

As of April 8, 2025 – DataQuest reporting has not been updated.

General Information

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

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

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

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

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

Stockton Unified School District has **nine (9)** schools identified as meeting the Equity Multiplier requirement: Adams Elementary, El Dorado Elementary, **Hazelton Elementary, Roosevelt Elementary, Van Buren Elementary, Wilson Elementary, Jane Frederick High, Stagg High, and Stockton High.** **For the 2025-2026 school year, Madison Elementary, did not meet criteria for Equity Multiplier funds.**

Mission:

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

District Focal Targets:

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

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

Reflections: Annual Performance

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

Reflecting on the annual performance of Stockton Unified School District (SUSD) based on the California School Dashboard and local data provides a comprehensive overview of the district's strengths and areas needing improvement. The California School Dashboard evaluates schools on various indicators including academic performance, graduation rates, college/career readiness, and student engagement metrics such as chronic absenteeism and suspension rates. Here's an analysis of SUSD's performance on the 2024 CA School Dashboard:

Success –

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

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

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

Suspension Rates: Suspension rates have Decreased on the CA School Dashboard, indicating more progress has been made in creating a more inclusive and supportive school environment. Restorative justice programs and positive behavioral interventions have contributed to this increase, suggesting that these strategies should continue to be refined and begin to expand. Equity continues to be a focus for SUSD administrator and teacher professional development. Local data is also showing improvement in this area.

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

Academic Performance – Mathematics: As a whole, SUSD improved in student performance by Increasing the distance from standard on the CA School Dashboard, bringing SUSD overall close to standard. Implementation and professional development related to the adoption of new math curriculum, teacher collaboration, and AVID strategies are major contributors to this growth.

- The following student groups demonstrated improvement by meeting the CA threshold for being classified as Increased in the area of Mathematics by increasing the distance from standard: African American, American Indian, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian, and Pacific Islander
- The following student groups met the CA threshold for being classified as Maintained in the area of Mathematics distance from standard: Filipino, Two or More Races, and White
- The following student groups demonstrated a decline by meeting the CA threshold for being classified as Declined in the area of Mathematics by decreasing the distance from standard: Foster Youth and Homeless

Academic Performance – English Language Arts (ELA): SUSD as a whole has Maintained in student performance, but individual subgroups have shown growth and improvement. Efforts to improve literacy programs and professional development for teachers have been initiated, showing positive early results in subgroups indicating a need for continued focus.

- The following student groups demonstrated an improvement by meeting the CA threshold for being classified as Increased in the area of English Language Arts by increasing the distance from standard: Asian, African American, Pacific Islander, English Learners, Long-Term English Learners, Students with Disabilities, American Indian, Hispanic, Socioeconomically Disadvantaged
- The following student groups met the CA threshold for being classified as Maintained in the area of English Language Arts distance from standard: Two or More Races, White, Filipino

- The following student groups demonstrated a decline by meeting the CA threshold for being classified as Declined in the area of English Language Arts by decreasing the distance from standard: Foster Youth and Homeless

Challenges –

English Learner Progress: The English Learner Progress Indicator (ELPI) is classified as Declined on the CA School Dashboard. The percentage of current English Learners who progress at least one ELPI level decreased as measured by the Ca School Dashboard Summative ELPAC and the percentage of English Learners who Maintained their ELPI level or Decreased at least one ELPI level increased as measured by the CA School Dashboard Summative ELPAC.

LREBG Requirements:

In addition, SUSD will have an estimated unexpended Learning Recovery Emergency Block Grant (LREBG) funds, in the amount of \$26,972,507, at the end of the 2024-25 school year. Educational Services and Business Services conducted a needs assessment to evaluate the best use of the funds. Through the needs assessment process, it was identified that strategies would focus on supporting A-G courses, teacher professional development, bilingual assistants in the classroom, and literacy supports focused on schools with the highest need. As required by law, these funds have been included in the LCAP to address the needs of the pupils identified as being in “greatest need.” Actions in the LCAP to address the LREBG requirements are in the following areas:

- Academic Performance:
 - ~ ELA: Goal 1, Action 7, 12, 13, Goal 2 Action 22
 - ~ Math: Goal 1, Action 7, Goal 2 Action 22
 - ~ English Learner Progress: Goal 1 Action 4, 6
- Chronic Absenteeism: Goal 4 Action 1

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

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

The district has compiled tables displaying the low performance level using the 2023 Dashboard Data (i.e., Red or Very Low) ratings for Stockton Unified schools within the seven indicators on the California School Dashboard (“Dashboard”); Chronic Absenteeism (K-8 only), College/Career (high school only), English Language Arts (ELA), English Learner Progress (ELPI), Graduation Rate (high school only), Mathematics, and Suspension. These tables are located at the end of the document following the LCAP instructions and referenced as Appendix A.

Appendix A – 2023 Dashboard Areas of Low Performance -

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

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

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

Reflecting on the **2023 Dashboard** annual performance of SUSD reveals both progress and persistent challenges. Actions in the LCAP to address low performance for the following areas are located as follows:

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

Appendix B – 2024-25 Equity Multiplier –

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

Appendix C – 2025-26 Equity Multiplier –

Equity Multiplier Table – This table reflects the student group(s) within the SUSD Equity Multiplier school(s) performing in the lowest performance level on each of the state indicators on the 2024 Dashboard.

Reflections: Technical Assistance

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

Stockton Unified has multiple student groups eligible for differentiated assistance (DA), based on the 2024 CA Dashboard:

* Long Term English Learner (LTEL) students

- ~ Priority 4 (Academic Performance) for ELA and Math
- ~ Priority 6 (Climate) for Suspension
- ~ Priority 8 (Broad Course Outcome) for the Career and College Indicator

* Foster Youth students

- ~ Priority 4 (Academic Performance) for ELA and Math
- ~ Priority 6 (Suspension)

~~* English Learner students~~

- ~~~ Priority 4 (Academic Performance) for ELA and Math~~
- ~~~ Priority 8 (Broad Course Outcome) for the Career and College Indicator~~

~~* Students with Disabilities~~

- ~~~ Priority 4 (Academic Performance) for ELA and Math~~
- ~~~ Priority 8 (Broad Course Outcome) for the Career and College Indicator~~

~~* American Indian/Alaska Native~~

- ~~~ Priority 5 (Engagement) for Chronic Absenteeism~~
- ~~~ Priority 6 (Climate) for Suspension~~

In addition, Stockton Unified is eligible to receive Direct Technical Assistance (DTA), per California Education Code 52072, for the following student groups as they have been low performing for 3 or more consecutive years, based on results from the 2024 California School Dashboard ("Dashboard").

* American Indian (2019, 2022, 2023, 2024)

~~* African American/Black (2018, 2019, 2022)~~

~~* English Learner (2018, 2022, 2023)~~

* Foster Youth (2018, 2019, 2022, 2023, 2024)

* Homeless (2018, 2019, 2022, 2023, 2024)

* Student with Disabilities (2018, 2019, 2022, 2023, 2024)

Stockton Unified School District is currently in preliminary consultation with the San Joaquin County Office of Education (SJCOE) and California Collaborative of Educational Excellence (CCEE) to determine if assistance from the CCEE is necessary. SUSD worked with the San Joaquin County Office of Education to review performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined... (write out or list areas of strength and areas of growth on the dashboard that led to the focus work).

Through technical assistance support, SUSD determined to focus on our English Learners (EL), including Long-Term English Learners (LTEL) students and to increase access to career technical education (CTE) courses. The implementation plan involves the integration of Project Lead the Way (PLTW) curriculum into English language development (ELD) designated courses at four schools. ~~based on an English Learner and STEM integration pilot of four schools that are identified based on data points.~~ Through this work, the study will determine the viability of delivery ELD content through STEM/CTE instruction. Implementation includes courses built around a unit in Project Lead the Way (PLTW) Medical Detectives Course and integration compliance with ELD designated time. Further explanation of this work can be found in Goal 1, Action 1 and 6.

SUSD is also in its second year of implementing a literacy pilot program at five schools that are identified based on data points (SIPPS) to address the needs of student with disabilities in alignment with the district's Compliance Improvement Monitoring (CIM) plan. The implementation plan focuses on Tier 1 and data analysis (identify the data). (Insert current update on the progress of this work.) Further explanation of this work can be found in Goal 5, Action 3.

~~has a focus on our Students with Disabilities based on a literacy pilot of five schools that are identified based on data points, i.e. SIPPS. Through this work, it was determined the Actions will also be tied to the district's Compliance Improvement Monitoring (CIM) plan focusing on Tier 1 and data analysis. Through the CIM plan activities reached into five specific areas: 1) major/minor, 2) check-in/check-out, 3) requests for support, 4) MTSS improvement plan, and 5) culturally responsive pedagogy.~~

Comprehensive Support and Improvement

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

Schools Identified

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

Stockton Unified has 2 K-8 school in school year 2024-2025 as eligible* for Comprehensive Support and Improvement (CSI) based on “lowest-performing 5% of Title I schools”:

- ~ Monroe
- ~ Pulliam

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

Stockton Unified has 2 high schools identified in school year 2024-2025 as eligible** for Comprehensive Support and Improvement (CSI) based on Low Graduation Rates:

- ~ Jane Frederick
- ~ Stockton High

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

2024-2025 CSI Exit Criteria:

The following 7 K-8 schools and 1 high school met the CSI Exit Criteria and are no longer identified as CSI for the 2024-2025 school year:

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

Support for Identified Schools

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

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

Notification of Eligibility:

Educational Services and Business Services departments provided notification to each CSI identified school site along with the reason for their eligibility and the requirements necessary, as identified by the California Department of Education (CDE).

Data, Comprehensive Needs Assessment, and Resource Inequities:

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

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

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

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

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

School Site Supports:

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

Timeline and Structure:

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

Support and Resources:

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SUSD Educational Partners (All Public)	<p>The LCAP team extended communication on a district-wide and community level using our mass communication messaging system for pre-recorded messages, emails, and text messaging. The messaging occurred every couple of weeks in the announcement of the LCAP Engagement Session and participation of the LCAP survey.</p> <p>Engagement/Events: The district hosted several workshops/trainings to support and spread the LCAP message and provide opportunities for feedback and comments. LCAP Engagement sessions consisted of 7 sessions held in-person at different school sites throughout the district. The sessions focused on different topics:</p> <ul style="list-style-type: none">* September 13, 2024 – LCAP Kick Off – Meet & Greet. Educational partners were provided with a spiral bound LCAP for them to take with them and bring back to other LCAP and district meetings. A summary of the LCAP was presented along with an interactive activity that provided educational partners to connect and navigate through the LCAP by tabbing the goals and actions.* September 17, 2024 – Getting to Know the LCAP and Engagement. Educational partners were provided with an opportunity to interact with the LCAP through tabbing and connecting with goals and actions. They were provided guidance in the alignment of SUSD’s Core Values and connecting programs within the district to the LCAP.* October 24, 2024 – Learning Session – Implementation Update. Educational partners continued to receive opportunities to navigate through the LCAP and inquire about various actions. This was combined with an overview of the Data Analysis Process connecting with LCAP metrics through an interactive engagement practice.* November 5, 2024 – Learning Session – Data Dive – Goals 1 and 5. Educational partners continued to build upon their knowledge of the LCAP and data analysis process to investigate LCAP

	<p>metrics identified with in the 2024-2027 LCAP that supported goals 1 (Student Academic Achievement) and 5 (Students with Disabilities). This combined the data analysis process with specific actions associated with goals 1 (Student Academic Achievement) and 5 (Students with Disabilities).</p> <p>* January 7, 2025 – Learning Session – Data Dive – Goals 2 and 3. Educational partners continued to build upon their knowledge of the LCAP and data analysis process to investigate LCAP metrics identified with in the 2024-2027 LCAP that supported goals 2 (Centering on the Whole Child) and 3 (Passions, Interests, and Talents of the Modern Student). This combined the data analysis process with specific actions associated with goals 2 (Centering on the Whole Child) and 3 (Passions, Interests, and Talents of the Modern Student).</p> <p>* January 13, 2025 – Learning Session – Data Dive – Goals 1 and 6. Educational partners continued to build upon their knowledge of the LCAP and data analysis process to investigate LCAP metrics identified with in the 2024-2027 LCAP that supported goals 1 (Student Academic Achievement) and 6 (African American/Black Students Thrive). This combined the data analysis process with specific actions associated with goals 1 (Student Academic Achievement) and 6 (African American/Black Students Thrive).</p> <p>* April 28, 2025 – Educational partners were provided an opportunity to review the draft LCAP, communicate with district program staff, provide feedback/comment through and participate in-person interactive engagement.</p> <p>Town Halls: The Superintendent facilitated four Town Halls focusing on Students with Disabilities, African American/Black Students, and English Learners. These events provided educational partners context and information on the programs and support for the student group, then opened the session for educational partners to express their concerns and needs.</p> <p>"Conversations with the Superintendent": The Superintendent visits school sites and departments throughout the school year, hosting an open dialogue session with school administrators and staff. Valuable information is received through these conversations that lead to the continuation and adjustment of programming and communication within the district.</p> <p>"Let's Talk": This communication platform is used to empower educational partners with opportunities to share their concerns, feedback, and ask questions. This information is reviewed and responded to by the Superintendent and is key information to support the district's directions.</p> <p>LCAP Survey: The LCAP survey for the 2024-2027 LCAP was released in November 2024. This survey was revised to correspond directly to the 2024-2027 LCAP incorporating a natural language model. The LCAP survey is available on the district's LCAP webpage, shared out through the</p>
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	<p>district's mass communication system, and presented encouraging educational partners to share their voice at numerous meetings whether LCAP focused or not.</p>
Bargaining Units	<p>Bargaining Units were contacted and invited to participate in the district's LCAP Engagement sessions/events.</p> <p>The LCAP team met with the Stockton Teacher's Association leadership team to discuss feedback and comments on needs.</p> <p>The LCAP team presented at a meeting with CSEA leadership, providing an overview of the LCAP and a recap of the LCAP Engagement Sessions. The meeting included a discussion of feedback and comments on needs.</p>
Other School Personnel	<p>SUSD's Superintendent's weekly message has shared information on the LCAP Engagement sessions/events and encouraged educational partners to provide feedback/comments through the LCAP survey.</p> <p>The LCAP team met with the LCAP Project & District Leadership group to provide an overview of the LCAP, LCAP survey, and work with the project leads to confirm the status of LCAP actions. The LCAP Project & District Leadership group also received a project progress report to record the level of implementation and accomplishment of LCAP actions.</p>
Parents/Guardians	<p>The LCAP team maintained the district's LCAP webpage and attended various parent/student events sharing communication about LCAP and its actions.</p> <p>The district's four Family Engagement Specialists continued to support LCAP by attending LCAP sponsored events, reaching out to school sites, and communicating with educational partners.</p> <p>The LCAP team met with the district's Parent Advisory Committees (PACs) and attended events hosted/sponsored by the PACs, for example, Drum and Dance and Cinco de Mayo events.</p>
Principals/Administrators	<p>The LCAP team extended communication through district emails encouraging school site messaging in the announcement of the LCAP Engagement Sessions, event, and the participation of the LCAP survey.</p> <p>SUSD's Superintendent's weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p> <p>Beginning September 2024, school site administrators were provided with communication and context of LCAP goals and actions and the link to their school site and School Plan for Student</p>

	Achievement (SPSA). Through this process, all 52-school site SPSAs were updated to align goal for goal and action for action by December 2024.
SELPA	The LCAP team attended and interacted with Special Education's team at several venues from LCAP engagement activities, MTSS meetings, Differentiated Assistance meetings providing information on the LCAP and alignment to support and resources to benefit students with disabilities.
Students	The LCAP team presented to the Superintendent's Student Advisory Committee, on November 5, 2025 , providing a general overview of the LCAP and funding. Students engaged in an interactive activity consisting of a review of goals and actions (their choice) and resulting in an opportunity to be heard through written and verbal comments.
Teachers	<p>The LCAP team extended communication on district-wide level using our mass communication messaging system for pre-recorded messages, emails, and text messaging announcing LCAP Engagement Sessions, events, and encouraging the participation of the LCAP survey.</p> <p>SUSD's Superintendent's weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.</p>
Board of Trustees	<p>The LCAP team presented the 2024-2025 LCAP Mid-Year Update report on February 25, 2025, which provided a pulse check on the activities identified in the LCAP. The mid-year update provided specific details on available metrics, accomplishment/barriers, and fiscal expenditures.</p> <p>On June 10, 2025, a Public Hearing was held on the draft 2025-2026 update of the 2024-2027 LCAP. This Public Hearing officially provided educational partners with the opportunity to record their comments in a public setting.</p> <p>On June 24, 2025, the 2025-2026 update of the 2024-2027 LCAP was adopted by the Board of Trustees.</p>
Equity Multiplier – Site Specific	<p>Business Services provided all school sites identified as meeting the criteria for Equity Multiplier notification of their funding allocation. State & Federal Programs followed this communication with an email providing a timeline for completion and the high-level parameters of Equity Multiplier funding. An in-person meeting was held on April 14, 2025, to provide Equity Multiplier schools site introductory information on Equity Multiplier funding, metrics, and support for educational partner engagement and Equity Multiplier Plan development. Each Equity Multiplier School was supported by district directors in identifying drivers that were specific causes for identified gaps and resource inequities through data analysis and outcomes identified from discussion aligned with the comprehensive needs assessment tool.</p> <p>The district has communicated with each school site to support the facilitation of Equity Multiplier</p>

focused educational partner meetings. The district will continue to engage with Equity Multiplier schools focusing solely on Equity Multiplier funding, implementation of Equity Multiplier action components, and evaluation of data this information was used in the development of the site-specific Equity Multiplier goals.

Comprehensive Needs Assessment (CNA):

Each Equity Multiplier School conducted a comprehensive needs assessment (CNA) to support decision making and planning for strategies that support student learning. The CNA was completed using school site educational partners in the review of several data protocols, such as evaluations of program implementation and effectiveness, surveys, empathy interviews, and the analysis of data. The Equity Multiplier School was provided a school-wide comprehensive needs assessment tool, a root cause analysis tool (example, some sites used the 5 Whys model and others the Fishbone tool), and other resources to support the comprehensive needs assessment process.

The CNA process required each Equity Multiplier School to look at overall school performance on the 2024 CA School Dashboard as well as any student group performing in the “red” indicator demonstrating the lowest performing student groups. Each Equity Multiplier School utilized local data to supplement and support a deep understanding of the root causes for each student group’s performance. Each Equity Multiplier School was encouraged to use other local data points such as surveys (Panorama and PLUS) that captured school climate and connectedness or parent/community engagement, data points from site specific evidence-based intervention programs, and teacher/staff observation data resulting from implementation of professional development strategies.

Data and Comprehensive Needs Assessment:

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

- * student demographic data
- * teacher assignment/demographics
- * academic achievement data (CORE data, iReady, CAASPP, CAST)
- * completion rates data (dropout, Golden State Seal, Seal of Biliteracy)
- * reclassification data
- * attendance rates

- * suspension referrals
- * expulsion records
- * English Learner Progress Indicator

Site Specific Educational Partner Meetings:

Each Equity Multiplier School facilitated educational partner meetings that included sharing the acknowledged drivers that were specific causes for identified gaps and resource inequities through data analysis and outcomes identified from discussion aligned with the comprehensive needs assessment tool.

- ~ Adams Elementary - Meetings were held on... (currently underway).
- ~ El Dorado Elementary - Meetings were held on... (currently underway).
- ~ Hazelton Elementary - Meetings were held on... (currently underway).
- ~ Roosevelt Elementary - Meetings were held on... (currently underway).
- ~ Van Buren Elementary - Meetings were held on... (currently underway).
- ~ Wilson Elementary - Meetings were held on... (currently underway).
- ~ Jane Frederick Elementary - Meetings were held on... (currently underway).
- ~ Stagg High - Meetings were held on... (currently underway).
- ~ Stockton High - Meetings were held on... (currently underway).

