

STOCKTON UNIFIED SCHOOL DISTRICT

# SUSD

THE STATE OF THE DISTRICT 2024





# SUSD BY THE NUMBERS

**5,057**  
TOTAL STAFF

**34,083**  
TOTAL STUDENTS

72% LATINO  
9% ASIAN  
8% AFRICAN AMERICAN/BLACK  
4% WHITE

**55**  
SCHOOLS

41 K-8 SCHOOLS  
11 HIGH SCHOOLS  
3 ALTERNATIVE SCHOOLS

**24%** ENGLISH LEARNERS

**81%** STUDENTS IN POVERTY

**14%** STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

**1%** STUDENTS WHO ARE FOSTER YOUTH

**2%** STUDENTS WITHOUT PERMANENT HOUSING

## LCAP GOALS



### Goal 1: Student Academic Achievement

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 for all student groups.



### Goal 2: Centering Around the Whole Child

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.



### Goal 3: Passions, Interest and Talents of the Modern Student

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 Career Technical Education, Multilingual Education, and the Arts.



### Goal 4: Meaningful Partnerships

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



### Goal 5: Success for Students with Disabilities

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 6: African American/Black Students Thrive

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.

## TOP PRIORITIES



QUALITY ASSURANCE



HIGH EXPECTATIONS



CONTINUOUS IMPROVEMENT



COMMUNITY TRUST

VISIT THE SUSD ACCOUNTABILITY DASHBOARD  
[ALLOFSUSD.NET](http://ALLOFSUSD.NET)

## CORE VALUES



### Accountability for All

All stakeholders consistently show commitment to transparency and integrity, ensuring we take responsibility for those we serve.



### Equal Access to Success and Opportunities

Our student-centered community values diversity and inclusion by setting high expectations, empowering everyone, and establishing intentional support systems to succeed.



### Community

Everyone is seen for their value and worth; cultivating a culture of compassion and empathy with open hearts and minds to build meaningful connections through our Whole Child, Whole Family, Whole Community approach.



### World Class Education

We provide education that meets the needs of the modern student by focusing on the whole child. Our commitment to excellence ensures a culturally responsive approach that nurtures innovation, creativity and the passions, interests, and talents of every student.



### Optimism

We strive to inspire a growth mindset that fosters resilience and positive intent. Our strength-based approach enables us to thrive through our passion and purpose as we build our tomorrow.

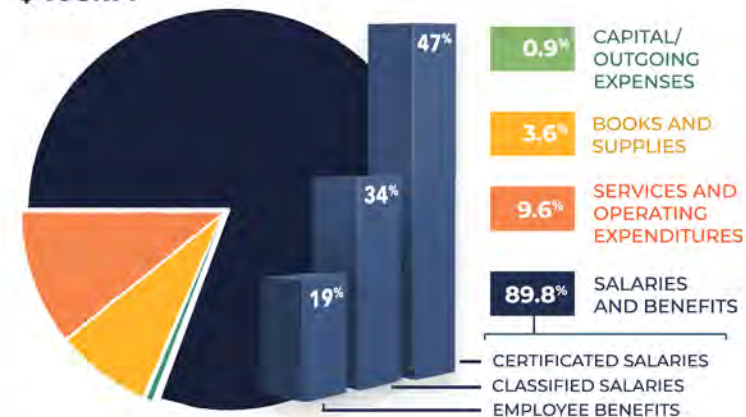


### Safe Space for All

We are committed to physical and social emotional safety for everyone. Through clear and open communication, dependability, and a commitment to continuous improvement, we align our actions to our values.

## 2024-2025 BUDGET

TOTAL GENERAL FUND BUDGET:  
**\$408.1M**



## ROBUST EARLY SUPPORTS

### EARLY CHILDHOOD EDUCATION (ECE)

The ECE Department provides Universal Pre-Kindergarten (UPK) services for children ages three to five years of age through the provisions of Head Start, California State Preschool (CSPP), and Transitional Kindergarten. We ensure an early start for success.

