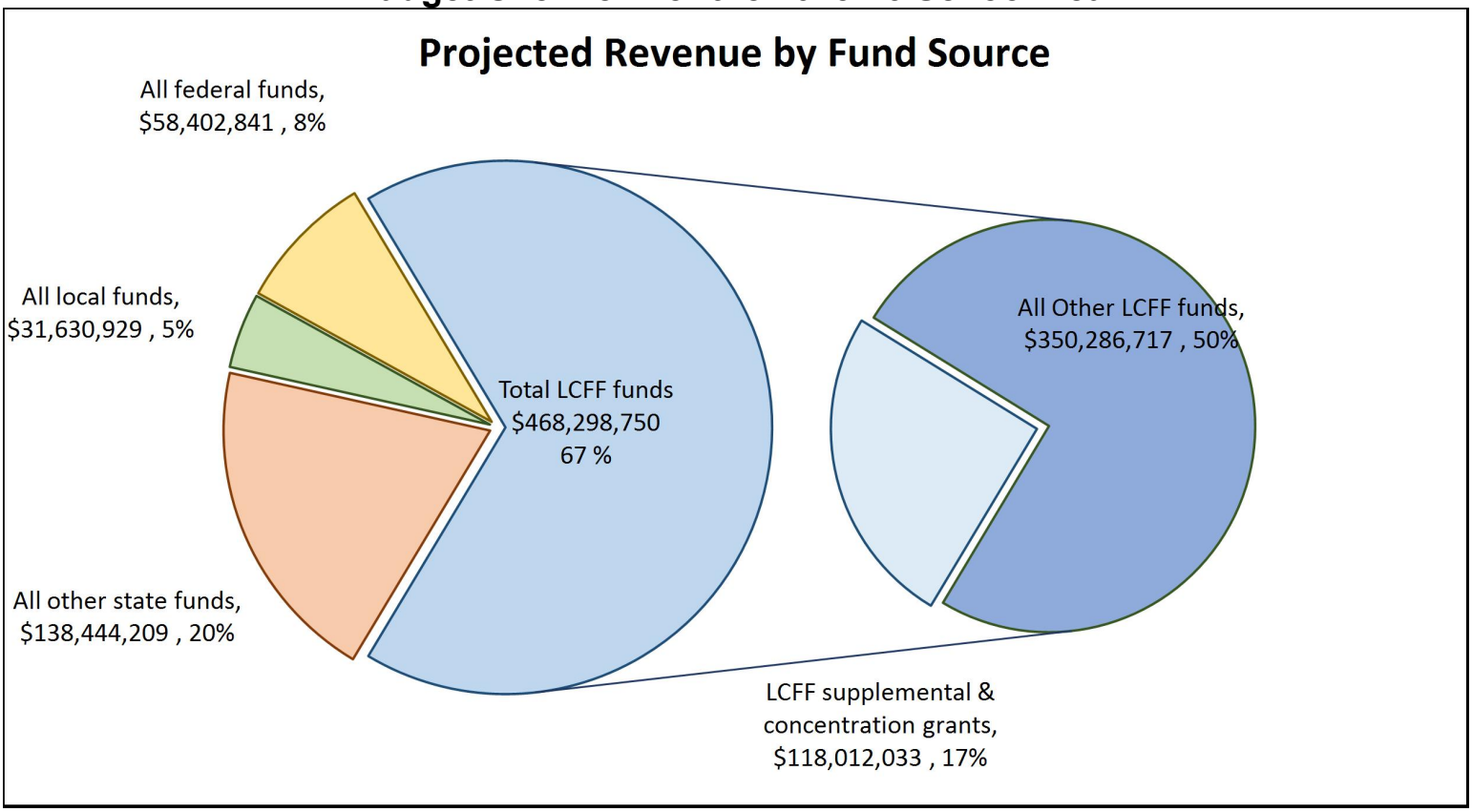
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 39-68676-0000000
School Year: 2025-26
LEA contact information:
Michelle L. Rodriguez, Ed.D.
Superintendent of Schools
lcap@stocktonusd.net
209-933-7000

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

Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is $696,776,729, of which $468,298,750.00 is Local Control Funding Formula (LCFF), $138,444,209.00 is other state funds, $31,630,929.00 is local funds, and $58,402,841.00 is federal funds. Of the $468,298,750.00 in

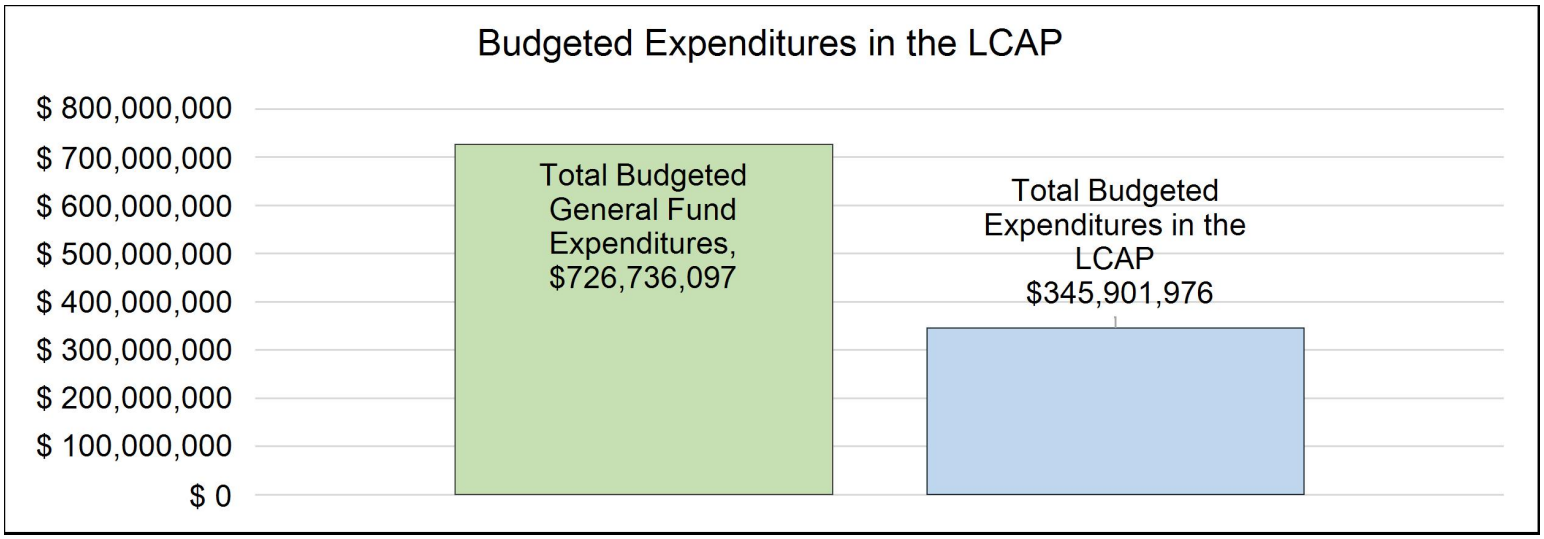
LCFF Funds, $118,012,033.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stockton Unified School District plans to spend $726,736,097.00 for the 2025-26 school year. Of that amount, $345,901,976.00 is tied to actions/services in the LCAP and $380,834,121 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

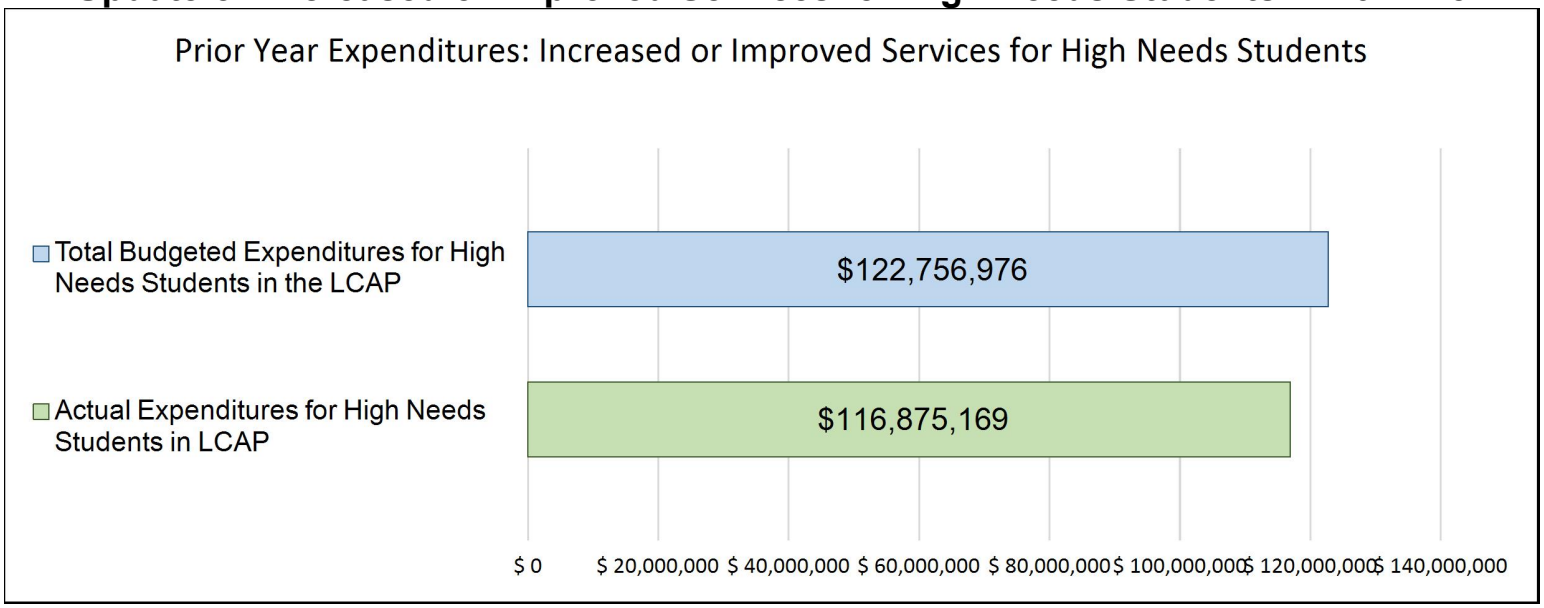
Budget expenditures not included in the LCAP are allocated toward district-wide costs, including support for general education, clerical staffing at school sites, staffing based on district formulas, central office personnel, general supplies, utilities, facility and grounds maintenance and repairs, and other operational functions.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Stockton Unified School District is projecting it will receive $118,012,033.00 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $$124,001,092.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Stockton Unified School District's LCAP budgeted $$122,756,976.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $$116,875,169.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $5,881,807 had the following impact on Stockton Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $-5,881,807 had the following impact on Stockton Unified School District's ability to increase or improve services for high needs students:
The difference of budgeted and actual expenditures for identified within the 2024-2025 LCAP and Update relates to two significant barriers to expend the 2024-2025 supplemental and concentration funding.
The first barrier arose due to the one-time federal stimulus and state funding allocation to the district, which allowed for expenditures meeting the one-time funding criteria to be shifted to the one-time funding. The second barrier resulted from the teacher and staffing shortage. One significant example is the inability to recruit and hire staffing due to shortages.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 it's 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 2024-2025, SUSD had 31,567 students (excluding independent and dependent charter schools) enrolled in the district. SUSD’s student population is culturally and linguistically diverse: 71.57% are Hispanic, 8.11% are African American/Black, 8.56% are Asian, 3.70% are White, 3.23% Filipino, 3.74% are Multiple Races, .44% are American Indian/Alaskan Native, and .54% are Native Hawaiian/Other Pacific Islander. (DataQuest, 2024-25 Enrollment by Ethnicity and Grade)

English Learners comprise 24.5% (7,739), followed by 18.8% (5,928) Redesignated Fluent English Proficient (RFEP) and 2.30% (725) Initial Fluent English Proficient. (DataQuest, 2024-25 Enrollment by English Language Acquisition Status (ELAS) and Grade Report) SUSD has 4 primary languages other than English. They are: Spanish (39.49% or 15,184 students), Hmong (.73% or 279 students), Khmer (Cambodian) (.72% - 276 students), Punjabi (.56% or 214 students), and Philippine (.55% or 210). There are 52 languages represented in SUSD schools. (DataQuest, 2024-25 Language Group Data – Districtwide Report).

SUSD's student population identified as unduplicated pupils is 83.16%. The enrollment percentage of 82.86% (26,155) socio-economically disadvantaged, 24.5% (7,739) English Learners, and 0.63% (199) foster youth which places them at risk for educational disparities. (DataQuest, 2024-25 Enrollment by Ethnicity and Grade) SUSD provides educational support and resources to 14.86% (4,690) Students with Disabilities. (DataQuest, 2024-25 Enrollment by Ethnicity and Grade)

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.

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 (CA School Dashboard) and local data provides a comprehensive overview of the district's strengths and areas needing improvement. The CA 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 on the CA School Dashboard. 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 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 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 threshold for being classified as Increased in the area of Gradation 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 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 threshold for being classified as Maintained in the area 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 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 decreasing the distance below standard on the CA School Dashboard, bringing SUSD as a whole, closer 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 threshold for being classified as Increased in the area of Mathematics by decreasing the distance below standard as measured by the CA School Dashboard: 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 threshold for being classified as Maintained in the area of Mathematics distance from standard as measured by the CA School Dashboard: Filipino, Two or More Races, and White

- The following student groups demonstrated a decline by meeting the threshold for being classified as Declined in the area of Mathematics by increasing the distance below standard as measured by the CA School Dashboard: Foster Youth and Homeless

Academic Performance – English Language Arts (ELA): SUSD has Maintained on the CA School Dashboard, 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 improvement by meeting the threshold for being classified as Increased in the area of English Language Arts by decreasing the distance below standard as measured by the CA School Dashboard: 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 threshold for being classified as Maintained in the area of English Language Arts distance from standard as measured by the CA School Dashboard: Two or More Races, White, Filipino

- The following student groups demonstrated a decline by meeting the threshold for being classified as Declined in the area of English Language Arts by increasing the distance below standard as measured by the CA School Dashboard: 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 unexpended Learning Recovery Emergency Block Grant (LREBG) funds, in the amount of approximately $37,529,091, at the end of the 2024-25 school year. Educational Services and Business Services conducted a needs assessment to evaluate the best use of these 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, literacy supports, and pupil 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
- Suspension: Goal 2 Action 14

Allowable Usage of LREBG Funds:
- The following Goal and Action provide English Learner students with one-on-one or small group instruction by a classified or certificated staff member: Goal 1, Action 4
- The following Goals and Actions provide instruction and services consistent with the California Community Schools Partnership Act focused on providing culturally responsive community partnerships to strengthen family well-being and school climate surveys: Goal 1, Action 6 and Goal 4, Action 1
- The following Goals and Actions provide professional development and coaching on either or both the CA Math Framework and/or CA English Language Arts/English Language Development Framework: Goal 1, Actions 7, 12, 13 and Goal 2, Action 22
- The following Goal and Action provide integrating evidence-based pupil supports to address other barriers to learning: Goal 2, Action 14

LREBG Addressing Areas of Need (Student Groups and School Sites):
Each LREBG action identifies how it aligns to one or more of SUSD's priority LREBG areas of need below:
- For academic recovery, SUSD identified enhanced support for English Learners (ELs) and Students with Disabilities (SWDs), as well as targeted interventions in English Language Arts (ELA) and Mathematics for K-12 focused on priorities from the CA ELA and Math Framework.
- For chronic absenteeism and student engagement, SUSD identified tiered re-engagement strategies, attendance incentives, family/community outreach and engagement activities.
- For suspension, SUSD identified tiered restorative practices and positive behavior interventions and support, supporting alternatives to suspensions to re-engage students into school.

The following schools have historically served high proportions of unduplicated students and have demonstrated persistent performance gaps:
· Edison High
· Stagg High
· Stockton High
· El Dorado Elementary
· Bush Elementary
· Huerta Elementary
· Pulliam Elementary

These sites are likely to have:
· High percentages of African-American, Hispanic/Latino, low-income, English Learner, and foster/homeless students

· Lower-than-average CAASPP results and higher chronic absenteeism

LREBG Targeting Strategies and Focused Interventions:
· Student Groups: African-American, Hispanic, Low-Income, English Learners, Foster/Homeless
· Key Schools: Sites with high concentrations of unduplicated pupils (e.g., Edison, Stagg, Stockton High; El Dorado, Bush, Huerta, Pulliam Elementary)

Action 1.4 – English Learner Learning Environment Resources and Support
Staffing and staffing expenditures are to support bilingual instruction through a focused emphasis on English Learners district-wide, throughout all grade levels with concentrated efforts on our LTEL's (Long-Term English Learners). All comprehensive high schools and all elementary schools with larger EL populations, as well as larger numbers of Newcomers to receive added support. Research suggests instructional bilingual programs for English Learners, improves educational experiences and academic pathways of English Learners and Long-Term English Learners in progressing towards mastery of the English language; thereby, furthers the development of necessary literacy skills and language acquisition.

Action 1.6 – English Language Proficiency Supports
Literacy materials and interpreter services support through a focused emphasis on school sites district-wide, throughout all grade levels, to strengthen English Language Proficiency supports, promoting parent engagement, improving communication, bridging language barriers, and ensuring equal access to receiving access and an excellent education. A concentrated effort on connecting with our English Learner families, our LTEL's (Long-Term English Learners) and our Newcomers (3 or less years in the country). Research shows the importance of providing families with information in their home language improves student outcomes, increases family engagement, and supports educational equity.

Action 1.7 – Teacher Collaboration, Professional Development, & Academic Support
Professional development is provided to site instructional support staff, classroom teachers, and site administrators in the form of early literacy, writing, math and ELA integration into science, social studies/history, Ethnic Studies, and CTE. In addition, we support the implementation of the ELA and Math Frameworks. The following student groups: Foster Youth, Homeless, Long-Term English Learners, African American, American Indian, English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White, and Pacific Islanders are identified as in greatest need in both ELA and Math. Research supports teacher professional development to improve teacher practice which results in overall improved student outcomes.

Action 1.12 – Acceleration of Learning Through Instructional Supports
Instructional staff, resources, hands-on curriculum supports the acceleration of learning through ongoing, targeted instructional coaching for our site instructional staff, classroom teachers, and site administrators. In addition, through the purchase of aligned materials and supplies to support strategic assessment and data analysis and support student intervention implementation for continuous improvement. The following student groups: Foster Youth, Homeless, Long-Term English Learners, African American, American Indian, English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White, and Pacific Islanders are identified as in greatest need in both ELA and Math. 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.

Action 1.13 – Literacy and Library Supports
English learners and struggling readers have displayed the greatest need for escalating the need for practicing reading to improve their literacy skills. Additional access to literacy support was provided through the opening of libraries, expansion of library hours, and staffing of school sites identified as greatest need. Library staff partnered with the Extended Learning Opportunity Program (ELOP) to provide our students with access to the library during summer school at some sites. 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.