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

Drafting – mid-May 2025

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2A & 2B - State Standards - Q1	<p>Implementation of State Standards and services for ELs</p> <p>Self reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards.</p> <p>Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation</p>	<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4</p> <p>(2023-2024)</p>	<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: Spring 2025 ELD: Spring 2025 Math: Spring 2025 NGSS: Spring 2025 History: Spring 2025</p> <p>(2024-2025)</p>		<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4</p>	<p>Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks:</p> <p>ELA: Spring 2025 ELD: Spring 2025 Math: Spring 2025 NGSS: Spring 2025 History: Spring 2025</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)					
2A & 2B - State Standards - Q2	Implementation of State Standards and services for ELs Self reflection rating on Question 2 of the Implementation of SBC Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2)	Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4 (2023-2024)	Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: Spring 2025 ELD: Spring 2025 Math: Spring 2025 NGSS: Spring 2025 History: Spring 2025 CTE: Spring 2025 Health: Spring 2025 PE: Spring 2025 VAPA: Spring 2025 World Lang.: Spring 2025 (2024-2025)		Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang.: 4	Q2: Rating for Instructional Materials Aligned to academic standards and curriculum frameworks: ELA: Spring 2025 ELD: Spring 2025 Math: Spring 2025 NGSS: Spring 2025 History: Spring 2025 CTE: Spring 2025 Health: Spring 2025 PE: Spring 2025 VAPA: Spring 2025 World Lang.: Spring 2025 (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reflection Tool)					
4A - Statewide Assessments ELA - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment. (Data Source: CAASPP Website)	ALL: 27.08% FY: 11.88% EL: 5.88% LTEL: 3.12% SED: 24.47% SWD: 6.80% AA: 26.07% AI: 48.28% AS: 48.44% FI: 53.27% HI: 32.22% HOM: 12.27% MR: 31.03% PI: 36.12% WH: 28.53% (2022-2023)	ALL: 27.98% FY: 11.54% EL: 5.88% LTEL: 3.93% SED: 25.38% SWD: 6.71% AA: 18.61% AI: 30.10% AS: 42.73% FI: 53.31% HI: 25.68% HOM: 10.12% MR: 30.72% PI: 27.55% WH: 30.49% (2023-2024)		ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 36.07% AI: 58.28% AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53%	ALL: +0.90% FY: -0.34% EL: 0.00% LTEL: +0.81% SED: +0.91% SWD: -0.09% AA: -7.46% AI: -18.18% AS: -5.71% FI: +0.04% HI: -6.54% HOM: -2.15% MR: -0.31% PI: -8.57% WH: +1.96%
4A - Statewide Assessments Math - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment. (Data Source: CAASPP Website)	ALL: 16.38% FY: 6.06% EL: 5.05% LTEL: .59% SED: 14.24% SWD: 6.26% AA: 13.94% AI: 24.13% AS: 32.40% FI: 46.10% HI: 20.24% HOM: 6.00% MR: 21.45% PI: 30.56% WH: 30.73% (2022-2023)	ALL: 17.61% FY: 7.80% EL: 5.26% LTEL: 1.05% SED: 15.62% SWD: 6.15% AA: 10.25% AI: 10.41% AS: 31.70% FI: 36.79% HI: 15.38% HOM: 4.89% MR: 20.24% PI: 22.22% WH: 22.31% (2023-2024)		ALL: 26.38% FY: 16.06% EL: 15.05% LTEL: 10.59% SED: 24.24% SWD: 16.26% AA: 23.94% AI: 24.13% AS: 42.40% FI: 56.10% HI: 30.24% HOM: 16.00% MR: 31.45% PI: 40.56% WH: 40.73%	ALL: +1.23% FY: +1.74% EL: +0.21% LTEL: +0.46% SED: +1.38% SWD: +5.89% AA: -7.46 AI: -1.97% AS: -0.70% FI: -9.31 HI: -4.86% HOM: +1.11% MR: -1.21% PI: -8.34% WH: -8.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments Science - Participating	Percentage of students grades 5, 8, 11 and 12 participating in the CA Science Test assessment. (Data Source: CAASPP Website)	ALL: 13.58% FY: 9.31% EL: 0.96% LTEL: 0.46% SED: 11.93% SWD: 3.39% AA: 6.82% AI: 11.11% AS: 25.32% FI: 34.20% HI: 11.35% HOM: 6.36% MR: 17.08% PI: 20.00% WH: 17.56% (2022-2023)	ALL: 18.89% FY: 2.86% EL: 2.36% LTEL: 1.00% SED: 11.93% SWD: 3.93% AA: 6.80% AI: 14.29% AS: 25.94% FI: 31.23% HI: 13.06% HOM: 1.97% MR: 18.80% PI: 17.02% WH: 28.52% (2023-2024)		ALL: 23.58% FY: 19.31% EL: 10.96% LTEL: 10.46% SED: 20.93% SWD: 13.39% AA: 16.82% AI: 21.11% AS: 35.32% FI: 44.20% HI: 21.35% HOM: 16.36% MR: 27.08% PI: 30.00% WH: 27.56%	ALL: +5.31% FY: -6.45% EL: +1.40% LTEL: +0.54% SED: 0.00% SWD: +0.54% AA: -10.02% AI: +3.18% AS: +0.62% FI: -2.97% HI: +1.71% HOM: -4.39% MR: +1.72% PI: -2.98% WH: +10.96%
4A - State Assessments ELA -Distance from Standard	The average of all 3rd - 8th and 11th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	ALL: -63.9 FY: -112.4 EL: -99.3 LTEL: NA SED: -71.6 SWD: -130.3 AA: -92.8 AI: -76.2 AS: -22.6 FI: +2.9 HI: -70.8 HOM: -117.4 MR: -51.9 PI: -42.2 WH: -55.6 (2022-2023)	ALL: -61.20% FY: -120.50% EL: -94.10% LTEL: -130.00% SED: -68.20% SWD: -124.50% AA: -87.40% AI: -62.10% AS: -23.30% FI: +4.60% HI: -67.20% HOM: -123.60% MR: -53.50% PI: -39.50% WH: -55.80% (2023-2024)		ALL: -53.9 FY: -102.4 EL: -89.3 LTEL: TBD SED: -61.6 SWD: -120.3 AA: -82.8 AI: -66.2 AS: -12.6 FI: +10.9 HI: -60.8 HOM: -107.4 MR: -41.9 PI: -32.2 WH: -45.6	ALL: +2.70% FY: -8.10% EL: +5.20% LTEL: NA SED: +3.40% SWD: +5.80% AA: +5.40% AI: +14.10% AS: -0.70% FI: +1.70% HI: +3.60% HOM: -6.20% MR: -1.60% PI: +2.70% WH: -0.20%
4A - State	The average of all 3rd -	ALL: -98.9	ALL: -95.7%		ALL: -88.9	ALL: +3.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Assessments Math - Distance from Standard	8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	FY: -146.9 EL: -122.3 LTEL: NA (-190.00) SED: -105.9 SWD: -158.8 AA: -134.1 AI: -132.3 AS: -57.3 FI: -33.4 HI: -105.6 HOM: -150.8 MR: -85.7 PI: -80.9 WH: -85.7 (2022-2023)	FY: -158.00% EL: -117.10% LTEL: -182.50% SED: -102.10% SWD: -152.00% AA: -129.80% AI: -116.60% AS: -51.90% FI: -33.70% HI: -102.10% HOM: -161.00% MR: -86.50% PI: -70.70% WH: -84.30% (2023-2024)		FY: -136.9 EL: -112.3 LTEL: TBD SED: -95.9 SWD: -148.8 AA: -124.1 AI: -122.3 AS: -47.3 FI: -23.4 HI: -95.6 HOM: -140.8 MR: -75.7 PI: -70.9 WH: -75.7	FY: -11.10% EL: +5.20% LTEL: +7.50% SED: +3.80% SWD: -3.20% AA: +4.30% AI: +15.70% AS: +5.40% FI: -0.30% HI: +3.50% HOM: -10.20% MR: -0.80% PI: +10.20% WH: +1.40%
4B - A-G Completion	Percentage of students who meet CSU/US a-g college entrance requirements (Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)	ALL: 20.70% FY: 4.90% EL: 11.40% LTEL: 9.20%* SED: 19.80% SWD: 5.00% AA: 18.80% AI: 11.60% AS: 36.60% FI: 39.00% HI: 18.80% HOM: 6.30% MR: 11.30% PI: 5.90% WH: 13.70% (2022-2023) (2023-2024)*	ALL: 19.80% FY: 11.90% EL: 9.60% LTEL: NA SED: 18.50% SWD: 5.80% AA: 18.80% AI: 2.60% AS: 29.50% FI: 44.90% HI: 18.20% HOM: 10.40% MR: 11.90% PI: 22.20% WH: 12.20% (2023-2024)		ALL: 30.7% FY: 14.90% EL: 21.40% LTEL: 19.20% SED: 29.80% SWD: 15.00% AA: 28.80% AI: 21.60% AS: 46.60% FI: 49.00% HI: 28.80% HOM: 16.30% MR: 21.30% PI: 15.90% WH: 23.70%	ALL: -0.90% FY: +7.00% EL: -1.80% LTEL: NA SED: -1.30% SWD: +0.80% AA: 0.00% AI: -9.00% AS: -7.10% FI: +5.90% HI: -0.60% HOM: +4.10% MR: +0.60% PI: +16.30% WH: -1.50%
4C - Career	Percentage of students	ALL: 14.20%	ALL: 20.30%		ALL: 24.20%	ALL: +6.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Technical Education (CTE)	<p>who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks.</p> <p>(Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)</p>	<p>FY: 2.40% EL: 6.30% LTEL: 11.10%* SED: 13.40% SWD: 9.20% AA: 9.60% AI: 20.90% AS: 24.10% FI: 27.00% HI: 12.50% HOM: 7.40% MR: 17.00% PI: 17.60% WH: 13.70%</p> <p>(2022-2023) (2023-2024)*</p>	<p>FY: 9.50% EL: 8.90% LTEL: NA SED: 19.90% SWD: 11.40% AA: 10.90% AI: 28.90% AS: 26.20% FI: 28.80% HI: 20.20% HOM: 9.90% MR: 16.90% PI: 38.90% WH: 18.30%</p> <p>(2023-2024)</p>		<p>FY: 12.40% EL: 16.30% LTEL: 21.10% SED: 23.40% SWD: 19.20% AA: 19.60% AI: 30.90% AS: 34.10% FI: 37.00% HI: 22.50% HOM: 17.00% MR: 27.00% PI: 27.60% WH: 23.70%</p>	<p>FY: +7.10% EL: +2.60% LTEL: NA SED: +6.50% SWD: +2.20% AA: +1.30% AI: +8.00% AS: +2.10% FI: +1.80% HI: +7.70% HOM: +2.50% MR: -0.10% PI: +21.30% WH: +4.60%</p>
4D - A-G and CTE Completion	<p>Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks).</p> <p>(Data Source: CA School Dashboard – Met UC/CSU Requirements and CTE</p>	<p>ALL: 5.10% FY: 0.00% EL: 1.40% LTEL: 2.30%* SED: 4.60% SWD: 0.60% AA: 3.40% AI: 2.30% AS: 12.80% FI: 12.00% HI: 4.30% HOM: 0.00% MR: 1.90% PI: 0.00 WH: 2.40%</p> <p>(2022-2023) (2023-2024)*</p>	<p>ALL: 6.50% FY: 2.40% EL: 2.00% LTEL: NA SED: 6.00% SWD: 1.60% AA: 3.90% AI: 0.00% AS: 11.40% FI: 13.60% HI: 6.20% HOM: 1.40% MR: 5.10% PI: 11.10% WH: 2.60%</p> <p>(2023-2024)</p>		<p>ALL: 15.10% FY: 10.00% EL: 11.40% LTEL: 12.30% SED: 14.60% SWD: 10.60% AA: 13.40% AI: 12.30% AS: 22.80% FI: 22.00% HI: 14.30% HOM: 10.00% MR: 11.90% PI: 10.00 WH: 12.40%</p>	<p>ALL: +1.40% FY: +2.40% EL: +0.60% LTEL: NA SED: +1.40% SWD: +1.00% AA: +0.50% AI: -2.30% AS: -1.40% FI: +1.60% HI: +1.90% HOM: +1.40% MR: +3.20% PI: +11.10% WH: +0.20%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pathway Completion Report)					
4E - EL Progress	<p>Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC.</p> <p>(Data Source: CA School Dashboard - English Learner Indicator (ELPI))</p>	<p>EL 44.80% LTEL 39.60%*</p> <p>(2022-2023)</p> <p>(2023-2024)*</p>	<p>EL 42.20% LTEL NA</p> <p>(2023-2024)</p>		<p>EL 54.80% LTEL 49.60%</p>	<p>EL -2.60% LTEL N/A</p>
4E - EL Summative EPAC	<p>Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC.</p> <p>(Data Source: CAASPP Website)</p>	<p>EL13.05%</p> <p>(2022-2023)</p> <p>LTEL 10.73%</p> <p>(2023-2024)</p>	<p>EL 12.53%</p> <p>(2023-2024)</p>		<p>EL 23.05%</p> <p>LTEL 20.73%</p>	<p>EL -0.52%</p> <p>LTEL N/A</p>
4E - EL Acquisition Results	<p>The percentage of current EL students who:</p> <ul style="list-style-type: none"> - ELs who Decreased at Least One ELPI Level - ELs who Maintained ELPI Level - ELs who Maintained ELPI Level 1,2L,2H,3L,3H - ELs who Maintained 	<ul style="list-style-type: none"> - ELs who Decreased at Least One ELPI Level: 18.90% - ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 36.30% - ELs who Maintained ELPI Level 4: 0.30% - ELs who Progressed at Least One ELPI 	<ul style="list-style-type: none"> - ELs who Decreased at Least One ELPI Level: 19.00% - ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 38.30% - ELs who 		<ul style="list-style-type: none"> - ELs who Decreased at Least One ELPI Level: 8.90% - ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 26.30% - ELs who 	<ul style="list-style-type: none"> - ELs who Decreased at Least One ELPI Level: +0.10% - ELs who Maintained ELPI Level 1,2L,2H,3L,3H: +2.00% - EL Levels who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELPI Level 4 - ELs who Progressed at Least One ELPI Level (Data Source: CA School Dashboard - English Learner Indicator (ELPI))	Level: 44.50% (2022-2023)	Maintained ELPI Level 4: .20% - ELs who Progressed at Least One ELPI Level: 42.50% (2023-2024)		Maintained ELPI Level 4: 10.30% - ELs who Progressed at Least One ELPI Level: 54.50%	Maintained ELPI Level 4: -0.10% - ELs who Progressed at Least One ELPI : -2.00%
4F - EL Reclassification Rate	Percentage of English Learner (EL) students who meet Stockton USD standards to be redesignated as a Fluent English Proficient. (Data Source: Synergy)	19.10% (2022-2023)	12.20% (2023-2024)		29.10%	-6.90%
4G - AP Courses Taken	Number of students who take at least one Advanced Placement (AP) courses. (Data Source: SUSD AP Course Enrollment Local Data, Synergy)	915 (2022-2023)	839 (2023-2024)		1015	-76
4G - AP Courses Passed	Percent of Advanced Placement (AP) courses passed by students. (Data Source: CALPADS)	96.00% (2022-2023)	98.00% (2023-2024)		100.00%	+2.00%
4G - AP Exam	Percent of students who	28.17%	29.82%		38.17%	+1.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Passed Score 3+	pass at least one Advanced Placement (AP) exam with a score of 3 or higher. (Data Source: CollegeBoard)	(2022-2023)	(2023-2024)			
4H - College Preparedness - Early Assessment Program	Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program (EAP) exam in English Language Arts and Math. (Data Source: CAASPP)	ELA: 36.17% Math: 8.42% (2022-2023)	ELA: 41.49% Math: 9.70% (2023-2024)		ELA: 46.17% Math: 18.42%	ELA: +5.32% Math: +1.28%
5E - High School Graduation Rate	The percentage of students in a four-year cohort who meet Stockton USD graduation requirements. (Combined 4 and 5 year grad rate) (Data Source: CA School Dashboard)	ALL: 82.10% FY: 58.50% EL: 73.90% LTEL: 81.80%* SED: 81.70% SWD: 65.40% AA: 76.80% AI: 81.40% AS: 88.30% FI: 86.00% HI: 82.40% HOM: 69.50% MR: 79.20% PI: 82.40% WH: 76.60%	ALL: 85.00% FY: 71.40% EL: 78.10% LTEL: NA SED: 84.70% SWD: 71.60% AA: 79.50% AI: 92.10% AS: 90.00% FI: 94.90% HI: 85.40% HOM: 69.80% MR: 78.00% PI: 77.80% WH: 72.20%		ALL: 92.10% FY: 68.50% EL: 83.90% LTEL: 91.80% SED: 91.7% SWD: 75.40% AA: 86.80% AI: 91.40% AS: 98.30% FI: 96.00% HI: 92.40% HOM: 79.50% MR: 89.20% PI: 92.40% WH: 86.60%	ALL: +2.90% FY: +12.90% EL: +4.20% LTEL: NA SED: +3.00% SWD: +6.20% AA: +2.70% AI: +10.70% AS: +1.70% FI: +8.90% HI: +0.30% HOM: +6.10% MR: -1.20% PI: -4.60% WH: -4.40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-2023) (2023-2024)*	(2023-2024)			
7A, 7B, 7C - Broad Course of Study	Students have access to and are enrolled in a broad course of study, as measured by the percent of students having access to and participating in a broad course of study using "course" (K-8) and master (9-12) schedules, AP Classes: VAPA Classes: CTE Classes: World Language Classes: (Data Source: SUSD Course and Master Schedules)	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 5.52% VAPA Classes: 19.96% CTE Classes: 20.52% World Language Classes: 16.11% FY students enrolled in AP Classes: 8.97% VAPA Classes: 17.95% CTE Classes: 20.52% World Language Classes: 16.11% EL students enrolled in AP Classes: 2.05% VAPA Classes: 24.85% CTE Classes: 22.25% World Language Classes: 22.69%	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 CTE Classes: May 2025 World Language Classes: May 2025 FY students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 CTE Classes: May 2025 World Language Classes: May 2025		Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 15.52% VAPA Classes: 29.96% CTE Classes: 30.52% World Language Classes: 26.11% FY students enrolled in AP Classes: 18.97% VAPA Classes: 27.95% CTE Classes: 30.52% World Language Classes: 26.11% EL students enrolled in AP Classes:	Students with Access to Broad Course of Study ALL: May 2025 FY: May 2025 EL: May 2025 SED: May 2025 SWD: May 2025 ALL students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 CTE Classes: May 2025 World Language Classes: May 2025 FY students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 CTE Classes: May 2025 World Language Classes: May 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SED students enrolled in AP Classes:6.25% VAPA Classes:26.06% CTE Classes: 26.92% World Language Classes: 20.62%</p> <p>SWD students enrolled in AP Classes: 0.70% VAPA Classes:19.85% CTE Classes:15.34% World Language Classes: 5.77%</p> <p>(2023-2024)</p>	<p>EL students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 COTE May 2025 Classes: % World Language Classes: %</p> <p>SED students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 CTE Classes: May 2025 World Language Classes: May 2025</p> <p>SWD students enrolled in AP Classes: May 2025 VAPA Classes:% May 2025 CTE Classes: May 2025 World Language Classes: May 2025</p> <p>(2024-2025)</p>		<p>12.05% VAPA Classes: 34.85% CTE Classes: 32.25 World Language Classes: 32.69%</p> <p>SED students enrolled in AP Classes:16.25% VAPA Classes:36.06% CTE Classes: 36.92% World Language Classes: 30.62%</p> <p>SWD students enrolled in AP Classes: 1.70% VAPA Classes:29.85% CTE Classes:25.34% World Language Classes: 25.77%</p>	<p>EL students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 COTE May 2025 Classes: % World Language Classes: %</p> <p>SED students enrolled in AP Classes: May 2025 VAPA Classes: May 2025 CTE Classes: May 2025 World Language Classes: May 2025</p> <p>SWD students enrolled in AP Classes: May 2025 VAPA Classes:% May 2025 CTE Classes: May 2025 World Language Classes: May 2025</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8A - Seal of Biliteracy	Number of students earning a Seal of Biliteracy. (Data Source: Local Data)	167 students (2022-2023)	310 students (2023-2024)		267 students	+ 143 students
8A - Golden State Seal Merit Diploma	Number of students eligible a Golden State Seal Merit Diploma. (Data Source: Local data)	252 students eligible (2022-2023)	263 students eligible (2022-2023)		352 students eligible	+11 students eligible
8A - Local Assessment iReady ELA Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	ALL: 25.7% FY: NA% EL: 10.30% LTEL: NA SED: 16.0% SWD: 10.90% AA: 20.60% AI: 24.30% AS: 37.10% FI: 0.00% HI: 23.30% MR: 33.30% PI: 44.10% WH: 32.40% (Winter 2023)	ALL: 27.00% FY: 19.00% EL: 10.00% LTEL: NA SED: 16.00% SWD: 27.00% AA: 26.00% AI: 29.01% AS: 38.00% FI: TBA% HI: 24.00% MR: 35.00% PI: 42.00% WH: 31.00% (Winter 2024)		ALL: 35.7% FY: NA% EL: 20.3% LTEL: TBD SED: 26% SWD: 20.9% AA: 30.6% AI: 34.3% AS: 47.1% FI: 10.00% HI: 33.3% MR: 43.3% PI: 54.1% WH: 42.4%	ALL: +1.30% FY: NA EL: -0.30% LTEL: NA SED: 0.00% SWD: +16.10% AA: +7.40% AI: +4.71% AS: +0.90% FI: NA HI: +0.70% MR: +1.80% IF: -2.10% WH: -1.40%
8A - Local Assessment iReady Math Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter Math iReady assessment. (Data Source: iReady	ALL: 17.0% FY: 0.00% EL: 3.60% LTEL: NA SED: 0.00% SWD: 7.00% AA: 9.90%	ALL: 18.00% FY: 13.00% EL: 7.00% LTEL: N/A SED: 11.00% SWD: 18.00% AA: 13.00%		ALL: 27.0% FY: 10.00% EL: 13.6% LTEL: TBD SED: 10.00% SWD: 17.0% AA: 19.9%	ALL: +1.00% FY: +13.00% EL: +3.20% LTEL: NA SED: +11.00% SWD: +11.00% AA: +3.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data)	AI: 16.00% AS: 31.10% FI: 0.00% HI: 14.70% MR: 24.60% PI: 17.00% WH: 19.00% (Winter 2023)	AI: 17.00% AS: 32.00% FI: TBA% HI: 16.00% MR: 24.00% PI: 31.00% WH: 20.00% (Winter 2024)		AI: 26.0% AS: 41.1% FI: 10.00% HI: 24.7% MR: 34.6% PI: 27.0% WH: 29.0%	AI: +1.00% AS: +35.90% FI: NA HI: +1.30% MR: -3.60% IF: +14.00% WH: +1.00%
8A – College Preparedness - MDTP	Percentage of 9th grade students prepared for their currently enrolled math course who score near/ready as measured by Mathematics Diagnostic Testing Project (MDTP). (Data Source: All Terms MDTP assessment data)	9th: 38.10% 10th: 19.60% 11th: 20.70% (2023-2024 - All Terms)	9th: May 2025 10th: May 2025 11th: May 2025 (2024-2025 - All Terms)		9th: 48.10% 10th: 29.60% 11th: 30.70%	9th: May 2025 10th: May 2025 11th: May 2025

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 16 of 16 actions in goal 1 at varied degrees that provided students with support and resources leading to improvements in their academic outcomes.

Successes:

Action 1.1: 95% of K-8 schools now host at least one Middle School (MS) STEM elective, helping to create a pipeline for High School (HS) CTE programming. **Provided greater access to STEM programming at the Middle School Level, being paired with a Strong Workforce Grant to expand MS offerings. Expanded invention education options.**

Action 1.2: Provided access to college entrance exams for students through the removal of financial barriers through fee waivers. Provided timely data to school sites to inform instructional decisions supporting college readiness initiatives across the district.

Action 1.3: High School Student Data staff supported students with their schedules and alignment with high school graduation requirements.

Action 1.4: Provided supplemental instructional materials and resources for dual immersion, transitional/developmental, or Structured English Immersion models within classroom, one-on-one, and small group settings. **Newcomers' resources have been created and useful programs with Newcomer modules are being incorporated.**

Action 1.5: Dedicated STA professional development days were utilized to offer training on ELD strategies and support as well as collaborative efforts with SJCOE and UC Irvine's California Reading and Literature Project to offer additional sessions.

Action 1.6: Supplemental materials and programs were purchased to support English Learners academic achievement. Translation services were provided for students and families to enhance communication and outreach.

Action 1.7: Teachers received professional development during two resource days staff and various program leads.

Action 1.8: School site administrators received professional development monthly by staff and various program leads.

Action 1.9: Three Professional Learning Community (PLC) training courses focusing on common formative assessments, data analysis, and MTSS were scheduled extending collaboration and professional learning to lead instruction. Coaching was extended to support site administrators. Teachers effectively used assessment data to identify student needs, adjust instruction, and implement timely interventions, particularly benefiting unduplicated and at-risk student groups. **PLCs empowered teacher leaders to facilitate discussions, share best practices, and mentor peers, building internal capacity and promoting a culture of continuous improvement. PLCs supported the implementation of AVID strategies, ensuring that college and career readiness practices were embedded in instruction and supported collaboratively.**

Action 1.10: Implemented comprehensive data collection methods for tracking implementation and Effective metrics. Developed and implemented stakeholder feedback mechanisms through surveys and focus groups. Established quarterly data reviews and mid-year reflections protocols. Provided data-driven support for school site plans. Collaborated with higher education partners for post-secondary tracking.

Action 1.11: New outdoor learning spaces (playgrounds) have been installed at two elementary school sites.

Action 1.12: Instructional supports were provided to school sites based on students' needs that were designed to enhance student academic outcomes.

Action 1.13: Ongoing access to eBooks and audiobooks with nearly 70,000 additional copies purchased and provided to all sites, students, and grade levels. Library Media Assistants continue to support High School libraries. Library Media Assistants were trained to read titles to students. Summer Reading Program - 2024 data was collected and compared (with the support of the Research Department) to reading levels of the previous summer. 92% of the students who participated maintained their i-Ready placement level data and 3% were higher than all other students (89%). Students who maintained or increased their i-Ready data spent an average of 245 minutes reading (versus 81 minutes for the students who showed a decrease). In June 2024, readings and check outs were up 164% compared to the previous year.

Action 1.14: Teachers attended AVID Fall Path Training and Spring Certifications were completed.

Action 1.15: SIPPS training focused on evidence-based interventions intended to increase literacy and reading scores were provided to teachers and paraprofessionals on staff development days.

Action 1.16: Students attended outdoor education/science camp activities that expanded their knowledge of science related topics.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 1, the district budgeted \$32,526,638 and calculated estimated actual expenditures in the amount of \$33,991,029, which is at a 105% spend rate.

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

- ~ Action 1.2 - Budgeted for \$1,822,404 and reported estimated actual expenditures through June 30, 2025, in the amount of \$1,334,988, resulting in an estimated 27% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditure.
- ~ Action 1.10 - Budgeted for \$375,824 and reported estimated actual expenditures through June 30, 2025, in the amount of \$265,408, resulting in an estimated 29% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditure.
- ~ Action 1.11 - Budgeted for \$3,391,540 and reported estimated actual expenditures through June 30, 2025, in the amount of \$2,357,705, resulting in an estimated 30% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditure.
- ~ Action 1.12 - Budgeted for \$5,772,097 and reported estimated actual expenditures through June 30, 2025, in the amount of \$13,861,814, resulting in an estimated 140% over expenditure of allocated funds. The reason for this is due to the end of additional alternative funding.

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district has just completed the first year of the three-year cycle. It is not expected for Dashboard Indicators to demonstrate significant improvement as a result of LCAP Actions at this time.

Action 1.1: Highly Effective with Strong Implementation

The Career Technical Education (CTE) initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.2: Effective with Substantial Progress

The College Readiness initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.3: Effective with Growth Opportunities

The A-G High School Courses initiative shows positive progress overall. Notable progress is seen in ALL (-0.90%), FY (+7.00%), SWD (+0.80%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.4: Effective with Substantial Progress

The English Learner Learning Environment Resources and Support initiative shows positive progress overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.5: Effective with Substantial Progress

The English Learner Professional Development initiative shows opportunities for growth overall. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.6: Effective with Growth Opportunities

The English Language Proficiency Supports initiative shows positive progress overall. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.7: Effective with Growth Opportunities

The Teacher Collaboration, Professional Development, & Academic Support initiative shows overall. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.8: Effective Growth Opportunities

The School Site Administrators Leadership Professional Development initiative shows overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.9: Effective with Substantial Progress

The Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation initiative shows positive progress overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.10: Effective with Promising Growth Trends

The Data Analysis and Evaluation initiative shows promising growth with 51-75% progress toward intended outcomes. The data systems built enable teachers and administrators to make data-informed decisions that support student achievement. Continued refinement and expansion of these systems will further enhance the district's ability to track progress and implement targeted interventions.

Action 1.11: Effective with Promising Growth Trends

The Access to Foundational and Outdoor Learning Spaces initiative shows positive progress overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.12: Effective with Growth Opportunities

The Acceleration of Learning Through Instructional Supports initiative shows positive progress overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.13: Highly Effective with Strong Implementation

The Literacy and Library Supports initiative shows positive progress overall.

The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.14: Effective with Substantial Progress

There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.15: Effectiveness with Growth Opportunities

The Recapture Learning Loss initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 1.16: Effectiveness with Growth Opportunities

The Outdoor Education/Science Camp initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes have been made to Goal 1.

Metrics: The following changes have been made to the Measuring and Reporting Results section:

~ **Added LTEL metrics to establish baseline.**

~ 4A – Statewide Assessments ELA – Meet or Exceed baseline was updated to correct an error in the original data

~ 4A - Statewide Assessments Math – Meet or Exceed baseline was updated to correct an error in the original data

~ 4A - Statewide Assessments Math – Distance from Standard was updated to include LTEL baseline data

~ 4F – EL Reclassification Rate baseline was updated to correct an error in the original data

Actions: The following changes have been made to the Actions section:

Actions 1.4, 1.6, 1.7, 1.12, and 1.13 – Added Learning Recovery Emergency Block Grant (LREBG) requirements which includes proposed use of funds, projected allocation for 2025-2026 and 2026-2027 school years, research in support of the strategy, and identified metrics.

Action 1.6 – Removed duplicative narrative regarding translation services.

Actions (Total Funds are subject to change depending on May Revision numbers.)

Action #	Title	Description	Total Funds	Contributing
1.1	Career Technical Education (CTE)	<p>Career Pathways and STEM Resources and Support: Expand Career Technical Education (CTE) Pathways and Science, Technology, Engineering, Math (STEM) access for unduplicated students across the district through the purchase of instructional materials and supplies, Project Lead The Way (PLTW) licenses, and the contract with the University of the Pacific MESA program, staffing, and additional compensation. Activities also include Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, and partnerships with the Greater Stockton Chamber of Commerce Business Education Alliance.</p> <p>Career Exploration Software and Programs: Career exploration software and program lessons taught by counselors and teachers providing opportunities for students to learn about careers, professions, job-based skills, and student interests related to various career pathways focused on increasing or improving student academic achievement.</p> <p>These activities are intended to increase or improve access to hands-on learning experiences for students and focused on student's meeting graduation requirements.</p>	\$1,969,829.00	Yes

1.2	College Readiness	<p>College Readiness includes resources and services to unduplicated students that focuses on increasing and improving accessibility to college resources and guidance.</p> <p>High School Career Centers: Direct staffing support via guidance technicians at the high school career centers support unduplicated students through building their individual graduation plan, assistance with financial aid, college, and scholarship applications; and notification and coordination of upcoming events such as workshops and field trips. These efforts and collaborations create multiple opportunities for students to learn about and apply to various post-secondary opportunities.</p> <p>College Entrance Exams Administration and Access: Pupil fee support of college and in-school college entrance exams support, and access provided to 8th grade and high school students to increase or improve access to college entrance exam opportunities.</p> <p>College and Career Readiness Student Services & Support: College and career resources, training and professional development, events, field trips, Ontrack Spotlight report to all high school students, and a Student Assistance Program chair to help lead and facilitate district wide college and career focused services for students, families, and staff focused on increasing or improving student academic achievement.</p> <p>Dual enrollment course offerings and other college preparatory programs (e.g., Honors, Advanced Placement, and IB pathways) that support student access to assessments and course content that support college readiness and admissions.</p>	\$1,822,404.00	Yes
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1.3	A-G High School Courses	<p>A-G high school course access is supported by direct staffing (student data technician) at high schools by providing family outreach and student schedule and data support focused on increasing or improving student academic achievement.</p> <p>Increased Student Access to A-G High School Courses: Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.</p> <p>Increase or improve resources and supports for unduplicated students that promote A-G eligibility upon graduation, leadership programs, and other academic experiences and competitions that contribute to the interest and mastery of skills learned.</p>	\$345,226.00	Yes
1.4	English Learner Learning Environment Resources and Support	<p>Bilingual instructional program support for K-12th grade students, especially English Learners, through the purchase of supplemental instructional materials/supplies and resources that aid the Bilingual Assistant to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of students to increase and improve access of educational achievement for unduplicated pupils under the direction of the classroom teacher/specialist Learning supports provided within the classroom, during lessons and one-on-one/small group setting support dual immersion, transitional/development, or Structured English immersion models that provide English Learners and Long Term English Learners progress towards mastery of the English language.</p> <p>LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement English language development (ELD) staffing supports and staffing expenditures to support bilingual instruction.</p> <p>2025-2026 SY LREBG Projection: \$3,169,552 2026-2027 SY LREBG Projection: \$3,206,389</p>	\$46,515.00	Yes

		<p>Research supports a bilingual instructional program for English Learners for the improvement of English Learners and Long-Term English Learners progress towards mastery of the English language. Research has shown bilingual instructional programs support the development of necessary literacy skills and language acquisition.</p> <p>Metrics used to measure the impact of LREBG funds within this strategy include:</p> <p>4F - EL Reclassification Rate</p> <p>4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments ELA - Distance from Standard</p> <p>4E - EL Progress</p> <p>4E - EL Summative ELPAC</p> <p>4E - EL Acquisition Results</p>		
1.5	English Learner Professional Development	<p>English Language Development Coaching & Instructional Support: To provide increased or improved professional development and learning supports provided by Language Development Office Instructional Specialists focused on supporting teachers providing high quality designated and integrated English Language Development to support dual immersion, transitional/development, or Structured English immersion models that provide English Learners and Long Term English Learners progress towards mastery of the English language.</p> <p>Professional development and implementation of the English learner master plan and Instructional Specialist direct support services, leading to increased or improved services student achievement.</p>	\$985,220.00	Yes
1.6	English Language Proficiency Supports	<p>English Language Proficiency Supports: To provide literature and resources that focus on language acquisition and mastery to support English Learners access to written English, through the use of services, resources, bilingual books and reference materials, and materials for students/parents, that support English Learners and Long-Term English Learners progress.</p> <p>Translator and Interpreter Specialist Services: District translator and interpreter specialists that provide increased or improved services to ensure documents, meetings, outreach, and communication can be</p>	\$2,005,141.00	Yes

		<p>accessed by families and families are provided with inclusive multi-lingual services.</p> <p>Increase access to written English and translation services to engage students and their families in the learning which will result in English Learners improving academic achievement.</p> <p>LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement translation/interpreting services.</p> <p>2025-2026 SY LREBG Projection: \$592,785 2026-2027 SY LREBG Projection: \$599,593</p> <p>Research supports a bilingual instructional program for English Learners for the improvement of English Learners and Long-Term English Learners progress towards mastery of the English language. Research has shown bilingual instructional programs support the development of necessary literacy skills and language acquisition.</p> <p>Metrics used to measure the impact of LREBG funds within this strategy include: 4A—Statewide Assessments ELA—Meet or Exceed 4A—Statewide Assessments ELA—Distance from Standard 4E—EL Progress 4E – EL Summative ELPAC 4E—EL Acquisition Results </p>		
1.7	Teacher Collaboration, Professional Development, & Academic Support	<p>Teacher collaboration time, professional development, academic conferences, resource days, and family learning events focused on increasing or improving student academic achievement.</p> <p>LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement teacher professional development and collaboration through teacher substitute expenditures.</p>	\$5,365,047.00	Yes

		<p>2025-2026 SY LREBG Projection: \$6,227,512</p> <p>2026-2027 SY LREBG Projection: \$6,227,512</p> <p>Research supports teacher professional development to improve teacher practice which results in overall improved student outcomes.</p> <p>Metrics used to measure the impact of LREBG funds within this strategy include:</p> <p>4A – Statewide Assessments ELA – Meet or Exceed</p> <p>4A – Statewide Assessments ELA – Distance from Standard</p> <p>4A – Statewide Assessments Math – Meet or Exceed</p> <p>4A – Statewide Assessments Math – Distance from Standard</p>		
1.8	School Site Administrators Leadership Professional Development	Professional development for school site administrators focused on instructional leadership and professional learning communities focused on increasing or improving student academic achievement.	\$533,570.00	Yes
1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Training and professional development focused on high quality first instruction, data team cycles, common formative assessments, curriculum implementation, and professional learning communities focused on increasing or improving student academic achievement.	\$598,443.00	Yes

1.10	Data Analysis and Evaluation	<p>Research staff to analyze and prepare assessment data. Activities of staff include providing training on data, monitoring, and analysis protocols to support school site data decision making process to bridge the gap in student performance.</p> <p>Research & Accountability staff continuously:</p> <ul style="list-style-type: none"> * work with school site staff in the administration of the state and local assessments * Create performance dashboards and share survey data to support staff accountability in improving student learning outcomes * Evaluate site and department performance based on established key performance indicators (KPIs). 	\$375,824.00	Yes
1.11	Access to Foundational and Outdoor Learning Spaces	<p>Increase or improve resources and supports for unduplicated students that promote early literacy and access to equipment and staffing enhancing student access to effective first instruction, starting in Transitional Kindergarten (TK).</p> <p>These increased or improved services, resources, and staff to support teachers in the review of data and instructional strategy support ensuring access to standards aligned curriculum, and outdoor learning spaces that supports foundational learning. TK students will learn and explore the education setting through structured play activities and exposure to classroom routines and school procedures. TK students will be given instruction in literacy and math to establish a strong academic foundation that will be built upon.</p>	\$3,391,540.00	Yes
1.12	Acceleration of Learning Through Instructional Supports	<p>Increase or improve services, resources, and staff (e.g. instructional coaches, intensive intervention teachers, and paraprofessionals) for unduplicated students through evidence-based supplemental applications and curriculum to enhance student learning, engaging student learning through hands-on experiential learning within the classroom augmenting instruction, and access to additional resources and materials that facilitate the deepening of learning in the mastery of concepts and application of instruction.</p>	\$5,772,097.00	Yes

