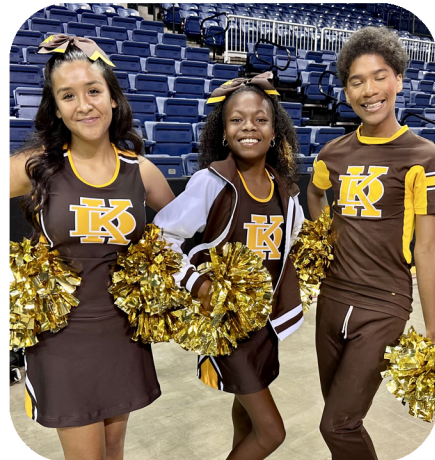


STOCKTON UNIFIED SCHOOL DISTRICT

SUSD



STATE OF
THE DISTRICT

2023

SUSD

BY THE NUMBERS



35,144
TOTAL STUDENTS



55
SCHOOLS



71% LATINO
9% ASIAN
8% AFRICAN AMERICAN/BLACK
4% WHITE

41 K-8 SCHOOLS
11 HIGH SCHOOLS
3 ALTERNATIVE SCHOOLS



4,460
TOTAL STAFF



24%
ENGLISH LEARNERS



77%
STUDENTS IN POVERTY



15%
STUDENTS RECEIVING SPECIAL EDUCATION SERVICES



3%
STUDENTS WHO ARE FOSTER YOUTH



2%
STUDENTS WITHOUT PERMANENT HOUSING

LOCAL CONTROL ACCOUNTABILITY PLAN GOALS



1. Student Achievement continues to 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.



2. Equitable Learning Environments continues to 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).



3. Meaningful Partnerships continues to 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.



Provide differentiated systems of support with key actions and investments that will:

4. 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.

5. Remove instructional and institutional barriers African American/Black student group consistently encounter resulting in persistent academic performance (ELA and Math), chronic absenteeism, and suspensions.

6. 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.



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



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

2023-24 BUDGET

TOTAL GENERAL FUND BUDGET: \$409.9M

0.2% CAPITAL/OUTGOING EXPENSES
7.0% BOOKS AND SUPPLIES*
11.0% SERVICES AND OPERATING EXPENDITURES*
81.9% SALARIES AND BENEFITS*

CERTIFICATED SALARIES
CLASSIFIED SALARIES
EMPLOYEE BENEFITS

* Unique Due to One-time Funding (ESSER)

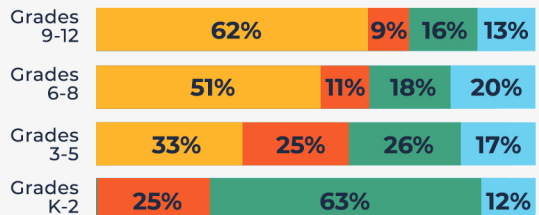
KEY PERFORMANCE INDICATORS FOR PRIORITY FOCUS

STUDENT ACHIEVEMENT - iReady

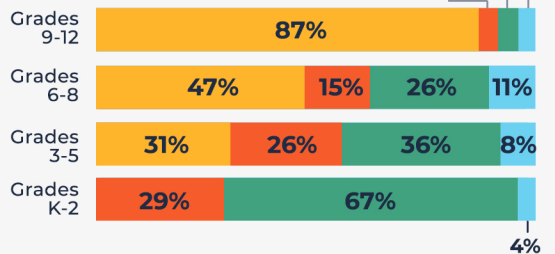
3 grades below level 2 grades below level 1 grade below level At or above grade level

Fall 2023
n = 27,285
K-12 Student Participants

English Language Arts Relative Placement by Grade



Math Positive Placement by Grade



STUDENT GRADES - D'S AND F'S (SECONDARY)

	YES	NO
English Language Arts	27%	73%
History/Social Science	27%	73%
Mathematics	40%	60%

STUDENT VOICE - PLUS SURVEY

	YES	NO
At my school there is a teacher or child who really cares	79%	21%
I feel like my voice matters to adults at my school	63%	37%
I feel safe in my school	61%	39%

