes	Targeted Outcome						
2A & 2B		INCREASE IMPLEMENTATION OF STATE STANDARDS & SERVICES FOR EL STUDENTS (rating for teaching to the academic standards & curriculum frameworks)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: ELA: 4 NGSS: 3 ELD: 4 History: 4 Math: 4</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: ELA: 4 NGSS: 3 ELD: 4 History: 4 Math: 4	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: 4 Full Implementation</td></tr> </table>	Targeted Outcome	Year 3: 4 Full Implementation
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Year 1: TBD										
Year 2: TBD										
Targeted Outcome										
Year 3: 4 Full Implementation										
2A & 2B		INCREASE IMPLEMENTATION OF STATE STANDARDS & SERVICES FOR EL STUDENTS (rating for instructional materials aligned to academic standards)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: ELA: 4 NGSS: 3 ELD: 4 History: 4 Math: 4 Health: 4 CTE: 4 PE: 4 World Lang.: 4 VAPA: 4</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: ELA: 4 NGSS: 3 ELD: 4 History: 4 Math: 4 Health: 4 CTE: 4 PE: 4 World Lang.: 4 VAPA: 4	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: 4 Full Implementation</td></tr> </table>	Targeted Outcome	Year 3: 4 Full Implementation
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Year 1: TBD										
Year 2: TBD										
Targeted Outcome										
Year 3: 4 Full Implementation										
4A		INCREASE PERFORMANCE OF 3 RD -8 TH AND 11 TH GRADE STUDENTS ON SBAC ELA ASSESSMENT (measured as meeting or exceeding standard)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 27.08%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 27.08%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: 37.08%</td></tr> </table>	Targeted Outcome	Year 3: 37.08%
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Year 1: TBD										
Year 2: TBD										
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4A		INCREASE PERFORMANCE OF 3 RD -8 TH AND 11 TH GRADE STUDENTS ON SBAC MATH ASSESSMENT (measured as meeting or exceeding standard)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 16.38%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 16.38%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: 26.38%</td></tr> </table>	Targeted Outcome	Year 3: 26.38%
Observed Outcomes										
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Year 1: TBD										
Year 2: TBD										
Targeted Outcome										
Year 3: 26.38%										
4A		INCREASE STUDENT PARTICIPATION IN CAST ASSESSMENT (students in grades 5, 8, 11, and 12)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: 13.58%</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: 13.58%	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: 23.58%</td></tr> </table>	Targeted Outcome	Year 3: 23.58%
Observed Outcomes										
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Year 1: TBD										
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4A		IMPROVE AVERAGE ELA CAASPP SCORES FOR 3 RD -8 TH AND 11 TH GRADE STUDENTS (measured as distance from standard)	<table border="1"> <tr><th>Observed Outcomes</th></tr> <tr><td>Baseline: -63.9</td></tr> <tr><td>Year 1: TBD</td></tr> <tr><td>Year 2: TBD</td></tr> </table>	Observed Outcomes	Baseline: -63.9	Year 1: TBD	Year 2: TBD	<table border="1"> <tr><th>Targeted Outcome</th></tr> <tr><td>Year 3: -53.9</td></tr> </table>	Targeted Outcome	Year 3: -53.9
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Targeted Outcome										
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EXPECTED 2024-25 MEASURABLE **OUTCOMES**

<p>4A</p>  <p>IMPROVE AVERAGE MATH CAASPP SCORES FOR 3RD-8TH AND 11TH GRADE STUDENTS (measured as distance from standard)</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>-98.9</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ -88.9</td></tr> </table>	Baseline	-98.9	Year 1	TBD	Year 2	TBD	Year 3	↑ -88.9	<p>4B</p>  <p>INCREASE % OF STUDENTS MEETING A-G REQUIREMENTS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>20.7%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 30.7%</td></tr> </table>	Baseline	20.7%	Year 1	TBD	Year 2	TBD	Year 3	↑ 30.7%	<p>4C</p>  <p>INCREASE % OF STUDENTS COMPLETING CTE STANDARDS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>14.2%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 24.2%</td></tr> </table>	Baseline	14.2%	Year 1	TBD	Year 2	TBD	Year 3	↑ 24.2%
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<p>4D</p>  <p>INCREASE % OF STUDENT COMPLETING A-G & CTE REQUIREMENTS</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>5.1%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 15.1%</td></tr> </table>	Baseline	5.1%	Year 1	TBD	Year 2	TBD	Year 3	↑ 15.1%	<p>4E</p>  <p>INCREASE % OF EL STUDENTS MAKING PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>44.8%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 54.8%</td></tr> </table>	Baseline	44.8%	Year 1	TBD	Year 2	TBD	Year 3	↑ 54.8%	<p>4E</p>  <p>INCREASE % OF K-12TH GRADE STUDENTS PERFORMANCE ON ELPAC (scoring an overall performance level 4)</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>13.05%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 23.05%</td></tr> </table>	Baseline	13.05%	Year 1	TBD	Year 2	TBD	Year 3	↑ 23.05%
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<p>4E</p>  <p>IMPROVE EL STUDENT ACQUISITION RESULTS (measured as ELPI Levels 1-4)</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>Decreased: 18.9[%] Maintained L1-3: 36.3[%] Maintained L4: 0.3[%] Progressed: 44.5[%]</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ Decreased: 8.9[%] Maintained L1-3: 26.3[%] Maintained L4: 10.3[%] Progressed: 54.5[%]</td></tr> </table>	Baseline	Decreased: 18.9 [%] Maintained L1-3: 36.3 [%] Maintained L4: 0.3 [%] Progressed: 44.5 [%]	Year 1	TBD	Year 2	TBD	Year 3	↑ Decreased: 8.9 [%] Maintained L1-3: 26.3 [%] Maintained L4: 10.3 [%] Progressed: 54.5 [%]	<p>4F</p>  <p>INCREASE % OF EL STUDENTS MEETING REFP</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>19.1%</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 29.1%</td></tr> </table>	Baseline	19.1%	Year 1	TBD	Year 2	TBD	Year 3	↑ 29.1%	<p>4G</p>  <p>INCREASE # OF STUDENTS TAKING AT LEAST ONE AP COURSE</p>	<p>OBSERVED OUTCOMES</p> <table border="1"> <tr><td>Baseline</td><td>915</td></tr> <tr><td>Year 1</td><td>TBD</td></tr> <tr><td>Year 2</td><td>TBD</td></tr> </table> <p>TARGETED OUTCOME</p> <table border="1"> <tr><td>Year 3</td><td>↑ 1,015</td></tr> </table>	Baseline	915	Year 1	TBD	Year 2	TBD	Year 3	↑ 1,015
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Year 3	↑ 1,015																												