		<p>LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement teacher instruction through the purchase of materials and supplies.</p> <p>2025-2026 SY LREBG Projection: \$1,428,856 2026-2027 SY LREBG Projection: \$1,431,358</p> <p>Research supports the use of instructional coaches and intervention teachers to improve student outcomes. Instructional coaches support improved teacher effectiveness through co-teaching and data analysis support for teachers. Intervention teachers support Tier 2 interventions to reduce student learning gaps.</p> <p>Metrics used to measure the impact of LREBG funds within this strategy include:</p> <p>4A – Statewide Assessments ELA – Meet or Exceed 4A – Statewide Assessments ELA – Distance from Standard</p> <p>4A – Statewide Assessments Math – Meet or Exceed 4A – Statewide Assessments Math – Distance from Standard</p>		
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1.13	Literacy and Library Supports	<p>Curriculum Office services, resources, and/or staff will focus on curriculum supports including literacy and libraries. Activities will include district-wide library support and literacy ensuring access facilitated by the district librarian and library media assistants.</p> <p>Library Media Assistant staff support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Student Access To Ebooks: Online eBook library that allows students to access high interest and multilingual books using their laptops or other technology devices without any late fees focused on increasing or improving student academic achievement.</p> <p>LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement library support through staffing expenditures.</p> <p>2025-2026 SY LREBG Projection: \$1,610,417 2026-2027 SY LREBG Projection: \$1,634,453</p> <p>Research indicates that students' reading proficiency improves with the amount of practice students have reading. Increasing student access to literacy and library supports increases students' exposure to literature and increases their reading ability.</p> <p>Metrics used to measure the impact of LREBG funds within this strategy include: 4A – Statewide Assessments ELA – Meet or Exceed 4A – Statewide Assessments ELA – Distance from Standard</p>	\$1,233,116.00	Yes
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1.14	Advancement via Individual Determination Program (AVID)	Advancement via Individual Determination Program (AVID) implementation and support for unduplicated students focused on college, career, and community readiness skills aligned with improving academic growth and social- emotional development. Activities extend access and opportunities for unduplicated students to learn writing, inquiry, collaboration, organization, and reading strategies that provides students opportunities to experience and use these AVID strategies promoting academic language and critical thinking necessary for improved academic achievement.	\$1,056,261.00	Yes
1.15	Recapture Learning Loss	<p>Increase opportunities for unduplicated students to access intervention services, resources, and/or staff intended to recapture learning loss. Primary interventions will focus on reading and math based on review and analysis of student performance and growth data. Reading and math intervention support is intended to increase and improve student reading proficiency and mathematics literacy closing the achievement gap.</p> <p>Instructional Interventions and Academic Supports for Students at Small High Schools: Instructional interventions and supports unduplicated pupils provided with extra educational support through smaller class size and tutoring.</p> <p>Learning and High School Credit Recovery Support & Programs: Credit recovery and dropout recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement for unduplicated students.</p>	\$6,126,405.00	Yes
1.16	Outdoor Education/Science Camp	Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp. Activities include transportation, additional compensation, and pupil fees associated with the hands-on experiential learning opportunity. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.	\$900,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Educational partner feedback and review of school climate data continues to highlight the need to develop learning environments that are inclusive and culturally responsive. The reevaluation of this goal led updates to include a short title reference: Centering Around the Whole Child. This short title expands the clarity of the goal.</p> <p>The actions within this goal are designed to promote equitable and healthy learning environments through the development and implementation of multidimensional supports that address students’ social-emotional needs through the Multi-Tiered System of Supports (MTSS).</p> <p>SUSD will monitor and evaluate the actions by collecting and reviewing suspension and expulsion data, and educational partner feedback specific to feelings of connectedness and safety that will provide evidence of the impact of the actions on student connectedness.</p> <p>Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White</p>
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Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27//2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A – Teachers Appropriately Assigned Credentialed	Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teachers. (Data Source: SARC)	88.00% (2023-2024)	May 2025 (2024-2025)		100.00%	May 2025
1B – Standards Aligned Instructional Materials	Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)	100.00% (2023-2024)	100.00% (2024-2025)		100.00%	0.00%
1C – School Facilities	Percentage of school facilities maintained in good repair or exemplary. (Data Source: FIT Report, Local Indicator PowerPoint)	7.30% (2023-2024)	5.50% (2024-2025)		17.00%	-1.80%
4A – Statewide Assessments ELA - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment. (Data Source: CAASPP Website)	ALL: 27.08% FY: 11.88% EL: 5.88% LTEL: 3.12% SED: 24.47% SWD: 6.80% AA: 26.07% AI: 48.28%	ALL: 27.98% FY: 11.54% EL: 5.88% LTEL: 3.93% SED: 25.38% SWD: 6.71% AA: 18.61% AI: 30.10%		ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 36.07% AI: 58.28%	ALL: +0.90% FY: -0.34% EL: 0.00% LTEL: +0.81% SED: +0.91% SWD: -0.09% AA: -7.46% AI: -18.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS: 48.44% FI: 53.27% HI: 32.22% HOM: 12.27% MR: 31.03% PI: 36.12% WH: 28.53% (2022-2023)	AS: 42.73% FI: 53.31% HI: 25.68% HOM: 10.12% MR: 30.72% PI: 27.55% WH: 30.49% (2023-2024)		AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53%	AS: -5.71% FI: +0.04% HI: -6.54% HOM: -2.15% MR: -0.31% PI: -8.57% WH: +1.96%
4A – Statewide Assessments Math - Meet or Exceed	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC Math assessment. (Data Source: CAASPP Website)	ALL: 16.38% FY: 6.06% EL: 5.05% LTEL: .59% SED: 14.24% SWD: 6.26% AA: 13.94% AI: 24.13% AS: 32.40% FI: 46.10% HI: 20.24% HOM: 6.00% MR: 21.45% PI: 30.56% WH: 30.73% (2022-2023)	ALL: 17.61% FY: 7.80% EL: 5.26% LTEL: 1.05% SED: 15.62% SWD: 6.15% AA: 10.25% AI: 10.41% AS: 31.70% FI: 36.79% HI: 15.38% HOM: 4.89% MR: 20.24% PI: 22.22% WH: 22.31% (2023-2024)		ALL: 26.38% FY: 16.06% EL: 15.05% LTEL: 10.59% SED: 24.24% SWD: 16.26% AA: 23.94% AI: 24.13% AS: 42.40% FI: 56.10% HI: 30.24% HOM: 16.00% MR: 31.45% PI: 40.56% WH: 40.73%	ALL: +1.23% FY: +1.74% EL: +0.21% LTEL: +0.46% SED: +1.38% SWD: +5.89% AA: -7.46 AI: -1.97% AS: -0.70% FI: -9.31 HI: -4.86% HOM: +1.11% MR: -1.21% PI: -8.34% WH: -8.42%
6A – Suspension Rates	Percentage of students who are suspended at least once during the academic year. (Data Source: CA School Dashboard)	ALL: 6.00% FY: 12.60% EL: 4.10% SED: 6.40% SWD: 8.10% AA: 13.10% AI: 10.80% AS: 2.90%	ALL: 5.30% FY: 13.80% EL: 4.10% SED: 5.70% SWD: 7.40% AA: 11.50% AI: 9.40% AS: 2.30%		ALL: 0.0% FY: 2.60% EL: 0.0% SED: 0.0% SWD: 0.0% AA: 3.1% AI: 0.8% AS: 0.0%	ALL: -0.70% FY: +1.20% EL: 0.00% SED: -0.70% SWD: -0.70% AA: -1.60% AI: -1.40% AS: -0.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FI: 2.60% HI: 5.30% HOM:13.80% MR: 8.70% PI: 2.50% WH: 8.00% (2022-2023)	FI: 1.30% HI: 4.80% HOM: 6.60% MR: 7.50% PI: 2.50% WH: 7.00% (2023-2024)		FI: 0.0% HI: 0.0% HOM:3.8% MR: 0.0% PI: 0.0% WH: 0.0%	FI: -1.30% HI: -0.50% HOM: -7.20% MR: -1.20% PI: 0.00% WH: -1.00%
6B – Expulsion Rates	Percentage of students who are expelled from the district during the academic year. (Data Source: DataQuest)	ALL: 0.0% (16) FY: 0.0% (0) EL: 0.1% (6) SED: 0.1% (17) SWD: 0.1% (3) AA: 0.1% (3) AI: 0.0% (0) AS: 0.1% (2) FI: 0% (0.0) HI: 0.1% (14) HOM: 0.3% (5) MR: 0.1% (1) PI: 0.0% (0) WH: 0.1% (1) (2022-2023)	ALL: 0.00% (16) FY: 0.50% (2) EL: 0.00% (1) SED: 0.00% (15) SWD: 0.00% (2) AA: 0.20% (5) AI: 0.00% (0) AS: 0.00% (0) FI: 0.00% (0.0) HI: 0.00% (9) HOM: 0.10% (1) MR: 0.2% (2) PI: 0.0% (0) WH: 0.0% (0) (2023-2024)		ALL: 0.00% (0) FY: 0.00% (0) EL: 0.00% (0) SED: 0.00% (0) SWD: 0.00% (0) AA: 0.00% (0) AI: 0.00% (0) AS: 0.00% (0) FI: 0.00% (0) HI: 0.00% (0) HOM: 0.00% (0) MR: 0.00% (0) PI: 0.00% (0) WH: 0.00% (0)	ALL: 0.00% (0) FY: +0.50% (+2) EL: -0.10% (-5) SED: -0.10% (-2) SWD: -0.10% (-1) AA: +0.10% (+2) AI: 0.00% (0) AS: -0.10% (0) FI: 0.00% (0) HI: -0.10% (- 5) HOM: -.20% (-4) MR: +0.10% (+1) PI: 0.00% (0) WH: 0.10% (-1)
6C – School Safety and Connectedness	Percentage of students, parents, and teachers (staff) who responded favorable to questions about School safety and connectedness. (Data Source: Panorama Survey)	Students Elementary: 56.00 % Students Secondary: 41.00% Parents: 63.00% Teachers: 48.00% Staff: 46.00% (48.00%) (2023-2024)	Students Elementary: 57.00% Students Secondary: 40.00% Parents: 68.00% Teachers: 58.00% Staff: 54.00%		Students Elementary: 66.00% Students Secondary: 51.00% Parents: 73.00% Teachers: 56.00% Staff: 58.00%	Students Elementary: +1.00% Students Secondary: - 1.00% Parents: +5.00% Teachers: +10.00% Staff: +6.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-2025)			
6C – School Safety and Connectedness (National Percentile)	<p>National percentile rank of students, parents, and teachers (staff) who responded favorable to questions about school climate</p> <p>(Data Source: Panorama Survey)</p>	<p>Students Elementary: 30.00%</p> <p>Students Secondary: 10.00%</p> <p>Parents: 30.00%</p> <p>Teachers: 20.00%</p> <p>Staff: 20.00%</p> <p>(2023-2024)</p>	<p>Students Elementary: 30.00%</p> <p>Students Secondary: 10.00%</p> <p>Parents: 40.00%</p> <p>Teachers: 30.00%</p> <p>Staff: 40.00%</p> <p>(2024-2025)</p>		<p>Students Elementary: 40.00%</p> <p>Students Secondary: 20.00%</p> <p>Parents: 40.00%</p> <p>Teachers: 30.00%</p> <p>Staff: 30.00%</p>	<p>Students Elementary: 0.00%</p> <p>Students Secondary: 0.00%</p> <p>Parents: +10.00%</p> <p>Teachers: +10.00%</p> <p>Staff: +20.00%</p>
Local Measure – Social Emotional Lessons	<p>Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs.</p> <p>(Data Source: Counseling and Mental & Behavioral Health department reported data)</p>	<p>192</p> <p>(2023-2024)</p>	<p>May 2025</p> <p>(2024-2025)</p>		212	May 2025
Local Measure – SST's	<p>Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students.</p>	<p>1,874</p> <p>(2023-2024)</p>	<p>May 2025</p> <p>(2024-2025)</p>		2,062	May 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Data reported out by the Counseling department/Synergy)					

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 24 of 24 actions in goal 2 at varied degrees that provided students with support and resources leading to equitable and healthy learning environments strengthening social-emotional and academic learning.

Successes:

Action 2.1: Equity Audit consultant and planning efforts conducted. Equity Audit kicked off January 2025 followed by monthly meetings for site level, district level, and the steering committee. SUSD has developed the three-year action plan and has begun to implement the actions identified for year 1.

Action 2.2: Ethnic Studies programming has been implemented at all three comprehensive high schools focused on courses that represent the diverse population of the students served at the individual school sites. Developed culturally relevant supplemental curriculum text sets. Professional development was provided for teachers.

Action 2.3: District-wide and site-based training was provided for staff that focused on awareness and inclusion.

Action 2.4: Outreach and support were provided to connect students with their culture through education.

Action 2.5: Site-based PBIS Teams met monthly to receive professional development and program updates. Resource materials and student incentives were ordered and delivered for school site implementation. Implemented the Tiered Fidelity Inventory (TFI) across school sites for self-assessment and progress monitoring. Provided support and collaboration with MTSS. 26 school sites have completed the rough draft application process for California PBIS State recognition. Conducted regular school visits, common area observations, and support in developing school site action plans.

Action 2.6: Student Assistance Program (SAP) was implemented to support the schools' ability to include teachers in multi-disciplinary prevention and intervention teams such as CARE and SST. Substitute teachers were provided to cover classes which allowed teachers to participate in CARE and SST meetings. A School Counselor Program Specialist facilitated MTSS and SAP support and training to school sites.

Action 2.7: Behavior Intervention Team Services (BITS) implemented workshop opportunities for staff development in the areas of de-escalation strategies, behavioral planning and interventions, classroom management, data collection and analysis through the application of coaching and modeling classroom management and behavioral strategies. Collaborative cross-department supported district wide initiatives such as MTSS by ensuring the training of the Threat Inquiry process. BITS provided support through referrals, assessments, consultation and direct service.

Action 2.8: Provided support and professional development for new/beginning teachers and mentors/site support teachers.

Action 2.9: Provided students and their families with essential resources for clothing, school supplies, and assistance with housing and transportation needs.

Action 2.10: Collaborated with all departments to ensure seamless and effortless support and quality for our students and their families.

Action 2.11: Provided services, resources, and staff to identify and address chronic absenteeism. Student attendance accountability, family outreach and communication were supported by office assistants at schools' sites to address the challenges and barriers families face in ensuring students have consistent daily attendance. CWA case managers, CWA social work assists, and truancy outreach specialist staff used resources to address students who are not attending school, missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention leading to increased or improved services. Student Support Technicians provided supplemental support at the school site to ensure the school site is functional, efficient, inclusive, and receptive to meet student needs. Provided access to bus passes for all students who need increased support in accessing transportation to and from school. Provided enrollment services to help families enroll their children in SUSD and update documentation on the student profiles in Synergy, the district's information system. Supported communication with families, enrollment, and promotion for our specialty schools.

Action 2.12: Designated health services staff supported the comprehensive high school health offices and wellness centers. Health care services staff (i.e., school nurses, licensed vocational nurses (LVNs), health care assistants (HCAs), and health aides (HAs)) conducted procedures for students, including medically fragile students, that allowed those students to attend and remain at school. HCAs completed cumulative file reviews and immunization compliance reviews/exclusions in compliance with California State regulations. Organized and assisted vision and hearing clinics to complete state mandated screens across the mandatory grade levels. HAs supported students who required 1:1 medical care and supervision, students with toileting and procedure needs, as well as bus ride monitoring. LVNs provide care for students who require licensed staff care (i.e. students with Type I diabetes, tracheostomy care) and they also help support students when school nurse positions are chronically short staffed. School nurses focused on IEPs/504s, case management, chronic absenteeism, screens, TB clinics, etc. Health staff supported community-based learning (YAP), field trips, science camps, out-of-town trips (e.g., Skills USA, out-of-state band trips, senior trips), as well as ELOP Fall and Spring Day Camps, ESY, and summer school ELOP. Health staff and school nurses helped to support sites conduct training to all emergency medical equipment such as Stop the Bleed kits, Epi Pens, Narcan, and AEDs to support a safe environment for staff, students, and community members.

Action 2.13: Mental Health Clinicians have increased access to trauma informed care for students, increase staff development in the areas of mental health and trauma, and increased modalities of assessment and treatment (groups, individual, and parent counseling).

Action 2.14: School counselors provided students with equitable and healthy learning environments utilizing a Multi-Tiered System of Supports (MTSS) that supported the student social/emotional health, enrollment, and school connectedness. Provided professional development in restorative practices, social emotional learning, and Tier 1 for PBIS and school climate. These workshops offered teachers and staff learning in the areas of developing caring relationships, building caring and supportive classroom communities, and supporting student mental health and the needs of the whole child.

Action 2.15: Custodial staff continued to support school sites.

Action 2.16: Assistant Principals continued to support school sites.

Action 2.17: Additional school site staff continued to support the school site.

Action 2.18: Teachers received compensation for additional instructional minutes that extended student learning.

Action 2.19: Deployed a 2-to-1 Chromebooks initiative, hotspots, and Viewsonic panels for high school staff. Laptop and Google monitoring tools, filtering solutions, and classroom management tools were implemented to detect warning signs of mental health concerns or self-harm behaviors, that resulted in the timely intervention and support of students.

Action 2.20: Obtained Google Workspace Plus for advanced management and modern technology classroom to enhance teacher and student experience with Google EDLA slot-ins. Monitored student learning online environment.

Action 2.21: Teachers continued to provide basic instruction to students.

Action 2.22: Implemented several key goals outlined in our CPI training plan. Identified positions participate in CPI training. Finalized, published, printed, and distributed the CPI Information Manual. Developed and launched the CPI webpage.

Action 2.23: Maintenance of school facilities was completed.

Action 2.24: The Video Access Control systems were installed on front gates and main office doors to all schools. Digital evacuation maps were created for all schools. Anonymous Tip Reporting was rolled out to school sites. Upgraded cameras, public address, bells, and intercom paging systems for school sites identified in phase 1. Vape sensors were installed in high school restrooms. Emergency lockdown classroom buckets and classroom emergency supply backpacks were distributed to all school sites. Visitor Management system to identify Unauthorized persons such as sex offenders, developed police response for responding to sex offender alert on campus. Provided training to school site staff and administration for new systems installed.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 2, the district budgeted \$247,664,922 and calculated estimated actual expenditures in the amount of \$238,834,340, which is at a

96% spend rate.

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

~ Action 2.6 - Budgeted for \$2,775,877 and reported estimated actual expenditures through June 30, 2025, in the amount of \$372,790, resulting in an estimated 87% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditure.

~ Action 2.11 - Budgeted for \$19,120,256 and reported estimated actual expenditures through June 30, 2025, in the amount of \$15,225,370, resulting in an estimated 20% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditure.

~ Action 2.13 - Budgeted for \$242,227 and reported estimated actual expenditures through June 30, 2025, in the amount of \$298,326, resulting in an estimated 23% over expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditure.

~ Action 2.16 - Budgeted for \$12,539,676 and reported estimated actual expenditures through June 30, 2025, in the amount of \$8,998,254, resulting in an estimated 28% under expenditure of allocated funds. The reason for this is due to a revision of a calculation/formula.

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1: Highly Effective with Strong Implementation

The Educational Equity, Diversity, and Inclusion initiative shows positive results overall. Project managers report significant successes: All target groups are being served. We enroll all students at SUSD. By June 2025, the following is projected to be fully implemented: All target groups are being served. We enroll all students at SUSD. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.2: Effectiveness with Growth Potential

The Ethnic Studies Program initiative shows positive results overall. Project managers report significant successes: 535 ViewSonic interactive panels were successfully installed in all high school classrooms by December 20, 2024. 3 hours of training was offered for all recipients from January 13, 2025, to April 3, 2025. Also offered was training for all support staff, EdTech Cadre members and offerings at the STA professional development days. Over 13 integration technology training courses were offered during the September STA professional development days. EdTech Cadre consisted of 26 staff members to offer training and just-in-time technology integration support at their sites. By June 2025, the following is projected to be fully implemented: None, the project is part of the 3-year tech plan from 2024 to 2027 and training and professional development on technology integration and tools is ongoing. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.3: Effective with Significant Growth Opportunities

The Equity and Inclusion Training and Workshops initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.4: Effective with Significant Growth Opportunities

The Cultural Relevance, Outreach, and Support initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY

(+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.5: Highly Effective with Strong Implementation

The Positive Behavior Interventions and Support (PBIS) initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). Project managers report significant successes: This year, 26 school sites are participating in the application process, an increase from 15 recognized sites last year, representing an 11-school increase in participation.

Action 2.6: Effective with Significant Growth Opportunities

The Student Assistance Program support (SAP) initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.7: Highly Effective with Strong Implementation

The Behavior Support Services initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%).

Project managers report significant successes: Increase in offerings and topics for parent workshops

Increase in number of students receiving direct services for behavior

Increase in number of Functional Behavioral Assessments for Special Education/504 students to identify functions (purpose) of behavior which will support with targeting appropriate interventions. By June 2025, the following is projected to be fully implemented: Parent

Trainings/Workshops

Hiring Additional BCBAs

MTSS includes more emphasis on Tier 1 and Tier 2 interventions. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.8: Highly Effective with Strong Implementation

The New Teacher Training and Support initiative shows positive results overall. Project managers report significant successes: High quality training and support for all new/beginning teachers and their mentors/site support teachers By June 2025, the following is projected to be fully implemented: New/beginning teacher support. Professional development for new/beginning teachers and mentors/site support teachers. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.9: Effective with Growth Opportunities

The Social Service Supports for Families in Transition initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.10: Effective with Growth Opportunities

The Central Enrollment Direct Services to Families initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.11: Highly Effective with Strong Implementation

The Student Attendance and Truancy Intervention and Outreach initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). Project managers report significant successes: Lowering Chronic Absenteeism and Truancy Centralized Enrollment works in collaboration with all departments in SUSD.

The Child Welfare and Attendance department collaborates with all departments at SUSD. Community partnerships will be being developed for Spring or 2025. By June 2025, the following is projected to be fully implemented: Lowering Chronic Absenteeism and Truancy Central Enrollment provides direct services to families to support focus on increasing and improving access to foster youth integrated into the enrollment experience. Staff provides resources to increase or improve enrollment experience for students and families that focus on connecting students and families with the school that best fits the academic and social-emotional needs of the student or students being enrolled.

The Child Welfare and Attendance department collaborates with all departments at SUSD. Community partnerships will are being developed for Spring or 2025. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.12: Effective with Substantial Progress

The Health and Wellness Services and Supports initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). Project managers report significant successes: 589 IEP assessments were completed at comprehensive high schools from August 2024-March 2025. Medically fragile students have been successfully supported and procedures provided/case managed by our credentialed school nurses. Students' participation in 3 Special Olympics events have been supported by the health services staff. School nurse case management allows students to participate in fun and physically engaging activities that they would not be able to without medical support. The school nurses also ensure student safety and rapid response to any urgent needs that arise at school.

Medically fragile students are supported, so they can attend school and remain safe and supported throughout the school day/school sponsored activities. Increased numbers of health staff have helped improve emergency situation responses and support by trained and licensed medical staff. With the support of LVNs, HCAs, and HAs nurses are more available to better case manage students with health concerns

Students received much needed health and mental health support through the Wellness Centers at a convenient time/location, free of charge. Successful implementation of newer programs with wider dissemination of district staff training (e.g., clerical staff training to emergency equipment/medications, immunization compliance processes). Successful submission of district mandated Immunization Compliance reports in Fall. Established connections with St. Joseph's Medical Center education department and the Emergency Food Bank to better support the prevention and health education of our families with regards to diabetes prevention, recognition, and nutrition.

Established consistent and regular services provided through the Health & Wellness Center that support the whole child in a school-based health center that is both free and convenient for students and families. By June 2025, the following is projected to be fully implemented: We are hopeful that we will be fully staffed with school nurses, LVNs, HCAs, and health aides by the end of the school year.

Medically fragile support and procedures, IEPs and 504s (tri and annual review) for the school year, school supported activities medical support, medical management wrap up, case management preparation for 25-26 school year started, hearing screen and OHA reports will be submitted, billing will be submitted to Leader for the 24-25 school year (e.g., procedures, IEP assessments, referral screens, vision screens). Billing can be submitted to Medi-Cal within a calendar year, so the company completing our billing submissions will not have that complete, but the Health Services staff will have their parts complete in order for Leader to be able to bill.

Each HSC will have coordinated several events to support student Health and Wellness. Wellness Referrals will be processed and those continuing to 25-26 will be in place for the future needs of the established students. Feedback surveys will be completed to identify the current interests and needs of the students. Group counseling/therapy sessions will be conducted thanks to the support of the HSCs.

OHA mandated report submission.

Student IEP assessments, 504 annual reviews, health care plans - ongoing updates, sports physicals that will accommodate summer training and fall sports, dental clinics at the comprehensive high schools, ongoing procedure support for medically fragile students, ongoing case management of student with health concerns and wellness support service interventions. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.13: Effective with Substantial Progress

The Mental Health Resources and Supports for Students initiative shows positive results overall. Project managers report significant successes: tbd

For the 24-25 academic year, 1849 students have been referred and/or open and active. Additionally, Mental Health Clinicians have responded to 70 student crisis referrals. By June 2025, the following is projected to be fully implemented: tbd

All aspects of the project are expected to be fully implemented by the end of the school year, June 2025. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.14: Effective with Significant Growth Opportunities

The Social Emotional and Restorative Practices and Responsive Schools initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.15: Effective with Significant Growth Opportunities

The School Connectedness initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.16: Effective with Significant Growth Opportunities

The Assistant Principal Restoration At TK-8th Grade School Sites initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.17: Effective with Significant Growth Opportunities

The Additional School Site Support initiative shows opportunities for growth overall. Notable progress is seen in ALL (-0.70%), FY (+1.20%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.18: Effective with Growth Opportunities

The Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.19: Highly Effective with Strong Implementation

The Technology and Innovation Support initiative shows positive results overall. Project managers report significant successes: All students that need a chromebook have one and there is also a set of Chromebooks in the classroom. From the initial conversations with the teachers, they want to get more professional development for the Viewsonic interactive panels.

We found that Linewize provided additional alerts regarding filtering that were not present in GoGuradian filtering solution. Linewize filtering allows for a more robust solution only for filtering.

Google Workspace for Education Plus license allowed us to use EDLA slot ins on the ViewSonics. This allowed staff and Administrators to use their Google credentials to use G-Suite tools to teach students. It also allows our T&I Department to push down applications to the ViewSonics. By June 2025, the following is projected to be fully implemented: Both of the two items above have been fully implemented, and we will complete professional development for all high school sites by end of April.

Full district wide implementation while staff and students are on full time learning schedule in order to get a full load of traffic on the filter. DLP should be fully implemented with workflow and policies in place to prevent data loss for staff and student's personal information to be shared outside the district. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.20: Developing Effectiveness with Growth Potential Effective with Growth Opportunities

The Instructional Technology initiative shows positive results overall. Project managers report significant successes: 535 ViewSonic interactive panels were successfully installed in all high school classrooms by December 20,2024. 3 hours of training was offered for all recipients from January 13, 2025, to April 3, 2025. Also offered was training for all support staff, EdTech Cadre members and offerings at the STA professional development days. Over 13 integration technology training courses were offered during the September STA professional development days. EdTech Cadre consisted of 26 staff members to offer training and just-in-time technology integration support at their sites. By June 2025, the following is projected to be fully implemented: None, the project is part of the 3-year tech plan from 2024 to 2027 and training and professional development on technology integration and tools is ongoing. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.21: Effective with Growth Opportunities

The Instruction and Teacher Staffing initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.22: Highly Effective with Strong Implementation

The Recruit, Hire, Retain Highly Qualified Staff initiative shows positive results overall. Project managers report significant successes: Despite these challenges, our department was granted greater flexibility in scheduling CPI training starting in December 2024. We were allowed to offer sessions after school, on select Saturdays, and during district breaks. This shift significantly improved participation and accessibility for school sites. As a result, we made substantial progress—since December, we have conducted 14 additional trainings, bringing the total number of completed CPI trainings to 19 as of today.

While the original goal was not fully achieved within the initial timeframe, the adjustments made have had a positive impact on overall implementation. Moving forward, our department will continue leveraging flexible scheduling to maximize training opportunities and ensure that CPI training remains accessible to all necessary staff. By June 2025, the following is projected to be fully implemented: By the end of the 2024-2025 school year (June 2025), our department is projected to successfully train at least 90% of Campus Security Assistants (CSAs), administrators, and staff in specialized programs in CPI skills and strategies. This achievement will be a significant step toward fulfilling the district’s mission of fostering a safe, supportive, and proactive learning environment for students and staff. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.23: Effective with Growth Opportunities

The School Facilities initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 2.24: Effective with Growth Opportunities

The Student and Campus Safety initiative shows positive results overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes have been made to Goal 2.

Metrics: The following changes have been made to the Measuring and Reporting Results section:

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Actions: The following changes have been made to the Actions section:

- Action 2.5 – Added “Coordinator” to clarify the position title as “PBIS Coordinator”.
- Action 2.13 – Corrected typographical error to position title to read “Psychologists”.
- Action 2.16 – Removed reference to TK-8th Grade from the Action Title field. Added a clarifying phrase “using a ratio to determine site needs” to describe how positions are determined at school sites.
- Action 2.22 – Added Learning Recovery Emergency Block Grant (LREBG) proposed use of funds and projected allocation for 2025-2026 and 2026-2027 school years.

Actions **(Total Funds are subject to change depending on May Revision numbers.)**

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Equity, Diversity, and Inclusion	With the guidance and direction of the Director of Diversity, Equity and Family Engagement, SUSD will provide opportunities for school connectedness with unduplicated students through access to inclusionary, equitable and diverse educational opportunities by conducting a comprehensive Equity Audit with teams from all schools. SUSD will begin to develop a three-year action plan centered around inclusionary, equitable and diverse educational opportunities.	\$675,340.00	Yes
2.2	Ethnic Studies Program	Supporting a robust Ethnic Studies Program that utilizes a variety of supplemental curriculum that is culturally relevant to students. The program will be supported by providing professional development for teachers to implement supplemental activities that incorporate experiential learning and content specific literacy that focuses on engaging students and improving academic language.	\$150,000.00	Yes
2.3	Equity and Inclusion Training and Workshops	Workshops and Training: Provide training, workshops, and resources in support of increasing and improving equity and inclusion for all unduplicated students.	\$38,000.00	Yes
2.4	Cultural Relevance, Outreach, and Support	Support cultural, academic, social-emotional, career and college, community, family, and many other forms of direct services and support to unduplicated students within the district.	\$133,252.00	Yes

2.5	Positive Behavior Interventions and Support (PBIS)	PBIS Coordinator to oversee and lead the district wide implementation of PBIS services and support, including applying for California State recognition; facilitating PBIS district monthly meetings (PBIS lead additional compensation); PBIS focused conferences/workshops/trainings; collaboration with administrators, certificated, and classified staff in the identification of behavior support services needs to assist in the development, implementation, and monitoring strategies to improve behavior, school connectedness, and social emotional wellness. Work with school sites in monitoring the Tiered Fidelity Inventory (TFI) and conducting school site common area observations with a follow-up plan of data and action plan. Build structures to expand PBIS systems to the platinum, gold and silver levels for all SUSD sites.	\$1,000,000.00	Yes
2.6	Student Assistance Program support (SAP)	Student Assistance Program support chair and resources to lead and facilitate district wide Multi-Tiered System of Supports implementation and increased or improved services to address the social- emotional needs of unduplicated students.	\$275,877.00	Yes
2.7	Behavior Support Services	To provide support, interventions, and strategies through training, consultation, and direct services. Behavior Support Services are intended provide behavioral supports to address social, emotional, and behavioral needs of students, to allow them to be successful in the educational environment. Behavior Support Services Staff provide direct services and staffing support to classrooms and schools across the district focused on addressing the behavioral needs of students by providing support early on through promoting and supporting universal intervention systems, training staff in behavioral strategies and providing direct interventions to students.	\$2,940,851.00	Yes

2.8	New Teacher Training and Support	<p>New teacher training, professional development, and ongoing learning support. Staff and mentors to support new teachers and implementation and organization of resources and services provided to new teachers. Implementation of a teacher induction program for new/beginning teachers holding a Preliminary teaching credential.</p> <p>Support is provided by assigning a mentor depending on their credential type, until a CA clear credential is obtained. The assigned mentor provides new/beginning teachers with weekly "just-in time" support and guidance on completing credential requirements.</p> <p>District level ongoing professional learning opportunities and collaborative co-planning is also provided by new teacher support and curriculum staff to address needs of new/beginning teachers.</p>	\$135,999.00	Yes
2.9	Social Service Supports for Families in Transition	Social services case managers, community assists, and resources to provide direct services to unduplicated pupils who are in foster care.	\$1,040,019.00	Yes
2.10	Central Enrollment Direct Services to Families	Central enrollment direct services to families and support focused on providing access to foster youth integrated into the enrollment experience. Staff and resources focus on providing enrollment experiences for students and families that connect students and families with the school that best fits the social-emotional needs of the student or students being enrolled.	\$1,957,078.00	Yes
2.11	Student Attendance and Truancy Intervention and Outreach	<p>Child Welfare and Attendance Office services, resources, and staff to identify and address chronic absenteeism.</p> <p>Student Attendance Accountability & Family Outreach: Student attendance accountability, family outreach and communication supported by office assistants at schools' sites to address the challenges and barriers families face in ensuring students have consistent daily attendance.</p> <p>Truancy Intervention and Outreach: Truancy intervention and outreach staff and resources to address students who are not attending school,</p>	\$19,120,256.00	Yes