#### Programming:

- 46 CSPP Classrooms including 15 CSPP Inclusion Classrooms; 36 Head Start Classrooms; 29 Transitional Kindergarten Classes
- Five (5) UPK/TK Pilot classes receive enhanced State preschool funding. These classes operate with a lower adult to child ratio to meet students' individual needs and social/emotional development: *Adams, El Dorado, Grunsky, and Hamilton.*
- Completed first year of the Conscious Discipline Implementation Plan designed to provide appropriate social/emotional learning support and self-regulation strategies for children and adults.

#### Outdoor Learning Areas:

- Utilizing Inclusive Early Education Expansion Program (IEEEP) Grant funds, inclusive playgrounds were built at: *Adams, August, and Washington.*
- Playground construction has started at: *Bush, King, and Weber.*



### A FOCUS ON EARLY LITERACY

SIPPS is a structured literacy program designed to teach phonemic awareness, phonics, and high-frequency sight words systematically. It focuses on developing reading and spelling skills through explicit instruction. Since these needs were universal in our district we selected to take equitable action for all elementary sites through:

#### Systematic and Mastery-Based Phonics Instruction:

- Provided 30+ professional development sessions for SIPPS and job embedded coaching for all K-3 teachers in the 23-24 school year with 500+ teachers and administrators trained in multiple sessions
- Created SIPPS implementation options for sites to utilize for early literacy instruction and implementation districtwide
- Expanded SIPPS use to Special Education Classrooms
- Implemented Heggerty Phonemic Awareness Program in all K-1 classrooms

#### Alignment of Early Literacy Assessments:

- Selected CORE phonics screener for K-3
- Created digital assessments and custom reports for teachers to provide data to families and stakeholders



### PROJECT LEAD THE WAY (PLTW)

SUSD is dedicated to providing hands on science and engineering learning experiences for K-8 students. Below is just a sample of the access and opportunities our students have available to them at their school sites.

#### StarLab Planetarium (K-12)

- Every site were able use the StarLab to provide grade level space science experiences

#### STEAM Fair (K-12)

- Students had the opportunity to compete at the STEAM fair and then at the county fair
- One student from Chavez placed third at the county fair

#### Fab Lab Summer Camps (3-12)

- Students had the options to go to camps on Coding, Robotics, Bioengineering, PCR, Wearable Technology

#### Sky Mountain Science Camp (5th)

- Every 5th grade student had the opportunity to attend science camp with no charge to families

#### Lawrence Livermore National Laboratory STEM Day at the Lab (5-8)

- Students were able to attend the STEM day at the lab to tour the National Ignition Facility and participate in multiple STEM activities

#### Let's Play Outside Summer Camp (5-8)

- A 4-day outdoor camp to experience kayaking, cooking, archery, nature journaling

#### MESA

- Offered in grades 6-12 at 20 sites in SUSD



## Investing in Literacy Through Investing in Staff



**120** Teachers recruited to participate in two-year LETRS program with additional cohorts starting this year



**60** Early Childhood Education teachers and administrators participated in LETRS training



**17** Site intervention teachers hired

## CA Student Assessment Improvements



SUSD's California Assessment of Student Performance and Progress data shows:



**1.88%** Increase in English Language Arts (ELA) from 2022 to 2024



**2.96%** Increase in Math from 2022 to 2024

## Seal of Biliteracy



**51%**

Increase in SUSD students earning the Seal of Biliteracy from 320 in 2022-23 to 485 in 2023-24

## STEM Programming



**90%**

of K-8 students were offered at least one Middle School STEM elective and/or afterschool STEM program through Project Lead the Way (some schools offer multiple)





## PASSIONS, INTERESTS AND TALENTS OF THE MODERN STUDENT

Allowing students to follow their passions interests and talents leads to improved outcomes



### EQUITY IN ARTS

SUSD's commitment is to bring Arts instruction, including music to every school in our district. This year all 41 SUSD elementaries have access to Arts instruction by a credentialed Arts Specialists. For the 2024-2025 school year SUSD employs 69 Arts Specialists. These credentialed teachers offer Dance, Music, Theatre, Visual and Media Arts classes to almost 12,000 students throughout our TK - 12 grade levels.