Action 2.14 – Social Emotional and Restorative Practices and Responsive Schools
K–8 counselor support to address social-emotional needs were provided at school sites supporting multi-tiered, multi-domain system of supports for student groups identified as in greatest need. K-8 counselors integrate evidence-based student supports to address barriers to learning, staff supports and training, such as the provision of health, counseling, or mental health services, access programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Social Emotional and Restorative Practices and Trauma Responsive and Resilient Schools programs create a more caring and supportive school environment, helping students to feel more connected and sense of belonging, which in turn reduces absenteeism. The following student groups: Foster Youth, Homeless, Long-Term English Learners, African American, American Indian, English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White, and Pacific Islanders are identified as in greatest need. Research strongly supports the positive impact of mental health and social-emotional learning (SEL) supports improving student attendance. SEL programs and school-wide initiatives that address mental health needs have been shown to reduce chronic absenteeism and increase attendance rates. Restorative Practices and school-wide initiatives have been shown to increase school connectedness and decrease out of school suspension and chronic absenteeism.

Action 2.22 – Recruit, Hire, Retain Highly Qualified Staff
Staff and educator training was provided to support staff retention, lessening staff turnover to ensure students are receiving consistent and high-qualified instructional experiences; thereby, reducing the students identified as in greatest need in experiencing disruption of learning. The following student groups: Foster Youth, Homeless, Long-Term English Learners, African American, American Indian, English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White, and Pacific Islanders are identified as in greatest need in both ELA and Math. Research supports providing teachers with professional development focused on the ELA and Math Frameworks to enhance teacher understanding and implementation of ELA and Math standards to improve student achievement and support teacher retention.

Action 4.1 – Family and Community Communication, Empowerment, and Engagement
Staffing and engagement activity expenditures to support family engagement provide opportunities to foster positive relationships by offering families resources and strategies to actively participate in their student's education. The following student groups: Foster Youth, Homeless, Long-Term English Learners, African American, American Indian, English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White, and Pacific Islanders are identified as in greatest need. Research supports the positive impact of having families engaged in their child's education. Research shows that students' whose family are engaged have improve attendance.

Appendix A – 2023 CA School 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 CA School
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 CA School 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 CA School Dashboard.

Reflecting on the 2023 CA School 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, Actions 7, 8, 9, 10, 12, 13, 15
~ Math: Goal 1, Actions 7, 8, 9, 10, 12, 15
~ English Learner Progress: Goal 1 Action 4, 5, 6

- Graduation Rate: Goal 1, Actions 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, Actions 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 CA School 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 CA School Dashboard.

Reflections: Technical Assistance

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

SUSD has two student groups eligible for differentiated assistance (DA), based on the 2024 CA School 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 (FY) students
~ Priority 4 (Academic Performance) for ELA and Math
~ Priority 6 (Climate) for Suspension

In addition, SUSD 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 CA School Dashboard.
* American Indian
* Foster Youth
* Homeless
* Student with Disabilities

SUSD is currently in consultation with the San Joaquin County Office of Education (SJCOE) and California Collaborative of Educational Excellence (CCEE) to determine the level of assistance necessary from CCEE. SUSD worked with the San Joaquin County Office of Education to review performance data on the state and local indicators on the CA School Dashboard to identify strengths and weaknesses. Through this work, SUSD is also in its second year of implementing a literacy pilot program at five schools that were identified based on data points from the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and i-Ready to address the needs of Student with Disabilities (SWD) in alignment with the district's Compliance Improvement Monitoring (CIM) plan. The implementation plan focuses on Tier 1 interventions from SIPPS. Students using the SIPPS reading program this year made strong progress in building their reading skills. On average, students improved by 21 points on the i-Ready reading test from fall to winter and on average, students met 97% of their expected growth. Students showed more consistent progress in phonics relative placement, meaning fewer students remained behind their expected grade level. Teachers shared that students are gaining confidence, showing more interest in reading and improving in phonics and word recognition. In interviews, educators said SIPPS is easy to use and works well for students who need extra support. They also shared how students are more engaged when digital tools are used to teach the lessons. These results show that SIPPS is helping students grow into stronger, more confident readers. Further explanation of this work can be found in Goal 5, Action 3.

Additionally, through technical assistance support by SJCOE, SUSD determined to focus on our English learners (EL), including Long-term English learner (LTEL) students and to increase access to career technical education (CTE) courses. The implementation plan involves the integration of the Project Lead the Way (PLTW) Medical Detectives curriculum into English language development (ELD) designated courses at four K-8 schools. Through this work, SUSD will determine the viability of delivering ELD designated instruction through Science Technology Engineering Math (STEM)/Career Technical Education instruction (CTE). Our theory of action is that ELD instruction through highly engaging, hands-on, meaningful learning experiences will not only result in academic growth in ELD for our LTELs but also decrease chronic absenteeism and decrease suspensions. Further explanation of this work can be found in Goal 1, Actions 1 and 6.

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 School District (SUSD) has 2 K-8 schools identified 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 2024 CA School 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.

SUSD 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 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 (SUSD) provides necessary resources and support for all identified schools in developing Comprehensive Support &

Improvement (CSI) plans. SUSD 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 process5. 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 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 Education Services 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 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 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 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 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 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 SPSA. 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 a 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 CA School Dashboard data, and the action plans developed around addressing these needs using evidence-based interventions.

Survey data, CA 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 CA 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 CA 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 (CWA) 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 (KPIs) 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)	LCAP staff 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 Sessions and participation of the LCAP survey. 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 the following different topics: * September 13, 2024 – LCAP Kick Off – Meet & Greet. Educational partners were provided with a spiral bound LCAP 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 the opportunity 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

Educational Partner(s)	Process for Engagement
	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 metrics identified within 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). * 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). * 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). * April 28, 2025 – Educational partners were provided an opportunity to review the draft LCAP, communicate with district program staff, provide feedback/comments and participate through interactive engagement. The LCAP Study Session event included an active gallery walk of the LCAP Goals providing educational partners with a canvas to share their thoughts by leaving comments on post it notes and active engagement with staff and project leads. Town Halls: The Superintendent of Schools facilitated four Town Halls focusing on Students with Disabilities, African American/Black

Educational Partner(s)	Process for Engagement
	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. "Conversations with the Superintendent": The Superintendent of Schools 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. "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 of Schools and is key information to support the district's directions. 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, flyers (hardcopy and electronic) distributed to school sites and departments, shared out through the district's mass communication system, and presented regularly encouraging educational partners to share their voice at numerous meetings whether LCAP focused or not.
Bargaining Units	Bargaining Units were contacted and invited to participate in the district's LCAP Engagement Sessions. LCAP staff maintained active communication with the Stockton Teacher's Association leadership team to discuss feedback and comments on needs. LCAP staff presented at a meeting with CSEA leadership, providing an overview of the LCAP and a recap of the LCAP Engagement

Educational Partner(s)	Process for Engagement
	Sessions. The meeting included a discussion of feedback and comments on needs.
Other School Personnel	SUSD's Superintendent's weekly message has shared information on the LCAP Engagement Sessions and encouraged educational partners to provide feedback/comments through the LCAP survey. LCAP staff 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.
Parents/Guardians	LCAP staff maintained the district's LCAP webpage and attended various parent/student events sharing communication about LCAP and its actions. 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. LCAP staff shared the Mid-Year Update and initial draft of the Year 1 Update with three Parent Advisory Committees (PAC) (General PAC, Latino PAC, and African American/Black PAC) at SUSD. The PAC's purpose shall be to advise, recommend, and review matters pertaining to the LCAP and LCFF. LCAP staff regularly participated with the three PACs general meetings scheduled throughout the 2024-25 academic school year. LCAP staff met with the district's PACs and attended events hosted/sponsored by the PACs, for example, Drum and Dance, Martin Luther King Jr., and Cinco de Mayo events. PAC Schedules with LCAP Communication/Announcements:

Educational Partner(s)	Process for Engagement
	* General PAC - September 5, 2024, October 3, 2024, November 7, 2024, December 5, 2024, February 6, 2025, March 6, 2025, April 3, 2025, May 1, 2025, and June 6, 2025 * Latino PAC - September 27, 2024, October 2024, January 31, 2025, February 21, 2025, March 7, 2025, and April 25, 2025 * African American/Black PAC - September 11, 2024, October 2, 2024, November 13, 2024, December 11, 2024, February 12, 2025, March 5, 2025, and April 9, 2025 * Community Advisory Committee (CAC) - October 3, 2024 and December 5, 2024 * Parent Student Advisory Committee (PSAC) - November 6, 2024 and December 18, 2024 * District English Learner Advisory Committee (DELAC) - November 8, 2024, April 11, 2025, and May 9, 2025 * Early Childhood Education (ECE) Committee - January 23, 2025 and April 24, 2025
Principals/Administrators	LCAP staff extended communication through district emails encouraging school site messaging in the announcement of the LCAP Engagement Sessions, event flyers (hardcopy and electronic), and the participation of the LCAP survey. SUSD's Superintendent's weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey. 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 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	LCAP staff attended and interacted with Special Education's team at several venues from LCAP engagement activities, MTSS meetings, and Differentiated Assistance meetings providing information on the LCAP and alignment to support and resources to benefit students with disabilities.

Educational Partner(s)	Process for Engagement
Students	LCAP staff presented to the Superintendent's Student Advisory Committee, on November 5, 2024, providing a general overview of the LCAP. Students engaged in an interactive activity consisting of a review of topics/themes and actions (their choice). Students shared their findings corresponding with the actions resulting in an opportunity to be heard through written and verbal comments.
Teachers	LCAP staff extended communication on a 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. SUSD's Superintendent's weekly message shared information on the LCAP Engagement Sessions and encouragement to provide feedback/comments through the LCAP survey.
Board of Trustees	LCAP staff 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. 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. On June 24, 2025, the 2025-2026 update of the 2024-2027 LCAP was adopted by the Board of Trustees.
Equity Multiplier Schools: • Adams Elementary • El Dorado Elementary • Hazelton Elementary • Roosevelt Elementary • Van Buren Elementary • Wilson Elementary • Jane Frederick Elementary	Notification of funding was provided to all school sites identified as meeting the criteria for EM by Business Services. LCAP staff 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

Educational Partner(s)	Process for Engagement
• Stagg High • Stockton High	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. The district has communicated with each school site to support the facilitation of Equity Multiplier focused educational partner meetings. The district will continue to engage with Equity Multiplier schools focusing solely on 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. Within the CNA process, each Equity Multiplier School looked 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 with a wide range of Educational Partners. 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. Site Specific Educational Partner Meetings: Each Equity Multiplier school facilitated Educational Partner Engagement meetings where site administration shared identified

Educational Partner(s)	Process for Engagement
	gaps and resource inequities based on findings from the CNA process. Site administration encouraged Educational Partners to collaborate and provide feedback on the identified needs and actions to address those needs. This lead to the development of the action that was presented to the educational partners for final feedback and confirmation at the following meetings: • Adams Elementary - 5/15/2025 • El Dorado Elementary - 5/14/2025 • Hazelton Elementary - 5/9/2025 • Roosevelt Elementary - 5/23/2025 • Van Buren Elementary - 5/9/2025 • Wilson Elementary - 5/14/2025 • Jane Frederick Elementary - 5/14/2025 • Stagg High - 4/30/2025 • Stockton High - 5/22/2025

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

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

District-wide engagement opportunities included Town Halls, focusing on literacy, school safety and connectedness, chronic absenteeism, and college and career readiness which our educational partners were given the opportunity to learn about the data and the need, yet most importantly our educational partners were able to provide authentic comments based on their experiences.

These testimonies aided in the development of 44 Priority Recommendations. These Priority Recommendations incorporated the voice of our district's educational partners. The voice (influence) resulted in clarifying the direction of the district and activities these Priority Recommendations would support. Th district was also able to clearly define three "tiers": 1) base/foundational, 2) supplemental, and 3) enhanced support to address areas of need for our students.

Educational Partner's top priority continues to be readability. Comments received from educational partners said the LCAP and presentations were too technical, goals need to be clearer, actions and outcomes need to be explained better, and the length of plan is overwhelming. In response, the district has completed a review of the LCAP by project leads, department staff, Extended Cabinet, and Cabinet to support alignment with district outcomes, connectivity of actions and implementation, and clarity of all components within the LCAP using plain language, reducing technical and complex phrasing.

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

~ Student Centered – Students and their parents/families continue to convey an overwhelming response during SUSD's Conversations with the Superintendent, LCAP Engagement Sessions, Town Halls, and advisory committees the importance of activities and instruction that supports their passions, interests, and talents. Students expressed how inclusive and relevant activities and learning programs/topics help connect them to one another and creates a sense of belonging.

o Within the LCAP, Actions have been updated to reflect this student-centered connection and clearly spell out this student focus. They have also been reviewed and updated to better reflect the supports being provided to students to further their experiences and instruction. Specific changes are noted in the Goal Analysis Section.

~ Academic Focused – In response to academic data shared with educational partners (students, parents/families, teachers, and staff), they have continued to express the need for academic support for struggling students. They also shared the desire for students to receive hands on experiences through field trips, arts programming, and events that make learning relatable and relevant.

o Within the LCAP, Goals (Goals 1, 3, 5, 6), Actions have been reviewed to confirm that activities that support the requests of the educational partners. Actions continue to augment the activities that provide hands on learning through high school pathways and expand the continuum beginning in the primary grades. School sites were provided opportunities to support student learning by identifying hands on learning experiences, events, and intervention supports (i.e. intervention programs, applications, and tutoring) based on their school site's student needs. These are identified in greater detail in each school's School Plan for Student Achievement (SPSA), which is aligned to the district's LCAP and supported by the appropriate district department.

~ School Environment and Safety – Educational partner (students, parents/families, teachers, and staff) feedback continued to express the need for repairs to school buildings, grounds, and playgrounds. Through other engagement opportunities, educational partners responded with the need for better support and resources to enhance campus safety and supervision. Educational partner feedback also identified a strong support for family involvement and collaboration between schools and families.

o Within the LCAP, Goals (Goals 1 and 2), the district continues to support the improvement of facilities that leads to increased access and opportunities for learning, specifically with early childhood education playgrounds. Significant progress has been made to address safety concerns, within the LCAP Goal 2 includes an Action that provides for supplemental supports and resources that work in tandem with the campus safety measures implemented. Also, within the LCAP, the district is specifically addressing training needs to enhance school site staff's ability to connect with students and ensure safety.

~ Teacher and Staff Development – Parents/families and staff specifically expressed the need at several engagement sessions to increase availability of training for classified staff and apply strategies learned from training in the classroom or with interactions of the students. Educational partners have shared the desire for more accountability with teacher preparation and trainings in programming like SIPPS, to more effectively support English Learners.

o Within the LCAP, Goals (Goals 1 and 2) Actions include professional development opportunities for teachers and staff to learn instructional strategies/techniques that enhance a student's ability to grasp and master the concepts being taught. The district will continue to connect the Professional Learning Communities (PLC) model in the application of professional development on various topics, where staff take the knowledge learned and apply it to the teaching and interactions with students.

~ Equity and Access – Students, parents/families, teachers, and staff have communicated the importance to improve cultural awareness and sensitivity through culturally relevant instruction and practices. A core value of equal access to success and opportunities.

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

Equity Multiplier:

Our educational partners at the school sites were invited to share their voice through in-person meetings and surveys which led to the continuation of Goals 7 and 8 supporting Equity Multiplier funding for the nine (9) school sites that were identified.

After review of each Equity Multiplier school and their 2024 CA School Dashboard data, SUSD in consultation with the school sites exercised the option of combining Equity Multiplier schools based on commonalities to establish Goals and applicable Actions based on the educational partner feedback:

* Goal 7: K-8/Elementary – English Language Arts and Suspension Rates - 6 schools (Adams Elementary, El Dorado Elementary, Hazelton Elementary, Roosevelt Elementary, Van Buren Elementary, Wilson Elementary)
~ Educational partners voiced their concerns around the need for staffing to support literacy instruction and professional development to be communicated and implemented. Which supported the decision to focus the goal on literacy supports and school connectedness. Additional educational partner engagement sessions will be utilized to refine the Equity Multiplier Actions unique to each Equity Multiplier Elementary School.
* Goal 8: 9-12/High School – CTE and Graduation – 3 schools (Jane Frederick, Stockton High, and Stagg High)
~ Educational partners voiced their concerns around the need for students to be provided opportunities to access and participate in college and career readiness instruction. Students especially expressed the need to ensure career pathways were staffed and opportunities to take college preparatory exams.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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, English Learner progress, and that students have standards aligned materials. In addition, we will monitor technology inventory, staff participation in

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1B – Standards Aligned Instruction 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%
2A & 2B - State Standards - Q1	Implementation of State Standards and services for ELs 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.	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2023-2024)	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 (2024-2025) (2024-2025)		Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 0 ELD: 0 Math: 0 NGSS: 0 History: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)					
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	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: 4 ELD: 4 Math: 4 NGSS: 3 History: 4 CTE: 4 Health: 4 PE: 4 VAPA: 4 World Lang: 4 (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: 0 ELD: 0 Math: 0 NGSS: 0 History: 0 CTE: 0 Health: 0 PE: 0 VAPA: 0 World Lang: 0

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 - Implementation and Sustainability (Data Source: Local Indicator, Priority 2 Reflection Tool)					
2A & 2B - State Standards - Q5	Support for Teachers and Administrators Self reflection rating on Question 5 on the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year). (Data Source: CA School Dashboard)	Identifying the professional learning needs of groups of teachers or staff as a whole - 4 Identifying the professional learning needs of individual teachers - 4 Providing support for teachers on the standards they have not yet mastered - 4 (2023-2024)	Identifying the professional learning needs of groups of teachers or staff as a whole - 4 Identifying the professional learning needs of individual teachers - 4 Providing support for teachers on the standards they have not yet mastered - 4 (2024-2025)		Identifying the professional learning needs of groups of teachers or staff as a whole - 5 Identifying the professional learning needs of individual teachers - 5 Providing support for teachers on the standards they have not yet mastered - 5	Identifying the professional learning needs of groups of teachers or staff as a whole - N/A Identifying the professional learning needs of individual teachers - N/A Providing support for teachers on the standards they have not yet mastered - N/A
4A - Statewide Assessments ELA -	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment.	ALL: 27.08% FY: 11.88% EL: 5.88% LTEL: 3.12% SED: 24.47% SWD: 6.80% AA: 26.07%	ALL: 27.98% FY: 11.54% EL: 5.88% LTEL: 3.93% SED: 25.38% SWD: 6.71% AA: 18.61%		ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 36.07%	ALL: +0.90% FY: -0.34% EL: 0.00% LTEL: +0.81% SED: +0.91% SWD: -0.09% AA: -7.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Meet or Exceed	(Data Source: CAASPP Website)	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)	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)		AI: 58.28% AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53%	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%
4A - Statewide Assessments Science -	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%	ALL:18.89% FY: 2.86% EL: 2.36% LTEL: 1.00% SED: 11.93% SWD: 3.93% AA: 6.80% AI: 14.29%		ALL: 23.58% FY: 19.31% EL: 10.96% LTEL: 10.46% SED: 20.93% SWD: 13.39% AA: 16.82% AI: 21.11%	ALL: +5.31% FY: -6.45% EL: +1.40% LTEL: +0.54% SED: 0.00% SWD: +0.54% AA: -10.02% AI: +3.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Participating		AS: 25.32% FI: 34.20% HI: 11.35% HOM: 6.36% MR: 17.08% PI: 20.00% WH: 17.56% (2022-2023)	AS: 25.94% FI: 31.23% HI: 13.06% HOM: 1.97% MR: 18.80% PI: 17.02% WH: 28.52% (2023-2024)		AS: 35.32% FI: 44.20% HI: 21.35% HOM: 16.36% MR: 27.08% PI: 30.00% WH: 27.56%	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: -130.00* 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) (2023-2024)*	ALL: -61.20 FY: -120.50 EL: -94.10 LTEL: NA 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: -120.00 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 Assessments Math - Distance from	The average of all 3rd - 8th and 11th grade student Math CAASPP scores compared to standard (level 3). Data is displayed as points above (+) or below (-) meeting standard.	ALL: -98.9 FY: -146.9 EL: -122.3 LTEL: -182.50 SED: -105.9 SWD: -158.8 AA: -134.1 AI: -132.3	ALL: -95.7 FY: -158.00 EL: -117.10 LTEL: NA SED: -102.10 SWD: -152.00 AA: -129.80 AI: -116.60		ALL: -88.9 FY: -136.9 EL: -112.3 LTEL: -172.50 SED: -95.9 SWD: -148.8 AA: -124.1 AI: -122.3	ALL: +3.20 FY: -11.10 EL: +5.20 LTEL: NA SED: +3.80 SWD: +6.80 AA: +4.30 AI: +15.70