EXPECTED 2024-25 MEASURABLE **OUTCOMES**


4G



INCREASE % OF AP COURSES PASSED BY STUDENTS

OBSERVED OUTCOMES	
Baseline	96%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%

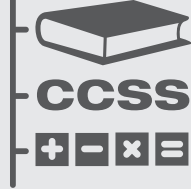
4G



INCREASE % OF STUDENTS PASSING AP EXAMS (scoring 3 or higher)

OBSERVED OUTCOMES	
Baseline	28.17%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 38.17%


4H



INCREASE % OF STUDENTS DEMONSTRATING COLLEGE PREPAREDNESS IN ELA AND MATH (measured as meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	36.17% ELA, 8.42% Math
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 46.17% ELA, 18.42% Math


8A



INCREASE # OF STUDENTS EARNING SEAL OF BILITERACY

OBSERVED OUTCOMES	
Baseline	167
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 267


8A



INCREASE # OF STUDENTS ELIGIBLE FOR GOLDEN STATE SEAL MERIT DIPLOMA

OBSERVED OUTCOMES	
Baseline	252
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 352


8A



INCREASE % OF STUDENTS 3RD-8TH GRADE STUDENTS PERFORMANCE ON ELA IREADY ASSESSMENT (scoring at grade level)

OBSERVED OUTCOMES	
Baseline	25.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 35.7%

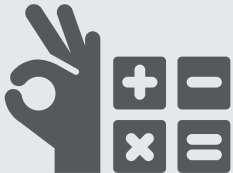
8A



INCREASE % OF STUDENTS 3RD-8TH GRADE STUDENTS PERFORMANCE ON MATH IREADY ASSESSMENT (scoring at grade level)

OBSERVED OUTCOMES	
Baseline	17%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 27%

8A






INCREASE % OF STUDENTS PREPARED FOR THEIR CURRENTLY ENROLLED MATH COURSE




OBSERVED OUTCOMES	
Baseline	9th: 38.1%, 10th: 19.6%, 11th: 20.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 9th: 48.1%, 10th: 29.6%, 11th: 30.7%