		<p>missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention leading to increased or improved services.</p> <p>Student Support Technicians are an intermediary supplemental support at the school site that assists with ensuring the school site is functional, efficient, inclusive, and receptive to meet the needs of unduplicated pupils.</p> <p>Transportation Access for SUSD Students - Providing access to free public transportation bus passes for all students who need increased support in accessing transportation to and from school.</p>		
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2.12	Health and Wellness Services and Supports	<p>Subacute Healthcare Services Response & Management: To provide services through direct health services provided to students and families across the district by licensed vocational nurses and health care assists to address the various health and well-being needs of students and families.</p> <p>Healthy Start Coordinators: Healthy Start Coordinators manage and facilitate the resources and services provided at the Wellness Centers at all of the comprehensive high schools ensuring student and family access to health and wellness resources and direct services.</p> <p>Community Resource Liaison Program Coordinator: Community Resource Liaison Program Coordinator supports and manages the partnerships with outside agencies and the health services provided within the District and services provided within the Wellness Centers aiding student and family access to health care needs and direct services.</p> <p>Wellness Centers Staffing Support: Nurses to support the Wellness Centers at the four comprehensive high schools and support the small high school's health needs and a family nurse practitioner to facilitate services provided at the Sutter St. Clinic located in the District Central Enrollment building.</p> <p>To promote student health and wellness, audiologist services will be procured.</p>	\$4,753,481.00	Yes
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2.13	Mental Health Resources and Supports for Students	<p>Mental Health Clinicians: Provide mental health direct services to students, families, and staff district wide.</p> <p>Trauma-Informed Care and Responsive Schools: Trauma-informed care and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on supporting positive learning experiences and social-emotional supports provided to students.</p> <p>Provide unduplicated students with additional access to School Psychologists supports. School Psychologists will support school site counselors in providing targeted, in-depth counseling focused on anxiety, behavior, trauma, or other social emotional need that impacts the student's ability to fully engage in the learning environment in a positive way.</p>	\$242,227.00	Yes
2.14	Social Emotional and Restorative Practices and Responsive Schools	<p>Trauma-Informed Care: Trauma-informed care and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and social-emotional supports provided to students.</p> <p>School Counselors: School counselors at all school sites provide increased or improved social-emotional support collaborative services in partnership with staff and families to address social-emotional needs.</p> <p>Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p>	\$7,012,754.00	Yes

2.15	School Connectedness	Custodians, noon duty, and campus security assistant (CSA)/campus security monitors (CSM) are on the front line and are integral to promoting a positive and welcoming school environment for unduplicated students to increase connections between students and school staff. Supports and resources include professional development opportunities that extend knowledge of inclusionary practices and social- emotional supports, resulting in increased school connectedness for unduplicated students.	\$7,505,134.00	Yes
2.16	Assistant Principal Restoration At TK-8th Grade School Sites	Providing assistant principal site leadership support to school sites to support the development and implementation of programs, services, and resources focused on student social- emotional development, school climate and reducing negative behaviors. Assistant Principals will support the implementation of creating a positive school environment and community building using a ratio to determine site needs.	\$12,539,676.00	Yes
2.17	Additional School Site Support	Provide additional school site staffing based on unduplicated student needs to support access to programs and services available within the District and/or site. Additional staff will support the site's ability to provide a positive school environment by supporting a welcoming environment. Students, staff, and families will build connections as a school community.	\$60,000.00	Yes
2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Providing extended learning time for our unduplicated students.	\$10,250,068.00	Yes
2.19	Technology and Innovation Support	Information Services Technology Support and Resources: Information Services and Instructional Technology personnel to support and address the technology and instructional connectivity issues across the district to support unduplicated students. Activities include increasing the number of Site Techs to support site-based technology use and integration, evaluation and enhancement of the district's technology infrastructure and connectivity to support the demand with the increased/enhanced access to technologies/applications, staff	\$2,368,279.00	Yes

		technology devices to ensure effectiveness and demands associated with 21st century skills and interactions are being met.		
2.20	Instructional Technology	<p>Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional materials. Instructional monitoring and integration tools/applications promote unduplicated pupils' safety that allows teachers to remotely monitor student extending the basic instructional supports access to the learning content.</p> <p>Support includes access to and enhancements of instructional curriculum, applications, software, and other supplemental technology support.</p> <p>Student Technology for Learning & Connectivity: Student laptops, laptop carts, and Wifi-hotspots ensure support student access to learning resources and instructional technology, including assistive technology that supports different learning modalities of students both at school and at home.</p> <p>Laptop Learning Monitoring Software: Laptop monitoring software for teachers that allows teachers to remotely monitor student activities on laptops and share screens student safety</p> <p>Google Monitoring System: Computer software to monitor student computer usage, provide Instructional Support student alerts of unsafe online behavior, and ensure that the system is helping students to use their instructional technology ensuring students are safe and digitally responsible.</p>	\$300,000.00	Yes
2.21	Instruction and Teacher Staffing	To employ the certificated instructional staff needed to effectively run the base services provided by the District focused on ensuring students have access to fully credentialed teachers.	\$170,360,612.00	No

2.22	Recruit, Hire, Retain Highly Qualified Staff	<p>To ensure programs and services have the staffing support necessary to implement high quality educational experiences.</p> <p>To implement practices and processes that ensure equitable educator assignments and reduce disparities by reviewing teaching, administrator, and paraprofessional staffing to reduce the number of misassignment instances by employing and placing staff with appropriate credentials and years of experience with relation to site achievement results and needs for specialized services.</p> <p>Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff.</p> <p>Budget resources and support to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists.</p> <p>Increase supports for high expectations so all staff perform at high levels with strong support.</p> <p>Conduct thorough exit interviews to understand reasons why staff are leaving the District.</p> <p>In an effort to retain staff, training on de-escalation and crisis intervention will be provided for all staff to support unduplicated students with positive social-emotional interactions. Teachers will have the strategies to make decisions that will de-escalate students in crisis situations and have support from other school staff who can also support the de-escalation process creating a community of support for teachers.</p> <p>LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement staffing expenditures to support professional development.</p> <p>2025-2026 SY LREBG Projection: \$189,989 2026-2027 SY LREBG Projection: \$191,950</p>	\$20,000.00	Yes
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2.23	School Facilities	<p>To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits.</p> <p>Facilities in Good Repair – Maintenance Costs: To complete maintenance at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report.</p> <p>Transparently communicate timelines for project schedules and work in progress related to safety projects and Facility Master Plan items.</p> <p>Support outdoor learning and play areas, including the addition of shade structures at all schools.</p> <p>Expand Primary Years Academy grade levels for 6-8 and facility improvements.</p> <p>Complete the Facility Master Plan for to equitably use bond funds and scale improvements.</p>	\$1,578,767.00	No
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2.24	Student and Campus Safety	<p>Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems.</p> <p>To improve school safety staffing, safety planning/management tools, visibility of staff, and signage that alleviates students, staff, families, and community concerns pertaining to school safety.</p> <p>To provide inclusive and equitable campus safety best practices for staff and students through infrastructure support, including a comprehensive campus safety and security system districtwide incorporating new technology, standardized communication platforms districtwide, visitor management system districtwide, access control system (cloud solution includes video, access control, and video intercom), and security fencing.</p>	\$607,252.00	Yes
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Goals and Actions

Goal

Goal #	Description	Type of 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 student centered activities involving Career Technical Education, Multilingual Education, and the Arts.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A – School Attendance Rate	End of Year percentage of students attending school daily on average. (Data Source: Synergy)	90.12% (2023-2024)	90.49% (2024-2025)		99.75%	+0.37%
5B – Chronic Absenteeism Rate	Percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: DataQuest)	ALL: 38.20% FY: 44.60% EL: 34.40% SED: 40.50% SWD: 45.90% AA: 49.90% AI: 46.70% AS: 25.40% FI: 20.90% HI: 38.10% HOM: 61.70% MR: 45.70% PI: 42.90% WH: 45.30% (2022-2023)	ALL: 34.60% FY: 41.70% EL: 31.70% SED: 37.00% SWD: 41.90% AA: 45.80% AI: 46.00% AS: 24.50% FI: 17.80% HI: 34.30% HOM: 52.60% MR: 43.00% PI: 41.40% WH: 40.70% (2023-2024)		ALL: 18.20% FY: 34.60% EL: 24.40% SED: 30.50% SWD: 35.90% AA: 39.90% AI: 36.70% AS: 15.40% FI: 10.90% HI: 28.10% HOM: 51.70% MR: 35.70% PI: 32.90% WH: 35.30%	ALL: -3.60% FY: -2.90% EL: -2.70% SED: -3.50% SWD: -4.00% AA: -4.10% AI: -0.70% AS: -0.90% FI: -3.10% HI: -3.80% HOM: -9.10% MR: -2.70% PI: -1.50% WH: -4.60%
5C – Middle School Dropout Rate	Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school. (Data Source: CALPADS)	0.00% (2022-2023)	0.00% (2023-2024)		0.0%	0.00%
5D – High	Percentage of students	ALL: 12.80%	ALL: 10.20%		ALL: 7.80%	ALL: -2.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
School Dropout Rate	in grades 9 - 12 who stop coming to school and who do not enroll in another school (Data Source: DataQuest)	FY: 27.50% EL: 18.60% SED: 13.20% SWD: 17.90% AA: 17.10% AI: 11.40% AS: 7.40% FI: 11.00% HI: 12.80% HOM: 22.30% MR: 11.10% PI: 5.90% WH: 17.90% (2022-2023)	FY: 16.70% EL: 14.80% SED: 10.40% SWD: 12.10% AA: 13.40% AI: 5.40% AS: 7.20% FI: 2.60% HI: 9.90 % HOM: 22.80% MR: 13.60% PI: 16.70% WH: 21.90% (2023-2024)		FY: 22.50% EL: 13.60% SED: 8.20% SWD: 12.90% AA: 12.10% AI: 6.40% AS: 2.40% FI: 6.00% HI: 7.80% HOM: 17.30% MR: 6.10% PI: .90% WH: 12.90%	FY: -10.80% EL: -3.80% SED: -2.80% SWD: -5.80% AA: -3.70% AI: -6.00% AS: -0.20% FI: -8.40% HI: +-2.90% HOM: +0.50% MR: +2.50% PI: +10.80% WH: +4.00%

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 4 of 4 actions in goal 3 at varied degrees that provided students with support and resources aligning students' cultural identity, passions, interests, and talents leading to improvements in their academic outcomes.

Successes:

Action 3.1: Over 1200 students participated in Youth Leadership events: BSCU State Conference at UC Riverside, BLOCK Conference at University of Pacific, Fall CADA Youth Leadership Conference, SUSD Youth Leadership Summit. Students participated in the following events: District-Wide Prevention Activities (Suicide Prevention Month, Say Something Week, Red Ribbon Week, Unity Day, Solidarity Week, Bullying Prevention Month, No One Eats Alone Day, Cultural Awareness Week, WhiteOut Tobacco Day). Over 400 Middle School and High School students competed at the state level in SkillsUSA, HOSA, FFA, Vex, and MESA, filtering down from 924 regional competitors. All 1300+ PLUS Leaders participated in two core training days to develop their skills, attitudes and knowledge as leaders and advocates on their campuses and attended the 8th Annual PLUS Summit at UOP. 100% of school sites turned in a PLUS SMARTIE Goal. Each site created SMART goals with a focus on Inclusion & Equity (making it a SmartIE goal) that support improving school climate data and specifically address the needs of a student group who is disproportionately impacted in the identified data area. 100+ high school students from PLUS, BSU and GSA attended the Museum of Tolerance to develop their State Seal of Civic Engagement entries. Peer leaders from the high schools facilitated Youth Voice panels about school climate data and gave students insight into what supports high school can offer. Host the first PLUS + Family Night as a follow-up to the PLUS Summit for families.

Action 3.2: The district invested in athletic equipment, uniforms, and facility maintenance to support student participation. In addition, SUSD implemented an online ticketing system for home events, enhancing accessibility and convenience for spectators. SUSD facilitated connections with local businesses to offer discounts on athletic equipment and uniforms, reducing the financial burdens for students. Accommodation has been made in both classroom settings and athletic programs to ensure full student participation.

Action 3.3: 21 Elementary Music teachers provided 6th - 8th Instrumental Music classes. 6 Elementary Resource Teachers provided Visual Art and Dance to 7th & 8th grade students. 40 of our 41 elementary schools now provide some kind of Music, Dance, Theatre, Visual or Media Arts class throughout the school year to their students. Students participated in performances and competitions.

Action 3.4: The Expanded Learning Opportunities Program (ELOP) provided structured activities centered on physical activities, sportsmanship, SEL skills such as self-awareness, including field trips that culminate in learning events. Recruitment has resulted in the hiring of paraprofessionals to provide direct student support.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 3, the district budgeted \$13,503,602 and calculated estimated actual expenditures in the amount of \$11,705,390, which is at an 87% spending rate.

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

~ Action 3.3 - Budgeted for \$6,335,251 and reported estimated actual expenditures through June 30, 2025, in the amount of \$4,747,628, resulting in an estimated 25% under expenditure of allocated funds. The reason for this is due to the use of other one-time funds.

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This report provides a comprehensive evaluation of LCAP Actions 3.1 through 3.4, assessing their effectiveness based on baseline data, Year 1 outcomes, and progress toward Year 3 targets. Each action was evaluated using the California School Dashboard 5x5 Grid methodology to determine performance levels for various student subgroups.

The evaluation reveals effectiveness of actions, with some showing significant positive impacts for certain subgroups while others demonstrate minimal progress or declines. Most actions show some positive movement but are not on pace to meet ambitious Year 3 targets without acceleration or refinement of implementation strategies.

Action 3.1: Highly Effective with Strong Implementation **need to edit down content in sheet**

Action 3.2: Highly Effective with Strong Implementation

The Youth Engagement Activities and Athletic Programs initiative shows opportunities for growth overall. Notable progress is seen in ALL (-3.60%). Project managers report significant successes: More students participated in sports and our programming is highly competitive in the SJAA. By June 2025, the following is projected to be fully implemented: All seasons will be complete. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 3.3: Highly Effective with Strong Implementation **need to edit down content in sheet**

Action 3.4: Effective with Significant Growth Opportunities

The Expanded Learning and Enrichment Opportunities initiative shows opportunities for growth overall. Notable progress is seen in ALL (-3.60%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes have been made to Goal 3.

Metrics: The following changes have been made to the Measuring and Reporting Results section:

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Actions: No changes have been made to Actions.

Actions **(Total Funds are subject to change depending on May Revision numbers.)**

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Leadership Opportunities	<p>These additional services are based on identified needs of unduplicated pupils' access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, student activity clubs, and job-skill based experiences providing student groups with increased and improved educational experiences.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities.</p> <p>Student Access to Leadership Conferences: Resources to provide increased and improved access for high school students to take part in and experience leadership conferences and college and career experiences.</p>	\$947,182.00	Yes
3.2	Youth Engagement Activities and Athletic Programs	<p>Student Athletic Programs: Resources and staff to ensure unduplicated students are provided with access to participate in school athletic experiences, collaborative learning experiences, programs, and activities.</p>	\$3,000,000.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A, 3B, 3C – Parent Involvement - Q1, Q2, Q3, Q4	<p>Self reflection rating on Parent and Family Engagement: Building Relationships, Questions 1, 2, 3 & 4</p> <p>Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability</p> <p>(Data Source: Local Indicator, Priority 3 Reflection Tool)</p>	<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4</p> <p>Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way</p>	<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: May 2025</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: May 2025</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and</p>		<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals</p>	<p>Q1: Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: May 2025</p> <p>Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: May 2025</p> <p>Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communication between families and educators using language that is understandable and accessible to families: 4 (2023-2024)	goals for their children: May 2025 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: May 2025 (2024-2025)		for their children: 5 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5	goals for their children: May 2025 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: May 2025
3A, 3B, 3C – Parent Involvement - Q9, Q10, Q11, Q12	Self reflection rating on Parent and Family Engagement: Seeking Input for Decision Making, Questions 9, 10, 11 & 12 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-		Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool)	<p>supporting family members to effectively engage in advisory groups and decision-making: 4</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 4</p> <p>Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 3</p> <p>(2023-2024)</p>	<p>making: May 2025</p> <p>Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: May 2025</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: May 2025</p> <p>Q12: Rate the LEA's</p>		<p>making: 5</p> <p>Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decisionmaking: 5</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: 5</p> <p>Q12: Rate the LEA's progress in providing</p>	<p>making: May 2025</p> <p>Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: May 2025</p> <p>Q11: Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the local community: May 2025</p> <p>Q12: Rate the LEA's</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: May 2025 (2024-2025)		opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4	progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: May 2025
3A – LCAP Survey	Number of LCAP Survey Responses	All = 357 Certificated = 98 Classified = 20 Parent or Community = 108 Site/District Admin = 9 Students = 111 (2023-2024) Staff 84 (2024-2025)	All = 339 Certificated = N/A Classified = N/A Parent or Community = 41 Site/District Admin N/A Students = 68 (2024-2025)		All = 846 Certificated = 198 Classified = 120 Parent or Community = 208 Site/District Admin = 109 Students = 211 Staff 94	All = -18 Certificated = N/A Classified = N/A Parent or Community = N/A Site/District Admin = N/A Students = -43 Staff N/A
5A - School Attendance	End of Year percentage of students	90.12%	May 2025		99.75%	May 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Rate	attending school daily on average. (Data Source: Synergy)	(2023-2024)	(2024-2025)			
5B – Chronic Absenteeism Rate	Percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: DataQuest)	ALL: 38.20% FY: 44.60% EL: 34.40% SED:40.50% SWD:45.90% AA: 49.90% AI: 46.70% AS: 25.40% FI: 20.90% HI: 38.10% HOM: 61.70% MR: 45.70% PI: 42.90% WH: 45.30% (2022-2023)	ALL: 34.60% FY: 41.70% EL: 31.70% SED:37.00% SWD:41.90% AA: 45.80% AI: 46.00% AS:24.50% FI: 17.80% HI: 34.30% HOM: 52.60% MR: 43.00% PI: 41.40% WH: 40.70% (2023-2024)		ALL: 18.20% FY: 34.60% EL: 24.40% SED: 30.50% SWD: 35.90% AA: 39.90% AI: 36.70% AS: 15.40% FI: 10.90% HI: 28.10% HOM: 51.70% MR: 35.70% PI: 32.90% WH: 35.30%	ALL: -3.60% FY: -2.90% EL: -2.70% SED: -3.5% SWD: -4.00% AA: -4.10% AI: -0.70% AS: -0.90% FI: -3.10% HI: -3.80% HOM: -9.10% MR: -2.70% PI: -1.50% WH: -4.60%

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 4 of 4 actions in goal 4 at varied degrees that provided students with support and Resources building meaningful partnerships leading to improvements in their academic outcomes.

Successes:

Action 4.1: Parents and community attended training, workshops, literacy nights, and multi-cultural activities. Three Family Engagement Specialists provided support and guidance to the Parent Advisory Committees furthering advocacy and outreach of information to parents at their monthly meetings. 31 ESL Courses have been implemented at the School for Adults, and at 5 elementary schools.

Action 4.2: The district's LCAP team facilitated seven collaborative engagement sessions with educational partners that promoted transparency of the LCAP. Collaboration with departments/school sites led to the revision and alignment of the School Plan for Student Achievement (SPSA) and the LCAP. The LCAP survey was released in six languages and promoted to gain further insight from educational partners using a natural language model.

The district communications team shared communication on the district's website and social media for educational partner activities, such as Staff Kick Off July 2024, Independence Day Parade 2024, Movie Night Sept. 2024, State of District October 2024, Holiday Express December 2024, Weekly videos, Weekly News Updates January 2025, Student Forum 2025, Restorative Gathering 2025.

Action 4.3: The district's Student Support Services team supported family and community activities.

Action 4.4: Parent Advisory Committees (PAC) conducted outreach campaigns, connected through promotional materials, and hosted events that fostered collaboration between families, schools, and the broader community.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 4, the district budgeted \$3,601,193 and calculated estimated actual expenditures in the amount of \$2,981,366, which is at an 83% spend rate.

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

~ Action #4.1 - Budgeted for \$1,451,404 and reported estimated actual expenditures through June 30, 2025, in the amount of \$857,660, resulting in an estimated 41% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditures.

~ Action 4.3 - Budgeted for \$496,318 and reported estimated actual expenditures through June 30, 2025, in the amount of \$274,797, resulting in an estimated 45% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditures.

~ Action 4.4 - Budgeted for \$25,000 and reported estimated actual expenditures through June 30, 2025, in the amount of \$154,835, resulting in an estimated 519% over expenditure of allocated funds. The reason for this is due to:

- The salary and retro pay increases for staff have been provided as a result of union bargaining agreements.
- District leadership committed additional support and resources for Parent Advisory Committees

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This report provides a comprehensive evaluation of LCAP Actions 4.1 through 4.4, assessing their effectiveness based on baseline data, Year 1 outcomes, and progress toward Year 3 targets. Each action was evaluated using the California School Dashboard 5x5 Grid methodology to determine performance levels for various student subgroups.

The evaluation reveals the actions are effective with some showing significant positive impacts for certain subgroups while others demonstrate minimal progress with some declines. Most actions show some positive movement but are not on pace to meet ambitious Year 3 targets without acceleration or refinement of implementation strategies.

Action 4.1: Highly Effective with Strong Implementation

The Family and Community Communication, Empowerment, and Engagement initiative shows opportunities for growth overall. Notable progress is seen in ALL (-3.60%). Project managers report significant successes: No Progress.

Our ESL program has experienced significant growth this school year, with a 283-student increase in enrollment compared to the previous year. Additionally, we have recorded 171 more English Language Proficiency level advancements, 120 more Civic Participation completions, and 72 more Citizenship Preparation completions. By June 2025, the following is projected to be fully implemented: Purchase of student project animals. By the end of the school year, School for Adults will conclude the program for the year which is on pace to increase ESL student outcomes in regard to program completions, Educational Level completions, Civic Participation and Citizenship Preparation. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 4.2: Highly Effective with Strong Implementation

The District Strategic Planning and Communication initiative shows opportunities for growth overall. Notable progress is seen in ALL (-3.60%). Project managers report significant successes: very successful. had community involved in movie night, and events By June 2025, the following is projected to be fully implemented: All listed in number 1 with addition of graduations There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 4.3: Effective with Significant Growth

The Community Schools Supports and Resources initiative shows opportunities for growth overall. Notable progress is seen in ALL (-3.60%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 4.4: Effective with Significant Growth Opportunities

The Parent Advisory Committee Supports and Resources initiative shows opportunities for growth overall. Notable progress is seen in ALL (-3.60%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes have been made to Goal 4.

Metrics: The following changes have been made to the Measuring and Reporting Results section:

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Actions: The following changes have been made to the Actions section:

Action 4.1 – Added Learning Recovery Emergency Block Grant (LREBG) proposed use of funds and projected allocation for 2025-2026 and 2026-2027 school years.

Actions (Total Funds are subject to change depending on May Revision numbers.)

Action #	Title	Description	Total Funds	Contributing
4.1	Family and Community Communication, Empowerment, and Engagement	<p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site and district level to increase family and community partnerships to improve student programs, amplify voice, and expand student access.</p> <p>PAC, PSAC, CAC, LatinoPAC, MigrantPAC, AABPAC, DELAC, Adult Literacy and English As A Second Language Training For Families: Supported by the School For Adults, adult literacy, civics, and English As A Second Language (ESL) courses and training offered to parents, guardians, and families across the district.</p> <p>Family and Community Staffing Support: To provide staffing and resources to support and address the ongoing needs of student groups and the surrounding community related to the development and monitoring of various programs and supports made available to all students, staff and community.</p> <p>Parent, Guardian, and Family Workshops, Training, and Events: Resources, workshops, training, and events that provide increased or improved direct services, engagement, and involvement of parents, guardians, and family members.</p> <p>LREBG: Learning Recovery Block Grant (LREBG) funds are being used to supplement staffing expenditures to support family engagement.</p> <p>2025-2026 SY LREBG Projection: \$230,121 2026-2027 SY LREBG Projection: \$232,020</p>	\$1,451,404.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

ALL: All Students; SWD: Students with Disabilities

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	<p>Alexander Hamilton Elementary ALL: 11.74% SWD: 0.00%</p> <p>El Dorado Elementary ALL: 15.47% SWD: 4.17%</p> <p>Montezuma Elementary ALL: 28.60% SWD: 9.26%</p> <p>Valentine Peyton Elementary ALL: 52.89% SWD: 18.18%</p> <p>Victory Elementary ALL: 23.16% SWD: 6.85%</p> <p>(2022-2023)</p>	<p>Alexander Hamilton Elementary ALL: 14.32% SWD: 1.43%</p> <p>El Dorado Elementary ALL: 17.43% SWD: 5.26%</p> <p>Montezuma Elementary ALL: 27.72% SWD:14.29%</p> <p>Valentine Peyton Elementary ALL: 51.36% SWD:13.79%</p> <p>Victory Elementary ALL: 26.15% SWD:7.69%</p> <p>(2023-2024)</p>		<p>Alexander Hamilton Elementary ALL: 21.74% SWD: 10.00%</p> <p>El Dorado Elementary ALL: 25.47% SWD: 14.17%</p> <p>Montezuma Elementary ALL: 38.60% SWD: 19.26%</p> <p>Valentine Peyton Elementary ALL: 62.89% SWD: 28.18%</p> <p>Victory Elementary ALL: 33.16% SWD: 16.85%</p>	<p>Alexander Hamilton Elementary ALL: +2.58% SWD: +1.43%</p> <p>El Dorado Elementary ALL: +1.96% SWD: +1.09%</p> <p>Montezuma Elementary ALL: -0.88% SWD: +5.03%</p> <p>Valentine Peyton Elementary ALL: -1.53% SWD: -4.39%</p> <p>Victory Elementary, ALL: +2.99% SWD: +0.84%</p>
4A - Statewide Assessments Math - Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in Math meeting or exceeding standards. (Data Source: CAASPP)	<p>Alexander Hamilton Elementary ALL: 7.87% SWD: 0.00%</p> <p>El Dorado Elementary ALL: 11.25% SWD: 4.17%</p>	<p>Alexander Hamilton Elementary ALL: 12.83% SWD: 1.43%</p> <p>El Dorado Elementary ALL:11.86% SWD: 5.26%</p>		<p>Alexander Hamilton Elementary ALL: 17.87% SWD: 10.00%</p> <p>El Dorado Elementary ALL: 21.25%</p>	<p>Alexander Hamilton Elementary ALL: +4.96% SWD: +1.43%</p> <p>El Dorado Elementary ALL: +0.61%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Montezuma Elementary ALL: 19.64% SWD: 3.78% Valentine Peyton Elementary ALL: 45.14% SWD: 23.63% Victory Elementary ALL: 14.17% SWD: 7.04% (2022-2023)	Montezuma Elementary ALL: 16.23% SWD:4.84% Valentine Peyton Elementary ALL: 46.47% SWD:17.24% Victory Elementary ALL: 14.57% SWD:7.81% (2023-2024)		SWD: 14.17% Montezuma Elementary ALL: 29.64% SWD: 13.78% Valentine Peyton Elementary ALL: 55.14% SWD: 33.63% Victory Elementary ALL: 24.17% SWD: 17.04%	SWD: +1.09% Montezuma Elementary ALL: -3.41% SWD: +1.06% Valentine Peyton Elementary ALL: +1.33% SWD: -6.39% Victory Elementary, ALL: +0.40% SWD: +0.77%
4A - State Assessments - ELA - Distance From Standard	The average of all 3rd - 8th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard)	Alexander Hamilton Elementary ALL: -110.50 SWD: -186.10 El Dorado Elementary ALL: -86.50 SWD: -139.70 Montezuma Elementary ALL: -51.40 SWD: -109.60 Valentine Peyton Elementary ALL: +8.70 SWD: -47.50 Victory Elementary	Alexander Hamilton Elementary ALL: -107.40 SWD: -176.40 El Dorado Elementary ALL: -83.80 SWD: -152.80 Montezuma Elementary ALL: -60.60 SWD:-102.20 Valentine Peyton Elementary ALL: +1.70 SWD: -57.50		Alexander Hamilton Elementary ALL: -100.50 SWD: -176.10 El Dorado Elementary ALL: -76.50 SWD: -129.70 Montezuma Elementary ALL: -41.40 SWD: -99.60 Valentine Peyton Elementary ALL: +18.70 SWD: -37.50	Alexander Hamilton Elementary ALL: +3.10 SWD: +9.70 El Dorado Elementary ALL: +2.70 SWD: -13.10 Montezuma Elementary ALL: -9.20 SWD: +7.40 Valentine Peyton Elementary ALL: -7.00 SWD: -10.00