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Standard	(Data Source: CA School Dashboard, CAASPP)	AS: -57.3 FI: -33.4 HI: -105.6 HOM: -150.8 MR: -85.7 PI: -80.9 WH: -85.7 (2022-2023) (2023-2024)*	AS: -51.90 FI: -33.70 HI: -102.10 HOM: -161.00 MR: -86.50 PI: -70.70 WH: -84.30 (2023-2024)		AS: -47.3 FI: -23.4 HI: -95.6 HOM: -140.8 MR: -75.7 PI: -70.9 WH: -75.7	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 Technical Education (CTE)	Percentage of students who successfully complete a course sequence or program of study that aligns with SBE-approved Career Technical Education	ALL: 14.20% FY: 2.40% EL: 6.30% LTEL: 11.10%* SED: 13.40% SWD: 9.20% AA: 9.60%	ALL: 20.30% FY: 9.50% EL: 8.90% LTEL: NA SED: 19.90% SWD: 11.40% AA: 10.90%		ALL: 24.20% FY: 12.40% EL: 16.30% LTEL: 21.10% SED: 23.40% SWD: 19.20% AA: 19.60%	ALL: +6.10% FY: +7.10% EL: +2.60% LTEL: NA SED: +6.50% SWD: +2.20% AA: +1.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CTE) standards and frameworks. (Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)	AI: 20.90% AS: 24.10% FI: 27.00% HI: 12.50% HOM: 7.40% MR: 17.00% PI: 17.60% WH: 13.70% (2022-2023) (2023-2024)*	AI: 28.90% AS: 26.20% FI: 28.80% HI: 20.20% HOM: 9.90% MR: 16.90% PI: 38.90% WH: 18.30% (2023-2024)		AI: 30.90% AS: 34.10% FI: 37.00% HI: 22.50% HOM: 17.00% MR: 27.00% PI: 27.60% WH: 23.70%	AI: +8.00% AS: +2.10% FI: +1.80% HI: +7.70% HOM: +2.50% MR: -0.10% PI: +21.30% WH: +4.60%
4D - A-G and CTE Completion	Percentage of students who have successfully completed both types of course described in 4B (met CSU/UC a-g college entrance requirements) and 4C (complete a course sequence or program of study aligned with SBE-approved career technical education standards and frameworks). (Data Source: CA School Dashboard – Met UC/CSU Requirements and CTE Pathway Completion Report)	ALL: 5.10% FY: 0.00% EL: 1.40% LTEL: 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% (2022-2023) (2023-2024)*	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% (2023-2024)		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%	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%
4E - EL Progress	Percentage of English Learner students who make progress toward English Proficiency as	EL 44.80% LTEL 39.60%* (2022-2023)	EL 42.20% LTEL NA (2023-2024)		EL 54.80% LTEL 49.60%	EL -2.60% LTEL N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the ELPAC. (Data Source: CA School Dashboard - English Learner Indicator (ELPI))	(2023-2024)*				
4E - EL Summative EPAC	Percentage of Stockton USD K-12th grade English learners enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC. (Data Source: CAASPP Website)	EL13.05% (2022-2023) LTEL 10.73% (2023-2024)	EL 12.53% (2023-2024)		EL 23.05% LTEL 20.73%	EL -0.52% LTEL N/A
4E - EL Acquisition Results	The percentage of current EL students who: ELs who Decreased at Least One ELPI Level ELs who Maintained ELPI Level 1,2L,2H,3L,3H ELs who Maintained ELPI Level 4 ELs who Progressed at Least One ELPI Level (Data Source: CA School Dashboard -	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 Level: 44.50% (2022-2023)	ELs who Decreased at Least One ELPI Level: 19.00% ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 38.30% ELs who Maintained ELPI Level 4: .20% ELs who Progressed at Least One ELPI Level: 42.50%		ELs who Decreased at Least One ELPI Level: 8.90% ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 26.30% ELs who Maintained ELPI Level 4: 10.30% ELs who Progressed at Least One ELPI Level: 54.50%	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 Maintained ELPI Level 4: -0.10% ELs who Progressed at Least One ELPI: -2.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Indicator (ELPI)		(2023-2024)			
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 Passed Score 3+	Percent of students who pass at least one Advanced Placement (AP) exam with a score of 3 or higher. (Data Source: CollegeBoard)	28.17% (2022-2023)	29.82% (2023-2024)		38.17%	+1.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% (2022-2023) (2023-2024)*	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% (2023-2024)		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: +0.30% MR: -1.20% PI: -4.60% WH: -4.40%
7A, 7B, 7C - Broad Course	Students have access to and are enrolled in a broad course of study, as measured by the	Students with Access to Broad Course of Study ALL: 100% FY: 100%	Students with Access to Broad Course of Study ALL: 100%		Students with Access to Broad Course of Study ALL: 100%	Students with Access to Broad Course of Study ALL: 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
of Study	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)	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% SED students enrolled in AP Classes:6.25% VAPA Classes:26.06% CTE Classes: 26.92% World Language Classes: 20.62% SWD students enrolled in AP Classes: 0.70% VAPA Classes:19.85%	FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 8.40% VAPA Classes: 35.18% CTE Classes: 31.41% World Language Classes: 32.01% FY students enrolled in AP Classes: 10.09% VAPA Classes: 5.61% CTE Classes: 3.76% World Language Classes: 5.44 EL students enrolled in AP Classes: 2.92% VAPA Classes: 19.16% CTE Classes: 19.73% World Language Classes: 9.84%		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: 12.05% VAPA Classes: 34.85% CTE Classes: 32.25 World Language Classes: 32.69%	FY: 100% EL: 100% SED: 100% SWD:100% ALL students – Change in Enrollment AP Classes: +2.88% VAPA Classes: +15.22% CTE Classes: +10.89% World Language Classes: +15.09% FY students – Change in Enrollment AP Classes: +1.12% VAPA Classes: -12.34% CTE Classes: -16.76% World Language Classes: -10.67% EL students – Change in Enrollment AP Classes: +0.87% VAPA Classes: -5.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CTE Classes:15.34% World Language Classes: 5.77% (2023-2024) (2023-2024)	SED students enrolled in AP Classes: 5.74% VAPA Classes: 28.62% CTE Classes: 25.55% World Language Classes: 26.08 SWD students enrolled in AP Classes: 1.40% VAPA Classes: 12.40% CTE Classes: 15.30% World Language Classes: 7.20% (2024-2025)		SED students enrolled in AP Classes:16.25% VAPA Classes:36.06% CTE Classes: 36.92% World Language Classes: 30.62% SWD students enrolled in AP Classes: 1.70% VAPA Classes:29.85% CTE Classes:25.34% World Language Classes: 25.77%	CTE Classes: -2.52% World Language Classes: -12.85% SED students – Change in Enrollment AP Classes: -0.51% VAPA Classes: +2.56% CTE Classes: -1.37% World Language Classes: +5.46% SWD students – Change in Enrollment AP Classes: +0.70% VAPA Classes: -7.45% CTE Classes: -0.04% World Language Classes: +1.43%
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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Data)	ALL: 17.0% FY: 0.00% EL: 3.60% LTEL: NA SED: 0.00% SWD: 7.00% AA: 9.90% AI: 16.00% AS: 31.10% FI: 0.00% HI: 14.70% MR: 24.60%	ALL: 18.00% FY: 13.00% EL: 7.00% LTEL: N/A SED: 11.00% SWD: 18.00% AA: 13.00% AI: 17.00% AS: 32.00% FI: TBA% HI: 16.00% MR: 24.00%		ALL: 27.0% FY: 10.00% EL: 13.6% LTEL: TBD SED: 10.00% SWD: 17.0% AA: 19.9% AI: 26.0% AS: 41.1% FI: 10.00% HI: 24.7% MR: 34.6%	ALL: +1.00% FY: +13.00% EL: +3.20% LTEL: NA SED: +11.00% SWD: +11.00% AA: +3.10% AI: +1.00% AS: +35.90% FI: NA HI: +1.30% MR: -3.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: 17.00% WH: 19.00% (Winter 2023)	PI: 31.00% WH: 20.00% (Winter 2024)		PI: 27.0% WH: 29.0%	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: 52.20% 10th: 36.70% 11th: 37.30% (2024-2025 - All Terms)		9th: 48.10% 10th: 29.60% 11th: 30.70%	9th: +14.10% 10th: +17.10% 11th: +16.60%
8C - College and Career Readiness Indicator	College and Career Readiness Indicator: The percent of seniors graduating prepared. (Data Source: CA School Dashboard)	ALL: 22.40% FY: 12.20% EL: 6.90% HOM: 8.80% LTEL: 5.90% SED: 21.60% SWD: 4.30% AA: 10.30% AI: 16.20% AS: 29.50% FI: 46.20% HI: 22.10% MR: 13.60% PI: 33.30% WH: 18.60% (2023-2024)	ALL: NA FY: NA EL: NA HOM: NA LTEL: NA SED: NA SWD: NA AA: NA AI: NA AS: NA FI: NA HI: NA MR: NA PI: NA WH: NA (2024-2025)		ALL: 32.40% FY: 22.20% EL: 16.90% HOM: 18.80% LTEL: 15.90% SED: 11.60% SWD: 14.30% AA: 20.30% AI: 26.20% AS: 39.50% FI: 56.20% HI: 32.10% MR: 23.60% PI: 43.30% WH: 28.60%	ALL: NA FY: NA EL: NA HOM: NA LTEL: NA SED: NA SWD: NA AA: NA AI: NA AS: NA FI: NA HI: NA MR: NA PI: NA WH: NA

Goal Analysis [2024-25]

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

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

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 STEM elective, helping to create a pipeline for High School CTE programming. The Career and Technical Education Department was able to expand access to Middle School STEM electives through receiving of the Strong Workforce Program, and a pilot of the MIT Lemelson Invention Education Program to extend the learning of students in STEM programming. In addition, funding was utilized to fund a pilot study opening opportunities for students involved in English Language Development to participate in a STEM elective course, PLTW Medical Detectives, that utilizes the English Language Development Framework to deliver Designated ELD.

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 by 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: Engaging community and developing parent partnerships by providing clear and concise information regarding student state and local assessment data. 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.

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.

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 $35,509,123, which is at a 109% spend rate.

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

~ Action 1.9 - Budgeted for $598,443 and reported estimated actual expenditures through June 30, 2025, in the amount of $722,859, resulting in an estimated 20% over expenditure of allocated funds. The reason for this is due to the district adding additional funds to support students.

~ 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 1.12 - Budgeted for $5,772,097 and reported estimated actual expenditures through June 30, 2025, in the amount of $8,917,798, resulting in an estimated 54% over expenditure of allocated funds. The reason for this is due to the district adding additional funds to support students.

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

Action 1.1 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed
- Improved - All Students by +6.10% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Foster Youth by +7.10% in 4C - Career Technical Education (CTE) Program Completion
- Improved - English Learners by +2.60% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Socioeconomically Disadvantaged students by +6.50% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Students with Disabilities by +2.20% in 4C - Career Technical Education (CTE) Program Completion
- Improved - African American students by +1.30% in 4C - Career Technical Education (CTE) Program Completion
- Improved - American Indian students by +8.00% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Asian students by +2.10% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Filipino students by +1.80% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Hispanic students by +7.70% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Homeless students by +2.50% in 4C - Career Technical Education (CTE) Program Completion
- Improved - Pacific Islander students by +21.30% in 4C - Career Technical Education (CTE) Program Completion
- Improved - White students by +4.60% in 4C - Career Technical Education (CTE) Program Completion
- Improved - All Students by +2.90% in 5E - High School Graduation Rate
- Improved - Foster Youth by +12.90% in 5E - High School Graduation Rate
- Improved - English Learners by +4.20% in 5E - High School Graduation Rate

- Improved - Socioeconomically Disadvantaged students by +3.00% in 5E - High School Graduation Rate
- Improved - Students with Disabilities by +6.20% in 5E - High School Graduation Rate
- Improved - African American students by +2.70% in 5E - High School Graduation Rate
- Improved - American Indian students by +10.70% in 5E - High School Graduation Rate
- Improved - Asian students by +1.70% in 5E - High School Graduation Rate
- Improved - Filipino students by +8.90% in 5E - High School Graduation Rate
- Improved - Hispanic students by +0.30% in 5E - High School Graduation Rate
- Improved - Homeless students by +0.30% in 5E - High School Graduation Rate

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 1.2 - Effective with Substantial Progress
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Homeless Youth. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +4.20 points in 5E - High School Graduation Rate
- Improved - Students with Disabilities by +0.80 points in 4B - A-G Completion
- Improved - Students with Disabilities by +6.20 points in 5E - High School Graduation Rate
- Improved - Socioeconomically Disadvantaged students by +3.00 points in 5E - High School Graduation Rate
- Improved - Homeless Youth by +4.10 points in 4B - A-G Completion

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Substantial Progress.

Action 1.3 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for Students with Disabilities and Homeless Youth. Implementation of the action has led to the following outcomes:

- Improved - Students with Disabilities by +0.80 points in 4B - A-G Completion
- Improved - Homeless Youth by +4.10 points in 4B - A-G Completion

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Growth Opportunities.

Action 1.4 - Ineffective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for all student groups.

- Declined - English Learner by -6.90% in 4F - EL Reclassification Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Substantial Progress.

Action 1.5 - Ineffective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for all student groups.

- Declined - English Learner by -6.90% in 4F - EL Reclassification Rate
- Declined - English Learner by +.10% in 4E - ELs who Decreased at Least One ELPI Level:
- Improved - English Learner by +2.00% in 4E - ELs who Maintained ELPI Level 1,2L,2H,3L,3H:
- Declined - English Learner by -.10% in 4E - EL Levels who Maintained ELPI Level 4:
- Declined - English Learner by -2.00% in 4E - ELs who Progressed at Least One ELPI::

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Substantial Progress.

Action 1.6 - Ineffective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all student groups.

- Declined - English Learner by -6.90% in 4F - EL Reclassification Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Growth Opportunities.

Action 1.7 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 1.8 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

Implementation of reduced class sizes across all school sites, resulting in collective bargaining, has led to gains in proficiency in both English language arts and mathematics that surpass district averages for priority student groups. The action is therefore Effective with Growth Opportunities.

Action 1.9 - Effective with Substantial Progress
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Substantial Progress.

Action 1.10 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 1.11 - Effective with Promising Growth Trends

An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for Socioeconomically Disadvantaged students and Long-Term English Learners. Implementation of the action has led to the following outcomes:

- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed
- Improved - Long-Term English Learners by +0.81 points in 4A - Statewide Assessments ELA - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 1.12 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Growth Opportunities.

Action 1.13 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

Implementation of reduced class sizes across all school sites, resulting in collective bargaining, has led to gains in proficiency in both English language arts and mathematics that surpass district averages for priority student groups. The action is therefore Highly Effective with Strong Implementation.

Action 1.14 - Effective with Substantial Progress

An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for Students with Disabilities, Foster Youth, and Homeless Youth. Implementation of the action has led to the following outcomes:

- Improved - Students with Disabilities by +0.80 points in 4B - A-G Completion
- Improved - Foster Youth by +7.00 points in 4B - A-G Completion
- Improved - Homeless Youth by +4.10 points in 4B - A-G Completion

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Substantial Progress.

Action 1.15 - Effectiveness with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

Implementation of reduced class sizes across all school sites, resulting in collective bargaining, has led to gains in proficiency in both English language arts and mathematics that surpass district averages for priority student groups. The action is therefore Effectiveness with Growth Opportunities.

Action 1.16 - Effectiveness with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effectiveness with Growth Opportunities.

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.