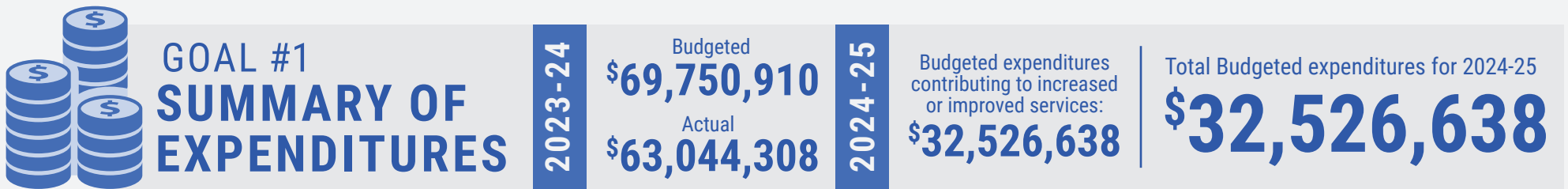


PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.1	- Expand CTE and STEM access for unduplicated students through instructional resources, partnerships, career exploration programs, and hands-on learning to support graduation requirements.	\$1,969,829
1.2	- Provide college readiness resources, career center support, exam access, dual enrollment, and preparatory programs to enhance college accessibility and readiness for unduplicated students.	\$1,822,404
1.3	- Enhance A-G course access through staffing, teacher support, and resources that promote eligibility and skill development for unduplicated students.	\$345,226
1.4	- Provide bilingual instructional support with supplemental materials and Bilingual Assistants to enhance English Learners' progress through dual immersion, transitional, and Structured English immersion models.	\$46,515
1.5	- Offer professional development and instructional support for teachers to enhance English Language Development for English Learners through various immersion models .	\$985,220
1.6	- Provide bilingual literature, resources, and translation services to support English Learners' language mastery and ensure multilingual communication to engage families and improve academic achievement.	\$2,005,141
1.7	- Support teacher collaboration, professional development, academic conferences, and family learning events to enhance student academic achievement .	\$5,365,047
1.8	- Provide professional development for school administrators on instructional leadership and professional learning communities to boost student academic achievement.	\$533,570
1.9	- Offer training and professional development on high-quality instruction, data cycles, assessments, curriculum implementation, and professional learning communities to enhance student academic achievement.	\$598,443
1.10	- Employ research staff to analyze assessment data, provide data training, support decision-making, administer assessments, create performance dashboards, and evaluate performance to improve student learning outcomes .	\$375,824
1.11	- Enhance early literacy resources, staffing, and instructional support for unduplicated TK students, providing standards-aligned curriculum, outdoor learning spaces, and foundational instruction in literacy and math .	\$3,391,540
1.12	- Expand services, resources, and staff, including instructional coaches and intervention teachers, to provide unduplicated students with evidence-based curriculum, hands-on learning, and supplemental materials to deepen concept mastery .	\$5,772,097

PLANNED 2024-25 **ACTIONS & EXPENDITURES**

 Goal # 1	 Action / Service	 Amount
1.13	- Provide district-wide literacy support through library resources, staff assistance, and an eBook library, ensuring students have access to culturally relevant, multilingual reading materials to enhance academic achievement.	\$1,223,116
1.14	- Implement and support the AVID program to equip unduplicated students with college, career, and community readiness skills, emphasizing writing, inquiry, collaboration, organization, and reading strategies for academic and social-emotional growth .	\$1,056,261
1.15	- Expand intervention services and staff for unduplicated students to address learning loss in reading and math, offer small class sizes and tutoring at small high schools, and provide credit recovery programs to improve academic achievement.	\$6,126,405
1.16	- Provide all students with equitable access to outdoor education through science camp, covering transportation, fees, and staffing for hands-on experiential learning opportunities.	\$900,000



BROAD GOAL

GOAL #2



Fostering Whole-Child Development

STATE PRIORITIES


- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>1A</p> <p>INCREASE % OF APPROPRIATELY ASSIGNED AND FULLY CREDENTIALLED TEACHERS</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>88%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 100%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	88%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 100%	<p>1B</p> <p>MAINTAIN % OF STUDENTS WITH SUFFICIENT ACCESS TO STANDARDS ALIGNED MATERIALS</p>	<p>1C</p> <p>INCREASE % OF SCHOOLS MAINTAINED IN GOOD OR EXEMPLARY REPAIR</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>7.3%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 17%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	7.3%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 17%
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<p>4A</p> <p>INCREASE % OF 3RD-8TH AND 11TH GRADE STUDENTS PERFORMANCE ON SBAC ELA ASSESSMENT (measured as meeting or exceeding standard)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>27.08%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↑ 37.08%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	27.08%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↑ 37.08%	<p>4A</p> <p>INCREASE % OF 3RD-8TH AND 11TH GRADE STUDENTS PERFORMANCE ON SBAC MATH ASSESSMENT (measured as meeting or exceeding standard)</p>	<p>6A</p> <p>REDUCE SUSPENSION RATE (measured as suspended at least once during academic year)</p>	<table border="1"> <thead> <tr> <th colspan="2">OBSERVED OUTCOMES</th> </tr> </thead> <tbody> <tr> <td>Baseline</td> <td>6%</td> </tr> <tr> <td>Year 1</td> <td>TBD</td> </tr> <tr> <td>Year 2</td> <td>TBD</td> </tr> <tr> <th colspan="2">TARGETED OUTCOME</th> </tr> <tr> <td>Year 3</td> <td>↓ 0%</td> </tr> </tbody> </table>	OBSERVED OUTCOMES		Baseline	6%	Year 1	TBD	Year 2	TBD	TARGETED OUTCOME		Year 3	↓ 0%
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OBSERVED OUTCOMES																												
Baseline	6%																											
Year 1	TBD																											
Year 2	TBD																											
TARGETED OUTCOME																												
Year 3	↓ 0%																											

EXPECTED 2024-25 MEASURABLE OUTCOMES


6B



REDUCE % OF STUDENTS EXPELLED DURING ACADEMIC YEAR

OBSERVED OUTCOMES	
Baseline	0.1%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 0%


6C



INCREASE FAVORABLE RESPONSES ON PANORAMA SURVEY (school safety and connectedness)

OBSERVED OUTCOMES	
Baseline	Elementary: 56 ^h Teachers: 48 ^h Secondary: 41 ^h Staff: 46 ^h Parents: 63 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ Elementary: 66 ^h Teachers: 58 ^h Secondary: 51 ^h Staff: 56 ^h Parents: 73 ^h


6C



INCREASE NATIONAL PERCENTILE RANK OF FAVORABLE SCHOOL CLIMATE SURVEY RESPONSES

OBSERVED OUTCOMES	
Baseline	Elementary: 30 ^h Teachers: 20 ^h Secondary: 10 ^h Staff: 20 ^h Parents: 30 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ Elementary: 40 ^h Teachers: 30 ^h Secondary: 20 ^h Staff: 30 ^h Parents: 40 ^h