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: -76.10 SWD: -155.50 (2022-2023)	Victory Elementary ALL: -67.70 SWD:-152.30 (2023-2024)		Victory Elementary ALL: -66.10 SWD: -145.50	Victory Elementary, ALL: +8.40 SWD: +3.20
4A - State Assessments - Math - Distance From Standard	The average of all 3rd - 8th grade student Mathematics CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard)	Alexander Hamilton Elementary ALL: -128.50 SWD: -209.10 El Dorado Elementary ALL: -111.20 SWD: -176.90 Montezuma Elementary ALL: -79.80 SWD: -149.90 Valentine Peyton Elementary ALL: -13.90 SWD:-69.60 Victory Elementary ALL: -106.5 SWD: -179.9 (2022-2023)	Alexander Hamilton Elementary ALL: -116.3 SWD: -183.7 El Dorado Elementary ALL: -114.3 SWD: -159.2 Montezuma Elementary ALL: -84 SWD:-128.5 Valentine Peyton Elementary ALL: -8.90 SWD: -72.80 Victory Elementary ALL: -98.00 SWD: -190.60 (2023-2024)		Alexander Hamilton Elementary ALL: -118.50 SWD: -199.10 El Dorado Elementary ALL: -101.20 SWD: -166.90 Montezuma Elementary ALL: -69.80 SWD: -139.90 Valentine Peyton Elementary ALL: -3.90 SWD:-59.60 Victory Elementary ALL: -96.5 SWD: -189.9	Alexander Hamilton Elementary ALL: +12.20 SWD: +25.40 El Dorado Elementary ALL: -3.10 SWD: +17.70 Montezuma Elementary ALL: -4.20 SWD: +21.40 Valentine Peyton Elementary, ALL: +5.00 SWD: -3.20 Victory Elementary, ALL: +8.50 SWD: -10.70
5A – School Attendance Rate	School attendance rate - the percentage of students attending school daily on average.	ALL: 90.12% SWD: Not Measured (2023-2024)	ALL: 90.49% SWD: Not Measured (2024-2025)		All: 95.12% SWD: N/A	ALL: .37% SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Synergy)					
5B – Chronic Absenteeism Rate	<p>Percentage of students K-12 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. .</p> <p>(Data Source: CA School Dashboard)</p>	<p>Alexander Hamilton Elementary ALL: 44.40% SWD: 47.40%</p> <p>El Dorado Elementary ALL: 53.60% SWD: 39.50%</p> <p>Montezuma Elementary ALL: 39.10% SWD:52.3%</p> <p>Valentine Peyton Elementary ALL: 25.50% SWD:33.90%</p> <p>Victory Elementary ALL: 42.50% SWD:48.20%</p> <p>(2022-2023)</p>	<p>Alexander Hamilton Elementary ALL: 36.10% SWD: 33.30%</p> <p>El Dorado Elementary ALL: 50.20% SWD: 52.00%</p> <p>Montezuma Elementary ALL: 33.00% SWD:45.20%</p> <p>Valentine Peyton Elementary ALL: 22.90% SWD:31.70%</p> <p>Victory Elementary ALL: 34.4% SWD:42.5%</p> <p>(2023-2024)</p>		<p>Alexander Hamilton Elementary ALL: 34.40% SWD: 37.40%</p> <p>El Dorado Elementary ALL: 43.60% SWD: 29.50%</p> <p>Montezuma Elementary ALL: 29.10% SWD:42.3%</p> <p>Valentine Peyton Elementary ALL: 15.50% SWD:23.90%</p> <p>Victory Elementary ALL: 32.50% SWD:38.20%</p>	<p>Alexander Hamilton Elementary ALL: -8.30% SWD: -14.10%</p> <p>El Dorado Elementary ALL: -3.40% SWD: +12.50%</p> <p>Montezuma Elementary ALL: -6.10% SWD: -7.10%</p> <p>Valentine Peyton Elementary, ALL: -2.60% SWD: -2.20%</p> <p>Victory Elementary, ALL: -8.10% SWD: -5.70%</p>
6A – Suspension Rates	<p>Percentage of students with disabilities who are suspended at least once during the academic year.</p> <p>All = All Students</p>	<p>Alexander Hamilton Elementary ALL: 13.00% SWD: 15.30%</p> <p>El Dorado Elementary ALL: 12.70%</p>	<p>Alexander Hamilton Elementary ALL: 10.40% SWD: 10.80%</p> <p>El Dorado Elementary</p>		<p>Alexander Hamilton Elementary ALL: 3.00% SWD: 5.30%</p> <p>El Dorado</p>	<p>Alexander Hamilton Elementary, ALL: -2.60% SWD: -4.50%</p> <p>El Dorado</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD = Students with Disabilities (Data Source: CA School Dashboard)	SWD: 17.30% Montezuma Elementary ALL: 4.40% SWD:12.10% Valentine Peyton Elementary ALL: 0.50% SWD:2.40% Victory Elementary ALL: 11.50% SWD:16.40% (2022-2023)	ALL: 9.10% SWD: 9.90% Montezuma Elementary ALL: 2.90% SWD:4.10% Valentine Peyton Elementary ALL: 0.20% SWD:0.70% Victory Elementary ALL: 12.00% SWD:20.7% (2023-2024)		Elementary ALL: 2.70% SWD: 7.30% Montezuma Elementary ALL: 0.00% SWD:2.10% Valentine Peyton Elementary ALL: 0.00% SWD:0.00% Victory Elementary ALL: 1.50% SWD:6.40%	Elementary ALL: -3.60% SWD: -7.40% Montezuma Elementary ALL: -1.50% SWD: -8.00% Valentine Peyton Elementary, ALL: -0.30% SWD: -1.70% Victory Elementary, ALL: +0.50% SWD: +4.30%
8A - Local Assessment iReady ELA Grade Level	Grade Level Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	Reading Alexander Hamilton Elementary ALL: 17.8% SPED: 1.1% El Dorado Elementary ALL: 15.3% SPED: 5.5% Montezuma Elementary ALL: 24.9% SPED: 14.1% Valentine Peyton Elementary	Reading Alexander Hamilton Elementary ALL: 19.00% SPED: 5.00% El Dorado Elementary ALL: 15.00% SPED: 1.00% Montezuma Elementary ALL: 24.00% SPED: 21.00% Valentine Peyton		Reading Alexander Hamilton Elementary ALL: 27.8% SPED: 11.1% El Dorado Elementary ALL: 25.3% SPED: 15.5% Montezuma Elementary ALL: 34.9% SPED: 24.1%	Reading Alexander Hamilton Elementary ALL: +1.20% SPED: +3.90% El Dorado Elementary ALL: -0.30% SPED: -4.50% Montezuma Elementary ALL: -0.90% SPED: +6.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 41.1% SPED: 8.5% Victory Elementary ALL: 31.2% SPED: 11.5% (2023-2024 Winter)	Elementary ALL: 45.00% SPED: 10.00% Victory Elementary ALL: 33.00% SPED: 21.00% (2024-2025)		Valentine Peyton Elementary ALL: 51.1% SPED: 18.5% Victory Elementary ALL: 41.2% SPED: 21.5%	Valentine Peyton Elementary ALL: +3.90% SPED: +1.50% Victory Elementary ALL: +1.80% SPED: +9.50%
8A - Local Assessment iReady Math Grade Level	Grade Level Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	Math Alexander Hamilton Elementary ALL: 14.1% SPED: 1.2% El Dorado Elementary ALL: 8.5% SPED: 1.1% Montezuma Elementary ALL: 19.5% SPED: 12.4% Valentine Peyton Elementary ALL: 33.9% SPED: 12.0% Victory Elementary ALL: 16.7% SPED: 3.5% (2023-2024)	Math Alexander Hamilton Elementary ALL: 15.00% SPED: 4.00% El Dorado Elementary ALL: 10.00% SPED: 0.00% Montezuma Elementary ALL: 22.00% SPED: 17.00% Valentine Peyton Elementary ALL: 37.00% SPED: 11.00% Victory Elementary ALL: 20.00 SPED: 13.00% (2024-2025)		Math Alexander Hamilton Elementary ALL: 24.1% SPED: 11.2% El Dorado Elementary ALL: 18.5% SPED: 11.1% Montezuma Elementary ALL: 29.5% SPED: 22.4% Valentine Peyton Elementary ALL: 43.9% SPED: 32.0% Victory Elementary ALL: 36.7% SPED: 13.5%	Math Alexander Hamilton Elementary ALL: +0.90% SPED: +2.80% El Dorado Elementary ALL: +1.50% SPED: -1.10% Montezuma Elementary ALL: +2.50% SPED: +4.60% Valentine Peyton Elementary ALL: +3.10% SPED: -1.00% Victory Elementary ALL: +3.30% SPED: +9.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Local 1 - Trained In Content Standards	<p>Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	<p>Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%</p> <p>(2023-2024)</p>	<p>Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%</p> <p>(2024-2025)</p>		<p>Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%</p>	<p>Teachers: 0.00% Counselors: 0.00% Administrators: 0.00% Classified: 0.00%</p>
Local 2 - Cross-Trained in Special Education	<p>Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in Special Education to enable Students with Disabilities to access the academic content standards.</p> <p>(Data Source: Curriculum Training Reports)</p>	<p>Teachers: 0.00% Counselors: 0.00% Administrators: 0.00% Classified: 0.00%</p> <p>(2023-2024)</p>	<p>Teachers: May 2025 Counselors: May 2025 Administrators: May 2025 Classified: May 2025</p> <p>(2024-2025)</p>		<p>Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%</p>	<p>Teachers: May 2025 Counselors: May 2025 Administrators: May 2025 Classified: May 2025</p>
Local 3 - Parent Referrals	<p>The number of parent referrals held in a timely manner as measured by the date district received parent written consent on the district's offered assessment</p>	<p>SWD: 91.00%</p> <p>(2023-2024)</p>	<p>SWD: May 2025</p> <p>(2024-2025)</p>		<p>SWD: 100.00%</p>	<p>SWD: May 2025</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	plan. (Data Source: Special Education Information System (SEIS))					
Local 4 - Classroom Instruction Rate	State Performance Indicators: a. Rate of SWD inside the regular classroom 80% or more in an instructional day b. Rate of SWD inside the regular classroom less than 40% in an instructional day c. Rate of SWD receiving instruction in a Separate Setting (Data Source: Data Tools Dashboard: Improvement Data Center)	a. 50.70% b. 28.28% c. 3.93% (2023-2024)	a. May 2025 b. May 2025 c. May 2025 (2024-2025)		a. 60.70% b. 18.28% c. 0.93%	a. May 2025 b. May 2025 c. May 2025

Goal Analysis [2023-24]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 8 of 8 actions in goal 5 at varied degrees that provided students with support and resources that lead to systematic improvements to support academic outcomes.

Successes

Action 5.1: SIPP's curriculum has been implemented across the district. Provided professional development, walk through monitoring and coaching to support teachers in the implementation of the reading intervention and Core instruction. All sites received curriculum and tools to implement with fidelity.

Action 5.2: All sites received curriculum and tools to implement with fidelity. Board Policy language was updated. Provided awareness around two additional pathways.

Action 5.3: SIPP's curriculum has been fully implemented in all Special Education setting classrooms. Training was provided for all teachers. Walk throughs have been completed.

Action 5.4: Reclassification Process Training for Special Education teachers was completed on 03/13/2025. Collaborated with the Research & Accountability and Language Development Office departments to develop new forms for reclassifying dually identified English Learners. Trained Special Education teachers on the new requirements for the reclassification process.

Action 5.5: A uniform plan was developed and distributed across the district that supported instructional coaching, alternative curriculum to address life skills, functional skills, and cross-departmental work with CWA for attendance support and resources.

Action 5.6: The Special Education Department collaborated with the Curriculum and Instruction Department to provide a New Teacher Support Series, designed to support new special education teachers. Provided case management release days to special education teachers to ensure that they have time to manage all aspects of the job duties, including IEP compliance and case management. Connected Joined the Human Resource Department to host and attend various recruitment fairs.

Action 5.7: A Family Engagement Specialist was to share information about Special Education Department's activities and increase parent engagement. Special Education parent meetings including Parent Educational Presentations (PEP) and Community Advisory Committee (CAC) were held regularly. The CAC established bylaws, defined roles, and elected officers. Collaborated with the Language Development Office and Expanded Opportunities Program. Gained important insight on family needs from the Special Education department, as well as ideas for improvement.

Action 5.8: Inter-departmental partnerships with CWA, Mental Health and Behavioral Support Services were established and focused on the analysis of data on root causes of student absenteeism and identified areas to increase school engagement and attendance for students with disabilities.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 5, the district budgeted \$333,000 and calculated estimated actual expenditures in the amount of \$333,000, which is at a 100% spend rate.

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This report provides a comprehensive evaluation of LCAP Actions 5.1 through 5.8, assessing their effectiveness based on baseline data, Year 1 outcomes, and progress toward Year 3 targets. Each action was evaluated using the California School Dashboard 5x5 Grid methodology to determine performance levels for various student subgroups.

The evaluation reveals positive results effectiveness across actions, with some showing significant positive results impacts for certain subgroups while others demonstrate minimal progress. Most actions show some positive results movement but are not on pace to meet ambitious Year 3 targets without acceleration or refinement of implementation strategies.

Action 5.1: Effective with Promising Growth Trends

The initiative shows positive results overall. Project managers report significant successes: All sites have the curriculum and tools in place to continue to move this work forward with fidelity. By June 2025, the following is projected to be fully implemented: Site level Data and lead teams to review data, and progression of implementation The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.2: Effective with Promising Growth Trends

The initiative shows positive results overall. Project managers report significant successes: Board Policy language updates and awareness around two additional pathways. By June 2025, the following is projected to be fully implemented: Board Policy language. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.3: Effective with Promising Growth Trends

The initiative shows positive results overall. Project managers report significant successes: Data shows that sites implementing SIPPS with fidelity have shown improvement across multiple classrooms. By June 2025, the following is projected to be fully implemented:

Establishment of data teams, data collection and collaboration with Curriculum Department to align work for the new school year. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.4: Developing Effectiveness with Growth Potential

The initiative shows positive results overall. Project managers report significant successes: Collaborating with the Research and Language Development Office departments to develop new forms for reclassifying dually identified English Learners. Training Special Education teachers on the new requirements for the reclassification process. By June 2025, the following is projected to be fully implemented: It is projected that the new reclassification process will be fully implemented by June 2025. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.5: Effective with Promising Growth Trends

The initiative shows opportunities for growth overall. Notable progress is seen in ALL (-8.30%). Project managers report significant successes: A uniform plan across the district. By June 2025, the following is projected to be fully implemented: MTSS modules, and full development of overview of roles and responsibilities in preparation for next year. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.6: Effective with Substantial Progress

The initiative shows positive results overall. Project managers report significant successes: It is difficult to determine at this point, but it looks like we are going to retain more teachers this year than we did last year. We are better able to support our new teachers, and our veteran teachers. This will increase the likelihood of these teachers continuing on with our district. We have also had several very successful hiring fairs. Our collaboration with the Human Resource Department will help to ensure that we do not start the 2024-2025 school year with any teacher vacancies in Special Education. By June 2025, the following is projected to be fully implemented: Continued New Teacher Support Series. It is our goal to end the school year in 2025 with no teacher vacancies in Special Education. We are planning on this by continuing to partner with the Curriculum Department and the Human Resource Department. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.7: Effective with Substantial Progress

The initiative shows opportunities for growth overall. Notable progress is seen in ALL (-8.30%). Project managers report significant successes: We were able to gain important insight into what our families need from our department, as well as ideas for improvement. We also gained a Family Engagement Specialist, which has been crucial to this work. By June 2025, the following is projected to be fully implemented: Increased attention and recruitment to our CAC and PEP meetings. We expect with this increased advertising and collaboration; we will see an increase in participation. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 5.8: Effective with Promising Growth Trends

The initiative shows opportunities for growth overall. Notable progress is seen in ALL (-8.30%). Project managers report significant

successes: Collaboration with CWA, Mental Health, & Behavioral Health Services. By June 2025, the following is projected to be fully implemented: Collaboration between departments, standing meetings with 2 departments. There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes have been made to Goal 5.

Metrics: The following changes have been made to the Measuring and Reporting Results section:

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Actions: The following changes have been made to the Actions section:

Actions 5.2 – Replaced Action Title field with correct action title “Maximize Course Access & Alternate Diploma Pathways”. Replaced action narrative to reflect draft corrections that were missed at second adoption.

Actions (Total Funds are subject to change depending on May Revision numbers.)

Action #	Title	Description	Total Funds	Contributing
5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	<p>To increase inclusionary practices through a Multi-Tiered System of Supports (MTSS) based approach that allow students with disabilities to receive high quality first instruction in the least restrictive environment through decision making and actions aimed to close equity gaps and increase cross-functional coordination across our entire educational system.</p> <p>Specifically, through the development and implementation of an academic Multi-Tiered Systems of Support that will bridge the foundational learning gaps and meet their needs using the K-8 rostering process, educator development for SWD personnel, and through the implementation of tools gained from the Universal Design for Learning (UDL) framework.</p> <p>Incorporate the use of the newly implemented MTSS Module in the district's Student Information System platform that allows users to identify at risk students, monitor student progress, provide positive results behavioral intervention and support, document student incidents, assign classroom behavior points and it helps district administrators understand in real time what is working and what is not in terms of students who are at risk. The Synergy MTSS module helps to identify if there are gaps in the curriculum and helps identify if additional specialists services and support or professional development assistance is needed.</p> <p>Analysis of instructional settings and system practices will be conducted to identify barriers and resolutions to ensure students have access to literacy (academic) resources and supports through intentional collaboration of planning time between general education and special education collaborators, resulting in students with disabilities having the same grade level challenging opportunities and access to learn the curriculum alongside students without disabilities via identified tiered supports.</p>	\$23,000.00	No

		<p>Increase coaching models and experiences via a Curriculum Specialist and site coaches to bridge the supports and resources from special education and general education. This will provide school site staff (instructional – certificated and classified), district program and department staff, educational partners, and students with a foundational and common understanding of a student’s right to a least restrictive environment, resulting in inclusive instructional practices within the general education setting.</p> <p>Through the Equity Audit and LEASA, the district will conduct an analysis of systems, practices, protocols, and compliance requirements to identify barriers that negatively impact instructional staff from adhering to balancing compliance and instructional requirements.</p> <p>Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrate tools and strategies to support teaching and learning that helps students with disabilities access an equitable opportunity to succeed. Instructional staff will help prepare our students with disabilities to access college and career academic programs and provide the necessary skills for success to achieve graduation and success beyond.</p>		
5.2	<p>Developing Student Individual Transition Plans</p> <p>Maximize Course Access & Alternate Diploma Pathways</p>	<p>Maximize course access and alternate diploma pathways by increasing access to instruction for students with disabilities through acquisition and distribution of district adopted core and supplemental curriculum, facilitation of strategic collaborative priority course placement in the K-12 master scheduling/rostering that promotes inclusion and access in the least restrictive environment to be on track to graduate. Facilitate mutual training, planning and implementation of practices and protocols in the coordinator of section, pathways, courses, transitioning, and advising students with disabilities</p> <p>Identify and implement steps to development of plan beginning in the 8th grade that allow students and parents to be adequately informed of graduation milestones as the student promotes/transitions from grade levels and life levels and the importance of literacy to achieve their goals. Identify and recognize students’ accomplishments through recognition ceremonies.</p> <p>Develop a shared vision between collective educational partners in the</p>	\$26,000.00	No

		planning, training, and development of systems and practices that integrates student Individual Education Plan (IEP) that includes the student's Individual Transition plans (ITP_ promoting graduation opportunities through access to alternative diploma pathways.		
5.3	Accelerate Learning for all SPED Red students	<p>Accelerating learning for all SWD students by targeting instructional practices, learning recovery and providing SWD students with the intervention materials and supports to accelerate learning. Through this action, increased coordination with school sites in the development of strategies/actions with the school site's plan (SPSA).</p> <p>Coordinate and develop systems and protocols that support quarterly data team reviews at the department and school site levels to drive sustainability.</p> <p>Facilitate practices that promote collaboration between SWD personnel, counselors, and general education teachers from K- 8 through high school to ensure best practices and interventions that will accelerate student achievement and to target any social emotional needs.</p> <p>Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure inclusion and access of student applicable supports.</p> <p>Implement a literacy pilot of five schools that are identified based on data points, i.e. SIPPS and alignment to actions will also be tied to the district's Differentiated Assistance and Compliance Improvement Monitoring (CIM) plan focusing on Tier 1 and data analysis. Through the CIM plan activities reached into five specific areas: 1) major/minor, 2) check-in/check-out, 3) requests for support, 4) MTSS improvement plan, and 5) culturally responsive pedagogy.</p>	\$24,000.00	No

5.4	Culturally Responsive Professional Development	<p>Provide meaningful professional development for teachers, paraprofessionals, administrators, and school teams that focus on skill set building and implementing high quality culturally responsive units of instruction, restorative practices, trauma-informed practices, redirection techniques, anti-aggression de-escalation techniques (CPI), and culturally linguistically teaching responsive curriculum.</p> <p>Meaningful professional development maybe provided by district staff or outsourced to vendor(s) experts/consultants deemed expert qualified on the subject matter.</p>	\$50,000.00	No
5.5	Meaningful Student Experiences and Opportunities	Build integrated systems and protocols that leads to meaningful student enrichment experiences through college visits, guest speakers (on student led identified topics), hands-on experiential learning opportunities (field trips), life skills coaching and alternative learning approaches, and other enrichment activities that extends students with access and opportunities for develop leadership, promotes student attendance/engagement, and enhances student's academic achievement.	\$50,000.00	No
5.6	Recruit, Hire, and Retain Student Support Personnel	<p>Through the support and leadership of Human Resources, continue efforts to hire, recruit, and retain diverse staffing that is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's population and student's needs.</p> <p>Foster partnerships to enhance recruitment efforts for special education and specialized positions.</p> <p>Develop, select, and provide training modules for new hires to learn specialized skills sets supporting students with disabilities differentiated based on supporting positions.</p>	\$35,000.00	No

5.7	Parent and Family Supports and Resources	<p>The district will conduct assessment of existing special education parent/family outreach practices, protocols, and structures to determine gaps and solutions, including funding availability, staffing capacity, and potential duplication and/or consolidation of services.</p> <p>Focus on improving existing outreach and communication bridging involvement and engagement opportunities between parent, students, and district staff.</p> <p>Practices, protocols, and structures to ensure staff are knowledgeable in special education, alternative learning environments, and prompting outreach including trainings/workshops on topics such as special education laws, testing/assessments, parent rights, etc.</p>	\$75,000.00	No
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5.8	Enhancing School Engagement and Attendance for Students With Disabilities	<p>Special Education Department in collaboration with CWA. (general education and special education) and educational partners will collaborate to develop an attendance and student engagement plan focusing on students with disabilities.</p> <p>The attendance component of the plan will include the contributing factors, including to absenteeism including pre- and post-pandemic adverse childhood experiences, and adverse community environments. Initially, the analysis of data at deeper levels by reviewing student absences at the disability category level as well as by the settings in which students with disabilities are being served. The plan will also include the identification of wellness- centered, trauma-sensitive approaches to attendance and the subsequent removal and/or reduction of the identified barriers and improve school attendance for students with disabilities.</p> <p>The plan will include three tiers of interventions focusing on practices and protocol strategies; early detection/triggers; and virtual and/or instructional barriers focusing on identified factors contributing to absenteeism.</p> <p>The engagement component will include an analysis of student engagement in the three categories: 1) academic emotional engagement, 2) social emotional behavioral, and 3) behavioral cognitive engagement-academic-social-emotional.</p> <p>The plan will include school site and district level analysis of the correlation of barriers to access and participation of academic programs, feasibility and fiscal impact for additional staffing and areas.</p>	\$50,000.00	No
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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Actions with this goal were reviewed and update to reflect the guidance and industry changes pertaining to exclusivity of specific student groups; therefore, the district will address the academic and social-emotional needs of African American/Black students, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through a needs assessment and/or equity audit.

Note that the Measuring and Reporting Results section below reports data and targets for all Black students in SUSD as determined by the relevant District teams. Select metrics will be reported for All students and specific student groups using the following abbreviations: ALL: All Students, AA: African American

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	Percentage of all students and African American (AA) students who meet or exceed standard for grades 3-8 in ELA and Math.	ELA ALL: 27.08% AA: 26.07% MATH ALL: 16.38%	ELA ALL: 27.98% AA: 18.61% MATH ALL: 17.61%		ELA ALL: 37.08% AA: 36.07% Math ALL: 26.38%	ELA ALL: +0.90% AA: -7.46% MATH ALL: +1.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CAASPP)	AA: 8.70%* (2022-2023) Reported Incorrectly *	AA: 10.25% (2023-2024)		AA: 18.70%* Reported Incorrectly*	AA: 1.55%
4B - A-G Completion	Percentage of all students and African American (AA) students who meet CSU/UC A-G college entrance requirements. (Data Source: CA School Dashboard – Additional Reports)	ALL: 20.70% AA: 18.80% (2022-2023)	ALL: 19.80% AA: 18.80% (2023-2024)		ALL: 30.70% AA: 28.80%	ALL: -0.90% AA: 0.00%
5B – Chronic Absenteeism Rate	Percentage K-8 students and African American (AA) students identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: DataQuest)	ALL: 38.20% AA: 49.90% (2022-2023)	ALL: 34.60% AA: 45.80% (2023-2024)		ALL: 28.20% AA: 39.90%	ALL: - 3.60% AA: - 4.10%
6A - Suspension Rates	Percentage of All students and African American (AA) students who are suspended at least once during the academic year. (Data Source: CA	ALL: 6.00% AA: 13.10% (2022-2023)	ALL: 5.30% AA: 11.50% (2024-2025)		ALL: 0% AA: 3.10%	ALL: -0.70% AA: -1.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard)					

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 8 of 8 actions in goal 6 at varied degrees that provided students with support and resources reducing the achievement gap leading to improvements in their academic outcomes.

Successes:

Action 6.1: Needs assessment and Equity Audit are currently being conducted. Monthly meetings for site level and district level are held to focus on understanding data, removal of biases, and practicing data analysis. Data analysis updates are provided monthly using a data collection tool and communication at district level meetings. **SUSD has utilized the Director of Equity, Diversity, and Inclusion and educational partners, including Epoch Education, in lieu of an outside vendor, to meet the needs of the action. The Master Plan has been initiated and information about current progress shared.**

Action 6.2: All school site School Plan for Student Achievement (SPSA) were revised and aligned to the district LCAP. This includes goals and strategies, specifically referencing African America/Black students. All SPSAs have been translated in Spanish to support the needs of all families in the district. AABPLC's were created at all sites and are referenced as "Equity Teams". Site Equity Teams consist of site administration, certificated staff, classified staff, students and parents. Lead by Epoch Education, a kick-off event was held in January and two additional training and support sessions have been implemented to guide the work of the Equity Teams. District leadership is working closely with Dr. Dome's guidance to lead the work of the Equity Teams.

Action 6.3: Human Resources reviewed the Educator Gap Protocol and historical documentation to identify needs and support to promote diverse staffing at school sites. Human Resources has conducted outreach to 57 Historically Black Colleges and Universities to recruit teachers as well as posting on Handshake, an online job board. Human Resources is also encouraging and promoting future candidates by working with 26 Black Student Unions and Organizations at Junior Colleges and Universities.

Action 6.4: Culturally relevant curriculum text sets ~~have been~~ **are being** developed. Teachers, administrators, and district leadership, administration and all counselors have received professional development and coaching from Dr. Hollie (at 10 sites) and/or Hatching Results focusing on culturally linguistic teaching and the brain. Many sites have supported this work by including information within their SPSAs and allocated Title I Funds. **Add details about curriculum text.**

Action 6.5: A Request for Proposal (RFP) was developed and advertised throughout the state and with African American/Black led/owned organizations. The district's board approved a list of vendors. Per pupil allocation was distributed to school sites to connect with vendors to provide services, support, and resources. **5 out of the 7 approved vendor contracts have been brought to board for approval.**

Action 6.6: The Ethnic Studies team has been meeting regularly to develop and refine high school Ethnic Studies courses. Students attended the HBCU Caravan held in Sacramento and another African American/Black college event at Hong-Kingston Elementary. **The**

Black Student Studies course has expanded from one High School to all three of the Comprehensive High Schools. In addition, two Dependent Charter High Schools have participated in the development and implementation of the Black Student Studies courses at their schools as well.

Action 6.7: 8 Black Students Union (BSU) Clubs were active at eight school sites (i.e. Chavez, Edison, Franklin, Stagg, PLA, HCA, Rio, and San Joaquin). Students attended community events and participated in service projects. Students attended the BLOCK conference at UOP designed to uplift and motivate students of color, as well as to promote a community of care and college/career. BSU Advisors were compensated for their time associated with coordination, planning, hosting events, and meeting with students. Students from PLUS, BSU, and GSA attended the Museum of Tolerance as an integral part of their Youth Participatory Action Research Service-Learning process. BST Counselor Point Person High School Counseling Teams had dedicated staff to provide additional support focusing on Black College & Scholarship Awareness events, such as the Black College Expo, HBCU tour, and BEA Scholarship.

Action 6.8: School sites partnered with a community organization to provide mentorship services, support, and resources to African American/Black students. The request for proposal process has been completed and a list of vendors have been supplied to school sites to utilize services that are provided by the vendors. Currently, over 20 school sites have contracts with the identified community partners.

May 16th 2nd RFP

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 6, the district budgeted \$5,000,000 and calculated estimated actual expenditures in the amount of \$4,740,971, which is at a 95% spend rate.

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

~ Action 6.2 - Budgeted for \$250,000 and reported estimated actual expenditures through June 30, 2025, in the amount of \$173,500, resulting in an estimated 31% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditures.

Prompt 3: A description of the Effective or Ineffective of the specific actions to date in making progress toward the goal.

This report provides a comprehensive evaluation of LCAP Actions 6.1 through 6.8, assessing their Effective based on baseline data, Year 1 outcomes, and progress toward Year 3 targets. Each action was evaluated using the California School Dashboard 5x5 Grid methodology to determine performance levels for various student subgroups.

The evaluation reveals Effective across some actions, with some showing significant positive impacts for certain subgroups. Most actions show some positive movement but are not on pace to meet ambitious Year 3 targets without acceleration or refinement of implementation

strategies.

Action 6.1: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.2: Highly Effective with Strong Implementation

The BST initiative shows positive trends overall. Project managers report significant successes: SPSAs that were easy for families to read and understand and schools' sites used to support student academic achievement. By June 2025, the following is projected to be fully implemented: Already met. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.3: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.4: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.5: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.6: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.7: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations. The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 6.8: Effective with Growth Opportunities

The BST initiative shows positive trends overall. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: Revised Goal 6's Why Statement to reflect changes in industry standards and expanding focus to student subgroup identified as disproportionate.

Metrics: The following changes have been made to the Measuring and Reporting Results section:

~ 4A – Statewide Assessments ELA – Meet or Exceeds – Revised the desired outcome to read “ALL: 37.08%, AA: 3#.##%”

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Actions: The following changes have been made to the Actions section:

Action 6.1 – Renamed Action Title field to read “Student Achievement Master Plan”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices.

Action 6.2 – Renamed Action Title field to read “Data Driven Alignment with School Plan for Student Achievement (SPSA)”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices.

Action 6.3 – Renamed Action Title field to read “Educator Gap Balancing and Recruitment **Process**”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices.

Action 6.4 – Renamed Action Title field to read “K-8 Academic Supports: Culturally Responsive Text Set Development, Individual Student Needs Assessment and Curriculum & Pedagogy”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices.

Action 6.5 – Renamed Action Title field to read “Community Partnerships”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices. Merged action 6.8 as it directly aligns with connecting community partnership services, supports, and resources to school sites.

Action 6.6 – Renamed Action Title field to read “Development of High School African American Studies Course”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices.

Action 6.7 – Renamed Action Title field to read “School Climate & Wellness Personnel Support”. Revised and updated Action Description narrative to correlate with district activities, procedures, and practices.

Action 6.8 – Merged action with 6.5.

Actions (Total Funds are subject to change depending on May Revision numbers.)