#### Media Arts

Media Arts standards assume the diverse forms and categories of the Media Arts used in society as a distinct stand-alone arts discipline. The purpose of all Media Art forms is to tell some kind of story. The first element is to learn how to tell a story.



First graders learn about storyboarding, and the role props play in storytelling to help them better understand the idea of how media stories are created.

#### Visual Arts

Visual Art standards focus on: Elements of Visual Art (Line, Shape, Space, Color, Form, Value, Texture) and Principles of Design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity/Variety).



Through weekly Visual Art instruction, 4th grader Oliver has been able to nurture his passion, learning foundational drawing techniques and the vocabulary Visual Artists use to communicate key aspects of their craft.

For the 2024-2025 school year, SUSD hired thirteen new Arts teachers in the following areas.

#### New Elementary Teachers:

- 2 Visual Art
- 1 Media Art
- 3 General Music
- 2 Instrumental Music

#### New Secondary Teachers:

- 2 Orchestra Teachers
- 2 Visual Arts Teachers
- 1 Dance Teacher (Ballet Folklorico)



**Elementary String:**  
Bush, Pulliam, Montezuma

**Beginning Band:**  
Stagg High School (3 Classes)

**Elementary Band:**  
Adams, Cleveland, Nightingale

This year, SUSD has added the following instrumental music classes so that more 6th-12th graders can have the opportunity to study instrumental music.



**69** Credentialed elementary and secondary teachers offer Dance, Music, Theatre, Visual and Media Arts instruction to: **11,265** STUDENTS

34 of which are Music teachers serving 7,083 students



### CAREER TECHNICAL EDUCATION (CTE)

It is the goal of SUSD to provide the "Modern Student" with an education that connects them with their passions, interests, and talents. Career Technical Education, or CTE, plays an important role in helping to connect the modern student with careers that align with what drives them.



SUSD currently offers **50 CTE pathways** representing careers in the industry sectors of:

- Agriculture
- Arts, Media & Entertainment
- Building and Construction Trades
- Business & Finance
- Education
- Environmental Resources
- Engineering
- Health Science
- Information & Communication Technologies
- Manufacturing
- Public Service
- Transportation

Students who participate in the CTE program are given the opportunity to take a deep dive into learning the technical skills needed to prepare them to work in their field of interest, and to develop a plan for the next steps after high school to pursue rewarding, high skill, high wage, and high demand careers. CTE provides students with opportunities they never thought possible.

CTE students also have the opportunity to participate in a Career Technical Student Organization. SUSD CTE programs offer CTSO chapters in: **SkillsUSA, HOSA, FFA.**



**Work Based Learning:** An important part of a student's educational experience is Work Based Learning (WBL). Work Based Learning represents a continuum of experiences where students are able to connect with industry professionals and explore different careers through a variety of venues. WBL includes guest speakers, mock interviews, field trips, career fairs, job shadowing, internship, and student-led enterprise opportunities.

Work Based Learning is embedded in career exploration classes like: **Get Focused Stay Focused** and **AVID**; **CTE Pathways**, and events held throughout the year through each site's Career Center.



### STRENGTHENING STUDENT IDENTITY, BELONGING, AND AGENCY THROUGH ETHNIC STUDIES

SUSD leads the state in the implementation of Ethnic Studies. SUSD added more courses and offers Ethnic Studies at each of the comprehensive high schools.

Six courses offered include:

- Introduction to Ethnic Studies
- Native American Indian Studies
- Black & African American Studies
- Mexican American History
- Filipino American Studies
- Art & Ethnic Studies



What truly separates our program from other districts across California, is our localization and community support. SUSD's Ethnic Studies curriculum is not only relevant to our students, but is Stockton based and responsive to our students' communities.