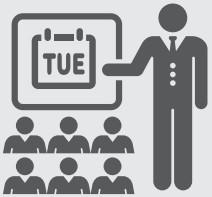
Local Measure



INCREASE # OF SOCIAL-EMOTIONAL LESSONS PROVIDED TO STUDENTS
(Foster Youth, English Learners, Students With Disabilities/unique needs)

OBSERVED OUTCOMES	
Baseline	192
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 212

Local Measure






INCREASE # OF STUDENT SUCCESS TEAM MEETINGS HELD

OBSERVED OUTCOMES	
Baseline	1,874
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 2,062




PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal # 2	Action / Service	Amount
2.1	Conduct a comprehensive Equity Audit across all schools and develop a three-year action plan focused on inclusive, equitable, and diverse educational opportunities .	\$675,340
2.2	Support the Ethnic Studies Program with culturally relevant curriculum and provide teacher training on experiential learning and content-specific literacy to engage students and enhance academic language skills.	\$150,000
2.3	Provide training, workshops, and resources to enhance equity and inclusion for all unduplicated students.	\$38,000

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.4 - Provide direct support for unduplicated students in areas including cultural, academic, social-emotional, career and college readiness, community, and family engagement .	\$133,252
	2.5 - Oversee district-wide PBIS implementation , including state recognition applications, monthly meetings, staff collaboration, and support services to improve behavior , school connectedness, and social-emotional wellness.	\$1,000,000
	2.6 - Lead the district-wide implementation of Multi-Tiered System of Supports to enhance services addressing the social-emotional needs of unduplicated students.	\$275,877
	2.7 - Provide training, consultation, and direct services to address students' social, emotional, and behavioral needs , supporting their success in the educational environment through early interventions and staff training.	\$2,940,851
	2.8 - Implement a teacher induction program with mentorship and ongoing professional development to support new teachers until they obtain a clear credential.	\$135,999
	2.9 - Provide social services case managers and resources to deliver direct support to unduplicated students in foster care.	\$1,040,019
	2.10 - Provide central enrollment services that connect foster youth and families with schools that best meet their social-emotional needs.	\$1,957,078
	2.11 - Address chronic absenteeism with family outreach, truancy intervention, attendance goal setting, and incentives through the Child Welfare and Attendance Office , and provide free public transportation access for students in need.	\$19,120,256
	2.12 - Provide comprehensive health services through nurses, Wellness Centers , and partnerships with outside agencies, ensuring student and family access to wellness resources, audiology, and direct healthcare services across the district.	\$4,753,481
	2.13 - Provide district-wide mental health services and trauma-informed care training for staff, along with additional school psychologist support to address unduplicated students' social-emotional needs impacting their learning.	\$242,227
	2.14 - Provide trauma-informed care, restorative practices, and responsive schools training to enhance social-emotional support and improve school climate , with school counselors collaborating on services to address students' needs.	\$7,012,754

PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 2	 Action / Service	 Amount
	2.15 - Ensure professional development for custodians, noon duty staff, and campus security to promote a positive, inclusive environment and strengthen connections between unduplicated students and school staff.	\$7,505,134
	2.16 - Provide assistant principals at TK-8 schools to support programs and services that promote social-emotional development , positive school climate, and community building.	\$12,539,676
	2.17 - Offer additional school site staff to enhance access to programs and create a welcoming environment, supporting a positive school climate and strengthening connections within the school community.	\$60,000
	2.18 - Ensure extended learning time for unduplicated students.	\$10,250,068
	2.19 - Enhance technology support with additional Site Techs and improved infrastructure to address connectivity and technology needs , ensuring unduplicated students have access to effective, modern learning tools.	\$2,368,279
	2.20 - Provide unduplicated students with interactive instructional technologies , monitoring tools, and safety systems, along with laptops, hotspots, and assistive tech to support diverse learning needs both at school and home.	\$300,000
	2.21 - Employ fully credentialed instructional staff to ensure all students have access to high-quality base services provided by the district.	\$170,360,612
	2.22 - Ensure high-quality educational experiences by employing appropriately credentialed staff, implementing equitable staffing practices, and supporting recruitment, training, and retention of specialized roles like Speech Language Pathologists and Psychologists.	\$20,000
	2.23 - Complete maintenance and safety improvements per district standards, communicate project timelines, expand outdoor learning areas with shade structures, and implement facility upgrades per the Facility Master Plan.	\$1,578,767
	2.24 - Improve campus safety with upgraded infrastructure, district-wide security systems, and standardized communication and visitor management tools.	\$607,252



GOAL #2 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$274,685,066
Actual
\$157,562,043

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$73,125,543

Total Budgeted expenditures for 2024-25
\$245,064,922

BROAD GOAL

GOAL #3



Nurturing Student Passions & Talents

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

5A

INCREASE % OF END OF YEAR ATTENDANCE RATE

OBSERVED OUTCOMES	
Baseline	90.12%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 99.75%

5B

REDUCE % OF STUDENTS CHRONICALLY ABSENT

OBSERVED OUTCOMES	
Baseline	38.2%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 18.2%

5C

MAINTAIN % OF 7-8 GRADERS WHO STOP COMING TO SCHOOL & DO NOT ENROLL IN ANOTHER SCHOOL

OBSERVED OUTCOMES	
Baseline	0%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 0%