FIRST 100 DAYS TOGETHER

Top Priorities



QUALITY ASSURANCE



HIGH EXPECTATIONS



CONTINUOUS IMPROVEMENT



COMMUNITY TRUST



Listening Early and Often to Our Educational Community

Process to Obtain Feedback and Gather Information from July 1, 2023-October 1, 2023:



5
Meet and Greet events



5
Town Halls



11
Listening sessions



43
Site visits



13
"Conversations with the Superintendent" and department listening sessions



235
Comments received and addressed through "Let's Talk"

Major Accomplishments

As your Superintendent, I have begun to fulfill my promise to make a decisive and lasting impact on the lives of students, staff, families and the Stockton community. On July 1, 2023, I became the Superintendent of Stockton Unified School District (SUSD) and took immediate steps that ultimately will deliver a world-class education that prepares students for college, career and life and that values the commitment and voice of students, staff, parents and community.

In the First 100 Days as Superintendent of Schools, I made staff and community outreach as well as public input a high priority, holding more than 12 staff and community listening sessions, conducting numerous site visits, attending many community events and launching interactive communication through "Ask Dr. Rodriguez FAQ's" and Let's Talk. I have advanced a proactive plan focused on four top priorities: 1) Quality Assurance, 2) High Expectations, 3) Continuous Improvement and 4) Community Trust, while also problem solving and providing strong leadership on urgent and emerging issues.

Build Relationships to Unify the District with Joy, Trust and Belief

- Held first District-wide Staff Kick-off in four years
- Reinstated Monthly Leadership Meetings with all Administrative Staff and Monthly Extended Cabinet Meetings with Cabinet and District-level Administration
- Developed District-wide Communication Plan through weekly staff communication, implementation of Let's Talk platform and weekly "Ask Dr. Rodriguez FAQ's"
- Engaged in both weekly/monthly meetings with labor partners to promote collaboration and communication

Listen to Multiple Perspectives from All Stakeholders

- Held 12 Listening Sessions and Conversations with the Superintendent
- Initiated "A Day in the Life of..." to gain insight and first hand perspective of staff and their unique roles
- Attended multiple Parent Advisory Committee Meetings and majority of District's 11 subcommittee meetings
- Participated in various community and site events including Primary Years Academy Grand Opening, Stagg High School School Farm Groundbreaking, 4th of July Parade and Event and Stockton of the Year, Sunrise Rotary, Kiwanis Club of Stockton and Family Day in the Park

Lead Through Shared Purpose and Vision

- Developed a 2023 District theme: Joy, Trust and Belief
- Facilitated monthly leadership discussions and book study during District-Wide Leadership Meetings
- Conducted multiple site visits and Conversations with the Superintendent each week
- Established Administrative Commitments and Department Scorecards
- Provided collaborative activity to generate and establish SUSD core values during each site's Conversations with the Superintendent

Celebrate Early Accomplishments

- Initiated Monthly Leadership Celebrations honoring employees who model examples of Joy, Trust and Belief
- Implemented Staff Members of the Month for Certificated, Classified and Administration staff members
- Highlighted successes with regular social media postings, on the District website and with press releases
- Implemented key safety measures including visitor management system, access control system, increased camera coverage, additional fencing





PRIORITY #1 QUALITY ASSURANCE



PRIORITY #2 HIGH EXPECTATIONS



TOP TALENT

Strengths, Accolades and Accomplishments:

- High level of commitment from staff with average staff member 13 years with SUSD
- Hardworking custodians and classified staff at all campuses
- Continue week-long new teacher orientation
- Implementation of small learning communities
- Expert Curriculum Specialists support
- Expanded Educators Thriving program
- Initiated Staff Members of the Month celebrations within **First 100 Days**
- Filled 12 interim management positions and reduced consultants within **First 100 Days**

Opportunities:

- Schedule more job fairs for staff recruitment before school year starts
- Explore retention bonuses for veteran staff
- Explore referral bonuses for employees who recruit candidates
- Recruit bilingual-preferred administrators and staff
- Offer more supports for new and first year teachers
- Offer more professional development for all staff
- Recognize hardworking support staff

Priority Recommendations:

- Create orientation and training program for new classified staff
- Hold Town Halls for additional topics including special education, English Learners and African American/Black students
- Expand number of Educators Thriving cohorts to increase access and participation