Action #	Title	Description	Total Funds	Contributing
6.1	Student Achievement Plan/Master Plan	<p>African American/Black Student Achievement Plan (AABSAP) development, coordination, and implementation.</p> <p>Develop the African American/Black Student Achievement Master Plan (AABSAP) that will identify structural supports leading to the coordination and implementation of evidence-based strategies and activities addressing culturally responsive unit development and instruction, fostering partnerships with community-based organizations focusing on success, and identifying and/or increasing staffing support to address the academic and social-emotional needs of African American/Black students, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through a needs assessment and/or equity audit.</p> <p>Under the umbrella of the equity audit, the identification of foundational tenets will be based on the work of culturally relevant teaching and learning, social and emotional supports, and the multi-tiered system of supports (MTSS).</p> <p>At a minimum the AABSAP will The African American/Black Student Achievement Master Plan may include the following elements and documented alignment with the district's Local Control and Accountability Plan (LCAP) and site level School Plan for Student Achievement (SPSA):</p> <ul style="list-style-type: none"> • School Selection & Criteria & Phasing Supports Alignment with the School Plan for Student Achievement • District Goals and Priority Recommendations Alignment • Current Data/Metrics (Pilot of "Open" Data Dashboard) of African American/Black students • Student Success Metrics Key Performance Indicators (KPI) • AABSAP Definition of Success & Theory of Action • AABSAP Tenets: (Principle or belief honored by a person or, more often, a group of people) • "Open" Data Dashboard • Local Control and Accountability Plan —Goal 5 Inclusion and 	\$250,000.00	No

		<p>Alignment</p> <ul style="list-style-type: none"> Criteria & Phasing Supports Alignment with the School Plan for Student Achievement Parent Advisory Committee Alignment (governed by By-Laws) External Evaluation <p>Coordination of the African American/Black Student Achievement Master Plan will be developed by district leadership, Director of Equity, Diversity, and Inclusion, and educational partners, including Epoch Education, through data analysis and a needs assessment.</p> <p>will initiate with district staff developing a Request for Proposal seeking an experienced and qualified vendor to guide the process within a reasonable timeframe resulting in the completion of the AABSAP. The AABSAP must obtain recommendation to present for board approval by the district African American/Black Parent Advisory Committee Board approval will be obtained.</p>		
6.2	<p>Data Driven Strategic District-level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p>	<p>Schools sites Through the development process of the School Plan for Student Achievement (SPSA) school sites will incorporate integrate LCAP goals to explicitly addressing African American/Black, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through a needs assessment and/or equity audit.</p> <p>Site-level Equity Teams will play a critical role in driving data-informed decision-making at your school sites. Teams will collaboratively, at least monthly, analyze data, explore strategic approaches, and develop best practices for leading meaningful conversations with your site teams. Site-level Equity Teams will explicitly addressing African American/Black, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through the data analysis process.</p> <p>an African American/Black Student Achievement Professional Learning Community The Equity Team will meet monthly. These monthly meetings will include the following activities:</p> <ul style="list-style-type: none"> Reviewing curriculum supporting culturally responsiveness Reviewing data to guide implementation and modification of 	\$250,000.00	No

		<p>evidence-based instruction</p> <p>The Equity Teams will report out at each School Site Council meeting on their findings along with recommendations. The AABPLC Equity Teams will also provide recommendations to site SPSAs on activities that are in alignment.</p>		
6.3	<p>Educator Gap Equity Balancing and Recruitment Process Plan-</p>	<p>The district will review and update the current co-developed (Human Resources and Educational Services) Educator Gap Balancing and Recruitment process components explicitly addressing African American/Black, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through the data analysis process. The district will solidify the development and consolidation of components of the Educator Gap Balancing and Recruitment Protocol Equity Plan to guide the process of updating, coordinating, and memorializing district processes/practices.</p> <p>The process Plan will include the inclusion of recruitment, hiring, placement, and retention practices supporting diverse staffing. The district is strengthening the approach to implement the action through a clearly identified workflow articulating timelines and departments/persons responsible.</p> <p>Diverse staffing is inclusive of administration, teachers, certificated staff, and classified staff creating an environment that is representative of the school site's African American/Black, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate.</p> <p>Foster higher education partnerships with HBCU (Historically Black Colleges and Universities) and Black Student Union (BSU) organizations across California, to attend recruitment events and connect aspiring and newly credentialed teachers with the district's most vulnerable school sites. Invite HBCUs to attend and participate in district recruitment events.</p>	\$200,000.00	No

6.4	<p>BSAP K-8 Academic Supports: Culturally Responsive Text Set Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p>	<p>In order to improve student academic achievement in the California content standards, culturally responsive text set planning team, comprised of teachers, will develop text sets to augment core curriculum amplifying the content and deepening instruction. The development will leverage and build upon the professional development and coaching received through consultant support. The team will ensure curriculum the curriculum is responsive to African American/Black students, English Learners, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate. The team will develop at least two units of instruction each semester aligned with culturally responsive tenets.</p> <p>In order to improve Black student achievement in the California content standards, BSAP school principals will leverage teacher professional development and planning time for culturally responsive unit development and individual student needs assessment.</p> <p>The team will link and lead the integration of ethnic studies throughout the development. The planning team will receive additional compensation for the development, integration, and connectivity to sites.</p> <p>This action reflects administrative support for BSAP school principals.</p> <p>The team along with district leadership will observe implementation of the units-text sets and continue to refine based on student performance.</p> <p>First, for culturally responsive unit development, BSAP school principals will analyze their curriculum to determine the extent to which the curriculum is responsive to Black students. They will develop at least two units of instruction each semester aligned with culturally responsive tenets. Administration and school teams observe implementation of the units and continue to refine based on student performance.</p> <p>In support of Individual student needs assessment, the district recognizes that every student has unique areas of strength and challenge, therefore, to improve student performance, schools will identify grade level and non-grade level target areas using a Universal Screener (pilot) for early literacy diagnostic assessment tool and iReady for the numeracy diagnostic assessment tool. These diagnostic assessment tools will aide in reduction the over identification of African American/Black students in Special Education.</p>	\$587,144.00	No
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		<p>The district will use local Key Performance Indicators (KPIs) to support the analysis of data and progress.</p> <p>Second, for individual student needs assessment, recognizing that every student has unique areas of strength and challenge, in order to improve student performance, schools will identify grade level and non-grade level target areas using a literacy and numeracy diagnostic tool.</p>		
6.5	BSAP Community Partnerships	<p>Improve student engagement, increase participation in extracurricular activities, and attendance through the establishment of partnerships with community organizations to implement services, support, and resources that promotes and disrupts barriers that lead to disproportionality of African American/Black students. Root causes and specific needs of services will be identified through the school sites comprehensive needs assessments during their School Plan for Student Achievement (SPSA) development.</p> <p>Provide school sites with a per pupil allocation based on student count to facilitate services with established partnerships with community organizations. School site services, support, and resources from the established community partnerships are meant to enhance youth development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement, student safety, mentorship, and attendance.</p> <p>In collaboration with the Human Resources department, foster and support the Teacher University Residency pipeline through the establishment through partnerships with community organizations for services and support to connect and mentor aspiring, newly credentialed teachers, and veteran teachers, with the district's most vulnerable school sites.</p> <p>To improve metrics, each Community of Schools receive partnership allocations based on their Black student total count. Collaboration with site principals to identify specific root causes for Black student under-performance.</p> <p>In addition, this action also reflects the BSAP Teacher University Residency Development Pipeline effort.</p>	<p>\$542,456.00</p> <p>\$713,687.00</p>	No

6.6	Development of High School African American Studies Course	<p>In order to Improve access to culturally responsive curriculum text sets, student diversity, and increase the number of students meeting A-G requirements (including students with disabilities), each secondary high school will allocate a in Group 1 and Group 2 will receive an auxiliary period to add a Social Studies courses aligned with African-American culture, literature, and history to the master schedule.</p> <p>A team of teachers across Regions working with the Division of lead by the Curriculum & Instruction will collaborate to build the courses and apply for future A-G approval.</p> <p>Selected teachers for the course will receive planning time to increase their understanding of the content and continue to develop their understanding of culturally responsive instructional practices.</p> <p>Increase student access to Historically Black Colleges and Universities (HBCU), through the coordination to attend a regionally hosted HBCU Caravan. The event promotes access to HBCUs from across the nation, opportunities to attend HBCU focused workshops, and receive sport scholarship and admissions.</p> <p>Encourage teachers and district leaders to attend culturally responsive and Ethnic Studies focused conferences to build awareness, increase understanding and melding of industry and cultural practices, and expand course offerings that lead to student identity, sense of belonging, and agency.</p>	\$565,169.00	No
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6.7	<p>BSAP School Climate & Wellness Personnel Support</p>	<p>Counseling, Mental Health, Health Services, and Child Welfare and Attendance (CWA) personnel positions and funding to focus on the overall wellness of African American/Black Students. Student Support Services. School support services encompass various programs and resources designed to assist students in various areas, including academic, social-emotional, and behavioral needs. These services aim to create a supportive and inclusive learning environment where all students can thrive.</p> <p>To improve SUSD KPIs 16 BSAP success metrics, school climate and wellness personnel positions have been allocated to school sites.</p> <p>Through the collaboration with Student Support Services:-</p> <ul style="list-style-type: none"> · Counselors collaborate with teachers and Research and Accountability to conduct Black Student Success Plans. Additional counselors have been added to lower the counselor-to-student ratio at every school site to support the identification of interventions for African American Black students. <p>Secondary Counselors</p> <ul style="list-style-type: none"> * Conduct Black Student Success Plan (BSSP) meetings during non-course classroom time and communicate information to the classroom teachers, site administration and parents; * Participate in data reviews with the BSAP site team every grade period; * Participate in multidisciplinary teams, such as Student Success Team (SST), to identify necessary support services (e.g., counseling, assessment, and interventions); and * Work with academic counselors and the BSAP team to identify intervention, enrichment, or prevention opportunities for Black students. <ul style="list-style-type: none"> · Mental Health personnel to lower case-loads across the district to improve the services for African American Black students <ul style="list-style-type: none"> · Historically Black Colleges and Universities (HBCUs) events for elementary and secondary schools, including college tours, awareness campaigns, student/parent college workshops, and university caravans. High school juniors and seniors have the opportunity to connect with historically black colleges and universities and have the potential for on-the-spot college scholarships and acceptances awarded to qualifying students. 	\$1,891,544.00	No
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		<ul style="list-style-type: none"> · Administrators/teachers receive additional training and time to create Positive Behavior Intervention Supports (PBIS) activities and lesson plans. To develop a lesson design team to support schools with the highest percentages of African American Black students. <p>School Climate Advocates</p> <ul style="list-style-type: none"> * Collaborate with school site personnel in implementing multi-tiered systems of support and the District's school-site safety policies to build positive school climates; * Support school personnel with student mediation and conflict resolution; and * Provide direct support to traditionally marginalized groups, identifying available resources within the school, the District, and community per the site administrators' direction. * Note that this reflects School Climate Advocates overseen by the BSAP team. <ul style="list-style-type: none"> · Support Health Fairs focused on African American families and students · Additional health care personnel to allow focused time to address the needs of African American students at schools with the highest percentages of African American Black students <ul style="list-style-type: none"> · Administrators/teachers receive additional training and activities to implement Restorative Practices in all schools <p>Restorative Justice Teachers</p> <ul style="list-style-type: none"> * Develop lesson plans and materials to support Multi-Tiered Systems of Support (MTSS), leveraging evidence-based Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community building activities in classrooms for the targeted student populations; and * Co-teach and conduct community building activities with new teachers and support the implementation of Restorative Practices/Justice. <ul style="list-style-type: none"> · Administrators and staff receive additional Child Welfare and Attendance training · Additional CWA personnel to increase supports and services to African American Black Students 		
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		<p>Pupil Services & Attendance Counselors</p> <ul style="list-style-type: none"> * Monitor Black student attendance and academic progress to support early identification and intervention with at-risk students; * Collaborate with PSWs to determine Black Student Success Plan (BSSP) caseload; and * Conduct BSSP meetings during non-course classroom time and communicate information to the classroom teachers, site administration, and parents. <p>· Mental health school site activities and administrator/teacher professional development.</p> <p>Psychiatric Social Workers</p> <ul style="list-style-type: none"> * Promote Black student achievement and well-being by implementing culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being. <p>The BSAP Teacher University Residency Development Pipeline work to build a diverse workforce so our students see themselves in their teachers is also included in this action.</p>		
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6.8	BSAP Community-Based Safety Pilots	<p>(Merged with 6.5)</p> <p>In order to Improve student engagement, increase participation in extracurricular activities, and attendance, the Community-Based Safety Pilots will:</p> <p>* Allow schools to receive support from the District's established city-partnership and increase community-based organizations' partnerships on school campuses. The partnerships will help ensure Safe Passage for students and families to commute to and from school safely. Students will also benefit from community-based partnerships to enhance youth-development programs to promote a growth mindset, self-efficacy, self-management, social awareness, and increase student engagement and attendance.</p> <p>~ Note that this also includes School Climate Advocates from the Division of School Operations and the System of Support Administrators and Student Support Services.</p>	\$713,687.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
7	<p>Success of the Modern K-8 Student</p> <p>By June 30, 2026, the student groups performing in the red* at the six Equity Multiplier Schools will demonstrate improved school climate through access to high quality culturally relevant instruction, inclusive student engagement, positive school culture and family interactive resources using Multi-Tiered System of Supports (MTSS), as measured by CA Dashboard Chronic Absenteeism and Suspension Rate data.</p> <p>Equity Multiplier School Information:</p> <ul style="list-style-type: none"> Adams Elementary student groups performing in the red: African American (ELA, Math, Suspension Rate), Asian (ELA, Math, Chronic Absenteeism), English Learners (ELA, Math), Hispanic (ELA), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (ELA, Math, Suspension Rate), White (Chronic Absenteeism, Suspension Rate) El Dorado Elementary student groups performing in the red: African American (Chronic Absenteeism), English Learners (ELA, Math, Chronic Absenteeism), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA), Students with Disabilities (ELA, Chronic Absenteeism), White (Chronic Absenteeism), Two or More (Suspension Rate) Hazelton Elementary student groups performing in the red: English Learners (ELA), Long-Term English Learners (ELA, Math, Suspension Rate), Students with Disabilities (ELA, Math, Suspension Rate) Roosevelt Elementary student groups performing in the red: Hispanic (ELA), Socioeconomically Disadvantaged (ELA, Chronic Absenteeism, Suspension Rate), Students with Disabilities (ELA, Suspension Rate), English Learners (English Learner Progress Indicator, Suspension Rate), Hispanic (Chronic Absenteeism, Suspension Rate) Van Buren Elementary student groups performing in the red: African American (Suspension), Asian (Chronic Absenteeism), Students with Disabilities (Suspension) 	Equity Multiplier Focus Goal

	<ul style="list-style-type: none">Wilson Elementary student groups performing in the red: English Learners (ELA, Math, Suspension Rate), Socioeconomically Disadvantaged (ELA, Math, Chronic Absenteeism, Suspension Rate), Hispanic (Math, Chronic Absenteeism, Suspension Rate), Students with Disabilities (Chronic Absenteeism, Suspension Rate), White (Suspension Rate)	
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State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Stockton Unified and the identified school sites developed this goal in support of enhancing literacy success for modern K-8 students, with a particular emphasis on **School Climate**. The goal is designed to improve overall academic outcomes **and student engagement**. By ensuring students **are engaged in a positive school climate**, the LEA is setting the stage for broader academic success.

School Climate was identified as the commonality amongst the six K-8 Equity Multiplier school sites. Most specifically, the six Equity Multiplier sites have a need to improve Chronic Absenteeism and Suspension rates. Additionally, five of the Equity Multiplier sites share the need for academic achievement for some student subgroups.

Using a Data-Driven Decision-Making process, in collaboration between the district's Research & Accountability Department, the school sites furthered their **individual student group** analysis with its educational partners in the development of their comprehensive needs assessment. This needs assessment **process** incorporated other data points not reported by the California School Dashboard that introduced possible root causes for the **high suspension and chronic absenteeism rates, and low academic performance in English Language Arts and Mathematics**.

Each K-8 school site has a passion and dedication to provide students with educational access and opportunities to improve their academic outcomes. In doing so, each school identified academic achievement disparities that are likely leads to achievement gaps **for each subgroup**. By focusing on culturally relevant literacy instruction and inclusive **student** engagement, each school site aims to create an educational environment where all students, regardless of their background, have the opportunity to succeed. Stockton Unified and the identified schools support a diverse student population **with unique needs**. Recognizing the diverse cultural backgrounds of students, each school site aims to provide **support and academic** instruction that is relevant and meaningful to their student's experiences through culturally relevant instruction. This approach not only enhances engagement but also validates students' identities and backgrounds within the learning **environment**.

To improve chronic absenteeism rates and suspension rates, positive and meaningful school engagement are essential for the success, especially for the lowest performing students. Through the work described in the action, each **student group** will move closer to being proficient in ELA **and Math** as it will prepare them for the demands of higher education and the workforce.

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

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

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

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

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA -Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	Adams Elementary School ALL: 18.61% EL: 6.00% LTEL: 8.33% SED: 16.19% SWD: 8.51% AA:12.13% HI: 13.69%	Adams Elementary School ALL: 14.41% EL: 1.54% LTEL: 0.00% SED: 12.08% SWD: 6.90% AA: 7.89% HI: 13.99%		Adams Elementary School ALL: 28.61% EL: 16.00% LTEL: 18.33% SED: 26.19% SWD: 18.51% AA: 22.13% HI: 23.69%	Adams Elementary School ALL: -4.20% EL: -4.46% LTEL: -8.33% SED: -4.11% SWD: -1.61% AA: -4.24% HI: +0.30%
		El Dorado Elementary School ALL: 15.47% EL: 4.00% LTEL: 0.00% SED:13.85% SWD: 4.17% AA: 4.76%	El Dorado Elementary School ALL: 17.43% EL: 2.53% LTEL: 0.00% SED:14.81% SWD:5.26% AA: 10.00%		El Dorado Elementary School ALL: 25.47% EL: 4.00% LTEL: 10.00% SED: 23.85% SWD: 14.17% AA: 14.76%	El Dorado Elementary School ALL: +1.96% EL: -1.47% LTEL: 0.00% SED: +0.96% SWD: +1.09% AA: +5.24%
		Madison Elementary School ALL: 22.76% EL: 10.45% LTEL: 0.00%	Madison Elementary School		Madison Elementary School	Madison Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 9.38% Van Buren Elementary School ALL: 13.96% EL: 1.87% LTEL: 0.00% SED:13.42% HI:15.86% (2022-2023) Hazelton Elementary School ALL: 18.88% EL: 5.00% LTEL: 0.00% SED: 18.25% AA: 7.14% HI: 17.71% Roosevelt Elementary School ALL: 16.13% EL: 5.00% LTEL: 3.70% SED: 16.34% SWD: 2.04% HI: 17.29% Wilson Elementary School ALL: 17.62% EL: 2.33% LTEL: N/A% SED: 16.75%	ALL: 17.19% EL: 6.17% LTEL: 6.25% SWD: 5.19% Van Buren Elementary School ALL: 16.28% EL: 8.25% LTEL: 0.00% SED: 16.73% HI: 16.67% (2023-2024)		ALL: 32.76% EL: 20.45% LTEL: 10.00% SWD: 19.38% Van Buren Elementary School ALL: 23.96% EL: 11.87% LTEL: 10.00% SED:23.42% HI: 25.86% Hazelton Elementary School ALL: 18.88% EL: 5.00% LTEL: 0.00% SED: 18.25% AA: 7.14% HI: 17.71% Roosevelt Elementary School ALL: 26.13% EL: 15.00% LTEL: 13.70% SED: 26.34% SWD: 12.04% HI: 27.29%	ALL: -5.57% EL: -4.28% LTEL: +6.25% SWD: -4.19% Van Buren Elementary School ALL: +2.32% EL: +6.38% LTEL: 0.00% SED: +3.31% HI: +0.81% Hazelton Elementary School ALL: N/A% EL: N/A% LTEL: N/A% SED: N/A% AA: N/A% HI: N/A% Roosevelt Elementary School ALL: N/A% EL: N/A% LTEL: N/A% SED: N/A% SWD: N/A% HI: N/A%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-2024)			Wilson Elementary School ALL: 27.62% EL: 12.33% LTEL: N/A% SED: 26.75%	Wilson Elementary School ALL: N/A% EL: N/A% LTEL: N/A% SED: N/A%
4A - State Assessments ELA - Distance from Standard	The average of all 3rd - 8th grade student English Language Arts CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard)	<p>Adams Elementary School ALL: -91.8 EL: -114.3 SED: -99.6 SWD: -138.8 AA: -114.4 HI: -98.8</p> <p>El Dorado Elementary School ALL: -86.5 EL: -107.8 SED: -92.4 SWD: -139.7 AA: -127.2</p> <p>Madison Elementary School ALL: -65.0 EL: -75.8 SWD: -95.1</p> <p>Van Buren Elementary School ALL: -98.3 EL: -107.9 SED: -99.3</p>	<p>Adams Elementary School ALL: -94.9 EL: -123.3 SED: -99.9 SWD: -145.1 AA: -114.9 HI: -98.6</p> <p>El Dorado Elementary School ALL: -83.8 EL: -111.4 SED: -89.7 SWD: -152.8 AA: -102.1</p> <p>Madison Elementary School ALL: -82.1 EL: -92.8 SWD: -102.1</p> <p>Van Buren Elementary</p>		<p>Adams Elementary School ALL: -81.8 EL: -104.3 SED: -89.6 SWD: -128.8 AA: -104.4 HI: -88.8</p> <p>El Dorado Elementary School ALL: -76.5 EL: -97.8 SED: -82.4 SWD: -12.7 AA: -117.2</p> <p>Madison Elementary School ALL: -55.0 EL: -65.8 SWD: -85.1</p> <p>Van Buren Elementary</p>	<p>Adams Elementary School ALL: -3.1 EL: -9.0 SED: -0.3 SWD: -6.3 AA: -0.5 HI: +0.2</p> <p>El Dorado Elementary School ALL: +2.7 EL: -3.8 SED: +2.7 SWD: -13.1 AA: +25.1</p> <p>Madison Elementary School ALL: -17.1 EL: -17.0 SWD: -7.0</p> <p>Van Buren Elementary</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: -89.6 (2022-2023) Hazelton Elementary School ALL: -79.2 EL: -117 LTEL: -158.7 SWD: -187.2 Roosevelt Elementary School ALL: -91.7 SED: -92.9 SWD: -155.9 HI: -88.5 Wilson Elementary School ALL: -93.1 EL: -114.3 LTEL: N/A SED: - 96.4 (2023-2024)	School ALL: -88.4 EL: -102 SED: -88.3 HI: -84.2 (2023-2024)		School ALL: -88.3 EL: 97.9 SED: -89.3 HI: -879.6 Hazelton Elementary School ALL: -69.2 EL: -107 LTEL: -148.7 SWD: -177.2 Roosevelt Elementary School ALL: -81.7 SED: -82.9 SWD: -145.9 HI: -78.5 Wilson Elementary School ALL: -83.1 EL: -104.3 LTEL: N/A SED: - 86.4	School ALL: +0.9 EL: +4.7 SED: +11.0 HI: +5.4 Hazelton Elementary School ALL: N/A EL: N/A LTEL: N/A SWD: N/A Roosevelt Elementary School ALL: N/A SED: N/A SWD: N/A HI: N/A Wilson Elementary School ALL: N/A EL: N/A LTEL: N/A SED: N/A
4E - Progress English Proficiency	4E) Percentage of English Learner K-8 students who make progress toward English	Adams Elementary School 51.7% El Dorado Elementary	Adams Elementary School 45.8%		Adams Elementary School 61.7%	Adams Elementary School -5.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard)	School 46.7% Madison Elementary School 47.9% Van Buren Elementary School 33.8% (2022-2023) Hazelton Elementary School 45.1% Roosevelt Elementary School 40.4% Wilson Elementary School 55.7% (2023-2024)	El Dorado Elementary School 46.5% Madison Elementary School 36.4% Van Buren Elementary School 55.6% (2023-2024)		El Dorado Elementary School 56.7% Madison Elementary School 57.9% Van Buren Elementary School 43.8% Hazelton Elementary School 55.1% Roosevelt Elementary School 50.4% Wilson Elementary School 65.7%	El Dorado Elementary School -0.2% Madison Elementary School -11.5% Van Buren Elementary School +21.8% Hazelton Elementary School N/A Roosevelt Elementary School N/A Wilson Elementary School N/A
4E - Level 4 ELPAC	(4E) Percentage of Stockton USD K-8th grade English learners	Adams Elementary School 9.89%	Adams Elementary School 7.02%		Adams Elementary School 19.89%	Adams Elementary School : -2.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC.</p> <p>(Data Source: ELPAC)</p>	<p>El Dorado Elementary School 11.83%</p> <p>Madison Elementary School 14.63%</p> <p>Van Buren Elementary School 7.41%</p> <p>(2022-2023)</p> <p>Hazelton Elementary School 9.73%</p> <p>Roosevelt Elementary School 12.75%</p> <p>Wilson Elementary School 23.44%</p> <p>(2023-2024)</p>	<p>El Dorado Elementary School 5.88%</p> <p>Madison Elementary School 6.21%</p> <p>Van Buren Elementary School 12.35%</p> <p>(2023-2024)</p>		<p>El Dorado Elementary School 21.83%</p> <p>Madison Elementary School 24.63%</p> <p>Van Buren Elementary School 17.41%</p> <p>Hazelton Elementary School 19.73%</p> <p>Roosevelt Elementary School 22.75%</p> <p>Wilson Elementary School 33.44%</p>	<p>El Dorado Elementary School -5.95%</p> <p>Madison Elementary School -8.42%</p> <p>Van Buren Elementary School +4.94%</p> <p>Hazelton Elementary School N/A</p> <p>Roosevelt Elementary School N/A</p> <p>Wilson Elementary School N/A</p>
4F - EL Reclassification Rate	Percentage of English Learner (EL) K-8 students who meet Stockton USD	Adams Elementary School 6.60% (7.50%)	Adams Elementary School 6.60%		Adams Elementary School 16.60%	Adams Elementary School -0.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards to be redesignated as a Fluent English Proficient. (Data Source: DataQuest)	El Dorado Elementary School 6.80% (7.60%) Madison Elementary School 7.00% (6.10%) Van Buren Elementary School 8.50% (7.60%) (2022-2023) Hazelton Elementary School 12.4% Roosevelt Elementary School 18.5% Wilson Elementary School 5.9% (2023-2024)	El Dorado Elementary School 6.80% Madison Elementary School 7.00% Van Buren Elementary School 8.50% (2023-2024)		El Dorado Elementary School 16.80% Madison Elementary School 17.00% Van Buren Elementary School 18.50% Hazelton Elementary School 22.4% Roosevelt Elementary School 28.5% Wilson Elementary School 15.9%	El Dorado Elementary School -0.80% Madison Elementary School +0.90% Van Buren Elementary School +.090% Hazelton Elementary School N/A Roosevelt Elementary School N/A Wilson Elementary School N/A
5B - Chronic Absenteeism Rate	Percentage of Students K-8 identified as chronically absent - students who are	El Dorado Elementary School All:56.60% (53.60%) AA:60.50%	El Dorado Elementary School All:50.20%		El Dorado Elementary School All:46.6%%	El Dorado Elementary School ALL: -3.40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: CA Schools Dashboard)	<p>Madison Elementary School ALL: 45.90% EL: 43.50% SED: 48.00% SWD: 53.40% HI: 45.30% MR: 54.80%</p> <p>Van Buren Elementary School All: 45.5% AS: 29.20%</p> <p>(2022-2023)</p> <p>Hazelton Elementary School All: 42.90%</p> <p>Roosevelt Elementary School All: 45.40% SED: 46.10% HI: 42.8%</p> <p>Wilson Elementary School All: 43.40% SED: 44.30% SWD: 56.10% HI: 39.40%</p> <p>(2023-2024)</p>	<p>AA:60.20%</p> <p>Madison Elementary School ALL: 41.20% EL: 27.70% SED: 43.90% SWD: 39.30% HI: 38.30% MR: 55.80%</p> <p>Van Buren Elementary School All: 38.30% AS: 32.40%</p> <p>(2023-2024)</p>		<p>AA:50.5%</p> <p>Madison Elementary School ALL: 35.9% EL: 33.5% SED: 38.0% SWD: 43.4% HI: 35.3% MR: 44.8%</p> <p>Van Buren Elementary School All: 38.5% AS:19.2%</p> <p>Hazelton Elementary School All: 32.90%</p> <p>Roosevelt Elementary School All: 35.40% SED: 36.10% HI: 32.8%</p> <p>Wilson Elementary School All: 33.40% SED: 34.30%</p>	<p>AA: -0.30%</p> <p>Madison Elementary School ALL: -4.70% EL: -15.80% SED: -4.10% SWD: -14.10% HI: -7.00% MR: +1.00%</p> <p>Van Buren Elementary School All: -7.20% AS: +3.20%</p> <p>Hazelton Elementary School All: N/A</p> <p>Roosevelt Elementary School All: N/A SED: N/A HI: N/A</p> <p>Wilson Elementary School All: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: 46.10% HI: 29.40%	SED: N/A SWD: N/A HI: N/A
6A - Suspension Rates	Percentage of students who are suspended at least once during the academic year. (Data Source: CA School Dashboard)	<p>El Dorado Elementary School ALL:12.70% HOM:24.00% SED:12.50% SWD:17.30% AA:18.50% HI:10.80% WH:16.70%</p> <p>Madison Elementary School ALL:2.70% MR:4.00%</p> <p>Van Buren Elementary School ALL: 5.00% EL: 3.40% SWD:11.00% AA:8.20% HI:3.90% HOM: 12.20%</p> <p>(2022-2023)</p> <p>Hazelton Elementary School All: 5.70% LTEL: 17.10% SWD: 13.90%</p> <p>Roosevelt Elementary</p>	<p>El Dorado Elementary School ALL:9.10% HOM:7.40% SED:9.60% SWD:9.90% AA:16.20% HI:7.20% WH:6.40%</p> <p>Madison Elementary School ALL:3.00% MR:5.60%</p> <p>Van Buren Elementary School ALL: 5.30% EL: 2.90% SWD:15.50% AA:14.00% HI:2.90% HOM: 6.10%</p> <p>(2022-2023)</p>		<p>El Dorado Elementary School ALL:7.7% HOM:19.0% SED:7.5% SWD:12.3% AA:13.5% HI:7.8% WH:8.7%</p> <p>Madison Elementary School ALL:0.7% MR: 2.0%</p> <p>Van Buren Elementary School ALL:3.0% EL: 1.4% SWD:8.0% AA:6.2%% HI:1.9% HOM: 12.2%</p> <p>Hazelton Elementary School All: 0.70% LTEL: 12.10%</p>	<p>Adams Elementary School ALL: -3.60% HOM: -16.60% SED: -2.90% SWD: -7.40% AA: -2.30% AH: -3.60% WH: -10.30%</p> <p>Madison Elementary School ALL: +0.30% MR: +1.60%</p> <p>Van Buren Elementary School ALL: +0.30% EL: -0.50% SWD: +4.50% AA: +5.80% AH: -1.00% HOM: -6.10%</p> <p>Hazelton Elementary School All: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School All: 8.80% EL: 7.70% SED: 8.50% SWD: 17.60% HI: 8.4% Wilson Elementary School All: 7.90% EL: 8.80% SED: 8.30% SWD: 11.40% HI: 8.20% WH: 9.70% (2023-2024)			SWD: 8.90% Roosevelt Elementary School All: 3.80% EL: 2.70% SED: 3.50% SWD: 12.60% HI: 3.4% Wilson Elementary School All: 2.90% EL: 3.80% SED: 3.30% SWD: 6.40% HI: 3.20% WH: 4.70%	LTEL: N/A SWD: N/A Roosevelt Elementary School All: N/A EL: N/A SED: N/A SWD: N/A HI: N/A Wilson Elementary School All: N/A EL: N/A SED: N/A SWD: N/A HI: N/A WH: N/A
8A - Local Assessment iReady ELA Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	ALL: 25.70% AA: 20.60% (Winter 2023) El Dorado Elementary School ALL: 15.10% HOM: 6.30% SED: 12.20% SWD: 1.00% AA: 10.30% HI: 15.50% WH: 20.80%	ALL: 27.00% AA: 20.70% (Winter 2024)		ALL: 35.7% AA: 30.60% El Dorado Elementary School ALL: 25.10% HOM: 26.30% SED: 22.20% SWD: 11.00% AA: 20.30% HI: 25.50% WH: 30.80%	ALL: + 1.30% AA: +.70% El Dorado Elementary School ALL: N/A HOM: N/A SED: N/A SWD: N/A AA: N/A HI: N/A WH: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Madison Elementary School ALL: 2.70% MR: 4.00%</p> <p>Van Buren Elementary School ALL: 5.00% EL: 3.40% SWD: 11.00% AA: 8.20% HI: 3.90% HOM: 12.20%</p> <p>Hazelton Elementary School ALL: 21.60% EL: 7.70% LTEL: N/A SWD: 3.80%</p> <p>Roosevelt Elementary School ALL: 25.30% SED: 15.00% SWD: 4.90% HI: 25.00%</p> <p>Wilson Elementary School ALL: 21.30% EL: 2.90% LTEL: N/A SED: 14.70%</p> <p>(Winter 2024)</p>			<p>Madison Elementary School ALL: 12.70% MR: 14.00%</p> <p>Van Buren Elementary School ALL: 15.00% EL: 13.40% SWD: 21.00% AA: 18.20% HI: 13.90% HOM: 22.20%</p> <p>Hazelton Elementary School ALL: 31.60% EL: 17.70% LTEL: N/A SWD: 13.80%</p> <p>Roosevelt Elementary School ALL: 35.30% SED: 25.00% SWD: 14.90% HI: 35.00%</p> <p>Wilson Elementary School</p>	<p>Madison Elementary School ALL: N/A MR: N/A</p> <p>Van Buren Elementary School ALL: N/A EL: N/A SWD: N/A AA: N/A HI: N/A HOM: N/A</p> <p>Hazelton Elementary School ALL: N/A EL: N/A LTEL: N/A SWD: N/A</p> <p>Roosevelt Elementary School ALL: N/A SED: N/A SWD: N/A HI: N/A</p> <p>Wilson Elementary School</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ALL: 31.30% EL: 12.90% LTEL: N/A SED: 24.70% (Winter 2024)	ALL: N/A EL: N/A LTEL: N/A SED: N/A

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 4 of 4 actions in goal 7 at varied degrees that provided students with support and resources leading to improvements in their academic outcomes.