5D

REDUCE % OF 9-12 GRADE STUDENTS THAT STOP COMING TO SCHOOL & DON'T ENROLL IN ANOTHER SCHOOL

OBSERVED OUTCOMES	
Baseline	12.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 7.8%



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 3	 Action / Service	 Amount
	3.1 - Offer students access to leadership experiences , clubs, career skills, and conferences to promote an inclusive school culture and develop leadership abilities.	\$947,182
	3.2 - Expand resources and staff to ensure unduplicated students can participate in athletic programs, youth engagement activities , and non-traditional sports like dance, cheer, and e-sports.	\$3,000,000
	3.3 - Ensure equitable access to arts programs by providing resources, staff, and coordination to deliver music, dance, and art experiences to unduplicated students district-wide.	\$6,335,251
	3.4 - Offer unduplicated students enrichment opportunities with support from paraprofessionals, program partners, and resources focused on structured engagement and social-emotional support.	\$3,221,169



GOAL #3 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$18,373,022
Actual
\$15,722,977

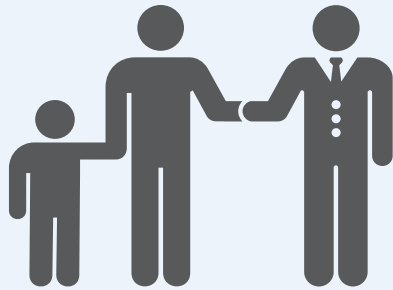
2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$13,503,602

Total Budgeted expenditures for 2024-25
\$13,503,602

BROAD GOAL

GOAL #4



Building Strong Community Connections

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

3A, 3B, 3C

IMPROVE STAFF-FAMILY RELATIONSHIPS
(Staff capacity rating: 1-5)

OBSERVED OUTCOMES	
Baseline	4
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 5

3A, 3B, 3C

IMPROVE FAMILY ADVISORY GROUP PARTICIPATION
(Family capacity rating: 1-5)

OBSERVED OUTCOMES	
Baseline	4
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 5

3A

INCREASE # OF LCAP SURVEY RESPONSES

OBSERVED OUTCOMES	
Baseline	357
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 846

5A

INCREASE % OF STUDENTS ATTENDING SCHOOL DAILY

OBSERVED OUTCOMES	
Baseline	90.12%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 99.75%

5B

REDUCE CHRONIC ABSENTEEISM
(% absent 10% or more of school days)

OBSERVED OUTCOMES	
Baseline	38.2%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 18.2%



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 4	 Action / Service	 Amount
4.1	Strengthen family and community partnerships by offering resources, staffing, and spaces for parent engagement, along with adult literacy, ESL courses, and workshops to support family involvement in student programs.	\$1,451,404
4.2	Enhance educational partner involvement through strategic planning, improved communication tools, and engagement events, while ensuring multilingual access for families with translator and interpreter services.	\$1,628,471
4.3	Provide staffing and resources to build strategic partnerships for services such as early childhood education, mental health support, tutoring, and mentorship, while creating spaces for family and community involvement in decision-making.	\$496,318
4.4	Offer support and resources to parent and family advisory groups to strengthen partnerships , enhance programs, and amplify family voices through events, conferences, and meeting forums.	\$25,000



GOAL #4 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$333,000
Actual
\$333,000

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$3,601,193

Total Budgeted expenditures for 2024-25
\$3,601,193



FOCUS GOAL

GOAL #5



Ensuring Success for Students with Disabilities

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

4A

INCREASE SWD STUDENTS PERFORMANCE ON ELA CAASPP
(% meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	Alexander-Hamilton Elementary: 0 ^a El Dorado Elementary: 4.17 ^a Montezuma Elementary: 9.26 ^a Valentine Peyton Elementary: 18.18 ^a Victory Elementary: 6.85 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4A

INCREASE SWD STUDENTS PERFORMANCE ON MATH CAASPP
(% meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	Alexander-Hamilton Elementary: 0 ^a El Dorado Elementary: 4.17 ^a Montezuma Elementary: 3.78 ^a Valentine Peyton Elementary: 23.63 ^a Victory Elementary: 7.04 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4A

IMPROVE SWD STUDENTS PERFORMANCE ON ELA CAASPP
(measured as distance from standard)

OBSERVED OUTCOMES	
Baseline	Alexander-Hamilton Elementary: -186.1 El Dorado Elementary: -139.7 Montezuma Elementary: -109.6 Valentine Peyton Elementary: -47.5 Victory Elementary: -155.5
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10

4A

IMPROVE SWD STUDENTS PERFORMANCE ON MATH CAASPP
(measured as distance from standard)

OBSERVED OUTCOMES	
Baseline	Alexander-Hamilton Elementary: -209.1 El Dorado Elementary: -176.9 Montezuma Elementary: -149.9 Valentine Peyton Elementary: -69.6 Victory Elementary: -179.9
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10

5A

INCREASE SCHOOL ATTENDANCE RATE

OBSERVED OUTCOMES	
Baseline	90.12%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	95.12%


5B

DECREASE CHRONIC ABSENTEEISM RATE FOR SWD

OBSERVED OUTCOMES	
Baseline	Alexander-Hamilton Elementary: 47.4 ^a El Dorado Elementary: 39.5 ^a Montezuma Elementary: 52.3 ^a Valentine Peyton Elementary: 33.9 ^a Victory Elementary: 48.2 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10