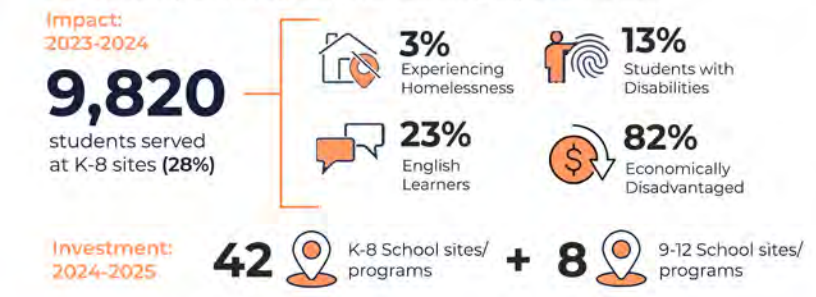
## FOCUS ON WHOLE CHILD, WHOLE FAMILY, WHOLE COMMUNITY

## PHYSICAL WELLBEING, HEALTH AND SAFETY

### EXPANDED LEARNING OPPORTUNITIES PROGRAM

At SUSD, our Expanded Learning Opportunities Programs (ELOP) provide a nurturing environment that sparks curiosity, ignites creativity, and develops critical thinking. Through diverse educational and enrichment activities, we inspire lifelong learning and help our modern students grow into well-rounded individuals.

We are committed to ensuring every student, regardless of background, has access to thrive. Together with our families, SUSD and community stakeholders, and partnerships with local organizations, we are building a community driven by a love for learning beyond the bell.



**Programs offered:**

<p><b>ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>Social Emotional Learning</li> <li>Visual and Performing Arts</li> <li>Esports</li> <li>Robotics</li> <li>Coding</li> <li>STEM Clubs</li> <li>Art and Design Workshops</li> <li>Music and Performing Arts</li> <li>Cooking and Nutrition</li> <li>Cultural Exploration</li> <li>Gardening and Sustainability</li> <li>Youth Mentoring Program</li> </ul>	<p><b>ACADEMICS</b></p> <ul style="list-style-type: none"> <li>Reading Support (SIPPS)</li> <li>Math Tutoring (Dreambox)</li> <li>Homework Help</li> <li>Science Exploration</li> <li>Academic Clubs</li> <li>Study Skills Workshops</li> <li>English Learner Tutoring</li> <li>Migrant Education Tutoring</li> <li>1:1 Virtual Tutoring</li> </ul> <p><b>SPORTS</b></p> <ul style="list-style-type: none"> <li>Intramurals (competitive sports)</li> <li>Organized Physical Activities</li> </ul>
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### MENTAL AND BEHAVIOR HEALTH SUPPORTS

- Mental Health Clinicians**
- Increased access and service availability for school-based mental health services (currently 43 FTE, goal: 53 FTE)
  - 2 Mental health Clinicians at each Comprehensive High School site with 1,008 open and active cases.
  - 34% of our Mental Health Clinicians are bilingual
  - On-site Crisis Intervention assessment, intervention, and post-intervention services in partnership with SUSD Police Department for 5150 determinations.
  - School-based mental health services are being provided for students prior to needing an IEP in order to receive intervention.
  - Increased recruitment and retention of clinical staff by offering clinical supervision for registered associate employees to earn hours toward licensure.
  - Ongoing professional development opportunities are provided to Mental Health Clinicians to build and expand competencies (CBITS-Cognitive Behavioral Interventions for Schools and Why Try-Teaching the Skills of Resilience for K-12).
  - CBT (Cognitive Behavior Therapy) in Schools training will be provided to clinicians in the summer to refresh and improve application of interventions toward school based and IEP based goals.