Successes:

Action 7.1: Adams Elementary developed 7 strategies that further defined the action framework within the LCAP. These strategies were implemented at various stages.

Action 7.2: El Dorado Elementary initially developed 13 strategies that further defined the action framework within the LCAP. After further educational partner engagement, 4 more strategies were defined with the action framework resulting in 17 strategies that were implemented at various stages.

Action 7.3: Madison Elementary developed 10 strategies that further defined the action framework within the LCAP. These strategies were implemented at various stages.

Action 7.4: Van Buren Elementary developed 15 strategies that further defined the action framework within the LCAP. These strategies were implemented at various stages.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 7, the district budgeted \$2,914,679 and calculated estimated actual expenditures in the amount of \$1,490,456, which is at a 51% spend rate.

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

~ Action 7.1 - Budgeted for \$657,882 and reported estimated actual expenditures through June 30, 2025, in the amount of \$0, resulting in an estimated 100% under expenditure of allocated funds. The reason for this is due to...

~ Action 7.3 - Budgeted for \$870,509 and reported estimated actual expenditures through June 30, 2025, in the amount of \$516,875, resulting in an estimated 41% under expenditure of allocated funds. The reason for this is due to...

~ Action 7.4 - Budgeted for \$679,986 and reported estimated actual expenditures through June 30, 2025, in the amount of \$348,301, resulting in an estimated 49% under expenditure of allocated funds. The reason for this is due to...

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This report provides a comprehensive evaluation of LCAP Actions 7.1 through 7.4, assessing their effectiveness based on baseline data, Year 1 outcomes, and progress toward Year 3 targets. Each action was evaluated using the California School Dashboard 5x5 Grid methodology to determine performance levels for various student subgroups.

The evaluation reveals that actions are effective with some showing significant positive impacts for certain subgroups while others demonstrate minimal progress. Most actions show some positive movement but are not on pace to meet ambitious Year 3 targets without acceleration or refinement of implementation strategies.

Action 7.1: Effective with Significant Growth

The High-Quality Literacy Instruction and Resources for English Learner students at Adams Elementary initiative shows opportunities for growth overall. Notable progress is seen in ALL (-4.20%), HI (+0.30%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 7.2: Effective with Significant Growth Opportunities

The High-Quality Literacy Instruction and Resources for English Learner students at El Dorado Elementary initiative shows opportunities for growth overall. Notable progress is seen in ALL (+1.96%), SED (+0.96%), SWD (+1.09%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 7.3: Effective with Significant Growth Opportunities

The High-Quality Literacy Instruction and Resources for English Learner students at Madison Elementary initiative shows opportunities for growth overall. Notable progress is seen in ALL (-4.70%), MR (+1.60%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 7.4: n

The High-Quality Literacy Instruction and Resources for English Learner students at Van Buren Elementary initiative shows positive overall. Notable progress is seen in ALL (+2.32%), EL (+6.38%), SED (+3.31%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to the nature of this funding source and Education Code requirements, each year is a new year in the identification of schools meeting Equity Multiplier criteria; therefore, prior year's content has been removed and replaced with content for the current elementary schools identified in February 2025.

Goal: Removed goal associated with prior year's Equity Multiplier schools. Added goal to reflect the five elementary school sites. The goal was developed based on the analysis of common data points.

Metrics: Removed metrics associated with prior year's Equity Multiplier schools. Added metrics based on the current elementary schools identified in February 2025.

The Goal was updated for Adams Elementary to identify the lowest performing student groups on the 2024 CA School Dashboard. The following changes were made to the lowest performing student groups in the goals, metrics, and targeted outcomes:

- African American: Added Suspension Rates
- Asian: Added ELA and Chronic Absenteeism
- English Learners: Added Math
- Hispanic: Removed Math
- Students with Disabilities: Added Math and Suspension Rates
- White: Student group added in the areas of Chronic Absenteeism and Suspension Rates

The Goal was updated for El Dorado Elementary to identify the lowest performing student groups on the 2024 CA School Dashboard. The following changes were made to the lowest performing student groups in the goals, metrics, and targeted outcomes:

- African American: Removed ELA, Math, and Suspension Rates
- English Learners: Added Math and Chronic Absenteeism
- Hispanic: Added ELA and Math, Removed Suspension Rates
- Homeless: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Socioeconomically Disadvantaged: Removed Suspension Rates
- Students with Disabilities: Added Chronic Absenteeism, Removed Suspension Rates
- White: Added Chronic Absenteeism, Removed Suspension Rates
- Two or More: Student group added in the area of Suspension Rates

The goal, metrics, and targeted outcomes were updated by removing Madison Elementary. Madison was not identified as an equity multiplier school in February 2025.

The Goal was updated by adding Hazelton Elementary and identifying their lowest performing student groups on the 2024 CA School Dashboard. The changes were made to identify the lowest performing student groups in the goals, metrics, and targeted outcomes.

The Goal was updated by adding Roosevelt Elementary and identifying their lowest performing student groups on the 2024 CA School Dashboard. The changes were made to identify the lowest performing student groups in the goals, metrics, and targeted outcomes.

The Goal was updated for Van Buren Elementary to identify the lowest performing student groups on the 2024 CA School Dashboard. The following changes were made to the lowest performing student groups in the goals, metrics, and targeted outcomes:

- English Learners: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Hispanic: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Homeless: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Socioeconomically Disadvantaged: Removed, not on the 2024 CA Dashboard Indicator for lowest performing

-Student with Disabilities: Removed Math

The Goal was updated by adding Wilson Elementary and identifying their lowest performing student groups on the 2024 CA School Dashboard. The changes were made to identify the lowest performing student groups in the goals, metrics, and targeted outcomes.

Actions: Actions 7.1, 7.2, 7.3, and 7.4 have been removed associated with prior year's Equity Multiplier schools. Actions were added based on the current elementary schools identified in February 2025. New actions reflect the process that schools will take to develop and implement the Equity Multiplier plans. Educational partners were engaged in a more in-depth Comprehensive Needs Assessment to support development of the Equity Multiplier Plans.

Actions (Total Funds are subject to change depending on May Revision numbers.)

Action #	Title	Description	Total Funds	Contributing
7.1	High Quality Instruction and Positive Learning Environment at Adams Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Adams Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Adams Elementary.</p> <p>Adams Elementary will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Adams Elementary.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> *Supporting staff professional development to support struggling students through evidence-based programs and interventions. *Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Purchase of supplemental curriculum resources and instructional materials aligned with the English Language Arts and/or Mathematics content standards and the curriculum framework. * Analysis of diagnostic and formative assessments to assess individual student needs and progress, including applicable training for school staff and implementation of intervention activities * Implementation of Positive Behavior Intervention and Supports (PBIS) * Creating a positive and engaging learning environment where all students feel safe and included. 	\$657,882.00	No

	<ul style="list-style-type: none">* Coordination/collaboration with the district's expanded learning programs to promote access to literacy and mathematics through enrichment activities.* Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit students' time in the classroom.* Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.* Purchase culturally relevant books to expand access to the school library and promoting student's love of reading.* Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.* Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success.		
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7.2	High Quality Instruction and Positive Learning Environment at El Dorado Elementary	<p>District support services, including State and Federal staff will continue to collaborate with El Dorado Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at El Dorado Elementary.</p> <p>El Dorado Elementary will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at El Dorado Elementary.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions. * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Purchase of supplemental curriculum resources and instructional materials aligned with the English Language Arts and/or Mathematics content standards and the curriculum framework. * Analysis of diagnostic and formative assessments to assess individual student needs and progress, including applicable training for school staff and implementation of intervention activities * Implementation of Positive Behavior Intervention and Supports (PBIS) * Creating a positive and engaging learning environment where all students feel safe and included. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy and mathematics through enrichment activities. 	\$706,302.00	No

		<ul style="list-style-type: none"> * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit students' time in the classroom. * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expand access to the school library and promoting student's love of reading. <p>Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.</p> <ul style="list-style-type: none"> * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home. * Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success. 		
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7.3	High Quality Instruction and Positive Learning Environment at Hazelton Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Hazelton Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Hazelton Elementary.</p> <p>Hazelton Elementary will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Hazelton Elementary.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions. * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Purchase of supplemental curriculum resources and instructional materials aligned with the English Language Arts and/or Mathematics content standards and the curriculum framework. * Analysis of diagnostic and formative assessments to assess individual student needs and progress, including applicable training for school staff and implementation of intervention activities * Implementation of Positive Behavior Intervention and Supports (PBIS) * Creating a positive and engaging learning environment where all students feel safe and included. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy and mathematics through enrichment activities. * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary 	\$	No
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		<p>discipline practices, including in-school suspensions, that may limit students' time in the classroom.</p> <ul style="list-style-type: none"> * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expand access to the school library and promoting student's love of reading. * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families. * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home. * Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success. 		
7.4	High Quality Instruction and Positive Learning Environment at Van Buren Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Van Buren Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Van Buren Elementary.</p> <p>Van Buren Elementary will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Van Buren Elementary.</p>	\$679,986.00	No

School plans will focus around:

- * Supporting staff professional development to support struggling students through evidence-based programs and interventions.
- * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction.
- * Purchase of supplemental curriculum resources and instructional materials aligned with the English Language Arts and/or Mathematics content standards and the curriculum framework.
- * Analysis of diagnostic and formative assessments to assess individual student needs and progress, including applicable training for school staff and implementation of intervention activities
- * Implementation of Positive Behavior Intervention and Supports (PBIS)
- * Creating a positive and engaging learning environment where all students feel safe and included.
- * Coordination/collaboration with the district's expanded learning programs to promote access to literacy and mathematics through enrichment activities.
- * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit students' time in the classroom.
- * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.
- * Purchase culturally relevant books to expand access to the school library and promoting student's love of reading.
- * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.
- * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.
- * Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success.

7.5	High Quality Instruction and Positive Learning Environment at Roosevelt Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Roosevelt Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Roosevelt Elementary.</p> <p>Roosevelt Elementary will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Roosevelt Elementary.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions. * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Purchase of supplemental curriculum resources and instructional materials aligned with the English Language Arts and/or Mathematics content standards and the curriculum framework. * Analysis of diagnostic and formative assessments to assess individual student needs and progress, including applicable training for school staff and implementation of intervention activities * Implementation of Positive Behavior Intervention and Supports (PBIS) * Creating a positive and engaging learning environment where all students feel safe and included. * Coordination/collaboration with the district's expanded learning programs to promote access to literacy and mathematics through enrichment activities. * Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary 	\$	
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		<p>discipline practices, including in-school suspensions, that may limit students' time in the classroom.</p> <ul style="list-style-type: none"> * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Purchase culturally relevant books to expand access to the school library and promoting student's love of reading. * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families. * Schedule literacy training and education for parents to help develop a supportive literacy environment in the home. * Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success. 		
7.6	High Quality Instruction and Positive Learning Environment at Wilson Elementary	<p>District support services, including State and Federal staff will continue to collaborate with Wilson Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Wilson Elementary.</p> <p>Wilson Elementary will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Wilson Elementary.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions. * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. 	\$	

	<ul style="list-style-type: none">* Purchase of supplemental curriculum resources and instructional materials aligned with the English Language Arts and/or Mathematics content standards and the curriculum framework.* Analysis of diagnostic and formative assessments to assess individual student needs and progress, including applicable training for school staff and implementation of intervention activities* Implementation of Positive Behavior Intervention and Supports (PBIS)* Creating a positive and engaging learning environment where all students feel safe and included.* Coordination/collaboration with the district's expanded learning programs to promote access to literacy and mathematics through enrichment activities.* Inter-department coordination/collaboration, through Multi-Tiered System of Supports (MTSS) with strategies that are intended to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit students' time in the classroom.* Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice.* Purchase culturally relevant books to expand access to the school library and promoting student's love of reading. <p>Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources to support English learners and families.</p> <ul style="list-style-type: none">* Schedule literacy training and education for parents to help develop a supportive literacy environment in the home.* Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success.		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
8	<p>Graduating College, Career and Life Ready at Equity Multiplier High Schools</p> <p>By June 30, 2026, all Modern students, and particularly student groups performing at the lowest level, at Jane Frederick High, Stockton High, and Stagg High will complete a course sequence or program of study that results in graduating High School college, career and life ready. As a result, graduation rates will increase as measured by the California School Dashboard.</p> <p>Equity Multiplier School Information:</p> <ul style="list-style-type: none">Jane Frederick High student groups performing in the red: English Learners (College/Career, Graduation), Long-Term English Learners (College/Career, Graduation) Hispanic (Math, College/Career, Graduation), and Socioeconomically Disadvantaged (Math, College/Career, Graduation)Stockton High student groups performing in the red: Hispanic (ELA, College/Career, Graduation) and Socioeconomically Disadvantaged (Math, College/Career, Graduation)Stagg High student groups performing in the red: American Indian (Suspension), English Learners (English Learner Progress Indicator), Long-Term English Learners (English Learner Progress Indicator), Students with Disabilities (College/Career) and White (Graduation)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

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

In the review of CA School Dashboard Data, the most prominent area of need is graduation rates at each of the Equity Multiplier High Schools. The lowest performing subgroups. Upon further review, **College/Career was identified as a supplemental area of need.**

Using a Data-Driven Decision-Making process, in collaboration between the district's Research & Accountability Department, the school sites furthered their **individual student group** analysis with its educational partners in the development of their comprehensive needs assessment. This needs assessment **process** incorporated other data points not reported by the California School Dashboard that introduced possible root causes for the **College/Career Readiness Rate and Graduation Rates**. Through individual strategies and supports for each of the unique school sites, focusing on addressing each of the areas that contain the lowest performing groups would result in improved graduation rates for those student groups.

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

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

ALL: All Students; EL: English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; AI: American Indian; HI: Hispanic; WH: White

Measuring and Reporting Results – Research & Accountability completed in DTS, pulled 04/27/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - State Assessments - ELA - Meet or Exceeds	The average of all 11th grade student CAASPP scores in ELA meeting or exceeding standards (Data Source: CAASPP Website)	Jane Frederick High School ALL: 3.45% EL: 0.00% SED:0.00% HI:4.35% Stockton High School ALL:25.54% SED: 25.72% HI: 23.68% Stagg High School ALL: 35.04%	Jane Frederick High School ALL: 5.17% EL: 0.00% SED:5.46% HI:2.22% Stockton High School ALL:17.07% SED: 13.89% HI: 16.13%		Jane Frederick High School ALL: 13.45% EL: 10.00% SED:10.00% HI:14.35% Stockton High School ALL:35.54% SED: 35.72% HI: 33.68%	Jane Frederick High School ALL: +1.72% EL: 0.00% SED: +5.46% HI: -2.13% Stockton High School ALL: -8.47% SED: -11.83% HI: -7.55% Stagg High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AS:23.07% HOM: 28.58% SWD: 2.04% (2022-2023)	Stagg High School ALL: 49.20% AS:61.29% HOM: 54.54% SWD: 14.81% (2023-2024)		Stagg High School ALL: 45.04% AS:33.07% HOM: 38.58% SWD: 12.04%	ALL: +14.16% AS: +38.22% HOM: +25.96% SWD: +12.77%
4A - State Assessments - Math - Meet or Exceeds	The average of all 11th grade student CAASPP scores in Math meeting or exceeding standards (Data Source: CAASPP Website)	Jane Frederick High School ALL: 0.00% EL: 0.00% SED:0.00% HI:0.00% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00% Stagg High School ALL: 5.25% AS: 7.41% HOM: 7.14% SWD: 0.00% (2022-2023)	Jane Frederick High School ALL: 0.00% EL: 0.00% SED:0.00% HI:0.00% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00% Stagg High School ALL: 5.12% AS: 9.68% HOM: 0.00% SWD: 0.00% (2023-2024)		Jane Frederick High School ALL: 10.00% EL: 10.00% SED:10.00% HI:10.00% Stockton High School ALL: 10.00% SED: 10.00% HI: 10.00% Stagg High School ALL: 15.25% AS: 17.41% HOM: 17.14% SWD: 0.00%	Jane Frederick High School ALL: 0.00% EL: 0.00% SED: 0.00% HI: 0.00% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00% Stagg High School ALL: -0.13% AS: +2.27% HOM: -7.14% SWD: 0.00%
4A - State Assessments - ELA - Distance From Standard	The average of all 11th grade student ELA CAASPP scores in compared to standard (level 3). Data is displayed as points above (+) or below (-)	Jane Frederick High School ALL: -236 EL: -245.3 SED: -232.3 HI: -223.9	Jane Frederick High School ALL: -227.9 EL: -174 SED: -227.9 HI: -204.5		Jane Frederick High School ALL: -226 EL: -235.3 SED: -222.3 HI: -213.9	Jane Frederick High School ALL: +8.1 EL: +71.3 SED: +4.4 HI: +19.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	meeting standard. (Data Source: CA School Dashboard, CAASPP)	Stockton High School ALL: * (-240.9) SED: * (-256.2) HI: * (-229) Stagg High School ALL: -53.7 AS: -93.3 HOM: -172.2 SWD: -171.9 (2022-2023)	Stockton High School ALL: -232.2 SED: -237.3 HI: * (-229.3) Stagg High School ALL: -12.80 AS: +14.90 HOM: * SWD: -116.5 (2023-2024)		Stockton High School ALL: * SED: * HI: * Stagg High School ALL: -43.7 AS: -83.3 HOM: -162.2 SWD: -161.9	Stockton High School ALL: +8.7 SED: +18.9 HI: -0.3 Stagg High School ALL: +40.9 AS: +108.2 HOM: N/A SWD: +55.4
4A - State Assessments - Math - Distance From Standard	The average of all 11th grade student Math CAASPP scores in compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard. (Data Source: CA School Dashboard, CAASPP)	Jane Frederick High School ALL: -285.50 EL: -311.10 SED: -283.90 HI: -271.40 Stockton High School ALL: * (-307.50) SED: * (-305.50) HI: * (-309.00) Stagg High School ALL: -171.10 AS: -200.40 HOM: -232.70 SWD: -240.30 (2022-2023)	Jane Frederick High School ALL: -298.90 EL: -268.30 SED: -297.30 HI: -284.20 Stockton High School ALL: * -303.20 SED: -308.10 HI: -302.60 Stagg High School ALL: -152.70 AS: -117.00 HOM: * SWD: -215.20 (2023-2024)		Jane Frederick High School ALL: -275.5 EL: -301.1 SED: -273.9 HI: -261.4 Stockton High School ALL: * SED: * HI: * Stagg High School ALL: -161.1 AS: -190.4 HOM: -222.7 SWD: -230.3	Jane Frederick High School ALL: -13.40 HL: +42.80 SED: -13.40 HI: -12.80 Stockton High School ALL: +4.30 SED: -2.50 HI: +6.40 Stagg High School ALL: +18.40 AS: +83.40 HOM: N/A SWD: +25.10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4C - CTE Course Sequence	<p>Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education (CTE) standards and frameworks.</p> <p>(Data Source: CA School Dashboard)</p>	<p>Jane Frederick High School ALL: 0.70% EL: 0.00% SED:0.70% SWD: 0.00% HI:1.10%</p> <p>Stockton High School ALL: 2.90% SED:3.20% SWD: * HI: 2.8%</p> <p>Stagg High School ALL: 10.60% SWD: 8.10% HOM: 8.60%</p> <p>(2022-2023)</p>	<p>Jane Frederick High School ALL: 1.40% EL: 0.00% SED:1.50% SWD: 0.00% HI:0.00%</p> <p>Stockton High School ALL: 2.20% SED:2.30% SWD: * HI: 8.7%</p> <p>Stagg High School ALL: 12.30% SWD: 6.60% HOM: 4.50%</p> <p>(2023-2024)</p>		<p>Jane Frederick High School ALL: 10.70% EL: 10.00% SED:10.70% SWD: 0.00% HI:11.10%</p> <p>Stockton High School ALL: 12.90% SED: 13.20% SWD: * % HI: 12.8%</p> <p>Stagg High School ALL: 20.60% SWD: 18.10% HOM: 18.60%</p>	<p>Jane Frederick High School ALL: +0.70% EL: 0.00% SED: +0.80% SWD: 0.00% Ht: -1.10%</p> <p>Stockton High School ALL: 0.00% SED: -0.90% SWD: N/A Ht: +5.90%</p> <p>Stagg High School ALL: +1.70% SWD: -1.50% HOM: -4.10%</p>
5B - Chronic Absenteeism Rates	<p>Percentage of students K-8 identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.</p> <p>(Data Source: DataQuest)</p>	<p>Jane Frederick High School ALL: 91.60% EL: 90.30% SED:91.40% SWD: 96.20% HI:90.50%</p> <p>Stockton High School ALL: 88.90% SED:89.90% SWD: 84.60% HI: 89.40%</p>	<p>Jane Frederick High School ALL: 63.90% EL: 68.30% SED:64.50% SWD: 60.30% HI:62.20%</p> <p>Stockton High School ALL: 95.10% SED:95.20% SWD: 100.00%</p>		<p>Jane Frederick High School ALL: 81.6% EL: 80.30% SED:81.40% SWD: 86.20% HI:80.5%</p> <p>Stockton High School ALL: 78.9% SED:79.9% SWD: 74.60%</p>	<p>Jane Frederick High School, ALL: -27.70% EL: -22.00% SED: -26.90% SWD: -35.90% HI: -28.30%</p> <p>Stockton High School, ALL: +6.20% SED: +5.30% SWD: +15.40% HI: +6.10%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Stagg High School ALL: 40.80% SWD: 45.60% HOM: 67.60% (2022-2023)	HI: 95.50% Stagg High School ALL: 41.30% SWD: 46.60% HOM: 56.30% (2023-2024)		HI: 79.4% Stagg High School ALL: 30.80% SWD: 35.60% HOM: 57.6%	Stagg High School, ALL: +0.50% SWD: +1.00% HOM: -2.30%
5E - High School Graduation Rate	The percentage of students in four-year cohort who meet Stockton USD graduation requirements. (Data Source: CA School Dashboard)	Jane Frederick High School ALL: 50.70% EL: 48.90% SED: 51.10% HI: 54.30% Stockton High School ALL: 42.20% SED: 42.60% HI: 46.50% Stagg High School ALL: 81.70% HOM: 65.70% SWD: 62.90% (2022-2023)	Jane Frederick High School ALL: 58.30% EL: 44.70% SED: 57.90% HI: 61.40% Stockton High School ALL: 36.70% SED: 36.70% HI: 31.60% Stagg High School ALL: 87.40% HOM: 79.50% SWD: 80.30% (2023-2024)		Jane Frederick High School ALL: 60.70% EL: 58.90% SED: 61.10% HI: 64.30% Stockton High School ALL: 52.20% SED: 52.60% HI: 56.50% Stagg High School ALL: 91.70% HOM: 75.70% SWD: 72.90%	Jane Frederick High School ALL: +7.60% EL: -4.20% SED: -1.20% HL: +7.10% Stockton High School ALL: -5.50% SED: -5.90% HL: -14.90% Stagg High School ALL: +5.70% HOM: +13.80% SWD: +17.40%
6A - Suspension Rates	Percentage of students who are suspended at least once during the academic year. (Data Source: CA Schools Dashboard)	Jane Fredrick High School ALL: 14.60% EL: 7.60% HOM: 19.30% SED: 13.50% SWD: 16.10%	Jane Fredrick High School ALL: 10.30% EL: 7.40% HOM: 0.00% SED: 10.20% SWD: 9.00%		Jane Fredrick High School ALL: 4.60% EL: 2.60% HOM: 9.30% SED: 3.50% SWD: 6.10%	Jane Fredrick High School, ALL: -4.30% EL: -0.20% HOM: -19.30% SED: -3.30% SWD: -7.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 29.30% HI: 11.70% Stockton High School ALL: 0.70% SED: 0.00% HI: 0.00% Stagg High School ALL: 7.80% HOM: 19.30% SWD: 16.10% WH: 11.30% (2022-2023)	AA: 11.40% HI: 9.90% Stockton High School ALL: 0.30% SED: 0.00% HI: 0.40% Stagg High School ALL: 6.50% HOM: 9.40% SWD: 10.50% WH: 3.90% (2023-2024)		AA: 19.30% HI: 1.70% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00% Stagg High School ALL: 5.80% HOM: 9.30% SWD: 6.10% WH: 6.30%	AA: -17.90% HI: -1.80% Stockton High School, ALL: -0.40% SED: 0.00% HI: +0.40% Stagg High School, ALL: -1.30% HOM: -9.90% SWD: -5.60% WH: -7.40%

Goal Analysis [2024-25]

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

Prompt 1: A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Stockton Unified School District was able to implement 4 of 4 actions in goal 7 at varied degrees that provided students with support and resources leading to improvements in their academic outcomes.

Successes:

Action 8.1: Jane Frederick High School developed 3 strategies that further defined the action framework within the LCAP. These strategies were implemented at various stages.

Action 8.2: Stockton High School developed 2 strategies that further defined the action framework within the LCAP. These strategies were implemented at various stages.

Action 8.3: Stagg High School developed 5 strategies that further defined the action framework within the LCAP. These strategies were implemented at various stages.

Challenges:

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

Prompt 2: An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

For goal 7, the district budgeted \$2,893,943 and calculated estimated actual expenditures in the amount of \$1,714,937, which is at a 60% spend rate.

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

~ Action 8.2 - Budgeted for \$338,941 and reported estimated actual expenditures through June 30, 2025, in the amount of \$35,099, resulting in an estimated 90% under expenditure of allocated funds. The reason for this is due to...

~ Action 8.3 - Budgeted for \$2,214,692 and reported estimated actual expenditures through June 30, 2025, in the amount of \$1,687,497, resulting in an estimated 24% under expenditure of allocated funds. The reason for this is due to...

Prompt 3: A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

This report provides a comprehensive evaluation of LCAP Actions 8.1 through 8.3, assessing their effectiveness based on baseline data, Year 1 outcomes, and progress toward Year 3 targets. Each action was evaluated using the California School Dashboard 5x5 Grid methodology to determine performance levels for various student subgroups.

The evaluation reveals the action is effective, with some showing significant positive impacts for certain subgroups while others demonstrate minimal progress. Most actions show some positive movement but are not on pace to meet ambitious Year 3 targets without acceleration or refinement of implementation strategies.

Action 8.1: Effectiveness with Significant Growth Opportunities

The Career Focused Instruction and Experiences for Stockton High students initiative shows opportunities for growth overall. Notable progress is seen in ALL (-8.47%), SWD (+15.40%), HI (+5.90%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 8.2: Effectiveness with Significant Growth

The Career Focused Instruction and Experiences for Jane Frederick students initiative shows opportunities for growth overall. Notable progress is seen in ALL (+1.72%), SED (+5.46%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Action 8.3: Effective with Promising Growth Trends

The Access to Educational Opportunities for the Modern Student at Stagg High School initiative shows positive overall. Notable progress is seen in ALL (+14.16%), SWD (+12.77%), AS (+38.22%). There are opportunities for growth in addressing the needs of all student groups. The data suggests that continued implementation with targeted refinements could further enhance outcomes for all students, particularly for vulnerable populations.

Prompt 4: A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to the nature of this funding source and Education Code requirements, each year is a new year in the identification of schools meeting Equity Multiplier criteria; therefore, prior year's content has been removed, and this goal was updated to reflect the schools identified for the 2025-26 school year as Equity Multiplier Schools. All three high schools, Jane Frederick, Stockton High, and Stagg High School were identified for the second year as Equity Multiplier Schools.

Goal: Removed goal associated with prior year's Equity Multiplier schools. Added goal to reflect the five elementary school sites. The goal was developed based on the analysis of common data points.

Metrics: Removed metrics associated with prior year's Equity Multiplier schools. Added metrics based on the current elementary schools identified in February 2025.

The Goal was updated for Jane Frederick to identify the lowest performing student groups on the 2024 CA School Dashboard. The following changes were made to the lowest performing student groups in the goals, metrics, and target outcomes:

- African American: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Hispanic: Added Math, removed Suspension Rates
- Socioeconomically Disadvantaged: Added Math, removed Suspension Rates

- Students with Disabilities: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Long-Term English Learners: Student group added in the areas of College/Career and Graduation

The Goal was updated for Stockton High to identify the lowest performing student groups on the 2024 CA School Dashboard. The following changes were made to the lowest performing student groups in the goals, metrics, and target outcomes:

- Hispanic: Added ELA
- Socioeconomically Disadvantaged: Added Math

The Goal was updated for Stagg High to identify the lowest performing student groups on the 2024 CA School Dashboard. The following changes were made to the lowest performing student groups in the goals, metrics, and target outcomes:

- Asian: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- English Learners: Added English Learner Progress Indicator, Removed College/Career
- Homeless: Removed, not on the 2024 CA Dashboard Indicator for lowest performing
- Student with Disabilities: Removed Graduation
- White: Added Graduation, removed Suspension
- African American: Student group added in the area of College/Career
- Long-Term English Learner: Student group added in the area of English Learner Progress Indicator

Actions: Actions 8.1, 8.2, and 8.3 have been removed associated with prior year's Equity Multiplier schools. Actions were added based on the current high schools identified in February 2025. New actions reflect the process that schools will take to develop and implement the Equity Multiplier plans. Educational partners were engaged in a more in-depth Comprehensive Needs Assessment to support development of the Equity Multiplier Plans.

Actions (Total Funds are subject to change depending on May Revision numbers.)