EXPECTED 2024-25 MEASURABLE **OUTCOMES**


6A



IMPROVE SWD SUSPENSION RATE

OBSERVED OUTCOMES	
Baseline	Alexander Hamilton Elementary: 15.3 ^a El Dorado Elementary: 17.3 ^a Montezuma Elementary: 12.1 ^a Valentine Peyton Elementary: 2.4 ^a Victory Elementary: 16.4 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	- 10%


8A



IMPROVE 3-8 GRADE SWD ELA IREADY ASSESSMENT SCORES

OBSERVED OUTCOMES	
Baseline	Alexander Hamilton Elementary: 1.1 ^a El Dorado Elementary: 5.5 ^a Montezuma Elementary: 14.1 ^a Valentine Peyton Elementary: 8.5 ^a Victory Elementary: 11.5 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+ 10%

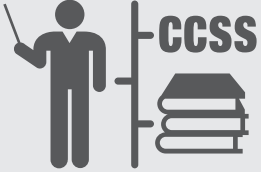
8A



IMPROVE 3-8 GRADE SWD MATH IREADY ASSESSMENT SCORES

OBSERVED OUTCOMES	
Baseline	Alexander Hamilton Elementary: 1.2 ^a El Dorado Elementary: 1.1 ^a Montezuma Elementary: 12.4 ^a Valentine Peyton Elementary: 12 ^a Victory Elementary: 3.5 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+ 10%


Local 1



MAINTAIN % OF STAFF TRAINED IN CONTENT STANDARDS

OBSERVED OUTCOMES	
Baseline	100%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	= 100%


Local 2



INCREASE % OF STAFF CROSS-TRAINED IN SPECIAL EDUCATION

OBSERVED OUTCOMES	
Baseline	0%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%

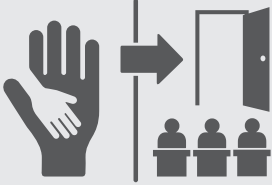
Local 3



INCREASE % OF PARENT REFERRALS HELD IN A TIMELY MANNER

OBSERVED OUTCOMES	
Baseline	91%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 100%

Local 4






INCREASE INCLUSIVE CLASSROOM INSTRUCTION
(% of SWD in regular classroom 80% of the day)

OBSERVED OUTCOMES	
Baseline	50.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 60.7%



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 5	 Action / Service	 Amount
	5.1 - Implement a Multi-Tiered System of Supports (MTSS) to enhance inclusion and ensure students with disabilities receive high-quality instruction , while collaborating with educational partners to provide equitable opportunities for success.	\$23,000
	5.2 - Create a plan starting in 8th grade to inform students and parents about graduation milestones and promote inclusive transitions, integrating IEPs and Transition Plans to support alternative diploma pathways for students with disabilities.	\$26,000
	5.3 - Accelerate learning for students with disabilities through targeted interventions , quarterly data reviews, and collaboration among educators, while implementing a literacy pilot and using assessments to ensure inclusive support.	\$24,000
	5.4 - Provide professional development on culturally responsive instruction , restorative practices, and trauma-informed approaches for educators and staff.	\$50,000
	5.5 - Develop systems for student enrichment through college visits, guest speakers, experiential learning, and life skills coaching to foster leadership, boost engagement, and support academic achievement .	\$50,000
	5.6 - Recruit and retain a diverse staff that reflects the student population, strengthen partnerships for special education recruitment, and provide specialized training for new hires to support students with disabilities.	\$35,000
	5.7 - Evaluate and enhance special education outreach to bridge communication with families, and train staff on laws, assessments, and parent rights to improve support and engagement.	\$75,000
	5.8 - Create a plan to improve attendance and engagement for students with disabilities by addressing absenteeism causes, implementing trauma-sensitive interventions , and analyzing emotional, behavioral, and cognitive engagement.	\$50,000



GOAL #5 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$4,480,293
Actual
\$0

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$0

Total Budgeted expenditures for 2024-25

\$333,000

FOCUS GOAL

GOAL #6



Empowering African American Students to Thrive

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

4A

IMPROVE AA STUDENTS PERFORMANCE ON ELA & MATH CAASPP (% meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	26.07% ELA 13.94% Math
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 36.07% ELA 23.94% Math

4B

INCREASE % OF AA STUDENTS MEETING A-G REQUIREMENTS

OBSERVED OUTCOMES	
Baseline	18.8%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 28.8%

5B

DECREASE % OF AA K-8 STUDENTS CHRONICALLY ABSENT

OBSERVED OUTCOMES	
Baseline	49.9%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 39.9%


5D

REDUCE % AA SUSPENSION RATE

OBSERVED OUTCOMES	
Baseline	13.1%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↓ 3.1%