- Behavior Support Services**
- Launched the Multi-Tiered Systems of Support (MTSS) Synergy Module to provide a common tracking and documentation platform for student behavior, academics, and social emotional needs.
  - Increased Board Certified Behavior Analysts (BCBA) from 3.0 FTE to 6.0 FTE to expand support to Early Childhood Education programming and increase the capacity of the Crisis Prevention Institute.
  - Collaborated with the Special Education Department to develop Essential Classroom Components for each type of Special Day Class setting.
  - Provided training to 350 paraprofessionals in collaboration and communication strategies.
- Both Behavior Support Services and Mental Health Clinicians provided professional development to certificated and classified staff, parent workshops and resource fairs.**

### HEALTH SERVICES

- 21** School Nurses
- 21** LVN's
- 34** Health Care Assistants
- 4** Healthy Start Coordinators
- 7** Health Aides

- Key Services Provided**
- CPR for staff
  - TB for all staff and volunteers
  - Flu and Tdap clinics
  - Crisis response
  - AED Management (81 total)
  - EPI Pen and Narcan Management
  - Stop the Bleed
  - Big Smiles Dental Program
  - Home Hospital Instruction
  - Case Management:
    - Students with Diabetes, chronic health conditions, seizures, asthma
  - Immunization Compliance
  - Medication Management
  - Coordinate with outside Agencies
    - Community Medical Centers
    - CSU Stanislaus
    - County of Education
    - Public Health
  - Mandated Vision Hearing Screenings
    - TK, K, 2nd, 5th, 8th grades
    - 1st grade color vision
  - Air Quality and heat monitoring
  - Athletic Emergency Response Training
  - Wellness Centers (Comprehensive High Schools)
    - Management of medical and mental health referrals
  - IEP Assessments Monthly (estimated 300 a month)

### SUSD POLICE DEPARTMENT AND EMERGENCY PREPAREDNESS

<p><b>Our Commitment</b> The SUSD Police Department is dedicated to ensuring a safe and supportive environment for our students, staff, and the broader community.</p>	<p><b>Diversion Program</b> We successfully referred 21 students to diversion programs, helping them avoid the juvenile system and guiding them toward positive outcomes.</p>	<p><b>Police and Community Together (P.A.C.T)</b> We've hosted major events to strengthen community bonds, including annual events such as Trunk or Treat and National Night Out to help foster connections and safety awareness. Approximately 3000 community members attended.</p>
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### THE EQUITY AUDIT

For the 2024-2025 school year, SUSD will be conducting an Equity Audit to identify and address disparities in educational opportunities, outcomes, and resource distribution among our diverse student population. By examining practices, policies, and systemic barriers, SUSD can foster a more inclusive and equitable learning environment. This process will help ensure that all students, regardless of race, socioeconomic status, or background, have access to the support and resources they need to succeed academically and socially, while also promoting fairness and accountability within the District.

**Defining Equity**

The condition under which individuals are provided the resources they need to have access to the same opportunities as the general population.

Equity accounts for systemic inequalities, meaning the distribution of resources provides more for those who need it most.

Conversely equality indicates uniformity where everything is evenly distributed among people.

**Fall 2024** Build Equity Teams

**Winter 2024** Collect comprehensive data from all 55 schools

**Spring 2025** Calibrate practices across all 55 schools

**Fall 2025** Develop a 3-year action plan

### KEY SAFETY IMPROVEMENTS

In partnership with Emergency Preparedness and the SUSD Police Department, we have introduced several key safety upgrades to further enhance school security. These upgrades are part of a comprehensive strategy designed to address potential threats, improve our emergency response capabilities, and ensure the safety and well-being of our entire school community.