State Priority: Checked Priority 1: Basic (Conditions of Learning) for the purpose of validating material acquisition for EL

Metrics: The following changes have been made to the Measuring and Reporting Results section:
~ Added LTEL metrics to establish baseline.
~ Added 1B – Standards Aligned Instruction Materials to support as an additional metric for Action 1.4 as it applies to EL Support Materials
~ Added 2A & 2B – State Standards – Q5 to support Action 1.5, 1.7,1.8,1.9,1.10 to show PD inputs
~ 4A – Statewide Assessments Math – Distance from Standard was updated to include LTEL baseline data
~ Added 8C – College and Career Readiness Indicator

Actions: The following changes have been made to the Actions section:
Action 1.1 – Revised action description to reflect current action implementation. Moved Career Exploration Software and Programs to Action 1.2. Removed statement, "These activities are intended..."
Action 1.2 – Added "Career Exploration Software and Programs" narrative to the action description.
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.
Action 1.13 – Revised action description to provide improved clarity for parents.
Action 1.16 – Revised action description to provide improved clarity for parents.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career Technical Education (CTE)	Career Pathways and STEM Programming: Increase access and participation in high-quality hands on K-12 Career Technical Education (CTE) and Science, Technology, Engineering, Math (STEM) pathway opportunities for unduplicated students to improve academic achievement and meet graduation requirements and college and career readiness through strategic partnerships, expanded resources, and dedicated staffing.	$2,078,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	College Readiness	College Readiness includes resources and services to unduplicated students that focuses on increasing and improving accessibility to college resources and guidance. 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. 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. 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. 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. 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.	$1,929,154.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	A-G High School Courses	A-G high school course access is supported by direct staffing (student data technician) at high schools by providing family outreach, student schedule assistance and data support focused on increasing or improving student academic achievement. 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. 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.	$351,511.00	Yes
1.4	English Learner Learning Environment Resources and Support	Bilingual instructional program support for K-12th grade students, especially English Learners, through the purchase of supplemental instructional materials/supplies and resources that aid the Bilingual Assistant to reinforce learning concepts through preparation of instructional materials, instructional activities, and progress monitoring of students to increase and improve access of educational achievement for unduplicated pupils under the direction of the classroom teacher/specialist. Learning supports provided within the classroom, during lessons and one-on-one/small group setting support dual immersion, transitional/development, or Structured English immersion models that provide English Learners and Long Term English Learners progress towards mastery of the English language. 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. Metric being used to monitor the action: Metric 4F - EL Reclassification Rate	$3,258,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2025-2026 SY LREBG Projection: $3,211,806 2026-2027 SY LREBG Projection: $3,398,972		
1.5	English Learner Professional Development	English Language Development Coaching & Instructional Support: To provide increased or improved professional development and learning supports provided by Language Development Office Instructional 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. Professional development and implementation of the English learner master plan and Instructional Specialist direct support services, leading to increased or improved services student achievement.	$1,194,161.00	Yes
1.6	English Language Proficiency Supports	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. Translator and Interpreter Specialist Services: District translator and interpreter specialists that provide increased or improved services to ensure documents, meetings, outreach, and communication can be accessed by families and that families are provided with inclusive multi-lingual services. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement translation/interpreting services to support bilingual instruction.	$2,781,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric being used to monitor the action: 4E – EL Summative ELPAC 2025-2026 SY LREBG Projection: $664,990 2026-2027 SY LREBG Projection: $671,772		
1.7	Teacher Collaboration, Professional Development, & Academic Support	Teacher collaboration time, professional development, academic conferences, resource days, and family learning events focused on increasing or improving student academic achievement. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement teacher and staff professional development and collaboration through teacher and staff substitute expenditures. Metric being used to monitor the action: 4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed 2025-2026 SY LREBG Projection: $1,772,235 2026-2027 SY LREBG Projection: $0	$7,505,192.00	Yes
1.8	School Site Administrators Leadership Professional Development	Professional development for school site administrators focused on instructional leadership and professional learning communities focused on increasing or improving student academic achievement.	$533,570.00	Yes
1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Training and professional development focused on high quality first instruction, data team cycles, common formative assessments, curriculum implementation, and professional learning communities focused on increasing or improving student academic achievement.	$718,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Data Analysis and Evaluation	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. Research & Accountability staff continuously: * 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).	$265,408.00	Yes
1.11	Access to Foundational and Outdoor Learning Spaces	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). 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 provided instruction in literacy and math to establish a strong academic foundation that will be built upon.	$3,732,164.00	Yes
1.12	Acceleration of Learning Through Instructional Supports	Increase or improve services, resources, and staff (e.g. instructional coaches, intensive intervention teachers, and paraprofessionals) for unduplicated students through evidence-based supplemental applications and curriculum to enhance student learning, engaging student learning through hands-on experiential learning within the classroom augmenting instruction, and access to additional resources and materials that facilitate	$12,363,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the deepening of learning in the mastery of concepts and application of instruction. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement teacher instruction through the purchase of materials and supplies to support instructional coaching and student intervention. Metric being used to monitor the action: 4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed 2025-2026 SY LREBG Projection: $1,677,399 2026-2027 SY LREBG Projection: $1,628,819		
1.13	Literacy and Library Supports	Curriculum Office services, resources, and/or staff will focus on support for literacy and libraries. Professional development will be provided for library media assistants surrounding the California Model Library Standards and California State Standards. Activities will include district-wide library support and literacy ensuring access facilitated by the district librarian and library media assistants. Creating and implementing motivational programming and incentives will build a climate and culture of literacy that promotes the joy of reading at individual schools and district-wide. Library Media Assistant staff support student literacy by providing 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; selecting and cataloguing library materials that are in alignment with California Model Library Standards and California State Standards and Frameworks. 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.	$2,771,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Access To E-Books: Online eBook library allows students to access high interest and multilingual books using their laptops or other technology and devices without late fees. This provides a focus on increasing or improving student academic achievement. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement library support through staffing expenditures. Metric being used to monitor the action: 4A – Statewide Assessments ELA – Meet or Exceed 2025-2026 SY LREBG Projection: $1,352,172 2026-2027 SY LREBG Projection: $1,369,624		
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.	$1,063,836.00	Yes
1.15	Recapture Learning Loss	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. Instructional Interventions and Academic Supports for Students at Small High Schools: Instructional interventions and supports unduplicated pupils	$5,422,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided with extra educational support through smaller class size and tutoring. 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.		
1.16	Outdoor Education/Science Camp	Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp and other STEM-related activities outside of the classroom. Activities include transportation, additional compensation, and pupil fees associated with the hands-on experiential learning opportunity. As a result, equity of access for all students to outdoor educational opportunities and science camp will be ensured.	$900,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Centering Around the Whole Child, Whole Family, Whole Community: 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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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, Whole Family, Whole Community. This short title expands the clarity of the goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A – Teachers Appropriately Assigned 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)	85.00% (2024-2025)		100.00%	-3.00%
1B – Standards Aligned Instructional Materials	Percentage of students who have sufficient access to standards aligned instructional materials. (Data Source: SARC)	100.00% (2023-2024)	100.00% (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: -1.11% 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%
5B – Chronic Absentee	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.	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%	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%		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%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: DataQuest)	HI: 38.10% HOM: 61.70% MR: 45.70% PI: 42.90% WH: 45.30% (2022-2023)	HI: 34.30% HOM: 52.60% MR: 43.00% PI: 41.40% WH: 40.70% (2023-2024)		HI: 28.10% HOM: 51.70% MR: 35.70% PI: 32.90% WH: 35.30%	HI: -3.80% HOM: -9.10% MR: -2.70% PI: -1.50% WH: -4.60%
6A – Suspension Rates	Percentage of students who are suspended at least once during the academic year. (Data Source: CA School Dashboard)	ALL: 6.00% FY: 12.60%% EL: 4.10% SED: 6.40% SWD: 8.10% AA: 13.10% AI: 10.80% AS: 2.90% FI: 2.60% HI: 5.30% HOM:13.80% MR: 8.70% PI: 2.50% WH: 8.00% (2022-2023)	ALL: 5.30% FY: 13.80% EL: 4.10% SED: 5.70% SWD: 7.40% AA: 11.50% AI: 9.40% AS: 2.30% FI: 1.30% HI: 4.80% HOM: 6.60% MR: 7.50% PI: 2.50% WH: 7.00% (2023-2024)		ALL: 0.0% FY: 2.6%% EL: 0.0% SED: 0.0% SWD: 0.0% AA: 3.1% AI: 0.8% AS: 0.0% FI: 0.0% HI: 0.0% HOM:3.8% MR: 0.0% PI: 0.0% WH: 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% 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)	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)		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)	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)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: 0.0% (0) WH: 0.1% (1) (2022-2023)	PI: 0.0% (0) WH: 0.0% (0) (2023-2024)		PI: 0.00% (0) WH: 0.00% (0)	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% (2023-2024)	Students Elementary: 57.00% Students Secondary: 40.00% Parents: 68.00% Teachers: 58.00% Staff: 54.00% (2024-2025)		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: +10.00%
6C – School Safety and Connectedness (National Percentile)	National percentile rank of students, parents, and teachers (staff) who responded favorable to questions about school climate (Data Source: Panorama Survey	Students Elementary: 30.00% Students Secondary: 10.00% Parents: 30.00% Teachers: 20.00% Staff: 20.00% (2023-2024)	Students Elementary: 30.00% Students Secondary: 10.00% Parents: 40.00% Teachers: 30.00% Staff: 40.00% (2024-2025)		Students Elementary: 40.00% Students Secondary: 20.00% Parents: 40.00% Teachers: 30.00% Staff: 30.00%	Students Elementary: 0.00% Students Secondary: 0.00% Parents: +10.00% Teachers: +10.00% Staff: +20.00%
6D – School Climate	Percentage of students, parents, and teachers (staff) who responded favorable to questions about Climate (Data Source: Panorama)	Students Elementary: 57% Students Secondary: 40%% Parents: 68.00% Teachers: 54.00% Staff: 58.00%	Students Elementary: NA Students Secondary: NA Parents: NA Teachers: NA Staff: NA		Students Elementary: 67% Students Secondary: 40%% Parents: 78.00% Teachers: 65.00% Staff: 68.00%	Students Elementary: NA Students Secondary: NA Parents: NA Teachers: NA Staff: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2024-2025)	(2024-2025)			
6E – Sense of Belonging	Percentage of students, parents, and teachers (staff) who responded favorable to question about their sense of belonging (Data Source: Panorama Survey	How much support do the adults at your school give you? Students Elementary: 57.00% Students Secondary: 37.00% (2024-2025)	How much support do the adults at your school give you? Students Elementary: NA Students Secondary: NA (2024-2025)		How much support do the adults at your school give you? Students Elementary: 67.00% Students Secondary: 47.00%%	How much support do the adults at your school give you? Students Elementary: N/A Students Secondary: N/A
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	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 8.40% VAPA Classes: 35.18% CTE Classes: 31.41% World Language Classes: 32.01% FY students enrolled in		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%	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students – Change in Enrollment AP Classes: +2.88% VAPA Classes: +15.22% CTE Classes: +10.89% World Language Classes: +15.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AP Classes: 2.05% VAPA Classes: 24.85% CTE Classes: 22.25% World Language Classes: 22.69% SED students enrolled in AP Classes:6.25% VAPA Classes:26.06% CTE Classes: 26.92% World Language Classes: 20.62% SWD students enrolled in AP Classes: 0.70% VAPA Classes:19.85% CTE Classes:15.34% World Language Classes: 5.77% (2023-2024)	AP Classes: 10.09% VAPA Classes: 5.61% CTE Classes: 3.76% World Language Classes: 5.44 EL students enrolled in AP Classes: 2.92% VAPA Classes: 19.16% CTE Classes: 19.73% World Language Classes: 9.84% SED students enrolled in AP Classes: 5.74% VAPA Classes: 28.62% CTE Classes: 25.55% World Language Classes: 26.08 SWD students enrolled in AP Classes: 1.40% VAPA Classes: 12.40%		VAPA Classes: 27.95% CTE Classes: 30.52% World Language Classes: 26.11% EL students enrolled in AP Classes: 12.05% VAPA Classes: 34.85% CTE Classes: 32.25 World Language Classes: 32.69% SED students enrolled in AP Classes:16.25% VAPA Classes:36.06% CTE Classes: 36.92% World Language Classes: 30.62% SWD students enrolled in AP Classes: 1.70% VAPA Classes:29.85% CTE Classes:25.34% World Language Classes: 25.77%	FY students – Change in Enrollment AP Classes: +1.12% VAPA Classes: -12.34% CTE Classes: -16.76% World Language Classes: -10.67% EL students – Change in Enrollment AP Classes: +0.87% VAPA Classes: -5.69% CTE Classes: -2.52% World Language Classes: -12.85% SED students – Change in Enrollment AP Classes: -0.51% VAPA Classes: +2.56% CTE Classes: -1.37% World Language Classes: +5.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CTE Classes: 15.30% World Language Classes: 7.20% (2024-2025)			SWD students – Change in Enrollment AP Classes: +0.70% VAPA Classes: -7.45% CTE Classes: -0.04% World Language Classes: +1.43%
Local Measure – Social Emotional Lessons	Number of social-emotional lessons provided to foster youth, low-income, English learners, and student with disabilities/unique needs. (Data Source: Counseling and Mental & Behavioral Health department reported data)	192 (2023-2024)	581 (2024-2025)		212	+389
Local Measure – SST's	Number of Student Success Team (SST) meetings held to address the academic and social-emotional engagement needs of students. (Data Source: Data reported out by the	1,874 (2023-2024)	1689 (2024-2025)		2,062	-185

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Counseling department/Synergy)					

Goal Analysis [2024-25]

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

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

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 were 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 three comprehensive high schools focused on courses that represent the diverse population of the students served at the individual school sites. Culturally relevant supplemental curriculum text sets were developed. 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 application process for California PBIS State recognition. The PBIS Coordinator 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 Support Services 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 support for district wide initiatives such as MTSS by ensuring behavior related trainings. Behavior Support Services provided support through referrals, function based behavioral 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. Provided enrollment services to help families enroll their children in SUSD and update documentation on the student profiles in Synergy, the district's student information system. Supported communication with families, enrollment, and promotion for our specialty schools.

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 school 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. Staff 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.

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) provided staff training on procedures for students, including medically fragile students, that allowed those students to attend and remain at school and participated in Expanded Learning opportunities. HCAs organized and assisted vision and hearing clinics to complete screens across the grade levels and for identified students to improve access for Socioeconomically Disadvantaged pupils. LVNs provided training for the care for students who require licensed staff care (i.e. students with Type I diabetes, tracheostomy care) focusing on creating students to be self-advocates for their needs. School nurses focused on providing support and services beyond 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 so that all students could be included in the additional learning opportunities. 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 to provide positive and welcoming school environments.

Action 2.16: Assistant Principals continued to support school sites to provide positive and welcoming school environments.

Action 2.17: Additional school site staff continued to support the school site by supporting a welcome environment and that builds school community.

Action 2.18: Teachers provided additional instructional minutes that extended student learning.

Action 2.19: Implemented Google Workspace Plus, integrating advanced management capabilities and modern technology classroom features through Google EDLA slot-ins. This upgrade significantly enhanced both teacher and student experiences within the online learning environment, while also enabling proactive monitoring of student learning activities.

Action 2.20: Deployed a comprehensive 2-to-1 Chromebooks initiative, providing hotspots and Viewsonic panels to high school staff. Alongside this, implemented crucial Laptop and Google monitoring tools, robust filtering solutions, and effective classroom management tools. These measures are specifically designed to detect early warning signs of mental health concerns or self-harm behaviors among students, facilitating timely intervention and ensuring they receive the necessary supports.

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: Continued maintenance of school facilities with some projects 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 were updated. 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.

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 $245,064,922 and calculated estimated actual expenditures in the amount of $238,719,314, which is at a 97% spend rate.

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

~ Action 2.6 - Budgeted for $275,877 and reported estimated actual expenditures through June 30, 2025, in the amount of $372,790, resulting in an estimated 35% over expenditure of allocated funds. The reason for this is due to the district providing additional resources to support students.

~ 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 the district providing additional resources to support students.

~ Action 2.16 - Budgeted for $12,539,676 and reported estimated actual expenditures through June 30, 2025, in the amount of $8,822,853, resulting in an estimated 29% under expenditure of allocated funds. The reason for this is due to other one-time funding used.

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

Action 2.1 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Growth Opportunities.

Action 2.2 - Developing Effectiveness with Growth Potential
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Developing Effectiveness with Growth Potential.

Action 2.3 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.4 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate

- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.5 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Highly Effective with Strong Implementation.

Action 2.6 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate

- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.7 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.8 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Highly Effective with Strong Implementation.

Action 2.9 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 2.10 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Growth Opportunities.

Action 2.11 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate

- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Highly Effective with Strong Implementation.

Action 2.12 - Effective with Substantial Progress
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Substantial Progress.

Action 2.13 - Effective with Substantial Progress
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Substantial Progress.

Action 2.14 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.15 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit

the academic progress of these student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.16 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.17 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by +0.70% in 6A - Suspension Rate
- Improved - Socioeconomically Disadvantaged students by +0.70% in 6A - Suspension Rate
- Improved - Students with Disabilities by +0.70% in 6A - Suspension Rate
- Improved - African American students by +1.60% in 6A - Suspension Rate
- Improved - American Indian students by +1.40% in 6A - Suspension Rate
- Improved - Asian students by +0.60% in 6A - Suspension Rate
- Improved - Filipino students by +1.30% in 6A - Suspension Rate
- Improved - Hispanic students by +0.50% in 6A - Suspension Rate
- Improved - Homeless students by +7.20% in 6A - Suspension Rate
- Improved - Multiple Race students by +1.20% in 6A - Suspension Rate
- Improved - White students by +1.00% in 6A - Suspension Rate

Implementation of reduced class sizes across all school sites, resulting in collective bargaining, has led to gains in proficiency in both English language arts and mathematics that surpass district averages for priority student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 2.18 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Growth Opportunities.

Action 2.19 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Highly Effective with Strong Implementation.

Action 2.20 - Developing Effectiveness with Growth Potential
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Developing Effectiveness with Growth Potential.

Action 2.21 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 2.22 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Highly Effective with Strong Implementation.

Action 2.23 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism

- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 2.24 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +0.21 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - English Learners by +0.46 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Students with Disabilities by +5.89 points in 4A - Statewide Assessments Math - Meet or Exceed
- Improved - Socioeconomically Disadvantaged students by +0.91 points in 4A - Statewide Assessments ELA - Meet or Exceed

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Effective with Growth Opportunities.

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: Added to the short title “Whole Family, Whole Community” to read “Centering Around the Whole Child, Whole Family, Whole Community”.

Why Statement: In paragraph 1, revised short title of goal to read, “Centering Around the Whole Child, Whole Family, Whole Community”.

State Priority:
~ Checked Priority 5: Pupil Engagement (Engagement) to support Action 2.12 as it speaks to Chronic Absenteeism
~ Checked Priority 7: Course Access (Conditions of Learning) to support Action 2.2 as Ethnic Studies speaks to Broad Course of Study

Metrics: The following changes have been made to the Measuring and Reporting Results section:
~ Added 5B – Chronic Absenteeism to support Actions 2.10, 2.11 and 2.12
~ Added 6D – School Climate to support Goal 2
~ Added 6E – Sense of Belonging to support Action 2.12
~ Added 7A, 7B, 7C - Broad Course of Study to support Action Action 2.2 and 2.18