PLANNED 2024-25 ACTIONS & EXPENDITURES

 Goal # 6	 Action / Service	 Amount
6.1	- Create and implement the African American/Black Student Achievement Plan (AABSAP) with strategies, community partnerships, and staffing to support academic and social-emotional needs, aligned with district goals and approved by the advisory committee.	\$250,000
6.2	- Incorporate LCAP goals into school plans to support African American/Black student achievement, with monthly PLCs reviewing curriculum and data and providing recommendations to the School Site Council.	\$250,000
6.3	- Review and update the Educator Gap Equity Plan to enhance recruitment, hiring, and retention of diverse staff, with a clear workflow to ensure representation of the African American/Black student population at each school site.	\$200,000
6.4	- BSAP principals will enhance Black student achievement by developing culturally responsive units and using diagnostic tools to assess and address individual literacy and numeracy needs.	\$587,144
6.5	- Allocate resources to each Community of Schools based on Black student enrollment, collaborating with principals to address root causes of underperformance and supporting the BSAP Teacher University Residency Development Pipeline.	\$542,456
6.6	- Add a Social Studies course focused on African-American culture , literature, and history to the master schedule at select secondary schools, with planning support for teachers and collaboration for A-G approval.	\$565,169
6.7	- Deploy school climate and wellness staff to support Black student success through data reviews, early interventions, positive behavior supports, and culturally responsive strategies, while expanding the BSAP teacher pipeline.	\$1,897,544
6.8	- Implement Community-Based Safety Pilots to enhance student engagement and attendance by partnering with city organizations for Safe Passage and youth development programs, supported by School Climate Advocates and Student Support Services.	\$713,687



GOAL #6 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$200,000
Actual
\$133,703

2024-25

Budgeted expenditures
contributing to increased
or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$5,006,000

EQUITY MULTIPLIER

GOAL #7



Empowering K-8 Students for Academic Success

Adams Elementary, El Dorado Elementary, Madison Elementary, Van Buren Elementary

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

4A

INCREASE 3-8 GRADE STUDENTS PERFORMANCE ON ELA CAASPP
(% meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	Adams Elementary: 18.61 ^h El Dorado Elementary: 15.47 ^h Madison Elementary: 22.76 ^h Van Buren Elementary: 13.96 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4A

INCREASE 3-8 GRADE STUDENTS PERFORMANCE ON ELA CAASPP
(measured as distance standard)

OBSERVED OUTCOMES	
Baseline	Adams Elementary: -91.8 El Dorado Elementary: -86.5 Madison Elementary: -65 Van Buren Elementary: -98.3
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10

4E

IMPROVE % OF K-8 STUDENTS MAKING PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

OBSERVED OUTCOMES	
Baseline	Adams Elementary: 51.7 ^h El Dorado Elementary: 46.7 ^h Madison Elementary: 47.9 ^h Van Buren Elementary: 33.8 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4E

INCREASE % OF K-8 GRADE EL STUDENTS ENROLLED IN SCHOOL
(overall performance level 4 on ELPA)

OBSERVED OUTCOMES	
Baseline	Adams Elementary: 9.89 ^h El Dorado Elementary: 11.83 ^h Madison Elementary: 14.63 ^h Van Buren Elementary: 7.41 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4F

INCREASE % OF K-8 STUDENTS MEETING RFEP REQUIREMENT

OBSERVED OUTCOMES	
Baseline	Adams Elementary: 6.6 ^h El Dorado Elementary: 6.8 ^h Madison Elementary: 7 ^h Van Buren Elementary: 8.5 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%


5B

DECREASE % OF K-8 STUDENTS CHRONICALLY ABSENT
(% who are absent 10% or more of the school days)

OBSERVED OUTCOMES	
Baseline	El Dorado Elementary: 56.6 ^h Madison Elementary: 45.9 ^h Van Buren Elementary: 29.2 ^h
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10%

EXPECTED 2024-25 MEASURABLE OUTCOMES


6A



REDUCE SUSPENSION RATE

OBSERVED OUTCOMES	
Baseline	El Dorado Elementary: 12.7% Madison Elementary: 2.7% Van Buren Elementary: 5%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	El Dorado Elementary: 7.7% Madison Elementary: 0.7% Van Buren Elementary: 3%

8A



INCREASE 3-8 GRADE STUDENTS AT GRADE LEVEL ON ELA IREADY ASSESSMENT

OBSERVED OUTCOMES	
Baseline	25.7%
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	↑ 35.7%



PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal #7	Action / Service	Amount
7.1	Collaborate with Adams Elementary to implement the Equity Multiplier plan, improving literacy support , instruction, and family engagement for English learners.	\$657,882
7.2	Partner with El Dorado Elementary to implement the Equity Multiplier plan by enhancing literacy support, culturally responsive instruction, and family engagement to address barriers for English learners and improve student outcomes.	\$706,302
7.3	Work with Madison Elementary to implement the Equity Multiplier plan by enhancing literacy support, culturally responsive instruction , and family engagement, addressing barriers for English learners to improve student outcomes.	\$870,509
7.4	Partner with Van Buren Elementary to implement the Equity Multiplier plan, improving literacy support, culturally responsive instruction, and family engagement to address barriers and support English learners' success .	\$679,986



GOAL #7 SUMMARY OF EXPENDITURES

2023-24

Budgeted
\$1,652,905
Actual
\$850,494

2024-25

Budgeted expenditures contributing to increased or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$13,503,602

EQUITY MULTIPLIER

GOAL #8



Ensure College, Career, and Life Readiness

Jane Fredrick High School, Stockton High School, Stagg High School

STATE PRIORITIES

- 1. Basic Services
- 2. Academic Standards
- 3. Parent Involvement
- 4. Student Achievement
- 5. Student Engagement
- 6. School Climate
- 7. Course Access
- 8. Other Outcomes