INCLUSIVE AND RESILIENT CULTURE

Strengths, Accolades and Accomplishments:

- Peer Leaders Uniting Students (PLUS) program at all SUSD schools
- Thriving, robust Ethnic Studies classes with significant number of students enrolled
- Mental Health Clinicians at school sites able to provide students with crisis assessment, prevention resources and after care services
- Parent Advisory Committees including Parent Advisory Committee (PAC), African American/Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (LPAC)

Opportunities:

- Expand Ethnic Studies integration in Visual and Performing Arts (Ethnic Dance), English Language Arts and in elementary grades
- Explore increasing ethnic and multicultural parent leadership opportunities
- Assess Special Education student to staff ratios in Special Education classrooms
- Provide high school students with safe locations while waiting for before and after school activities including sports and clubs

Priority Recommendations:

- Conduct a comprehensive Equity Audit with teams from all schools to develop three-year action plan
- Ensure new curriculum is culturally relevant, responsive and sustaining for students

EXCELLENT TEACHNG AND LEARNING

Strengths, Accolades and Accomplishments:

- Access to early literacy curriculum, assessments and resources (SIPPS and Heggerty)
- Sites are aware of designated ELD curriculum in Elementary
- Art integration with Ethnic Studies at Edison High School
- District-wide implementation of Advancement Via Individual Determination (AVID)
- Two AVID National Demonstration Sites at August Elementary and Edison High School
- High quality speciality programs including dual immersion (Pittman Charter and Hong Kingston/Valenzuela), STEM (Health Care Academy, Merlo Institute of Environmental Technology, Jane Frederick High School and Weber Institute of Applied Sciences and Technology), Early College (Stockton Early College Academy and Pacific Law Academy), International Baccalaureate (Primary Year Academy and Franklin) and unique learning environments (Commodore Stockton Skills, Kohl Open, Nightingale Charter, Taft Elementary)
- Excellent Arts Programs at elementary and secondary levels
- Expanded Career Technical Education programming including Agriculture, Arts, Media and Entertainment, Business, Building and Construction Trades, Information and Communication Technologies, Public Services, Education, Engineering, Manufacturing & Product Development, Energy & Utilities, Healthcare and Transportation
- Opportunity for students to become involved in leadership and soft skills training through our Career Technical Students Organizations (CTSO's) at our high schools through SkillsUSA, FFA and HOSA

Opportunities:

- Obtain Montessori Certification for Taft Elementary
- Provide professional learning for site administration, program specialists, coaches in regard to SIPPS, Heggerty and the use of the most impactful assessments
- Assess need for additional instructional coaches
- Provide professional learning around DELD core instructional materials and ensure alignment with classroom schedules and lesson plans
- Increase transparency in dual enrollment processes
- Implement Ethnic Studies courses at all high schools
- Explore alternative math programs K-12 to accelerate student outcomes
- Staff all schools with a Library Media Assist

Priority Recommendations:

- Reinstitute Speciality Schools Fair in January with earlier notification of transfer approval to expand enrollment
- Expand Primary Years Academy grade levels for 6-8 and facility improvements
- Explore need for a virtual/alternative educational option for students grades 6-12
- Provide an equitable distribution of arts programs throughout all 55 SUSD schools
- Restructure English Learner Program to ensure accelerated learning for newcomers and Long-term English Learners



POSTIVE CLIMATE OF CARE

Strengths, Accolades and Accomplishments:

- Positive Behaviors Interventions and Supports (PBIS) established at all SUSD schools
- Significant investment in counseling services with 140 counselors including: 6 Counselor Specialists, 4 Child Welfare and Attendance Counselors, 76 Elementary School Counselors and 54 High School Counselors
- Comprehensive school counseling services for all K-12 students with 2-3 sessions with each high school student each year
- Strong Child Welfare Attendance team supports connections with families and students
- High numbers of participants turn out for school and District events
- Established Calming Centers for students at all SUSD schools

Opportunities:

- Offer more before and after school activities and programming through Expanded Learning Opportunities Program (ELOP)
- Provide increased mentoring opportunities for students
- Ensure students receive appropriate consequences to support positive behavior
- Implement restorative practices with students after suspension