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 2.11 - Narrative was updated to improve clarity for parents including the inclusion of "Saturday School" activities
Action 2.13 – Corrected typographical error to position title to read “Psychologists”.
Action 2.14 – Added Learning Recovery Emergency Block Grant (LREBG) proposed use of funds and projected allocation for 2025-2026 and 2026-2027 school years.
Action 2.16 – Revised Action Title Field to read: Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines. In the Action Description/Narrative field, added a clarifying phrase “using a ratio to determine site needs” to describe how positions are determined at school sites. Removed the limitation of "Tk-8" grades to expand support to high schools as well.
Action 2.19 - Revised second paragraph in the action description to correct the position title to "Network Support Technicians" to provide clarity for parents.
Action 2.20 - Narrative was updated to provide clarity for parents and update from student "laptops" to "chromebooks".
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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Equity, Diversity, and Inclusion	With the guidance and direction of the Director of Diversity, Equity and Family Engagement, SUSD will provide opportunities for school connectedness with unduplicated students through access to inclusionary, equitable and diverse educational opportunities by conducting a comprehensive Equity Audit with teams from all schools. SUSD will begin to develop a three-year action plan centered around inclusionary, equitable and diverse educational opportunities.	$742,381.00	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.	$149,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$324,360.00	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 bronze, silver, gold, and platinum levels for all SUSD sites.	$1,014,229.00	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.	$662,747.00	Yes
2.7	Behavior Support Services	To provide support, interventions, and strategies through training, consultation, and direct services. Behavior Support Services are intended to 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 consultation support to classrooms and schools across the district focused	$3,376,134.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on addressing the behavioral needs of students by providing support early on through promoting and supporting universal intervention systems, training staff in behavioral strategies, classroom management and providing direct interventions to students. Behavior Support Services staff train, coach, and model data collection techniques, behavior intervention strategies, and data-based decision making.		
2.8	New Teacher Training and Support	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. 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. 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.	$102,323.00	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.	$1,403,699.00	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.	$1,652,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Student Attendance and Truancy Intervention and Outreach	Child Welfare and Attendance Office services, resources, and staff to identify and address chronic absenteeism. 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. Truancy Intervention and Outreach: Truancy intervention and outreach staff and resources to address students who are not attending school, missing days of school, and to provide attendance goal setting and offering incentives in meeting attendance goals for student groups with data-based attendance challenges and identified needs for intervention leading to increased or improved services. 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. 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. Saturday School is being implemented to improve student attendance. Students are identified for Saturday School based on attendance and academic intervention needs.	$8,635,644.00	Yes
2.12	Health and Wellness Services and Supports	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. Healthy Start Coordinators: Healthy Start Coordinators manage and facilitate the resources and services provided at the Wellness Centers at	$15,025,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
		all of the comprehensive high schools ensuring student and family access to health and wellness resources and direct services. 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. 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. To promote student health and wellness, audiologist services will be procured.		
2.13	Mental Health Resources and Supports for Students	Mental Health Clinicians: Provide mental health direct services to students, families, and staff district wide. 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. Provide unduplicated students with additional access to School Psychologists support. 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.	$310,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.14	Social Emotional and Restorative Practices and Responsive Schools	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. 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. 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. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement providing K–8 counselor support to address social-emotional needs. Metric being used to monitor the action: 6A – Suspension Rates 2025-2026 SY LREBG Projection: $10,282,818 2026-2027 SY LREBG Projection: $10,584,189	$18,788,054.00	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.	$8,329,592.00	Yes
2.16	Sustainability of Assistant Principals	Providing assistant principal site leadership support to school sites to support the development and implementation of programs, services, and	$7,766,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
	According to School-Specific Needs and Staffing Ratio Guidelines	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.		
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.	$68,338.00	Yes
2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Providing extended learning time for our unduplicated students.	$5,445,251.00	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 Network Support Technicians at school sites to support site- based technology use and integration, evaluation and enhancement of the district's technology infrastructure and connectivity to support the demand with the increased/enhanced access to technologies/applications, staff technology devices to ensure effectiveness and demands associated with 21st century skills and interactions are being met.	$3,047,395.00	Yes
2.20	Instructional Technology	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	$298,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
		tools/applications promote unduplicated pupils' safety that allows teachers to remotely monitor student extending the basic instructional supports access to the learning content. Support includes access to and enhancements of instructional curriculum, applications, software, and other supplemental technology support. Student Technology for Learning & Connectivity: Student chromebooks, Chromebook 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. Laptop Learning Monitoring Software: Chromebook monitoring software for teachers that allows teachers to remotely monitor student activities on chromebooks and share screens student safety 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.		
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.	$188,048,465.00	No
2.22	Recruit, Hire, Retain Highly Qualified Staff	To ensure programs and services have the staffing support necessary to implement high quality educational experiences. 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	$923,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		years of experience with relation to site achievement results and needs for specialized services. Creating a system and framework for recruiting, placing, training, supporting and retaining highly qualified staff. Budget resources and support to hire, train, retain high needs specialized positions such as Speech Language Pathologists and Psychologists. Increase supports for high expectations so all staff perform at high levels with strong support. Conduct thorough exit interviews to understand reasons why staff are leaving the District. 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. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement staffing expenditures to support professional development. Metric being used to monitor the action: 4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed 2025-2026 SY LREBG Projection: $217,414 2026-2027 SY LREBG Projection: $222,543		

Action #	Title	Description	Total Funds	Contributing
2.23	School Facilities	To complete and improve maintenance and campus safety at school sites per district timeline to meet facility district standards and to address areas identified from the FIT Report and Safety/Threat Assessment Audits. 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. Transparently communicate timelines for project schedules and work in progress related to safety projects and Facility Master Plan items. Support outdoor learning and play areas, including the addition of shade structures at all schools. Expand Primary Years Academy grade levels for 6-8 and facility improvements. Complete the Facility Master Plan for to equitably use bond funds and scale improvements.	$2,128,154.00	No
2.24	Student and Campus Safety	Campus safety/threat resolution may include infrastructure improvements (such as fencing), communication improvements such as intercoms and gate security systems, and visitor management systems. 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. 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.	$607,252.00	Yes

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)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

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 Organizations 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, chronic absenteeism rates, school connectedness, and access to a broad course of study will provide evidence of the impact of the actions on student engagement.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5A – School Attendance Rate	End of Year percentage of students attending school daily on average. (Data Source: Synergy)	90.12% (2023-2024)	90.49% (2024-2025)		99.75%	+.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 in grades 9 - 12 who	ALL: 12.80% FY: 27.50%	ALL: 10.20% FY: 16.70%		ALL: 7.80% FY: 22.50%	ALL: -2.60% FY: -10.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
School Dropout Rate	stop coming to school and who do not enroll in another school (Data Source: DataQuest)	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)	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)		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%	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%
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	Students Elementary: 56.00 % Students Secondary: 41.00% Parents: 63.00% Teachers: 48.00% Staff: 48.00% (2023-2024)	Students Elementary: 57.00% Students Secondary: 40.00% Parents: 68.00% Teachers: 58.00% Staff: 54.00% (2024-2025)		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: 10.00%
6E – Sense of Belonging	Percentage of students, parents, and teachers (staff) who responded favorable to question about their sense of belonging (Data Source: Panorama Survey	How much support do the adults at your school give you? Students Elementary: 57.00% Students Secondary: 37.00% (2024-2025)	How much support do the adults at your school give you? Students Elementary: NA Students Secondary: NA		How much support do the adults at your school give you? Students Elementary: 67.00%	How much support do the adults at your school give you? Students Elementary: N/A Students Secondary: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-2025)		Students Secondary: 47.00%	
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% SED students enrolled in AP Classes:6.25% VAPA Classes:26.06%	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 8.40% VAPA Classes: 35.18% CTE Classes: 31.41% World Language Classes: 32.01% FY students enrolled in AP Classes: 10.09% VAPA Classes: 5.61% CTE Classes: 3.76% World Language Classes: 5.44 EL students enrolled in		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	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students – Change in Enrollment AP Classes: +2.88% VAPA Classes: +15.22% CTE Classes: +10.89% World Language Classes: +15.09% FY students – Change in Enrollment AP Classes: +1.12% VAPA Classes: -12.34% CTE Classes: -16.76% World Language Classes: -10.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CTE Classes: 26.92% World Language Classes: 20.62% SWD students enrolled in AP Classes: 0.70% VAPA Classes:19.85% CTE Classes:15.34% World Language Classes: 5.77% (2023-2024)	AP Classes: 2.92% VAPA Classes: 19.16% CTE Classes: 19.73% World Language Classes: 9.84% SED students enrolled in AP Classes: 5.74% VAPA Classes: 28.62% CTE Classes: 25.55% World Language Classes: 26.08 SWD students enrolled in AP Classes: 1.40% VAPA Classes: 12.40% CTE Classes: 15.30% World Language Classes: 7.20		AP Classes: 12.05% VAPA Classes: 34.85% C0TE May 2025 32.25% World Language Classes: 32.69% SED students enrolled in AP Classes: 16.25% VAPA Classes: 36.06% CTE Classes: 36.92% World Language Classes: 30.62% SWD students enrolled in AP Classes: 10.70% VAPA Classes: 29.85% CTE Classes: 25.34% World Language Classes: 15.77%	EL students – Change in Enrollment AP Classes: +0.87% VAPA Classes: -5.69% CTE Classes: -2.52% World Language Classes: -12.85% SED students – Change in Enrollment AP Classes: -0.51% VAPA Classes: +2.56% CTE Classes: -1.37% World Language Classes: +5.46% SWD students – Change in Enrollment AP Classes: +0.70% VAPA Classes: -7.45% CTE Classes: -0.04% World Language Classes: +1.43%

Goal Analysis [2024-25]

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

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

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). 4,400 students registered in the Careers Technical Student Organization (CTSO), SkillsUSD. Funding was utilized for 533 students to participate in the SkillsUSA regional competitions, with over 300 advancing to the SkillsUSA State Conference as competitors. At the state conference SUSD students took home 10 gold medals, 9 silver medals, and 6 bronze medals. The gold medal teams will participate in the National Conference in Atlanta, GA in June. Participation in Career Technical Student Organizations (CTSOs) like SkillsUSA has gown significantly this year. 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 athletics. In addition, SUSD implemented an online ticketing system for home events, enhancing accessibility and convenience for spectators. Accommodation have 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 Art 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.

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 $12,011,613, which is at an 89% 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 $4,873,852, resulting in an estimated 23% under expenditure of allocated funds. The reason for this is due to the use of other one-time funds.

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

Action 3.1 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Highly Effective with Strong Implementation.

Action 3.2 - Highly Effective with Strong Implementation

An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Highly Effective with Strong Implementation.

Action 3.3 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Highly Effective with Strong Implementation.

Action 3.4 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Significant Growth Opportunities.

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.

State Priority:
~ Checked Priority 6: School Climate (Engagement)
~ Checked Priority 7: Course Access (Conditions of Learning)

Metrics: The following changes have been made to the Measuring and Reporting Results section:
~ Added 6C – School Safety and Connectedness to support Actions 3.1 and 3.2
~ Added 6E – Sense of Belonging to support Actions 3.1 and 3.2
~ Added 7A, 7B, 7C – Broad Course of Study to support Action 3.3

Actions:
Action 3.1 - Added clarifying specific student activity clubs and job-skill based experiences. Added State Seal of Civic Engagement (SSCE) as a student engagement and leadership opportunity.
Action 3.3 - Revised narrative description to better reflect Arts programming and opportunities being implemented.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Leadership Opportunities	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. Student Clubs and Career Job-Skill Based Experiences: Providing students access to career and technical student organizations, such as SkillsUSA which focuses on developing trade and technical skills, Health Occupational Student Association (HOSA) for future health professionals, and Future Farmers of America (FFA) for students interested in agricultural sciences, including participation in regional, state, and national competitions. Providing students access to opportunities to augment other student activity clubs and job-skill based experiences, including STEM competitions, National Youth Leadership Conference (NYLC), MT Invention Convention, National History Day, Project Lead the Way, VEX Robotics, 3D Modeling, STEAM Fair, MESA (Math, Engineering, Science, Achievement), mock interviews, and job interviews and shadowing. These opportunities provide student groups with increased and improved educational experiences that directly connect classroom learning to real-world applications and career pathways. Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement,	$967,888.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Student Clubs & Activities (Pentathlon): To provide increased or improved opportunities for students to participate in Student Clubs & Activities. 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. State Seal of Civic Engagement (SSCE): Resources will be allocated to support the implementation and expansion of the SUSD State Seal of Civic Engagement. This initiative aims to recognize high school students who have demonstrated exceptional dedication to civic and service-learning projects, participation in demonstrative processes and efforts to address social issues. By providing students with opportunities to actively contribute to their communities and develop a deeper understanding of civic responsibility, this program fosters engagement and informed citizens. The State Seal of Civic Engagement not only acknowledges students' valuable contributions but also encourages a lifelong commitment to civic participation.		
3.2	Youth Engagement Activities and Athletic Programs	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. 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.	$3,300,000.00	Yes
3.3	Arts Programming	Visual and Performing Arts Activities and Resources: These funds are used to provide unduplicated TK-12 students involved in the various Arts	$5,997,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Programs (Music, Dance, Theatre, Visual and Media Arts) throughout the district with resources needed: ~ For the maintenance or replacement of equipment associated with these classes, ~ To participate in both district and non-district extracurricular activities, ~ To support the itinerant Elementary Arts Teachers (ex. mileage, substitutes, conferences, curriculum, etc.) The purpose is to provide an equitable distribution of high-quality Arts programs and opportunities across SUSD. Administrator of Arts Education: Funding is used to provide an administrator to oversee all of the district TK-12 Arts (Music, Dance, Theatre, Visual and Media Arts) Programs as a way of ensuring that all students are receiving a high-quality standards-based program. This administrator also works to make sure that students have equitable access to the Arts across the district by supporting all TK-12 Arts Specialists as well as providing guidance for Principals and with their Art & Music in the schools plans. Administrative Principal-type support is given to the itinerant Elementary Music and Arts Resource Teachers. Arts Resource Teachers: Funding is used to provide itinerant Elementary Dance, Visual Art and Theatre teachers. (HR Identification: Arts Resource - Dance, Arts Resource - Theatre) These teachers provide the foundation for a TK-12th grade high-quality standards-based study of these Arts disciplines. These teachers play an important role in helping students have equitable access to the Arts across SUSD and developing their passions, interests, and talents. TK-8th Grade Music Teachers: Funding is used to provide TK-8th grade Elementary Music teachers. These teachers provide the foundation for high-quality standards-based study in the discipline of Music. The main focus is teaching the knowledge and skills needed and involved in the study of instrumental music. These teachers play and important role in helping students to have equitable access to Music across SUSD and developing their passions, interests, and talents.		

Action #	Title	Description	Total Funds	Contributing
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.	$3,247,041.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Meaningful Partnerships 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.	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A, 3B, 3C – Parent	Self reflection rating on Parent and Family	Q1: Rate the LEA's progress in developing the	Q1: Rate the LEA's progress in		Q1: Rate the LEA's	Q1: Rate the LEA's progress in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Involvement - Q1, Q2, Q3, Q4	Engagement: Building Relationships, Questions 1, 2, 3 & 4 Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool)	capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4	developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 4 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4 Q4: Rate the LEA's progress in developing multiple		progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 5 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5 Q4: Rate the LEA's progress in developing multiple	developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 0 Q2: Rate the LEA's progress in creating welcoming environments for all families in the community: 0 Q3: Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 0 Q4: Rate the LEA's progress in developing multiple

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-2024)	opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4 (2024-2025)		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	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: 0
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 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (Data Source: Local Indicator, Priority 3 Reflection Tool)	Q9: Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4 Q10: Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4 Q11: Rate the LEA's progress in providing	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-making: 5 Q10: Rate the LEA's progress in building	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: 0 Q10: Rate the LEA's progress in building the capacity of and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 (2023-2024)	supporting family members to effectively engage in advisory groups and decision-making: 4 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 Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement,		the capacity of and supporting family members to effectively engage in advisory groups and decisionmaking: 5 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 Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work	supporting family members to effectively engage in advisory groups and decision-making: 0 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: 0 Q12: Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and evaluation family engagement activities at school and district levels: 4 (2024-2025)		together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4	and evaluation family engagement activities at school and district levels: 0
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 = Not Measured Classified = Mot Measured Parent or Community = 41 Site/District Admin Not Measured Students = 68 (2024-2025) Staff NA		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 = -67 Site/District Admin = N/A Students = -43 Staff N/A
5A - School Attendance Rate	End of Year percentage of students attending school daily on average. (Data Source: Synergy)	90.12% (2023-2024)	May 2025 (2024-2025)		99.75%	May 2025
5B – Chronic Absenteeism Rate	Percentage of students K-12 identified as chronically absent - students who are absent from school 10% or	ALL: 38.20% FY: 44.60% EL: 34.40% SED:40.50% SWD:45.90%	ALL: 34.60% FY: 41.70% EL: 31.70% SED:37.00% SWD:41.90%		ALL: 18.20% FY: 34.60% EL: 24.40% SED: 30.50% SWD: 35.90%	ALL: -3.60% FY: -2.90% EL: -2.70% SED: -3.5% SWD: -4.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more for the total number of days that they are enrolled in school. (Data Source: DataQuest)	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)	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)		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%	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.

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 LCAP revisions as noted in prompt 4 of each goal were based on collaboration meetings with educational partners and input from the LCAP engagement events and study sessions.

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.

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 $2,802,956, which is at an 77% 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 $690,794, resulting in an estimated 52% 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 $324,797, resulting in an estimated 34% 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 $11,013, resulting in an estimated 55% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditures.

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

Action 4.1 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism

- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Highly Effective with Strong Implementation.

Action 4.2 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

The professional development and training provided through this action has strengthened instructional practices, resulting in improved academic outcomes for targeted student groups. The action is therefore Highly Effective with Strong Implementation.

Action 4.3 - Effective with Significant Growth
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student

groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -3.50% in Chronic Absenteeism
- Improved - Students with Disabilities by -4.00% in Chronic Absenteeism
- Improved - African American students by -4.10% in Chronic Absenteeism
- Improved - American Indian students by -0.70% in Chronic Absenteeism
- Improved - Asian students by -0.90% in Chronic Absenteeism
- Improved - Filipino students by -3.10% in Chronic Absenteeism
- Improved - Hispanic students by -3.80% in Chronic Absenteeism
- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

The targeted support and intervention strategies implemented through this action have effectively addressed achievement gaps and promoted academic growth for priority student groups. The action is therefore Effective with Significant Growth.

Action 4.4 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups.

- Improved - All Students by -3.60% in Chronic Absenteeism
- Improved - Foster Youth by -2.90% in Chronic Absenteeism
- Improved - English Learners by -2.70% in Chronic Absenteeism
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- Improved - Homeless students by -9.10% in Chronic Absenteeism
- Improved - Multiple Race students by -2.70% in Chronic Absenteeism
- Improved - Pacific Islander students by -1.50% in Chronic Absenteeism
- Improved - White students by -4.60% in Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit

the academic progress of these student groups. The action is therefore Effective with Significant Growth Opportunities.

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: No changes have been made to metrics.