Action #	Title	Description	Total Funds	Contributing
8.1	Career Focused Instruction and Experiences for Stockton High students	<p>District support services, including State and Federal staff will continue to collaborate with Stockton High educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Stockton High.</p> <p>Stockton High will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Stockton High who successfully graduate through an individualized graduation plan.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Identifying and removing barriers for the lowest performing student groups that lead to low performance on the college/career readiness indicator. * Increased and enhanced CTE courses with clearly defined alignment to post high school career opportunities unique to the needs of the lowest performing student groups at Stockton High. * Supporting student in attending school regularly and overcoming barriers that limit engagement in the school environment * Strategic implementation of a wider variety of student run clubs, activities, and extra-curricular activities which align to the interests of the Modern High School Student. 	\$286,310.00	No

		<p>All students will be included in the strategies to ensure that the maximum support is provided to the lowest performing student groups. All students will be supported through creating a post- secondary plan by campus Career Center staff. Staff will check in at higher intervals than at non-Equity Multiplier Schools to ensure that barriers students are facing are quickly identified and removed to ensure all students are able to successfully graduate college, career, and life ready.</p>		
8.2	Career Focused Instruction and Experiences for Jane Frederick students	<p>District support services, including State and Federal staff will continue to collaborate with Jane Frederick High educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Jane Frederick High.</p> <p>Jane Frederick High will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Jane Frederick High who successfully graduate through an individualized graduation plan.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Identifying and removing barriers for the lowest performing student groups that lead to low performance on the college/career readiness indicator. * Increased and enhanced CTE courses with clearly defined alignment to post high school career opportunities unique to the needs of the lowest performing student groups at Jane Frederick High. 	\$338,941.00	No

		<p>* Supporting student in attending school regularly and overcoming barriers that limit engagement in the school environment</p> <p>* Strategic implementation of a wider variety of student run clubs, activities, and extra-curricular activities which align to the interests of the Modern High School Student.</p> <p>All students will be included in the strategies to ensure that the maximum support is provided to the lowest performing student groups. All students will be supported through creating a post- secondary plan by campus Career Center staff. Staff will check in at higher intervals than at non-Equity Multiplier Schools to ensure that barriers students are facing are quickly identified and removed to ensure all students are able to successfully graduate college, career, and life ready.</p>		
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8.3	Access to Educational Opportunities for the Modern Student at Stagg High School	<p>District support services, including State and Federal staff will continue to collaborate with Stagg High educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier plan, ensuring that strategies are above and beyond any actions currently being implemented at Stagg High.</p> <p>Stagg High will conduct a Comprehensive Needs Assessment (CNA) that evaluates the overall school performance on the CA School Dashboard and the lowest performing student groups to identify the needs of their school. This CNA process will be conducted in collaboration with small groups of educational partners to gather input and identify root causes for student performance. Results from the CNA will be used to develop strategies that will be implemented to remove barriers that impact the lowest performing groups' ability to engage in the educational environment in a successful way leading to a decrease in the percentage of students in the lowest performing student groups at Stagg High who successfully graduate through an individualized graduation plan.</p> <p>School plans will focus around:</p> <ul style="list-style-type: none"> * Supporting staff professional development to support struggling students through evidence-based programs and interventions * Development and implementation of instructional strategies to provide culturally responsive curriculum and instruction. * Identifying and removing barriers for the lowest performing student groups that lead to low performance on the college/career readiness indicator. * Increased and enhanced CTE courses with clearly defined alignment to post high school career opportunities unique to the needs of the lowest performing student groups at Stagg High. * Supporting student in attending school regularly and overcoming barriers that limit engagement in the school environment * Strategic implementation of a wider variety of student run clubs, activities, and extra-curricular activities which align to the interests of the Modern High School Student. <p>All students will be included in the strategies to ensure that the maximum support is provided to the lowest performing student groups. All students will be supported through creating a post- secondary plan by campus</p>	\$2,214,692.00	No
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		Career Center staff. Staff will check in at higher intervals than at non-Equity Multiplier Schools to ensure that barriers students are facing are quickly identified and removed to ensure all students are able to successfully graduate college, career, and life ready.		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Career Technical Education (CTE) Need: The CTE Pathway Completion Rate for all students and unduplicated students is as follows: ALL: 20.30%	We will expand the CTE program by offering additional high school pathways specific to the passion, interest and talents of our students. Pathways will extend to the elementary level to build interest in high school programs. Students will be provided experiences in college and career focused activities such as mock	Metrics: 4C - Career Technical Education (CTE) 5E - High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL: 8.90% SED: 19.90% FY: 9.50%</p> <p>The Graduation Rate for all students and unduplicated students is as follows: ALL: 85.00% EL: 78.10% SED: 84.70% FY: 71.40%</p> <p>In reviewing the data, we noticed that the English Learners, Socioeconomically Disadvantaged and Foster Youth student groups are completing a CTE Pathway at a rate lower than All Students. In addition, The unduplicated student groups are graduating at a rate lower than All Students.</p> <p>Scope: LEA-wide</p>	<p>interviews, guest speakers, career exploration and apprenticeships.</p> <p>By providing expanded CTE pathways and college and career focused experiences, students will be exposed to CTE opportunities and be more likely to complete a pathway that is meaningful to them.</p> <p>These opportunities will increase engagement in the CTE programs for EL, SED, and FY students because they are designed to address their passion, interest, and talents. This engagement will lead to increased CTE pathway completion and improved graduation rates.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall CTE course pathway completion rate and graduation rate for all students.</p>	
1.2	<p>Action: College Readiness</p> <p>Need: The High School Graduation Rate for all students and unduplicated students is as follows: ALL: 85.00% EL: 78.10% SED: 84.70% FY: 71.40%</p>	<p>We will improve access to career centers that provide academic guidance on college entrance exams, dual enrollment and other college preparatory programs.</p> <p>By increasing access to career centers, students will be more exposed to college focused support systems to engage students in their academic plans that prepare them for college resulting in more EL, SED, and FY students graduating from high school.</p>	<p>Metrics: 5E - High School Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In reviewing our data, we noticed the unduplicated student groups English Learner, Socioeconomically Disadvantaged and Foster Youth are graduating at lower rates than All Students.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis to maximize their impact on increasing the overall high school graduation rate for all students.</p>	
1.3	<p>Action: A-G High School Courses</p> <p>Need: The a-g completion rate for all students and unduplicated students is as follows: ALL: 19.80% EL: 9.60% SED: 18.50% FY: 11.90%</p> <p>In reviewing our data, we noticed that the English Learners, Socioeconomically Disadvantaged, and Foster Youth student groups are completing the a-g college entrance requirements at a lower rate than the All students.</p> <p>Scope: LEA-wide</p>	<p>School support staff will support students and families with class selections and identifying courses based on students' interests and passions while also supporting academic achievement.</p> <p>By providing expanded a-g course offering at the comprehensive high schools and supports for students while scheduling, EL, SED, and FY students will have a wider variety of a-g courses to choose from resulting in increasing the percentage of students who meet the a-g course requirements for entrance into the CSU/UC system.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall CSU/UC a-g completion rate and graduation rate for all students.</p>	<p>Metrics: 4B - A-G Completion</p>
1.7	<p>Action: Teacher Collaboration, Professional Development, & Academic Support</p> <p>Need:</p>	<p>We will provide targeted training on instructional strategies and collaboration as well as instructional cycles and assessments to teachers. Specific training on analysis of student data will additionally</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>support the implementation of instructional strategies within the classroom.</p> <p>By providing support and training on instructional strategies, data analysis, and instructional cycles, teachers will be able to identify the specific needs of their students and adjust their instructional strategies to meet the identified needs of EL, SED and FY students will improve academic achievement.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
1.8	<p>Action: School Site Administrators Leadership Professional Development</p> <p>Need:</p>	<p>Administrators will receive targeted training on instructional leadership and PLCs as well as instructional cycles and assessments. Specific training on analysis of student data will additionally support the implementation of instructional strategies at each school site.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>By providing support and training on instructional strategies, data analysis, and instructional cycles, administrators will be able to support teachers in identify the specific needs of their students and adjust their instructional strategies to meet the identified needs of EL, SED and FY students will improve academic achievement.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or exceed standards in ELA and Math for All Students.</p>	4A - Statewide Assessments Math - Meet or Exceed
1.9	<p>Action: Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation</p> <p>Need:</p>	Professional Development will be provided to all staff in support of high quality first instruction for all students. Administrators will be trained on how to identify and support teachers in effectively applying the PD to ensure that fewer students are	Metrics: 4A - Statewide Assessments ELA - Meet or Exceed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>identified as at risk of failing and requiring intervention.</p> <p>By providing professional development focused on high quality first instruction, the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards on CAASPP in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
1.10	<p>Action: Data Analysis and Evaluation</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all</p>	<p>The Research Department will work with school sites in the administration of local and state assessments. They will analyze state and local data to prepare dashboards specific to each school site. Training will be provided to administrators to effectively monitor data and</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>implement data analysis protocols which supports school site data decision making.</p> <p>Focusing on student data and providing training and support to schools sites, promotes consistent practices and common language across the district to create a data driven culture. Through ongoing data review and discussion, school sites can make targeted decisions regarding interventions and supports to meet the academic needs of EL, SED, and FY students, which will improve academic achievement.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards on CAASPP in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
1.11	<p>Action: Access to Foundational and Outdoor Learning Spaces</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all</p>	<p>We will be providing Early Childhood Educational (TK) experiences to prepare EL, SED, And FY students for school. Students will have access to early literacy instruction and structured social-emotional learning opportunities to build confidence at school.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>By providing early literacy opportunities, EL, SED, and FY students will be exposed to literacy in a variety of ways and be more likely to Meet or Exceed Standard on CAASPP ELA.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standard in ELA for all students.</p>	
1.12	<p>Action: Acceleration of Learning Through Instructional Supports</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all</p>	<p>Additional instructional support staff will support learning intervention at the school sites. Training and resources will also be provided to implement intervention programs that enhance student learning to deepen student understanding of concepts and application of instruction.</p> <p>By providing intervention staff and resources, sites will be able to address gaps in student learning resulting in increasing the percentage of EL, SED, and FY students who Meet or Exceed Standard on CAASPP ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>exceed standards in ELA and Math for all students.</p>	
1.13	<p>Action: Literacy and Library Supports</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding</p>	<p>Library Media Assistant staff support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials</p> <p>By providing literacy and library supports, students will be able to engage in literacy that is culturally relevant and focused on the passions, and interests, students will be more engaged in reading resulting in increasing the percentage of EL, SED, and FY students who Meet or Exceed CAASPP ELA.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Standard on CAASPP ELA is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>overall percentage of students who meet or exceed standards in ELA for all students.</p>	
1.14	<p>Action: Advancement via Individual Determination Program (AVID)</p> <p>Need: The a-g completion rate for all students and unduplicated students is as follows: ALL: 19.80% EL: 9.60% SED: 18.50% FY: 11.90%</p> <p>In reviewing our data, we noticed that the English Learners, Socioeconomically Disadvantaged, and Foster Youth student groups are completing the a-g college entrance requirements at a lower rate than the All students.</p> <p>Scope: LEA-wide</p>	<p>We will implement Advancement Via Individual Determination (AVID) to provide student with academic instruction that fundamentally supports academic writing, inquiry, collaboration, organizational thinking, and reading.</p> <p>By implementing the AVID program, EL, SED, and FY students will be engaged in the a-g requirements with support for the rigorous a-g coursework which will result in increasing the percentage of students who meet a-g requirements.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall increase a-g completion rate for all students.</p>	<p>Metrics: 4B - A-G Completion</p>
1.15	<p>Action: Recapture Learning Loss</p> <p>Need:</p>	<p>We will provide credit recovery support and programs to recapture learning loss for high school students not on track to graduate. For elementary students, intervention curriculum and professional development for teachers and paraprofessionals</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>will be provided focusing on implementation of interventions that support recapturing learning loss.</p> <p>By recapturing learning loss through professional development, curriculum, and credit recovery support, teachers will be able to fill in the gaps in learning from previous years resulting in an increase in the percentage of EL, SED, and FY students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	4A - Statewide Assessments Math - Meet or Exceed
1.16	<p>Action: Outdoor Education/Science Camp</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all</p>	<p>This action will provide hands-on learning experiences for students utilizing cross-curricular strategies. We will build teacher's abilities to provide alternative learning opportunities to engage students who are at-risk of failing focusing on skill mastery.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>By providing the hands-on experiences, EL, SED, and FY students will be more engaged in the learning environment, gain new skills or understanding at a high depth of knowledge resulting in increasing the percentage of students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	<p>4A - Statewide Assessments Math - Meet or Exceed</p>
2.1	<p>Action: Educational Equity, Diversity, and Inclusion</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:</p>	<p>Equitable educational opportunities will be developed through an Equity Audit with teams from all schools to develop a three-year action plan.</p> <p>Conducting an equity audit will identify and address disparities in disciplinary practices, leading to targeted interventions that reduce</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>suspension rates for EL, SED, and FY students which will improve the percentage of students who meet or exceed standards in ELA and Math by keeping students in class to access the high quality first instruction.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	
2.2	<p>Action: Ethnic Studies Program</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88%</p>	<p>This activity will provide students with culturally relevant experiential learning opportunities that broaden the base curriculum. Teachers will also have support to incorporate instructional strategies and content specific literature that builds student's academic abilities through the lens of ethnic studies.</p> <p>By implementing inclusionary and culturally relevant instruction and literacy supports, students</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED: 25.38% FY: 11.54%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>will have access to content that they can relate to which will result in EL, SED, and FY students being more engaged in the learning and increase the percentage of students who Meet or Exceed Standards in CAASPP ELA.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who Meet or Exceed Standards on CAASPP in ELA for all students.</p>	
2.3	<p>Action: Equity and Inclusion Training and Workshops</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope:</p>	<p>This action provides students with inclusionary and culturally relevant support and resources. Staff will receive training and workshops on focused inclusion and equity in all interactions with students.</p> <p>By focusing on inclusionary practices, students will learn by example and students will be more inclusive of others resulting in fewer EL, SED, and FY students being suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	<p>Action: Cultural Relevance, Outreach, and Support</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>Cultural relevance and outreach will be provided for students. Interventions and supports will include culturally relevant instructional supports, curriculum, targeted outreach, and traditions.</p> <p>By helping school embrace their students' and families cultures, EL, SED, and FY students will be able to relate to one another and feel more connected to school which will result in fewer students being suspended.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	Metrics: 6A – Suspension Rates
2.5	<p>Action: Positive Behavior Interventions and Support (PBIS)</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70%</p>	<p>School sites will be provided training and resources to support school wide expectations. This includes conducting school site common area observations and the development of an action plan. The District will build systems and structures to expand PBIS for all school sites and departments.</p> <p>By implementing PBIS, student will be explicitly taught how to behave in a variety of social situations which will support EL, SED, and FY</p>	Metrics: 6A – Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>students making positive choices resulting in a decrease in suspension rates.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
2.6	<p>Action: Student Assistance Program support (SAP)</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>We will be utilizing a Student Assistance Program (SAP) to target struggling students and provide immediate support to ensure that students are able to achieve at high levels. Teachers will be active participants in the SAP so that interventions, supports and resources provided to students and their families are the most accurate and helpful for student growth and social-emotional well-being.</p> <p>Through the SAP, EL, SED, and FY student needs will be identified and addressed preventing more severe behaviors that result in suspensions, thus reducing the suspension rate.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	<p>Action: Behavior Support Services</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>The District will provide behavior support services to teachers, students and families. Behavior support includes working with school sites in the development and implementation of behavior plans and positive incentives.</p> <p>By consulting with school sites and families on student behaviors, students will learn the tools and strategies to make positive choices resulting in fewer EL, SED, and FY students being suspended.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>
2.8	<p>Action: New Teacher Training and Support</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p>	<p>We will provide additional training and professional development for new, beginning and intern teachers. Each teacher will have a district support person to help them navigate the policies and procedures of the district along with classroom procedures. For teacher with their preliminary credentials, they will receive support for clearing their credentials.</p> <p>By providing new teacher and intern support, our teachers will have the support to meet the needs of their students and we will have more teachers</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed 4A - Statewide Assessments Math - Meet or Exceed</p>

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	<p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>with credentials appropriate to their assignment which will result in increasing the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	
2.10	<p>Action: Central Enrollment Direct Services to Families</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all</p>	<p>We will be offering a centralized location for all students to enroll in any SUSD school. Families will have the opportunities to meet all their needs in one place. This will ensure that students are placed in classrooms appropriate to the needs of the family including school location in a timely fashion. We will provide training and support for Centralized Enrollment staff to streamline supports for our English Learners, Socioeconomically Disadvantaged, and Foster Youth.</p> <p>By providing Centralized Enrollment, we will be able to identify the needs of our EL, SED, and FY students and address staffing changes swiftly. By having accurate enrollment numbers, students will</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

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	<p>students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>miss fewer days of school resulting in increased percentage of students who Meet or Exceed Standard on CAASPP in ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing overall percentage of students who meet or exceed standards in ELA and Math for all students.</p>	
2.11	<p>Action: Student Attendance and Truancy Intervention and Outreach</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY: 13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than</p>	<p>We will be providing students with resources and support to promote positive interactions with school staff and other students. We will support families through home visits, promoting consistent attendance. We will facilitate the removal of challenged and barriers for students and families that impede regular positive and consistent attendance.</p> <p>By removing barriers and providing resources and supports to families, students who are attending school will be more engaged in the school setting and less likely to have behaviors that result in suspensions thus lowering the percentage of EL, SED, and FY students who are suspended at least once.</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
2.12	<p>Action: Health and Wellness Services and Supports</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>We will be providing Health and Wellness Services to our students and families. These services include mental and physical health needs through coordination of referrals, services, and specialists. We will facilitate community partners and district departments to coordinate and expand on services available to families. We will also provide targeted interventions to alleviate mood related behaviors.</p> <p>By providing Health and Wellness services to students and families, families will better understand how their child's diets effect their behaviors as well as receive mental health support for students to work through instances of trauma that cause behavioral outbursts. As a result, EL, SED, and FY suspension rates will decrease.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>
2.13	<p>Action: Mental Health Resources and Supports for Students</p> <p>Need:</p>	<p>We will have a Mental Health team who will coordinate referrals, services and crisis response. Families will receive a wellness kit which includes resources and materials to support the development of positive relationships. Through professional development and training to families,</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>students, and staff, students' support systems will be more adept to meet the needs of individuals who are having trauma responses, as well as grief and loss. We will be laying the groundwork for school sites to begin using trauma-informed practices and strategies to in all facets of education.</p> <p>By providing trauma-informed care and practices, school staff will be able to identify trauma induced responses and take appropriate de-escalation techniques that will result in fewer EL, SED, and FY students being suspended.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
2.14	<p>Action: Social Emotional and Restorative Practices and Responsive Schools</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than</p>	<p>School staff will be provided training and support in implementing restorative practices, social-emotional learning, along with Tier 1 for school climate, and positive behavior interventions.</p> <p>By providing the training and support to implement restorative practices and positive behavior interventions and support, students will be specifically taught expected behaviors in social situations as well as provided alternatives to suspensions which will reduce the percentage of EL, SED, and FY students being suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the</p>	Metrics: 6A – Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>overall percentage of students are suspended at least once for all students.</p>	
2.15	<p>Action: School Connectedness</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>We will be providing direct staffing support to promote safe and supportive school climates.</p> <p>When students feel safe and supported, they are less likely to act out which will reduce the percentage of EI, Sed, and FY students who are suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	<p>Metrics: 6A – Suspension Rates</p>
2.16	<p>Action: Assistant Principal Restoration At TK-8th Grade School Sites</p> <p>Need:</p>	<p>Additional Assistant Principals will be provided to TK-8th grade school sites to support the development and implementation of school site programs, services and resources.</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>By ensuring that schools have the staffing to successfully implement their programs, services, and resources, students will have the supports they need and will have fewer incidents of behavior that results in suspension, thus reducing the percentage of EL, SED, and FY students suspended one or more times.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for the unduplicated student groups.</p>	
2.17	<p>Action: Additional School Site Support</p> <p>Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30% EL: 4.10% SED: 5.70% FY:13.80%</p> <p>In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher than</p>	<p>We will be providing additional support for schools to ensure positive student interactions. The staff will support the development and implementation of positive behavior interventions and supports school wide including common area observations and implementation of school wide expectations. They will also support other data driven needs for school climate.</p> <p>By providing additional staff to support positive student interactions, adults will be able to step in and coach students in social situations to de-escalate students and reduce the percentage of EL, SED, and FY students who are suspended one or more times.</p>	<p>Metrics: 6A – Suspension Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the percentage of All Students who were suspended at least once.</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
2.18	<p>Action: Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower</p>	<p>We will be providing additional instructional time to students to support their academic achievement along with social-emotional learning.</p> <p>By providing instruction beyond the state minimums, EL, SED, and FY students will have additional exposure to the curriculum and standards that will result in more students who Meet or Exceed Standards on CAASPP ELA and Math.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>		
2.19	<p>Action: Technology and Innovation Support</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p>	<p>We will provide staff and support for student and teacher technology needs at the school site level. Technology systems and devices enhance instruction and the educational experience. This includes enhancing the technology infrastructure to meet the needs of devices and student/teacher usage.</p> <p>By providing technology support to school sites, students will be able to access curriculum and supports digitally and utilize all functionalities of the program resulting in the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP ELA and Math increasing.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.20	Action: Instructional Technology Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80% In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.	Additional instructional technology will be provided to enhance instruction and instructional strategies. Enhanced technology infrastructure to meet the needs of the additional devices. By providing technology support to school sites, students will be able to access curriculum and supports digitally and utilize all functionalities of the program resulting in the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP ELA and Math increasing. These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.	Metrics: 4A - Statewide Assessments ELA - Meet or Exceed 4A - Statewide Assessments Math - Meet or Exceed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.22	Action: Recruit, Hire, Retain Highly Qualified Staff Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80% In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards. Scope:	Additional recruiting and hiring activities will be provided to ensure that schools have highly qualified certificated and classified staff to support instructional student needs. Training will be provided to teachers to support their ability to de-escalate students and ensure they have a positive working environment which will change the narrative around what working in SUSD looks like. By utilizing recruiting and training, SUSD will change the narrative about what employment at SUSD means which will result in more people being willing to work for SUSD and increase the percentage of teachers appropriately assigned credentials for the subject they are teaching resulting in increasing the percentage of EL, SED, and FY students who Meet or Exceed Standard on CAASPP in ELA and Math. These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standard in ELA and Math for all students.	Metrics: 4A - Statewide Assessments ELA - Meet or Exceed 4A - Statewide Assessments Math - Meet or Exceed

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.24	<p>Action: Student and Campus Safety</p> <p>Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 27.98% EL: 5.88% SED: 25.38% FY: 11.54%</p> <p>The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.61% EL: 5.26% SED: 15.62% FY: 7.80%</p> <p>In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards.</p> <p>Scope: LEA-wide</p>	<p>We will be providing training to students, families and staff on emergency response systems, planning and management tools and protocols. We will enhance and restore effective and adequate communication systems and protocols. We will implement an enhanced visitor management system and protocols. Campus safety will be improved through enhancing the video technology of sites, fencing, and signage.</p> <p>By providing the increased safety and security of our school sites, we will increase the percentage of EL, SED, and FY students who Meet or Exceed Standards on CAASPP ELA and Math increasing.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on increasing the percentage of students who Meet or Exceed Standards on CAASPP in ELA and Math for all students.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Action: Student Engagement and Leadership Opportunities</p> <p>Need: The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p>Scope: LEA-wide</p>	<p>We will be implementing the Peer Leaders Uniting Students (PLUS) program, SkillsUSA, youth development activities, robotics, and other leadership activities for students that meet the passions and interests of the modern student enhancing their educational experience and opportunities.</p> <p>By providing these programs, EL, SED, and FY students will be more engaged in school and less likely to miss school. As a result, the percentage of students who are chronically absent will decrease.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students who are chronically absent for all students.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>
3.2	<p>Action: Youth Engagement Activities and Athletic Programs</p> <p>Need: The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p>	<p>We will be engaging students through extracurricular activities at school sites. Students will be provided access to engage in meaningful opportunities to be more connect to their school culture through meaningful partnerships. Schools will be provided resources and staff to enhance student access to the athletic experience and program activities.</p> <p>By providing enhanced athletic opportunities, EL, SED, and FY students will be more engaged in the educational environment and more likely to attend school every day which will lower the percentage of students who are chronically absent.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are chronically absent for all students.</p>	
3.3	<p>Action: Arts Programming</p> <p>Need: The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p>Scope: LEA-wide</p>	<p>We will be providing staff with a variety of Arts credentials to provide direct services to students along with additional Art experiences. Students will have increased access to diverse forms of culturally responsive Art Education experiences along with other Art enrichment activities.</p> <p>By providing culturally relevant, diverse Art classes and experiences for students, EL, SED, and FY students will come to school more consistently which will lower the percentage of students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students who are chronically absent for all students.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>
3.4	<p>Action: Expanded Learning and Enrichment Opportunities</p> <p>Need:</p>	<p>We will be providing additional staffing for enrichment activities. Staffing will enhance the connection between school day and beyond the bell creating a seamless integration. Student will be provided hands on experiential learning activities, field trips, materials/supplies, and</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p>Scope: LEA-wide</p>	<p>equipment for exercise opportunities and intramural sports programs. Enrichment activities will be targeted towards the passions and interest of the modern student.</p> <p>By integrating systems for enrichment activities that are connected with the school day, EL, SED and FY students will be more engaged in the learning environment and more likely to come to school every day which will result in fewer students being classified as chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are suspended at least once for all students.</p>	
4.1	<p>Action: Family and Community Communication, Empowerment, and Engagement</p> <p>Need: The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p>	<p>This activity provides and maintains systems of communication that meet the needs of school sites, parents/guardians, students and the community. Ongoing communication via the district website, robo calls, parent and community meetings and opportunities to connect with the schools to increase parent and community connection at schools to build services and support for students and families. School sites will develop and foster relationships with parents/guardians that lead to active and meaningful engagement supporting increased daily attendance.</p> <p>By utilizing the variety of resources and building relationships with families, families will feel more connected to the school resulting in families reaching out for support for families who struggle with attending school regularly which will decrease</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	<p>the percentage of EL, SED, and FY students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are chronically absent for all students.</p>	
4.2	Action: District Strategic Planning and Communication <p>Need: The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p>Scope: LEA-wide</p>	<p>We will provide information on district processes, practices and programs in a relatable and relevant manner to support and improve student outcomes. Educational partners will be provided opportunities to provide authentic engagement in areas of identified needs. Communication will be enhanced for educational partners to meet both traditional communication and digital communication needs. Training will be provided on district and school site strategic planning documents, processes and data.</p> <p>Authentic engagement and communication with families will result in a decrease of the percentage of EL, SED, and FY students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students are chronically absent for all students.</p>	Metrics: 5B – Chronic Absenteeism Rate
4.3	Action: Community Schools Supports and Resources <p>Need:</p>	<p>Strategic partnerships will support a range of services for students and families. Activities include the create of a space for families, students, and community members to have a voice in the decision-making process.</p>	Metrics: 5B – Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p> <p>Scope: LEA-wide</p>	<p>By providing opportunities and space for families and community partners to engage in the decision-making process, families will support the school and ensure their student(s) attend regularly which will decrease the percentage of EL, SED, and FY students who are chronically absent.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students chronically absent for All Students.</p>	
4.4	<p>Action: Parent Advisory Committee Supports and Resources</p> <p>Need: The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70%</p> <p>We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.</p>	<p>This action will provide families with unique opportunities to participate with advisory groups to increase family engagement.</p> <p>Increasing family engagement with the district will result in EL, SED, and FY students attending school regularly thus decreasing chronic absenteeism.</p> <p>These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall percentage of students chronically absent for All Students.</p>	<p>Metrics: 5B – Chronic Absenteeism Rate</p>

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: English Learner Learning Environment Resources and Support</p> <p>Need: The Reclassification Rate for English Learners was 12.20%.</p> <p>In reviewing our data, we notice that English Learners are reclassifying at a low rate.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will provide direct services to English Learner students through the use of bilingual staff who will integrate within the classroom to provide supports for primary language and direct academic conversations.</p> <p>Student experiences will be provided during classroom lessons and within a one-on-one or small group setting resulting in students increasing their use of academic English which supports more English Learners' ability to meet requirements for reclassification.</p> <p>This action is being provided on a Limited basis to maximize the impact on increasing Reclassification Rate for English Learner students.</p>	<p>Metrics: 4F - EL Reclassification Rate</p>
1.5	<p>Action: English Learner Professional Development</p> <p>Need:</p>	<p>This action will provide professional development to instructional and paraprofessional staff to increase the use of integrated and designated ELD instructional strategies. English Learner access to written English curriculum in all subject areas.</p>	<p>Metrics: 4E - EL Progress</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>The percentage of English Learner students making progress toward English Proficiency is 42.20%.</p> <p>In reviewing our data, we notice that English Learners are not improving English proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Students will experience improved and integrated support in English Language Development instructional strategies provided during the school day and beyond which will improve academic performance resulting in increasing the percentage of English Learners making progress towards English Proficiency.</p> <p>This action is being provided on a Limited basis to maximize the impact on improving progress toward English Proficiency for English Learner students.</p>	
1.6	<p>Action: English Language Proficiency Supports</p> <p>Need: The percentage of English Learner students obtain an overall ELPAC Level 4 is 12.53%.</p> <p>In reviewing our data, we notice that English Learners not improving English Language proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will provide literature and resources that focus on language acquisition and mastery to support English Learners access to written English.</p> <p>In addition, translator services will be provided to ensure that English Learner families are able to engage in meetings, outreach activities, and district/site communication.</p> <p>Increasing access to written English and translation services will engage students and their families in the learning which will result in English Learners improving academic achievement resulting in a higher percentage of English Learners obtaining an overall ELPAC Level 4.</p> <p>Students will experience improved and integrated support in English Language Development instructional strategies provided during the school day and beyond.</p> <p>This action is being provided on a Limited basis to maximize the impact on obtaining an overall</p>	<p>Metrics: 4E - EL Summative ELPAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		ELPAC Level 4 score for English Learner students.	
2.9	<p>Action: Social Service Supports for Families in Transition</p> <p>Need: The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP ELA is 11.54%.</p> <p>The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP Math is 7.80%.</p> <p>In reviewing our data, we noticed that the percentage of Foster Youth students are not Meeting or Exceeding Standards on CAASPP ELA and Math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Staff to support social services for students and families to remove barriers that prevent regular school attendance.</p> <p>By providing support such as referrals to services and departments to support Foster Youth's unique needs, Foster Youth students will be able to attend school regularly ensuring they have access to high quality first instruction which will result in the percentage of Foster Youth who meet or exceed standards on CAASPP in ELA and Math increasing.</p> <p>This action is being provided on a Limited Basis to maximize the impact on Foster Youth academic performance on CAASPP in ELA and Math.</p>	<p>Metrics: 4A - Statewide Assessments ELA - Meet or Exceed</p> <p>4A - Statewide Assessments Math - Meet or Exceed</p>

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

Not applicable.

Additional Concentration Grant Funding

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

Stockton Unified School District (SUSD) has applied the additional concentration grant add-on funding increasing the number of staff providing direct services to students at the school site by using unduplicated pupil data. The direct school site (FTE assigned and physically located at) resources and supports are:

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

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

Goal 2 - Action 12: Health and Wellness Service Support

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

Goal 2 - Action 15: School Connectedness

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

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