Priority Recommendations:

- Explore additional behavioral supports, programs, and resources to improve student interactions with each other and staff
- Build structures to expand PBIS systems to the platinum, gold and silver levels for all SUSD sites

SAFE, HEALTHY SCHOOLS

Strengths, Accolades and Accomplishments:

- Hardworking Maintenance and Operation staff and supervisors
- Clean schools and parking lots
- Use of Second Step social emotional and anti-bullying program with all K-8 students
- Safety and crisis assessment resources and mental health clinicians at school sites
- Ongoing professional development for mental and behavioral health staff
- SUSD Department of Public Safety access, immediate response and prevention programs
- Thriving Stockton Safety Department Explorers Program
- Pilot of SafeLock system within **First 100 Days** allows staff to lock doors from inside buildings
- Purchase of evacuation transport chairs for emergency incidents within **First 100 Days**

Opportunities:

- Explore planting more trees on school campuses
- Implement a school key policy for student and staff safety
- Assess need for window coverings or shades in case of lockdown
- Provide Special Education bus driver safety training for transportation of high-need students
- Explore kitchen facilities improvements for prep, cooking and serving of nutritious meals
- Increase healthy meals, gluten free options and fresh fruit and vegetables for all
- Expand middle school sports options such as basketball, flag football, soccer and volleyball
- Test HVAC before school starts to ensure A/C works on the first day of school
- Scale facility improvements similar to the Primary Years Academy school remodel
- Discuss and present elopement and school safety plan to parent groups and at IEP meetings
- Support student knowledge of consequences of recording and sharing school incidents on social media
- SUSD PD and staff communication training to better support students in Special Education including the Autism program
- Create school nurse/health office to family communication protocol for timely, same-day outreach regarding incidents

Priority Recommendations:

- Continue with safety upgrades implemented within **First 100 Days**: visitor management system, access control, additional fencing at all sites and increased camera coverage and clarity
- Add shade structures at all schools
- Provide radios for Special Education classrooms to provide for the safety of student elopers
- Provide Crisis Prevention Institute (CPI) training on de-escalation and crisis intervention for all staff
- Complete Facility Master Plan begun in **First 100 Days** to equitably use bond funds and scale improvements

ACCOUNTABILITY FOR ALL

Strengths, Accolades and Accomplishments:

- Number of students reclassified increased by 259% from 2021 (329) to 2023 (1160)
- Number of students completing at least one CTE pathway course increased from by 110% from 132 to 277 from 2021 to 2022
- Hardworking Certificated and Classified staff
- Closing of Gap activity with counselors and administrators to create groups and lessons centered on data and site goals
- Data dashboards created by Research and Accountability Department for effective use of data
- Development of Key Performance Indicators (KPIs) within the **First 100 Days**
- Training on Single Plan for Student Achievement (SPSA) to ensure sites' goals align with District goals
- Extended Cabinet's Department Scorecards began an LCAP-aligned accountability process during the **First 100 Days**

Opportunities:

- Staff the Curriculum Department so all teachers are supported
- Provide incentives and recognitions for Classified staff
- Ensure employee evaluations are completed on time and are thorough
- Communicate District goals and objectives with timelines and frequent updates

Priority Recommendations:

- Increase expectations so all staff perform at high levels with strong supports
- Create performance dashboards and share survey data to support staff accountability in improving student learning outcomes
- Strengthen and deepen Professional Learning Communities (PLCs)
- Expand and deepen Administrator knowledge of adopted curriculum
- Explicit focus on the use of differentiated instructional strategies. (EDI, UDL, Ready for Rigor, Hatte, etc.)