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.
Action 4.4 – Added clarity of parent advisory committees/groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family and Community Communication, Empowerment, and Engagement	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. 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. 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.	$1,475,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. LREBG: Learning Recovery Emergency Block Grant (LREBG) funds are being used to supplement staffing and engagement expenditures to support family engagement. Metric being used to monitor the action: 5B – Chronic Absenteeism Rate 2025-2026 SY LREBG Projection: $234,425 2026-2027 SY LREBG Projection: $239,913		
4.2	District Strategic Planning and Communication	District Strategic Planning: To provide staff, resources, and support that assists and connects district initiatives and resources enhancing educational partners involvement and engagement. 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. 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.	$2,082,153.00	Yes
4.3	Community Schools Supports and Resources	To provide staffing and resources to support the develop of strategic partnerships for a range of services, like early childhood education, mental health support, academic tutoring, before and after school programming, mentorship, healthy meals and more to support students and communities.	$388,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Activities will include the creation of space for families, students, and community members to have a voice in decision-making.		
4.4	Parent Advisory Committee Supports and Resources	Provide opportunities, support, and resources to parent/family advisory groups to increase family and community partnerships to improve student programs, amplify voice, and expand student access through focused events, conferences/trainings, and meeting forums. Parent Advisory Committees include: ~ General PAC ~ Latino PAC ~ African American/Black PAC ~ District English Learner Advisory Committee (DELAC) ~ Migrant PAC ~ Parent Student Advisory Committee (PSAC) / Native American Indian Center (NAIC) ~ Community Advisory Committee (CAC)	$375,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Success for Students with Disabilities/Students with Different Abilities 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 System of Supports (MTSS), by providing necessary resources, supports, and levels of services based on individual student need, as measured by CA School Dashboard and local data.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	Alexander Hamilton Elementary ALL: 7.87% SWD: 0.00% El Dorado Elementary ALL: 11.25% SWD: 4.17% 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)	Alexander Hamilton Elementary ALL: 12.83% SWD: 1.43% El Dorado Elementary ALL:11.86% SWD: 5.26% 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)		Alexander Hamilton Elementary ALL: 17.87% SWD: 10.00% El Dorado Elementary ALL: 21.25% 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%	Alexander Hamilton Elementary ALL: +4.96% SWD: +1.43% El Dorado Elementary ALL: +0.61% 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.	Alexander Hamilton Elementary ALL: -110.50 SWD: -186.10 El Dorado Elementary ALL: -86.50 SWD: -139.70 Montezuma Elementary	Alexander Hamilton Elementary ALL: -107.40 SWD: -176.40 El Dorado Elementary ALL: -83.80 SWD: -152.80		Alexander Hamilton Elementary ALL: -100.50 SWD: -176.10 El Dorado Elementary ALL: -76.50 SWD: -129.70	Alexander Hamilton Elementary ALL: +3.10 SWD: +9.70 El Dorado Elementary ALL: +2.70 SWD: -13.10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	ALL: -51.40 SWD: -109.60 Valentine Peyton Elementary ALL: +8.70 SWD: -47.50 Victory Elementary ALL: -76.10 SWD: -155.50 (2022-2023)	Montezuma Elementary ALL: -60.60 SWD:-102.20 Valentine Peyton Elementary ALL: +1.70 SWD: -57.50 Victory Elementary ALL: -67.70 SWD:-152.30 (2023-2024)		Montezuma Elementary ALL: -41.40 SWD: -99.60 Valentine Peyton Elementary ALL: +18.70 SWD: -37.50 Victory Elementary ALL: -66.10 SWD: -145.50	Montezuma Elementary ALL: -9.20 SWD: +7.40 Valentine Peyton Elementary ALL: -7.00 SWD: -10.00 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	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		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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: -179.9 (2022-2023)	 Victory Elementary ALL: -98.00 SWD: -190.60 (2023-2024)		 Victory Elementary ALL: -96.5 SWD: -189.9	 Victory Elementary, ALL: +8.50 SWD: -10.70
5A – School Attendance Rate	School attendance rate - the percentage of students attending school daily on average. (Data Source: Synergy)	ALL: 90.12% SWD: Not Measured (2023-2024)	ALL: 90.49% SWD: 87.43% (2024-2025)		All: 95.12% SWD: 92.43%	ALL: .37% SWD: N/A
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: CA School Dashboard)	Alexander Hamilton Elementary ALL: 44.40% SWD: 47.40% El Dorado Elementary ALL: 53.60% SWD: 39.50% Montezuma Elementary ALL: 39.10% SWD:52.3% Valentine Peyton Elementary ALL: 25.50% SWD:33.90% Victory Elementary ALL: 42.50% SWD:48.20% (2022-2023)	Alexander Hamilton Elementary ALL: 36.10% SWD: 33.30% El Dorado Elementary ALL: 50.20% SWD: 52.00% Montezuma Elementary ALL: 33.00% SWD:45.20% Valentine Peyton Elementary ALL: 22.90% SWD:31.70% Victory Elementary ALL: 34.4%		Alexander Hamilton Elementary ALL: 34.40% SWD: 37.40% El Dorado Elementary ALL: 43.60% SWD: 29.50% Montezuma Elementary ALL: 29.10% SWD:42.3% Valentine Peyton Elementary ALL: 15.50% SWD:23.90% Victory Elementary ALL: 32.50%	Alexander Hamilton Elementary ALL: -8.30% SWD: -14.10% El Dorado Elementary ALL: -3.40% SWD: +12.50% Montezuma Elementary ALL: -6.10% SWD: -7.10% Valentine Peyton Elementary, ALL: -2.60% SWD: -2.20% Victory Elementary,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD:42.5% (2023-2024)		SWD:38.20%	ALL: -8.10% SWD: -5.70%
6A – Suspension Rates	Percentage of students with disabilities who are suspended at least once during the academic year. All = All Students SWD = Students with Disabilities (Data Source: CA School Dashboard)	Alexander Hamilton Elementary ALL: 13.00% SWD: 15.30% El Dorado Elementary ALL: 12.70% 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)	Alexander Hamilton Elementary ALL: 10.40% SWD: 10.80% El Dorado Elementary 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)		Alexander Hamilton Elementary ALL: 3.00% SWD: 5.30% El Dorado 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%	Alexander Hamilton Elementary, ALL: -2.60% SWD: -4.50% El Dorado 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 Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.	Reading Alexander Hamilton Elementary ALL: 17.8% SPED: 1.1%	Reading Alexander Hamilton Elementary ALL: 19.00%		Reading Alexander Hamilton Elementary ALL: 27.8%	Reading Alexander Hamilton Elementary ALL: +1.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Grade Level	(Data Source: iReady Data)	El Dorado Elementary ALL: 15.3% SPED: 5.5% Montezuma Elementary ALL: 24.9% SPED: 14.1% Valentine Peyton Elementary ALL: 41.1% SPED: 8.5% Victory Elementary ALL: 31.2% SPED: 11.5% (2023-2024 Winter)	SPED: 5.00% El Dorado Elementary ALL: 15.00% SPED: 1.00% Montezuma Elementary ALL: 24.00% SPED: 21.00% Valentine Peyton Elementary ALL: 45.00% SPED: 10.00% Victory Elementary ALL: 33.00% SPED: 21.00% (2024-2025)		SPED: 11.1% El Dorado Elementary ALL: 25.3% SPED: 15.5% Montezuma Elementary ALL: 34.9% SPED: 24.1% Valentine Peyton Elementary ALL: 51.1% SPED: 18.5% Victory Elementary ALL: 41.2% SPED: 21.5%	SPED: +3.90% El Dorado Elementary ALL: -0.30% SPED: -4.50% Montezuma Elementary ALL: -0.90% SPED: +6.90% 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%	Math Alexander Hamilton Elementary ALL: 15.00% SPED: 4.00% El Dorado Elementary ALL: 10.00% SPED: 0.00%		Math Alexander Hamilton Elementary ALL: 24.1% SPED: 11.2% El Dorado Elementary ALL: 18.5% SPED: 11.1%	Math Alexander Hamilton Elementary ALL: +0.90% SPED: +2.80% El Dorado Elementary ALL: +1.50% SPED: -1.10% Montezuma Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Valentine Peyton Elementary ALL: 33.9% SPED: 12.0% Victory Elementary ALL: 16.7% SPED: 3.5% (2023-2024)	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)		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%	ALL: +2.50% SPED: +4.60% Valentine Peyton Elementary ALL: +3.10% SPED: -1.00% Victory Elementary ALL: +3.30% SPED: +9.50%
Local 1 - Trained In Content Standards	Percentage of staff (teachers, counselors, administrators and classified) who have been trained in content standards to enable Students with Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports)	Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00% (2023-2024)	Teachers: 100.00% Counselors:100.00% Administrators: 100.00% Classified: 100.00% (2024-2025)		Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 100.00%	Teachers: 0.00% Counselors: 0.00% Administrators: 0.00% Classified: 0.00%
Local 2 - Cross-Trained in Special Education	Percentage of staff (teachers, counselors, administrators and classified) who have been cross trained in Special Education to enable Students with	Teachers: 0.00% Counselors: 0.00% Administrators: 0.00% Classified: 0.00% (2023-2024)	Teachers: 100% Counselors: 100% Administrators: 100% Classified: 100% (2024-2025)		Teachers: 100.00% Counselors: 100.00% Administrators: 100.00%	Teachers: + 100 Counselors: +100 Administrators: +100 2025 Classified: +100

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disabilities to access the academic content standards. (Data Source: Curriculum Training Reports)				Classified: 100.00%	
Local 3 - Parent Referrals	The number of parent referrals held in a timely manner as measured by the date district received parent written consent on the district's offered assessment plan. (Data Source: Special Education Information System (SEIS))	SWD: 91.00% (2023-2024)	SWD: 84.6% (2024-2025)		SWD: 100.00%	SWD: -6.40%
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:	a. 50.70% b. 28.28% c. 3.93% (2022-2023)	a. 49.28% b. 29.84% c. 5.11% (2023-2024)		a. 60.70% b. 18.28% c. 0.93%	a. -1.42% b. +1.56% c. +1.18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Improvement Data Center)					

Goal Analysis [2024-25]

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

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

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: Through the analysis of current systems, it was identified that SWD were not receiving the same instruction as general education students. As a result, SIPPs curriculum has been implemented across district Special Education classes. Additionally, professional development, coaching and walk through fidelity checks to support the implementation of the reading intervention and core instruction. Special Education teachers, psychologists, and Speech and Language Pathologists participated in MTSS training with their school site teams.

Action 5.2: Course access and alternate diploma pathways were maximized through adopting and implementing with fidelity the Teach Town Curriculum in all high school moderate/severe classrooms. Board Policy language was updated to allow for the alternate diploma pathway. Parents, teachers and administrators received training around the alternate diploma and the state minimum high school graduation requirements pathways. Coursework codes were created for required courses for the alternate diploma pathways to allow for qualifying students to be rostered into the necessary classes.

Action 5.3: SIPPs curriculum has been fully implemented in all Special Education setting classrooms. Professional learning Training was provided for all teachers. Walk throughs have been completed. Job embedded coaching will continue in support of implementation.

Action 5.4: Meaningful professional development was provided for teachers and administrators focused on skill set building by providing training on the reclassification process for English Learners and by collaborating with Research & Accountability and Language Development Office to develop new forms for reclassifying dually identified students. Site administrators and Special Education Teachers were provided Crisis Prevention Institute de-escalation and crisis response training.

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. Additionally, students were provided with life skills and opportunities to showcase their skills with the public. Students were also provided with Community Based Instruction throughout the school year with our community partners.

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. 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: The Special Education Department improved existing communication bridging involvement and engagement opportunities between district staff by forming inter-departmental partnerships with CWA, Mental Health and Behavioral Support Services in order to focus on the analysis of data for SWD student absenteeism and on establishing systems to disrupt absenteeism for students with disabilities. Collaboration between CWA and the Special Education Department has been initiated to generate initial ideas and thoughts on what the attendance and student engagement plan will look like.

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

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

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

For goal 5, the district budgeted $333,000 and calculated estimated actual expenditures in the amount of $313,830, which is at a 94% spend rate.

~ Action 5.5 - Budgeted for $50,000 and reported estimated actual expenditures through June 30, 2025, in the amount of $31,530, resulting in an estimated 36% under expenditure of allocated funds. The reason for this is due to other one-time funds covering the cost of expenditures

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

Action 5.1 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for all

student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 5.2 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for all student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 5.3 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for Students with Disabilities. Implementation of the action has led to the following outcomes:

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 5.4 - Developing Effectiveness with Growth Potential
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all

student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Developing Effectiveness with Growth Potential.

Action 5.5 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for all student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

Action 5.6 - Effective with Substantial Progress
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for all student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Substantial Progress.

Action 5.7 - Effective with Substantial Progress
An analysis of the identified metrics suggests that the action demonstrates substantial effectiveness in achieving the desired outcomes for all

student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Substantial Progress.

Action 5.8 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for all student groups.

- Improved - Students with Disabilities by +9.70 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +7.40 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +3.20 points in 4A - State Assessments - ELA - Distance From Standard
- Improved - Students with Disabilities by +25.40 points in 4A - State Assessments - Math - Distance From Standard
- Improved - Students with Disabilities by +17.70 points in 4A - State Assessments - Math - Distance From Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

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: No changes have been made to metrics.

Actions: The following changes have been made to the Actions section:
Actions 5.1, 5.3, 5.4, 5.6, 5.8 – Revised action description to reflect current action implementation and to provide improved clarity for parents.
Action 5.2 – Replaced Action Title field with correct action title “Maximize Course Access & Alternate Diploma Pathways”.
Action 5.3 -- Replaced Action Title field from "Accelerate Learning for all SPED Red students" with "Academic Supports to Accelerate Learning".

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	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. Specifically, through the development and implementation of an academic Multi-Tiered System of Support that will bridge the foundational learning gaps and meet students' 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. 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 services and support or professional development assistance is needed. This module is piloted as part of SUSD's efforts related to disproportionality African American/Black (AAB) students. 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 opportunities and access to learn the curriculum alongside students without disabilities via identified tiered supports.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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.		
5.2	Maximize Course Access & Alternate Diploma Pathways	Maximize course access and alternate diploma pathways for students 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 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.	$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Identify and recognize students' accomplishments through recognition ceremonies. Develop a shared vision between collective educational partners in the planning, training, and development of systems and practices that integrates student Individual Education Plan (IEP) that includes the student's Individual Transition plans (ITP) promoting graduation opportunities through access to alternative diploma pathways.		
5.3	Academic Supports to Accelerate Learning	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). Coordinate and develop systems and protocols that support data team reviews at the department and school site levels to drive sustainability. 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. Mobilize the district's local assessment (entry/exit criteria) or common assessment to ensure inclusion and access of student applicable supports. Implement a literacy pilot of five schools that are identified based on data points, i.e. SIPPS and alignment to actions will also be tied to the district's Compliance Improvement Monitoring (CIM) plan focusing on Tier 1 and data analysis. Through the CIM plan activities reached into five specific areas: 1) major/minor, 2) check-in/check-out, 3) requests for support, 4) MTSS improvement plan, and 5) culturally responsive pedagogy.	$122,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Culturally Responsive Professional Development	Provide meaningful professional development for teachers, paraprofessionals, administrators, and school teams that focus on skill set building and implementing high quality culturally responsive strategies and units of instruction, restorative practices, trauma-informed practices, redirection techniques, de-escalation techniques (CPI), and culturally linguistically teaching related to the CIM efforts. Meaningful professional development maybe provided by district staff or outsourced to experts/consultants deemed expert qualified on the subject matter.	$25,000.00	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.	$20,000.00	No
5.6	Recruit, Hire, and Retain Student Support Personnel	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. Foster partnerships to enhance recruitment efforts for special education and specialized positions. Develop, select, and provide training modules for new hires to learn specialized skills sets supporting students with disabilities differentiated based on supporting positions.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.7	Parent and Family Supports and Resources	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. Focus on improving existing outreach and communication bridging involvement and engagement opportunities between parent, students, and district staff. 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.	$25,000.00	No
5.8	Enhancing School Engagement and Attendance for Students With Disabilities	Special Education Department in collaboration with CWA. (general education and special education) will collaborate to develop an attendance and student engagement plan focusing on students with disabilities. The attendance component of the plan will include contributing factors, including 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. 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. The engagement component will include an analysis of student engagement in the three categories: 1) academic 2) social emotional and 3) behavior.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	African American/Black Students Thrive 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 School Dashboard data.	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.

In addition to being served in goals 1-5, 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.

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

ALL: All Students, AA: African American

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA & Math Meet or Exceed	Percentage of all students and African American (AA) students who meet or exceed standard for grades 3-8 in ELA and Math. (Data Source: CAASPP)	ELA ALL: 27.08% AA: 26.07% MATH ALL: 16.38% AA: 8.70%* (2022-2023) Reported Incorrectly *	ELA ALL: 27.98% AA: 18.61% MATH ALL: 17.61% AA: 10.25% (2023-2024)		ELA ALL: 37.08% AA: 36.07% Math ALL: 26.38% AA: 18.70%* Reported Incorrectly*	ELA ALL: +0.90% AA: -7.46% MATH ALL: +1.23% 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	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	number of days that they are enrolled in school. (Data Source: DataQuest)					
6A - Suspension Rates	Percentage of All students and African American (AA) students who are suspended at least once during the academic year. (Data Source: CA School Dashboard)	ALL: 6.00% AA: 13.10% (2022-2023)	ALL: 5.30% AA: 11.50% (2024-2025)		ALL: 0% AA: 3.10%	ALL: -0.70% AA: -1.60%

Goal Analysis [2024-25]

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

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

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: SUSD is 9 months into an 18 month process in conducting a needs assessment and Equity Audit. 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 to meet the needs of the action. 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 responsive professional learning and coaching is taking places on 10 campuses. Culturally relevant curriculum text sets 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.

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. A second RFP focused on goal 6 activities has been initiated to continue to the work.

Action 6.6: The Ethnic Studies team has been meeting regularly to develop and refine high school African American/Black 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 three out of four Comprehensive High Schools. While, 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. We are currently recruiting an instructors to teach the African American/Black studies course at the remaining high schools.

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. Almost all school sites have been able to establish contracts with community partners identified in the initial Request for Proposal.

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

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

The district has elected to continue using 20% as the measure of material difference; therefore, over or under spending 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 $5,079,498, which is at a 101% 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 economic conditions has restricted available resources leading to unspent funds.

~ Action 6.3 - Budgeted for $200,000 and reported estimated actual expenditures through June 30, 2025, in the amount of $279,498, resulting in an estimated 39% over expenditure of allocated funds. The reason for this is due to the district adding additional funds to support focused student groups.

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

Action 6.1 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for Black/African American students. Implementation of the action has led to the following outcomes:

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 6.2 - Highly Effective with Strong Implementation
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for Black/African American students. Implementation of the action has led to the following outcomes:

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit

the academic progress of these student groups. The action is therefore Highly Effective with Strong Implementation.

Action 6.3 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for Black/African American students. Implementation of the action has led to the following outcomes:

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 6.4 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all student groups.

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 6.5 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for Black/African American students. Implementation of the action has led to the following outcomes:

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 6.6 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all student groups.

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 6.7 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all

student groups.

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

Action 6.8 - Effective with Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates moderate effectiveness in achieving the desired outcomes for all student groups.

- Improved - Black/African American students by +1.55 points in 4A - Statewide Assessments Math - Meet or Exceed

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Growth Opportunities.

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 highlight services provided to African American/Black students.

Metrics: 4A - Added Math to metric. Corrected baseline number for Math and updated Target for Year 3.