EXPECTED 2024-25 MEASURABLE OUTCOMES

4A

INCREASE 11TH GRADE STUDENTS PERFORMANCE ON ELA CAASPP
(% meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	Jane Fredrick High: 3.45 ^a Stockton High: 25.54 ^b Stagg High: 35.04 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4A

INCREASE 11TH GRADE STUDENTS PERFORMANCE ON MATH CAASPP
(% meeting or exceeding standard)

OBSERVED OUTCOMES	
Baseline	Jane Fredrick High: 0 ^a Stockton High: 0 ^b Stagg High: 5.25 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

4A

INCREASE 11TH GRADE STUDENTS PERFORMANCE ON ELA CAASPP
(measured as distance standard)

OBSERVED OUTCOMES	
Baseline	Jane Fredrick High: -236 Stockton High: TBD Stagg High: -53.7
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10

4A

INCREASE 11TH GRADE STUDENTS PERFORMANCE ON MATH CAASPP
(measured as distance standard)

OBSERVED OUTCOMES	
Baseline	Jane Fredrick High: -285.5 Stockton High: TBD Stagg High: -171.1
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10

4C

INCREASE % OF STUDENTS COMPLETING CTE PATHWAYS

OBSERVED OUTCOMES	
Baseline	Jane Fredrick High: 0.7 ^a Stockton High: 2.9 ^b Stagg High: 10.6 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	+10%

5B

DECREASE % OF K-8 STUDENTS CHRONICALLY ABSENT
(% who are absent 10% or more of the school days)

OBSERVED OUTCOMES	
Baseline	Jane Fredrick High: 91.6 ^a Stockton High: 88.9 ^b Stagg High: 40.8 ^a
Year 1	TBD
Year 2	TBD
TARGETED OUTCOME	
Year 3	-10%

EXPECTED 2024-25 MEASURABLE OUTCOMES

<p>5E</p> <p>INCREASE % OF 4-YEAR COHORT STUDENTS MEETING A-G REQUIREMENTS</p>	OBSERVED OUTCOMES		<p>6A</p> <p>REDUCE % OF STUDENTS SUSPENDED AT LEAST ONCE A DAY</p>	OBSERVED OUTCOMES	
	Baseline	Jane Fredrick High: 50.7% Stockton High: 42.2% Stagg High: 81.7%		Baseline	Jane Fredrick High: 14.6% Stockton High: 0.7% Stagg High: 7.8%
	Year 1	TBD		Year 1	TBD
	Year 2	TBD		Year 2	TBD
	TARGETED OUTCOME			TARGETED OUTCOME	
Year 3	+10%		Year 3	-10%	

PLANNED 2024-25 ACTIONS & EXPENDITURES

Goal # 8	Action / Service	Amount
8.1	Partner with Stockton High to implement the Equity Multiplier plan by removing barriers for Hispanic and disadvantaged students, expanding CTE courses , and enhancing engagement through clubs and activities to improve graduation outcomes.	\$286,310
8.2	Partner with Jane Frederick High to remove barriers for low-performing students , expand CTE courses, and boost engagement to ensure successful graduation and post-secondary readiness.	\$338,941
8.3	Partner with Stagg High to implement the Equity Multiplier plan by removing barriers for low-performing students, expanding CTE courses, increasing engagement through clubs and activities , and ensuring all students are supported to graduate successfully.	\$2,214,692

**GOAL #8
SUMMARY OF
EXPENDITURES**

2023-24

Budgeted
\$100,000

Actual
\$100,000

2024-25

Budgeted expenditures contributing to increased or improved services:
\$0

Total Budgeted expenditures for 2024-25
\$13,503,602

Abbreviations: *AABSAP* (African American/Black Student Achievement Plan), *AP* (Advanced Placement), *AVID* (Advancement Via Individual Determination), *BSAP* (Black Student Achievement Plan), *CAASPP* (California Assessment of Performance and Progress), *CTE* (Career and Technical Education), *DCC* (District Consultation Committee), *DELAC* (District English Learner Advisory Council), *EL* (English Learner), *ELA* (English-Language Arts), *ELAC* (English Learner Advisory Committee), *ELD* (English Language Development), *ELPAC* (English Language Proficiency Assessment for California), *ELAP* (English Language Proficiency Assessment), *EO* (English Only), *ESL* (English as a Second Language), *FY* (Foster Youth), *LCAP* (Local Control Accountability Plan), *LCFF* (Local Control Funding Formula), *LI* (Low Income), *MTSS* (Multi-Tiered System of Supports), *PBL* (Project-Based Learning), *PBIS* (Positive Behavioral Interventions & Supports), *PD* (Professional Development), *PLC* (Professional Learning Communities), *PreK* (Preschool), *RFEP* (Reclassified Fluent English Proficient), *SBAC* (Smarter Balanced Assessment Consortium), *SED* (Socioeconomically Disadvantaged), *STEM* (Science, Technology, Engineering, Math), *SUSD* (Stockton Unified School District), *SWD* (Students With Disabilities), *TBD* (To Be Determined), *VAPA* (Visual and Performing Arts).

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain/Increase
+ - Increase BY	⬇️ - Baseline
- - Decrease BY	✓ - Completed
	🕒 - In progress



For More Details

This infographic provides a high-level summary only and is based on the full

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page text LCAP

For additional LCAP resources scan or click the QR code or visit www.stocktonusd.net/LCAP

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