EQUITABLE RESOURCE ALLOCATION

Strengths, Accolades and Accomplishments:

- Eleven Board Subcommittees working to ensure equitable resource allocation (e.g. Black Student Thrives and English Learner Subcommittees)
- District is moving from established belief in equality to equity-based and student-centered resource allocation
- Schools are accepting student transfers from other campuses
- Establish a new Director, Equity, Diversity and Family Engagement
- Hiring of four new District-wide Family Engagement Specialists
- Increase Afterschool Facilitator position hours to 8 to support program expansion
- Provided teachers with a budget for school materials (\$250) within **First 100 Days**

Opportunities:

- Ensure all sites have critical programs and safety features
- Ensure childcare for all evening meetings so families and community are able to participate
- Enable Counselors to share all courses of study across District high schools during 8th grade course request and registration
- Offer more engaging hands-on field trips for all grade levels/camps for 8th graders
- Provide increased facilities maintenance for southside schools with higher needs

Priority Recommendations:

- Use Allovue Business Solution for school site budget accessibility and transparency
- Create specific student success plans for African American/Black students, English Learners, Homeless and Students with Special Needs
- Restructure English Learner Program to ensure accelerated learning for newcomers and Long-term English Learners
- Investments in school facilities to meet basic services and broad course of study priority



PRIORITY #3 CONTINUOUS IMPROVEMENT



PRIORITY #4 COMMUNITY TRUST



STRATEGIC PLANNING

Strengths, Accolades and Accomplishments:

- Comprehensive feedback process for the development of the Local Control Accountability Plan (LCAP)
- Strong Parent Advisory Committees (PACs) that prioritize the need for continuous improvement including: DELAC, PAC, AABPAC and Latino PAC, CAC and PSAC
- Established Special Education Community Action Committee
- Eleven Board Subcommittees that work to support ongoing improvement
- Use of School and District Safety Plan Alignment (REM Manual) to ensure continued compliance with Department of Justice (DOJ) requirements and increased safety
- PBIS guidance and support from Student Services for early-moderate stages or phases at sites
- Some sites have collaborative early release days
- Counselors support administration on SST process to support struggling students
- AVID has strong support and visibility at school sites

Opportunities:

- Increase differentiated, authentic outreach and feedback strategies to reach and serve all families and stakeholders
- Continue Town Halls to gather community input and feedback
- Provide more arts education opportunities
- Support PBIS framework with monthly meetings and administration of TFI at all sites through data collection
- Increase number of sites with waivers to provide PLC collaboration time
- Implement MTSS plans for students needing additional support
- Ensure specific AVID strategies are integrated and the impact is measured
- Strategic and aligned parent involvement/engagement with District, departments, and school sites
- Expand access to science resources and enhance classroom infrastructure.
- Focus on mastery-based teaching of mathematical terms and concepts in grade level content areas with sufficiency

Priority Recommendations:

- Create orientation and training program for new Classified staff
- Hold Town Halls for additional topics including special education, English Learners and African American/Black students
- Expand number of Educators Thriving cohorts to increase access and participation

PRIORITY-BASED BUDGETING

Strengths, Accolades and Accomplishments:

- LCAP Goals demonstrate commitment to student subgroups
- Escape implementation will allow for LCAP Goal fiscal tracking
- Allovue Budget Management System will allow sites to create budget scenarios connected to priorities
- In design stage of remodel and integration of HVAC in kitchens
- Evaluation of locations for more surveillance and security cameras within the *First 100 Days*

Opportunities:

- Improve directional support for traffic in and out of campus
- More supervision during drop-off and pickup times to support parents and move traffic along
- Need for more sidewalk safety

Priority Recommendations:

- Use Allovue Budget Management System at the site and District level to create budget transparency

OPTIMIZING OPERATIONS

Strengths, Accolades and Accomplishments:

- Filled interim and vacant positions to reduce the use of high-cost consultants
- Provided more advance notice for meetings and public notices
- Implemented the Attendance Incentive for SUSD bus drivers to improve reliability of transportation services within the *First 100 Days*
- Completed the inventory process for Chromebooks within the *First 100 Days* to accelerate annual refresh process for student and staff devices
- Merged Informational Technology (IT) and Information Services (IS) Departments into one department within the *First 100 Days* to improve service and operational efficiency
- Restructured Child Welfare and Attendance and Admissions and Family Services within the *First 100 Days* into one department to promote better attendance and support monitoring
- Add Bus Driver Trainees to create pathways to become bus drivers

Opportunities:

- Ensure essential parts are readily available for Chromebook repairs
- Provide additional training for site staff on programs (i.e. Excel, Frontline)
- Ensure EPAs (Extra Work Assignments) are entered and approved before work begins
- Facilitate communication between departments prior to signing of MOUs to assess parameters, agreements and commitments
- Explore District Transportation issues related to students being on time to school