<p><b>Access Control Systems:</b> Advanced systems regulate and monitor entry points, ensuring only authorized access and enhancing campus security.</p>	<p><b>Sandy Hook Say Something:</b> Launched in April 2024, our anonymous reporting system has empowered the community to confidentially report 18 safety concerns, including 3 life safety tips and 15 non-life safety tips on issues like bullying, suicide ideation, depression, anxiety, and self-harm.</p>	<p><b>HallPass Visitor Management:</b> As of March 2024, HallPass verifies visitor IDs against national sexual registrant databases to date, the system has flagged six visitors and prevented one registered sex offender from entering a school site.</p>	<p><b>Catapult Emergency Management:</b> This real-time emergency communication and response system is vital to our safety operations, with 121 reports processed, including: <b>23</b> Site Incidents <b>14</b> Caution Alerts <b>6</b> Action Alerts <b>78</b> Drills</p>	<p><b>Enhanced Surveillance Cameras:</b> Upgraded high-definition cameras cover critical areas, deterring threats and aiding investigations through real-time monitoring.</p>	<p><b>Fencing:</b> Reinforced fencing around school perimeters enhances security while maintaining a welcoming environment.</p>
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# MESSAGE FROM SUPERINTENDENT, DR. MICHELLE RODRIGUEZ

Through our 2024 State of the District Report, I am proud to share the progress we are making towards creating the SUSD Way—a pathway where students, staff, families, and the entire community come together to provide a world-class education that inspires every individual. Together, we are building an environment where people want to be, an inclusive space marked by opportunity, trust, and mutual respect.

This year, our theme, **SUSD Onward: Imagine the Possibilities**, guides us as we work to transform our district into a place where our shared values of optimism, equity, and accountability for all take center stage. We are not only imagining the possibilities but also actively creating them, with each member of our educational ecosystem — students, staff, families, and community — playing a vital role in shaping confident, capable students who are prepared for success in college, career, and life.

Our collective commitment has led to significant achievements this year, and we continue to lay the groundwork for systemic transformation through the following initiatives:

**Expanding learning and enrichment opportunities:** We have extended academic and enrichment programming until 6:00 p.m. for 5,888 TK-8th grade students, offering a blend of academic support and extracurricular activities.

**Investing in safe and secure campuses:** With the implementation of the Hall Pass visitor check-in system, enhanced access control, and increased campus camera coverage, we are ensuring that all SUSD schools provide a safe environment for learning and growth.

**Strengthening community support:** Twenty-seven SUSD schools have been designated as Community Schools, deepening wraparound services to meet the needs of the Whole Child, Whole Family, and Whole Community. This integrated approach helps address the social, emotional, and academic needs of our students and families.

**Enhancing our curriculum:** We have broadened access to Career Technical Education (CTE), Visual and Performing Arts (VAPA), and Ethnic Studies, ensuring that our students experience a rich, culturally relevant, and engaging curriculum that supports their diverse interests and talents.

**Upgrading facilities and infrastructure:** Strategic investments funded through ESSER III and bonds have enabled us to improve school environments with new classroom furniture, HVAC upgrades, and upcoming shade structures, ensuring that our schools are conducive to learning and well-being.

**Prioritizing mental health and behavioral support:** We have increased support staff across our schools, adding mental health clinicians, Board-Certified Behavior Analysts (BCBAs), Campus Security Monitors (CSMs), and intervention teachers to meet the evolving needs of our students and staff.

**Building staff capacity:** Through professional development in trauma-informed instruction and social-emotional learning, we continue to equip our educators with the skills and knowledge to meet the needs of the Whole Child.

Through these efforts, we are advancing our mission to provide a world-class education that centers on educational equity and ensures that all students have the resources and opportunities they need to thrive. Our focus on the Whole Child, Whole Family, and Whole Community ensures that we remain committed to preparing all students for the future, while making SUSD a place where everyone feels valued and supported.

As we move forward, we continue to actively engage with our community to innovate and accelerate learning. By listening to and partnering with our students, families, staff, and community members, we are creating an environment that is not only responsive to the needs of today but also aligned with the aspirations of tomorrow.

Together, through the SUSD Way, we are making SUSD a place where all students, families, staff, and the broader community want to be. We look forward to the continued progress as we shape the future of education in our district. SUSD Onward: Imagine the Possibilities

Dr. Michelle Rodriguez  
Superintendent of Schools



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