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Student Achievement Plan Master Plan	Develop the African American/Black Student Achievement Master Plan 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, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through a needs assessment and/or equity audit. 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). 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): • District Goals and Priority Recommendations Alignment • Current Data/Metrics (Pilot of “Open” Data Dashboard) • Key Performance Indicators (KPI) • Definition of Success & Theory of Action • Tenets: (Principle or belief honored by a person or, more often, a group of people) • Local Control and Accountability Plan – Inclusion and Alignment	$323,500.00	No

Action #	Title	Description	Total Funds	Contributing
		• Criteria & Phasing Supports Alignment with the School Plan for Student Achievement • Parent Advisory Committee Alignment • Evaluation 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.		
6.2	Data Driven Alignment with School Plan for Student Achievement (SPSA)	Through the development process of the School Plan for Student Achievement (SPSA) school sites will integrate LCAP goals to explicitly addressing African American/Black, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through a needs assessment and/or equity audit. Site-level Equity Teams will play a critical role in driving data-informed decision-making at your school sites. Teams will collaboratively 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, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate through the data analysis process. The Equity Team will meet monthly. These monthly meetings will include the following activities: • Reviewing curriculum supporting culturally responsiveness • Reviewing data to guide implementation and modification of evidence-based instruction The Equity Teams will report out at each School Site Council meeting on their findings along with recommendations. The Equity Teams will also provide recommendations to site SPSAs on activities that are in alignment.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Educator Gap Balancing and Recruitment Process	The district will review and update the current co-developed (Human Resources and Educational Services) Educator Gap Balancing and Recruitment processes explicitly addressing African American/Black, , 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 Plan to guide the process of updating, coordinating, and memorializing district processes/practices. The process will include 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. 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, Students with Disabilities, Homeless, and Foster Youth, and any other student groups identified as disproportionate. 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. Utilizing CLR pedagogy from Dr. Hollie professional learning and job embedded coaching.	$200,000.00	No
6.4	K-8 Academic Supports: Culturally Responsive Text Set Development, Individual Student Needs Assessment	In order to improve student academic achievement and decrease the disproportionality of achievement, culturally responsive text sets will be developed to augment and amplify the core curriculum. In addition to the text sets, instructional units will be developed to deepen students' knowledge and understanding of the content. A planning team comprised of curriculum specialists and classroom teachers will leverage Culturally and Linguistically Responsive Teaching and Learning professional	$587,144.00	No

Action #	Title	Description	Total Funds	Contributing
	and Curriculum & Pedagogy	development and job embedded coaching to develop the text sets and instructional units. The team will ensure the curriculum is responsive to African American/Black students, who may also be Students with Disabilities, Homeless, or Foster Youth, and any other student group(s) identified as achieving disproportionately. The team will develop at least two units of instruction each semester aligned with culturally responsive tenets. 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. The team along with district leadership will observe implementation of the text sets and continue to refine based on student performance. 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 along with providing responsive teaching and MTSS will aide in reduction the over identification of African American/Black students in Special Education. The district will use local Key Performance Indicators (KPIs) to support the analysis of data and progress.		
6.5	Community Partnerships	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.	$2,331,003.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
6.6	Development of High School African American Studies Course	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 an auxiliary period to add courses aligned with African-American culture, literature, and history to the master schedule. A team of teachers lead by the Curriculum & Instruction will collaborate to build the and apply for future A-G approval. 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. 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. 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	$565,169.00	No

Action #	Title	Description	Total Funds	Contributing
		course offerings that lead to student identity, sense of belonging, and agency.		
6.7	School Climate & Wellness Personnel Support	Counseling, Mental Health and Behavioral Support Services, 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. • 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. • Mental Health personnel to lower caseloads across the district to improve the services for African American Black students • 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. • 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. • Support Health Fairs focused on African American families and students	$1,893,184.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 • Administrators/teachers receive additional training and activities to implement Restorative Practices in all schools • Administrators and staff receive additional Child Welfare and Attendance training • Additional CWA personnel to increase supports and services to African American Black Students • School site activities promoting Mental health wellbeing and administrator/teacher professional development that reflects promoting social-emotional wellbeing to diverse cultures.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Success of the Modern K-8 Student By June 30, 2026, the student groups performing in the red at the six Elementary Equity Multiplier Schools; Adams Elementary, El Dorado Elementary, Hazelton Elementary, Roosevelt Elementary, Van Buren Elementary, and Wilson Elementary, will demonstrate improved school climate and student outcomes 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 School Dashboard ELA Distance from Standard, Math Distance from Standard, Chronic Absenteeism Rates, and Suspension Rates data.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Annually, SUSD receive notification of the schools sites that meet the Equity Multiplier criteria. As a result, SUSD has chosen to reestablish the goal based on the school sites that are identified for the school year.

Stockton Unified and the identified school sites identified that commonality of student groups performing in the red for Suspensions and/or ELA based on the 2024 CA School Dashboard Indicators. This goal was developed to support literacy success for students with disabilities, with a particular emphasis on Positive School Climate. The goal is designed to improve overall academic outcomes and student engagement. By ensuring students are engaged in a positive school climate, SUSD is setting the stage for broader academic success.

Using a Data-Driven Decision-Making process, in collaboration between the SUSD'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 CA School Dashboard that introduced possible root causes for the high suspension rates, and low academic performance in English Language Arts.

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. SUSD 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.

Educational partners were engaged in critical conversations around strategies to improve the outcomes of student performing in the red. The school community expressed great interest and support in improving school climate and literacy at all of the identified sties.

To improve suspension rates and ELA Achievement, positive and meaningful school engagement are essential for 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 as it will prepare them for the demands of higher education and the workforce.

Educational partner engagement through collaborative conversation and family informational nights engages families through authentic and meaningful connection aided in creating school-wide positive learning environment and serves as a crucial connection between the school site and families. Educational partner feedback was used by each school site to adjust the plan to ensure that parent voice was included. Educational partners will continue to be engaged at each identified school site to ensure that families are included and updated on the progress of their school site.

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.

As a result of the goal analysis and identification of additional schools, SUSD has chosen to enhance this goal by focusing on Students with Disabilities as a commonality between sites and school climate to support the improvement of suspension rates.

Equity Multiplier School Information:

- 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, Math), 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)

- 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)

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments ELA - Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in English Language Arts meeting or exceeding standards. (Data Source: CAASPP)	Adams Elementary School ALL: 18.61% EL: 6.00% LTEL: 8.33% SED: 16.19% SWD: 8.51% AA:12.13% HI: 13.69% El Dorado Elementary School ALL: 15.47% EL: 4.00% LTEL: 0.00% SED:13.85% SWD: 4.17% AA: 4.76% Madison Elementary School ALL: 22.76%	Adams Elementary School ALL: 14.41% EL: 1.54% LTEL: 0.00% SED: 12.08% SWD: 6.90% AA: 7.89% HI: 13.99% El Dorado Elementary School ALL: 17.43% EL: 2.53% LTEL: 0.00% SED:14.81% SWD:5.26% AA: 10.00% Madison Elementary School ALL: 17.19%		Adams Elementary School ALL: 28.61% EL: 16.00% LTEL: 18.33% SED: 26.19% SWD: 18.51% AA: 22.13% HI: 23.69% El Dorado Elementary School ALL: 25.47% EL: 4.00% LTEL: 10.00% SED: 23.85% SWD: 14.17% AA: 14.76% Madison Elementary School ALL: 32.76%	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: +1.96% EL: -1.47% LTEL: 0.00% SED: +0.96% SWD: +1.09% AA: +5.24% Madison Elementary School ALL: -5.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 10.45% LTEL: 0.00% 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%	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)		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% Wilson Elementary School ALL: 27.62% EL: 12.33% LTEL: N/A%	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% Wilson Elementary School ALL: N/A% EL: N/A% LTEL: N/A%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 16.75% (2023-2024)			SED: 26.75%	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)	Adams Elementary School ALL: -91.8 EL: -114.3 SED: -99.6 SWD: -138.8 AA: -114.4 HI: -98.8 El Dorado Elementary School ALL: -86.5 EL: -107.8 SED: -92.4 SWD: -139.7 AA: -127.2 Madison Elementary School ALL: -65.0 EL: -75.8 SWD: -95.1 Van Buren Elementary School ALL: -98.3 EL: -107.9 SED: -99.3 HI: -89.6 (2022-2023)	Adams Elementary School ALL: -94.9 EL: -123.3 SED: -99.9 SWD: -145.1 AA: -114.9 HI: -98.6 El Dorado Elementary School ALL: -83.8 EL: -111.4 SED: -89.7 SWD: -152.8 AA: -102.1 Madison Elementary School ALL: -82.1 EL: -92.8 SWD: -102.1 Van Buren Elementary School ALL: -88.4 EL: -102 SED: -88.3 HI: -84.2 (2023-2024)		Adams Elementary School ALL: -81.8 EL: -104.3 SED: -89.6 SWD: -128.8 AA: -104.4 HI: -88.8 El Dorado Elementary School ALL: -76.5 EL: -97.8 SED: -82.4 SWD: -12.7 AA: -117.2 Madison Elementary School ALL: -55.0 EL: -65.8 SWD: -85.1 Van Buren Elementary School ALL: -88.3 EL: 97.9 SED: -89.3 HI: -879.6	Adams Elementary School ALL: -3.1 EL: -9.0 SED: -0.3 SWD: -6.3 AA: -0.5 HI: +0.2 El Dorado Elementary School ALL: +2.7 EL: -3.8 SED: +2.7 SWD: -13.1 AA: +25.1 Madison Elementary School ALL: -17.1 EL: -17.0 SWD: -7.0 Van Buren Elementary School ALL: +0.9 EL: +4.7 SED: +11.0 HI: +5.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)			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	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 Proficiency as measured by the ELPAC. (Data Source: CA School Dashboard)	Adams Elementary School 51.7% El Dorado Elementary School 46.7% Madison Elementary School 47.9% Van Buren Elementary School	Adams Elementary School 45.8% El Dorado Elementary School 46.5% Madison Elementary School 36.4% Van Buren Elementary School		Adams Elementary School 61.7% El Dorado Elementary School 56.7% Madison Elementary School 57.9% Van Buren Elementary School	Adams Elementary School -5.9% El Dorado Elementary School -0.2% Madison Elementary School -11.5% Van Buren Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33.8% (2022-2023) Hazelton Elementary School 45.1% Roosevelt Elementary School 40.4% Wilson Elementary School 55.7% (2023-2024)	55.6% (2023-2024)		43.8% Hazelton Elementary School 55.1% Roosevelt Elementary School 50.4% Wilson Elementary School 65.7%	+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 enrolled in school in the United States 12 months or more with an overall Performance Level of 4 on the ELPAC. (Data Source: ELPAC)	Adams Elementary School 9.89% El Dorado Elementary School 11.83% Madison Elementary School 14.63% Van Buren Elementary School 7.41% (2022-2023)	Adams Elementary School 7.02% El Dorado Elementary School 5.88% Madison Elementary School 6.21% Van Buren Elementary School 12.35% (2023-2024)		Adams Elementary School 19.89% El Dorado Elementary School 21.83% Madison Elementary School 24.63% Van Buren Elementary School 17.41%	Adams Elementary School : -2.87% El Dorado Elementary School -5.95% Madison Elementary School -8.42% Van Buren Elementary School +4.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hazelton Elementary School 9.73% Roosevelt Elementary School 12.75% Wilson Elementary School 23.44% (2023-2024)			Hazelton Elementary School 19.73% Roosevelt Elementary School 22.75% Wilson Elementary School 33.44%	Hazelton Elementary School N/A Roosevelt Elementary School N/A Wilson Elementary School N/A
4F - EL Reclassification Rate	Percentage of English Learner (EL) K-8 students who meet Stockton USD standards to be redesignated as a Fluent English Proficient. (Data Source: DataQuest)	Adams Elementary School 6.60% (7.50%) 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%	Adams Elementary School 6.60% El Dorado Elementary School 6.80% Madison Elementary School 7.00% Van Buren Elementary School 8.50% (2023-2024)		Adams Elementary School 16.60% El Dorado Elementary School 16.80% Madison Elementary School 17.00% Van Buren Elementary School 18.50% Hazelton Elementary School 22.4%	Adams Elementary School -0.90% El Dorado Elementary School -0.80% Madison Elementary School +0.90% Van Buren Elementary School +.090% Hazelton Elementary School N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Roosevelt Elementary School 18.5% Wilson Elementary School 5.9% (2023-2024)			Roosevelt Elementary School 28.5% Wilson Elementary School 15.9%	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 absent from school 10% or more for the total number of days that they are enrolled in school. (Data Source: CA Schools Dashboard)	El Dorado Elementary School All:56.60% (53.60%) AA:60.50% Madison Elementary School ALL: 45.90% EL: 43.50% SED: 48.00% SWD: 53.40% HI: 45.30% MR: 54.80% Van Buren Elementary School All: 45.5% AS: 29.20% (2022-2023) Hazelton Elementary School All: 42.90% Roosevelt Elementary School	El Dorado Elementary School All:50.20% AA:60.20% Madison Elementary School ALL: 41.20% EL: 27.70% SED: 43.90% SWD: 39.30% HI: 38.30% MR: 55.80% Van Buren Elementary School All: 38.30% AS: 32.40% (2023-2024)		El Dorado Elementary School All:46.6%% AA:50.5% Madison Elementary School ALL: 35.9% EL: 33.5% SED: 38.0% SWD: 43.4% HI: 35.3% MR: 44.8% Van Buren Elementary School All: 38.5% AS:19.2% Hazelton Elementary School All: 32.90% Roosevelt Elementary School All: 35.40%	El Dorado Elementary School ALL: -3.40% AA: -0.30% Madison Elementary School ALL: -4.70% EL: -15.80% SED: -4.10% SWD: -14.10% HI: -7.00% MR: +1.00% Van Buren Elementary School All: -7.20% AS: +3.20% Hazelton Elementary School All: N/A Roosevelt Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 45.40% SED: 46.10% HI: 42.8% Wilson Elementary School All: 43.40% SED: 44.30% SWD: 56.10% HI: 39.40% (2023-2024)			SED: 36.10% HI: 32.8% Wilson Elementary School All: 33.40% SED: 34.30% SWD: 46.10% HI: 29.40%	All: N/A SED: N/A HI: N/A Wilson Elementary School All: N/A 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)	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% Madison Elementary School ALL:2.70% MR:4.00% Van Buren Elementary School ALL: 5.00% EL: 3.40% SWD:11.00% AA:8.20% HI:3.90% HOM: 12.20%	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% Madison Elementary School ALL:3.00% MR:5.60% Van Buren Elementary School ALL: 5.30% EL: 2.90% SWD:15.50% AA:14.00% HI:2.90% HOM: 6.10%		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% Madison Elementary ALL:0.7% MR: 2.0% Van Buren Elementary School ALL:3.0% EL: 1.4% SWD:8.0% AA:6.2%% HI:1.9% HOM: 12.2%	Adams Elementary School ALL: -3.60% HOM: -16.60% SED: -2.90% SWD: -7.40% AA: -2.30% AH: -3.60% WH: -10.30% Madison Elementary School ALL: +0.30% MR: +1.60% Van Buren Elementary School ALL: +0.30% EL: -0.50% SWD: +4.50% AA: +5.80% AH: -1.00% HOM: -6.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2022-2023) Hazelton Elementary School All: 5.70% LTEL: 17.10% SWD: 13.90% Roosevelt Elementary 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)	(2022-2023)		Hazelton Elementary School All: 0.70% LTEL: 12.10% 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%	Hazelton Elementary School All: N/A 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%	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%	ALL: + 1.30% AA: +.70% El Dorado Elementary School ALL: N/A HOM: N/A SED: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 1.00% AA: 10.30% HI: 15.50% WH: 20.80% Madison Elementary School ALL: 2.70% MR: 4.00% Van Buren Elementary School ALL: 5.00% EL: 3.40% SWD: 11.00% AA: 8.20% HI: 3.90% HOM: 12.20% Hazelton Elementary School ALL: 21.60% EL: 7.70% LTEL: N/A SWD: 3.80% Roosevelt Elementary School ALL: 25.30% SED: 15.00% SWD: 4.90% HI: 25.00% Wilson Elementary School ALL: 21.30% EL: 2.90%			SWD: 11.00% AA: 20.30% HI: 25.50% WH: 30.80% Madison Elementary School ALL: 12.70% MR: 14.00% Van Buren Elementary School ALL: 15.00% EL: 13.40% SWD: 21.00% AA: 18.20% HI: 13.90% HOM: 22.20% Hazelton Elementary School ALL: 31.60% EL: 17.70% LTEL: N/A SWD: 13.80% Roosevelt Elementary School ALL: 35.30% SED: 25.00% SWD: 14.90% HI: 35.00% Wilson Elementary School ALL: 31.30% EL: 12.90%	SWD: N/A AA: N/A HI: N/A WH: N/A Madison Elementary School ALL: N/A MR: N/A Van Buren Elementary School ALL: N/A EL: N/A SWD: N/A AA: N/A HI: N/A HOM: N/A 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: N/A SED: 14.70% (Winter 2024)			LTEL: N/A SED: 24.70%	LTEL: N/A SED: N/A
4A - State Assessments Mathematics - Distance from	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)	Adams Elementary School ALL: -127.4 AA: -147 AS -142.3 EL: -140.2 SED: -130 SWD: -164.6 El Dorado Elementary School ALL: -114.3 EL: -123.3 HI: -116 SED: -118 Madison Elementary School ALL: -107.1 AA: -121.4 EL: -104.6 HI: -110.9 SED: -115 SWD: -116.2 Hazelton Elementary School LTEL: -196.9 SWD: -201.1 Wilson Elementary School			Adams Elementary School ALL: -117.4 AA: -137 AS: -132.3 EL: -130.2 SED: -120 SWD: -154.6 El Dorado Elementary School ALL: -104.3 EL: -113.3 HI: -106 SED: -108 Madison Elementary School ALL: -97.1 AA: -111.4 EL: -94.6 HI: -101.9 SED: -105 SWD: -106.2 Hazelton Elementary School LTEL: -186.9 SWD: -191.1 Wilson Elementary School	Adams Elementary School ALL: N/A AA: N/A AS: N/A EL: N/A SED: N/A SWD: N/A El Dorado Elementary School ALL: N/A EL: N/A HI: N/A SED: N/A Madison Elementary School ALL: N/A AA: N/A EL: N/A HI: N/A SED: N/A SWD: N/A Hazelton Elementary School LTEL: N/A SWD: N/A Wilson Elementary School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: -120 EL:-143.6 HI: -115.1 SED: -127.6 (2023-2024)			ALL: -110 EL: -133.6 HI: -105.1 SED: -117.6	ALL: N/A EL: N/A HI: N/A SED: N/A
4A - State Assessments Mathematics - Distance from	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)	Adams Elementary School ALL: 7.90% AA: 6.58% AS: 5.13% EL: 4.35% SED: 7.10% SWD: 3.53% El Dorado Elementary School ALL: 11.86% EL: 2.53% HI: 11.68% SED: 5.26% Madison Elementary School ALL: 11.57% AA: 14.81% EL: 3.61% HI: 8.42% SED: 8.60% SWD: 6.49% Hazelton Elementary School LTEL: 0.00% SWD: 4.26%			Adams Elementary School ALL: 17.90% AA: 16.58% AS: 15.13% EL: 14.35% SED: 17.10% SWD: 13.53% El Dorado Elementary School ALL: 21.86% EL: 12.53% HI: 21.68% SED: 15.26% Madison Elementary School ALL: 21.57% AA: 24.81% EL: 13.61% HI: 18.42% SED: 18.60% SWD: 16.49% Hazelton Elementary School LTEL: 10.00% SWD: 14.26%	Adams Elementary School ALL: N/A AA: N/A AS: N/A EL: N/A SED: N/A SWD: N/A El Dorado Elementary School ALL: N/A EL: N/A HI: N/A SED: N/A Madison Elementary School ALL: N/A AA: N/A EL: N/A HI: N/A SED: N/A SWD: N/A Hazelton Elementary School LTEL: N/A SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Wilson Elementary School ALL: 10.05% EL: 0.00% HI: 10.20% SED: 7.69% (2023-2024)			Wilson Elementary School ALL: 20.05% EL: 10.00% HI: 20.20% SED: 17.69%	Wilson Elementary School ALL: N/A EL: N/A HI: N/A SED: N/A
8A - Local Assessment iReady Mathematics Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter Mathematics assessment. (Data Source: iReady Data)	Adams Elementary School ALL: 11.40% AA: 8.60% AS: 14.60% EL: 5.4% SED: 10.50% SWD: 6.50% El Dorado Elementary School ALL: 10.30% EL: 2.10% HI: 10.80 SED: 6.60% Madison Elementary School ALL: 11.30% AA: 9.70% EL: 7.20% HI: 8.70% SED: 4.80% SWD: 6.30% Hazelton Elementary School LTEL: 3.80%			Adams Elementary School ALL: 21.40% AA: 28.60% AS: 24.60% EL: 15.4% SED: 20.50% SWD: 16.50% El Dorado Elementary School ALL: 10.30% EL: 12.10% HI: 20.80 SED: 16.60% Madison Elementary School ALL: 21.30% AA: 19.70% EL: 17.20% HI: 18.70% SED: 14.80% SWD: 16.30% Hazelton Elementary School LTEL: 13.80%	Adams Elementary School ALL: N/A AA: N/A AS: N/A EL: N/A SED: N/A SWD: N/A El Dorado Elementary School ALL: N/A EL: N/A HI: N/A SED: N/A Madison Elementary School ALL: N/A AA: N/A EL: N/A HI: N/A SED: N/A SWD: N/A Hazelton Elementary School LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 3.80% Wilson Elementary School ALL: 12.60% EL: 2.90% HI: 11.70% SED: 6.00% (Winter 2024)			SWD: 13.80% Wilson Elementary School ALL: 22.60% EL: 12.90% HI: 21.70% SED: 16.00% (Winter 2024)	SWD: N/A Wilson Elementary School ALL: N/A EL: N/A HI: N/A SED: N/A

Goal Analysis [2024-25]

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

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

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. Adams has been able to provide students with experiential learning opportunities and begin the process of integrating additional technology to support enhance student learning experiences.
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. El Dorado was able to provide NGSS and College/Career focused field trips to enhance classroom learning to real life experiences. Students were able to receive targeted reading intervention at regular intervals.
Action 7.3: Madison Elementary developed 10 strategies that further defined the action framework within the LCAP. Madison was able to host additional Saturday schools that improve overall student attendance as well as engaged students in positive educational experiences. In addition Madison was able to enhance their work with Solution Tree consultants to provide strategic coaching to all staff.
Action 7.4: Van Buren Elementary developed 15 strategies that further defined the action framework within the LCAP. Van Buren focused on improving school climate through enhancing school pride. They were able to make improvements to their cafeteria to host student performances, academic assemblies, and other community building events.