Priority Recommendations:

- Increase number of Site Techs to support site-based technology use and integration
- Continue to reduce the number of high-cost consultants
- Fully implement ESCAPE/Frontline Management System to ensure accurate budgeting and accounting
- Identify solutions to address chronic absenteeism

PERFORMANCE MANAGEMENT

Strengths, Accolades and Accomplishments:

- Many schools are open-minded, accept feedback and are accessible and responsive
- Use of data dashboards to track progress toward goals
- Site visits from Educational Services Directors and Cabinet members
- Site principals and administration are supported by specific Educational Services Directors
- Some site administrators use a learning walk feedback tool to support best practices in teaching and learning
- Professional learning days are set aside for professional development
- Use of Let's Talk within the *First 100 Days* to engage concerns of the students, staff, families and community

Opportunities:

- Expedite hiring processes
- Improve negotiations for District and unions that focus on effectiveness and measurable outcomes for students
- Provide a higher level of technical assistance and support for schools in Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)
- Develop necessary technical and staff capacities to improve schools in CSI and ATSI
- Prioritize time with principals during visits and when walking classrooms
- Capacity building with new administrators and maintenance and development of experiences
- Maintain consistent expectations for administrators to regularly visit classrooms and to provide meaningful, actionable feedback
- Provide professional learning aligned to needs assessment data to ensure staff are equipped with priority skills and knowledge to implement adopted core instructional materials
- Ensure all teachers are provided an appropriate number of professional learning sessions related to core instructional materials and job-embedded coaching

Priority Recommendations:

- Conduct thorough exit interviews to understand reasons why staff are leaving the District
- Evaluate site and department performance based on established KPIs
- Strengthen and deepen Professional Learning Communities (PLCs)
- Develop New Principal Professional Learning Institutes
- Establish coaching for new and experienced principals in need of support and development
- Implement a site administrator instructional reflection/feedback tool such as an equity walk, to be used during classroom learning

TRANSPARENT COMMUNICATION

Strengths, Accolades and Accomplishments:

- Effective Town Halls at locations where high number of families can attend
- Frequent, relevant communications through weekly staff and community channels
- Well-designed, developed website that is regularly updated
- Online surveys are convenient and easy to complete
- Implemented Let's Talk for stakeholders to provide anonymous feedback within the *First 100 Days*

Opportunities:

- Ensure District phone communication and messages are accessible in multiple languages
- Provide positive performance feedback to teachers and staff for a job well done
- Consider offering incentives, prizes, raffles at meetings to encourage participation
- More descriptive information on committees for families to determine participation interest
- Create opportunities for high school alumni to share experiences with current parents and students
- Provide quicker resolution for complaints received by Constituent Services

Priority Recommendations:

- Provide virtual meeting options for Town Halls
- Transparently communicate timelines for project schedules and work in progress related to safety projects and Facility Master Plan items

AUTHENTIC ENGAGEMENT AND PARTNERSHIP

Strengths, Accolades and Accomplishments:

- Established Peer Leaders Uniting Students (PLUS) Program at all SUSD schools
- Abundance of options and choices for student involvement
- Safe spaces for authentic relationship building with students and officers at schools
- Dedicated Parent Advisory Committees (PACs) including: District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), African American/Black Parent Advisory Committee (AABPAC), Latino Parent Advisory Committee (LPAC), Community Advisory Committee (CAC) and Parent Student Advisory Committee (PSAC)

Opportunities:

- Provide more family nights and family engagement opportunities
- Collaborate with City and landowners on low-income housing for new hires
- Broadly promote District events and hiring opportunities with flyers
- Increase training events for families covering a variety of topics

Priority Recommendations:

- Implement a Superintendent's Student Advisory
- Build student trust through Superintendent Student Advisory
- Increase community partnerships to improve student programs and expand student access

FISCAL RESPONSIBILITY

Strengths, Accolades and Accomplishments:

- Implemented processes and procedures to address 78 FCMA and Grand Jury findings
- Revised procurement protocols and training for staff with CDE approval
- Reinstatement of District Grant Writer to identify and monitor grant opportunities
- Revised all required Business Services Board policies pertaining to procurement, purchasing guidelines, bids and requests for qualifications and request for proposals
- Created a funding plan for the 2023-2024 ESSER-funded positions within the *First 100 Days*
- Resolved high number of management positions on paid administrative leave within the *First 100 Days*

Opportunities:

- Ensure Business Services is fully-staffed with permanent personnel
- Submit an annual independent audit without material findings
- Meet all required state and federal reporting requirements, including quarterly and annual federal stimulus reporting
- Provide transparent communication around bond measures and ensure Bond Oversight Committee meets as required
- Complete all monthly cash reconciliations and remain current
- Verify all bargaining unit agreements are Board approved and County approved through AB 1200
- Ensure employee benefit rates are applied correctly and uniformly to each applicable resource
- Perform annual review of actual historical costs for employee step and column increases to assess if current and forecasted percentages are reasonable or require updating

Priority Recommendations:

- Fully implement ESCAPE/Frontline Management System to ensure accurate budgeting and accounting
- Address budgetary impacts of declining enrollment
- Resolve all remaining findings and corrective actions included within the audit reports and related letters from CDE and the SJCOE
- Effectively use all ESSER III funding by required timelines
- Complete protocols and procedures linked to findings in Grand Jury and FCMA reports

POSTSECONDARY AND WORKFORCE READY GRADUATES

Strengths, Accolades and Accomplishments:

- More electives at high schools that engage student interest
- Implementation of AVID at all SUSD schools
- Increase graduation requirements from 210 units/credits to 230 units/credits through Road to Rigor Initiative
- Use of Xello with K-12 students to enable students to explore various careers
- 8th Grade Showcase with CTE Program at County Fair for all 8th grade SUSD students
- Partnership with Delta College for dual enrollment and apprenticeships
- Use of Leader in Me with small groups

Opportunities:

- Invite a wide variety of guest speakers to share their careers in K-2 classes
- Create pathways and connections between K-8 and high school
- Increase access to unique programming in CTE like the auto program and other hands-on careers

Priority Recommendations:

- Expand International Baccalaureate (IB) to increase student competitiveness when applying postsecondary to college and career
- Consider alignment with [CaliforniaColleges.edu](https://california.colleges.edu) to simplify college admissions and financial aid processes



MESSAGE FROM SUPERINTENDENT DR. MICHELLE RODRIGUEZ

I want to extend my heartfelt gratitude to each and every member of the SUSD staff and our incredible community for embracing me as a part of this wonderful District. It is an honor to be a part of a team dedicated to our students, staff, families and the broader community. Each member of our educational community's daily efforts are a source of inspiration and pride, and regardless of the role you hold, know that your work truly matters – it's the foundation upon which we are building a district which will deliver a world class education that will provide our students with the futures they deserve.

I am deeply appreciative of the support and commitment from our Board of Trustees. Their confidence in our mission fuels our determination to provide an exceptional and equitable education where every child can succeed. We understand that this vital work can only be accomplished when we work together, united in a collective effort with a singular focus on the success of our students.

I count myself incredibly fortunate and privileged to work alongside a dedicated Cabinet, skilled District Administrators, strong Site Administrators, and our passionate Certificated and Classified Staff. Together, we form an alliance committed to achieving excellence and becoming a leading-edge District delivering on the promise of a world-class education for all students.

As we move forward, I pledge to recognize and build upon our established strengths, to tackle challenges with creativity and determination and to follow through on the priority recommendations that will propel us even closer to our shared vision. Our journey toward providing an unparalleled educational experience for our students is an exciting one, and I could not be more thrilled to have each of you by my side.

Remember, it is our students who remain at the heart of everything we do, and it is their dreams and aspirations that inspire our collective efforts. Let us continue to uplift and empower them with joy, trust and belief.

Dr. Michelle Rodriguez
Superintendent of Schools



REACH OUT WITH LET'S TALK!

“Let’s Talk,” is our new communication tool for parents, students, staff and our community! We want your input. This is where you can ask Dr. Rodriguez a question or leave a statement. Your contact information is confidential.

Scan here to ask
Dr. Rodriguez
a question



StocktonUSD.net



209.933.7000

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