Challenges:

Stockton Unified School District experienced a delay in implementation due to ensuring that each school had the opportunity to receive Educational Partner feedback on the strategies and focus of each school.

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 $1,089,484, which is at a 37% 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 $27,000, resulting in an estimated 96% under expenditure of allocated funds. The reason for this due to the site actions not approved in a timely manner.

~ Action 7.2 - Budgeted for $706,302 and reported estimated actual expenditures through June 30, 2025, in the amount of $185,117, resulting in an estimated 73% under expenditure of allocated funds. The reason for this due to the site actions not approved in a timely manner.

~ Action 7.3 - Budgeted for $870,509 and reported estimated actual expenditures through June 30, 2025, in the amount of $542,512, resulting in an estimated 37% under expenditure of allocated funds. The reason for this due to the site actions not approved in a timely manner.

~ Action 7.4 - Budgeted for $679,986 and reported estimated actual expenditures through June 30, 2025, in the amount of $334,855, resulting in an estimated 50% under expenditure of allocated funds. The reason for this due to the site actions not approved in a timely manner.

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

Action 7.1 - Effective with Significant Growth
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for Black/African American students at Adams Elementary. Implementation of the action has led to the following outcomes:

- Improved - Black/African American distance from standard by +.5 points in 4A - 4A - State Assessments ELA - Distance from Standard

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit

the academic progress of these student groups. The action is therefore Effective with Significant Growth.

Action 7.2 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups at El Dorado Elementary.

- Improved - All students distance from standard by +2.7 points in 4A - 4A - State Assessments ELA -Distance from Standard
- Improved - Socioeconomically Disadvantaged students' distance from standard by +2.7 points in 4A - 4A - State Assessments ELA - Distance from Standard
- Improved - African American students' distance from standard by +25.1 points in 4A - 4A - State Assessments ELA -Distance from Standard
- Improved - African American Students by +5.25% in 4A - ELA CAASPP Meeting or Exceeding Standards

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 7.3 - Effective with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for all student groups at Madison Elementary.

- Improved - All Students by -4.70% in 5B - Chronic Absenteeism
- Improved - English Learners by -15.80% in 5B - Chronic Absenteeism
- Improved - Socioeconomically Disadvantaged students by -4.10% in 5B - Chronic Absenteeism
- Improved - Students with Disabilities by -14.10% in 5B - Chronic Absenteeism
- Improved - Hispanic students by -7.00% in 5B - Chronic Absenteeism
- Improved - LTEL students by 6.25% in 4A - ELA CAASPP Meeting or Exceeding Standards

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Significant Growth Opportunities.

Action 7.4 - Highly Effective
An analysis of the identified metrics suggests that the action demonstrates strong effectiveness in achieving the desired outcomes for Students with Disabilities and Black/African American students at Van Buren Elementary. Implementation of the action has led to the following outcomes:

- Improved - All Students by 2.32% in 4A - ELA CAASPP Meeting or Exceeding Standards
- Improved - English Learners by 6.38% in 4A - ELA CAASPP Meeting or Exceeding Standards
- Improved - Socioeconomically Disadvantaged students by 3.31% in 4A - ELA CAASPP Meeting or Exceeding Standards
- Improved - Hispanic students by 0.81% in 4A - ELA CAASPP Meeting or Exceeding Standards
- Improved - All Students' distance from standard by +0.9 points in 4A - State Assessments ELA - Distance from Standard

- Improved - English Learners' distance from standard by +4.7 points in 4A - State Assessments ELA - Distance from Standard
- Improved - Socioeconomically Disadvantaged students' distance from standard by +11.0 points in 4A - State Assessments ELA - Distance from Standard
- Improved - Hispanic students' distance from standard by +5.4 points in 4A - State Assessments ELA - Distance from Standard
- Improved - English Learners proficiency by +21.8% in 4E - Progress English Proficiency (ELPAC)
- Improved - English Learners proficiency by +4.94% in 4E - ELPAC - Score 4
- Improved - English Learners proficiency by +0.09% in 4F - Reclassification Rate
- Improved - All Students by -7.20% in 5B - Chronic Absenteeism

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Highly Effective.

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 schools are identified who meet Equity Multiplier criteria; therefore, prior year's content has been removed and replaced with content for the current elementary schools identified in February 2025. Planned expenditures for all actions have been revised based on the 2024-25 Equity Multiplier apportionment.

Goal: Removed goal associated with prior year's Equity Multiplier schools. Added goal to reflect the six elementary school sites. The goal was developed based on the analysis of common data points as a foundation and educational partners had the opportunity to provide feedback on the goal.

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 framework for implementation unique for each Equity Multiplier site. Educational partners were engaged in a more in-depth Comprehensive Needs Assessment to support development of the Equity Multiplier unique strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	High Quality Instruction and Positive Learning Environment at Adams Elementary	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 action, ensuring that strategies are above and beyond any actions currently being implemented at Adams Elementary. 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. School strategies 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	$636,677.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
7.2	High Quality Instruction and Positive Learning Environment at El Dorado Elementary	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 action, ensuring that strategies are above and beyond any actions currently being implemented at El Dorado Elementary. El Dorado's School strategies focuses 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)	$648,885.00	No

Action #	Title	Description	Total Funds	Contributing
		* Creating a positive and engaging learning environment where all students feel safe and included. * Experiential learning experiences both on campus and off campus focused on STEM and Civic Engagement * 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. * Expand access to the library through updating of books, materials, and facilities to increase student engagement and school connectedness * 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.		
7.3	High Quality Instruction and Positive Learning Environment at Hazelton Elementary	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 action, ensuring that strategies are above and beyond any actions currently being implemented at Hazelton Elementary. Hazelton's School strategies focuses 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.	$784,108.00	No

Action #	Title	Description	Total Funds	Contributing
		* Professional Development focused on Emotional Intelligence and Restorative Community for staff and families with ongoing learning through Master Classes * Increased inclusion of SPED students and general education students specifically during unstructured play time * ADA compliant play area for SPED students		
7.4	High Quality Instruction and Positive Learning Environment at Van Buren Elementary	District support services, including State and Federal staff will continue to collaborate with Van Buren Elementary educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier action, ensuring that strategies are above and beyond any actions currently being implemented at Van Buren Elementary. Van Buren's strategies focuses around: * Supporting staff professional development to support struggling students through evidence-based programs and interventions. * 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. * Creating a safe, welcoming and inclusive learning environment for all staff, students and their families to improve climate and school connectedness	$569,066.00	No
7.5	High Quality Instruction and Positive Learning Environment at	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 action,	$384,072.00	No

Action #	Title	Description	Total Funds	Contributing
	Roosevelt Elementary	ensuring that strategies are above and beyond any actions currently being implemented at Roosevelt Elementary. Roosevelt's School strategies focuses 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.		

Action #	Title	Description	Total Funds	Contributing
7.6	High Quality Instruction and Positive Learning Environment at Wilson Elementary	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 review and implement their unique Equity Multiplier action, ensuring that strategies are above and beyond any actions currently being implemented at Wilson Elementary. Wilson's School strategies focuses 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. * Professional development and implementation of strategies to implement research-based social-emotional learning approaches, including restorative justice. * Inter-department coordination/collaboration, to review trauma-informed practices and mental health resources * Provide families engagement activities to support the home-school connection and empower parents to work with the school for their students' success.	$406,610.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Graduating College, Career and Life Ready at Equity Multiplier High Schools By June 30, 2026, the student groups performing in the red at the three Equity Multiplier High Schools, Jane Frederick High, Stockton High, and Stagg High, will demonstrate improved student outcomes through access to high quality culturally relevant instruction, inclusive student engagement, and increased access to course sequence or program of study as measured by CA School Dashboard Math Distance from Standard, College/Career Indicator, English Learner Progress Indicator, Graduation Rate, and Suspension Rate data.	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)

An explanation of why the LEA has developed this goal.

Annually, SUSD receive notification of the schools sites that meet the Equity Multiplier criteria. As a result, SUSD has chosen to reestablish the goal based on the school sites that are identified for the school year.

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 SUSD'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 CA 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 identified through the analysis of the schools' Comprehensive Needs Assessment. Continued educational partner engagement sessions supported the identification of unique needs and action items to support the lowest

performing groups at each Equity Multiplier School Site.

Equity Multiplier School Information:

- 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: African American (College/Career), 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)

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

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% AS:23.07% HOM: 28.58%	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% Stagg High School ALL: 49.20%		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% Stagg High School ALL: 45.04%	Jane Frederick High School ALL: +1.72% EL: 0.00% SED: +5.46% HL: -2.13% Stockton High School ALL: -8.47% SED: -11.83% HL: -7.55% Stagg High School ALL: +14.16% AS: +38.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 2.04% (2022-2023)	AS:61.29% HOM: 54.54% SWD: 14.81% (2023-2024)		AS:33.07% HOM: 38.58% SWD: 12.04%	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 (-) meeting standard.	Jane Frederick High School ALL: -236 EL: -245.3 SED: -232.3 HI: -223.9 Stockton High School ALL: * (-240.9)	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 Stockton High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard, CAASPP)	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	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	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. (Data Source: CA School Dashboard)	Jane Frederick High School ALL: 0.70% EL: 0.00% SED:0.70% SWD: 0.00% HI:1.10% Stockton High School ALL: 2.90% SED:3.20% SWD: * HI: 2.8% Stagg High School ALL: 10.60% SWD: 8.10% HOM: 8.60% (2022-2023)	Jane Frederick High School ALL: 1.40% EL: 0.00% SED:1.50% SWD: 0.00% HI:0.00% Stockton High School ALL: 2.20% SED:2.30% SWD: * HI: 8.7% Stagg High School ALL: 12.30% SWD: 6.60% HOM: 4.50% (2023-2024)		Jane Frederick High School ALL: 10.70% EL: 10.00% SED:10.70% SWD: 0.00% HI:11.10% Stockton High School ALL: 12.90% SED: 13.20% SWD: * % HI: 12.8% Stagg High School ALL: 20.60% SWD: 18.10% HOM: 18.60%	Jane Frederick High School ALL: +0.70% EL: 0.00% SED: +0.80% SWD: 0.00% Ht: -1.10% Stockton High School ALL: 0.00% SED: -0.90% SWD: N/A Ht: +5.90% Stagg High School ALL: +1.70% SWD: -1.50% HOM: -4.10%
5B - Chronic Absenteeism Rates	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. (Data Source: DataQuest)	Jane Frederick High School ALL: 91.60% EL: 90.30% SED:91.40% SWD: 96.20% HI:90.50% Stockton High School ALL: 88.90% SED:89.90% SWD: 84.60% HI: 89.40%	Jane Frederick High School ALL: 63.90% EL: 68.30% SED:64.50% SWD: 60.30% HI:62.20% Stockton High School ALL: 95.10% SED:95.20% SWD: 100.00%		Jane Frederick High School ALL: 81.6% EL: 80.30% SED:81.40% SWD: 86.20% HI:80.5% Stockton High School ALL: 78.9% SED:79.9% SWD: 74.60%	Jane Frederick High School, ALL: -27.70% EL: -22.00% SED: -26.90% SWD: -35.90% HI: -28.30% Stockton High School, ALL: +6.20% SED: +5.30% SWD: +15.40% HI: +6.10%

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%
8B - College and Career Readiness Indicator	The percentage of students	Jane Fredrick High School ALL: .80% EL: 0.00% LTEL: 0.00% SED: 0.90% HI: 1.20% Stockton High School ALL: 3.10% SED: 3.40% HI: 3.20% Stagg High School AA: 7.80% SWD: 1.30% (2023-2024)			Jane Fredrick High School ALL: 10.80% EL: 10.00% LTEL: 10.00% SED: 10.90% HI: 11.20% Stockton High School ALL: 13.10% SED: 13.40% HI: 13.20% Stagg High School AA: 17.80% SWD: 11.30%	Jane Fredrick High School ALL: N/A EL: N/A LTEL: N/A SED: N/A HI: N/A Stockton High School ALL: N/A SED: N/A HI: N/A Stagg High School AA: N/A SWD: N/A

Goal Analysis [2024-25]

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

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

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.

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 $2,019,958, which is at a 71% 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 $47,027, resulting in an estimated 86% under expenditure of allocated funds. The reason for this due to the site actions not approved in a timely manner.

~ Action 8.3 - Budgeted for $2,214,692 and reported estimated actual expenditures through June 30, 2025, in the amount of $1,687,496, resulting in an estimated 23% under expenditure of allocated funds. The reason for this due to the site actions not approved in a timely manner.

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

Action 8.1 - Effectiveness with Significant Growth Opportunities
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for Students with Disabilities and Socioeconomically Disadvantaged students at Stockton High School. Implementation of the action has led to the following outcomes:

- Improved - Students with Disabilities by +15.40 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Socioeconomically Disadvantaged students by +18.9 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Socioeconomically Disadvantaged students by +5.30 points in 4A - State Assessments: Math - Meet or Exceeds

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effectiveness with Significant Growth Opportunities.

Action 8.2 - Effectiveness with Significant Growth
An analysis of the identified metrics suggests that the action demonstrates effectiveness in achieving the desired outcomes for English Learners and Socioeconomically Disadvantaged students at Jane Frederick High School. Implementation of the action has led to the following outcomes:

- Improved - English Learners by +71.3 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - English Learners by +42.8 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Socioeconomically Disadvantaged students by +5.46 points in 4A - State Assessments: ELA - Meet or Exceeds
- Improved - Socioeconomically Disadvantaged students by +4.4 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Socioeconomically Disadvantaged students by +0.80 points in 4A - State Assessments: Math - Meet or Exceeds

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effectiveness with Significant Growth.

Action 8.3 - Effective with Promising Growth Trends
An analysis of the identified metrics suggests that the action demonstrates promising effectiveness in achieving the desired outcomes for Students with Disabilities and Homeless Youth at Stagg High School. Implementation of the action has led to the following outcomes:

- Improved - Students with Disabilities by +12.77 points in 4A - State Assessments: ELA - Meet or Exceeds
- Improved - Students with Disabilities by +55.4 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Students with Disabilities by +25.1 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Students with Disabilities by +1.00 points in 4A - State Assessments: Math - Meet or Exceeds
- Improved - Students with Disabilities by +17.40 points in 5E - High School Graduation Rate

These outcomes indicate that smaller class sizes support more targeted instruction, individualized support, and grade-level focus that benefit the academic progress of these student groups. The action is therefore Effective with Promising Growth Trends.

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 three high 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 high 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 actions. Educational partners were engaged in a more in-depth Comprehensive Needs Assessment to support development of the Equity Multiplier action and strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Career Focused Instruction and Experiences for Stockton High students	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 action, ensuring that strategies are above and beyond any actions currently being implemented at Stockton High. Stockton High's action focuses on removing 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. School strategies 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. * 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.	$305,192.00	No

Action #	Title	Description	Total Funds	Contributing
		* Creating a safe, welcoming and inclusive learning environment for all staff, students and their families to improve climate and school connectedness. 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.		
8.2	Career Focused Instruction and Experiences for Jane Frederick students	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 action, ensuring that strategies are above and beyond any actions currently being implemented at Jane Frederick High. Jane Frederick High's action focuses on removing 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. School strategies 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. * 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.	$283,594.00	No

Action #	Title	Description	Total Funds	Contributing
		* 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. * Creating a safe, welcoming and inclusive learning environment for all staff, students and their families to improve climate and school connectedness. 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.		
8.3	Access to Educational Opportunities for the Modern Student at Stagg High School	District support services, including State and Federal staff will continue to collaborate with Stagg High educational partners (Administration, staff, students, families, and community members) to develop, review, and implement their unique Equity Multiplier action, ensuring that strategies are above and beyond any actions currently being implemented at Stagg High. Stagg High's action focuses on removing 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. School strategies 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.	$1,959,802.00	No

Action #	Title	Description	Total Funds	Contributing
		* 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 and Arts 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. * Creating a safe, welcoming and inclusive learning environment for all staff, students and their families to improve climate and school connectedness. 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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$118,012,033.00	$14,268,457.00

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
34.743%	1.706%	$5,787,885.91	36.449%

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% EL: 8.90% SED: 19.90% FY: 9.50%	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 interviews, guest speakers, career exploration and apprenticeships.	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
	The Graduation Rate for all students and unduplicated students is as follows: ALL: 85.00% EL: 78.10% SED: 84.70% FY: 71.40% 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. **Scope:** LEA-wide	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. 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. 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.	
1.2	**Action:** College Readiness **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% In reviewing our data, we noticed the unduplicated student groups English Learner,	We will improve access to career centers that provide academic guidance on college entrance exams, dual enrollment and other college preparatory programs. 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. 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.	Metrics: 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
	Low-income, and Foster Youth are graduating at lower rates than All Students. **Scope:** LEA-wide		
1.3	**Action:** A-G High School Courses **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% 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. **Scope:** LEA-wide	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. 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. 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.	Metrics: 4B - A-G Completion
1.7	**Action:** Teacher Collaboration, Professional Development, & Academic Support **Need:**	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 support the implementation of instructional strategies within the classroom.	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
	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:** LEA-wide	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. 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.	4A - Statewide Assessments Math - Meet or Exceed
1.8	**Action:** School Site Administrators Leadership Professional Development **Need:**	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.	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
	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:** LEA-wide	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. 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.	4A - Statewide Assessments Math - Meet or Exceed
1.9	**Action:** Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation **Need:**	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
	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:** LEA-wide	identified as at risk of failing and requiring intervention. 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. 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.	4A - Statewide Assessments Math - Meet or Exceed
1.10	**Action:** Data Analysis and Evaluation **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all	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	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
	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:** LEA-wide	implement data analysis protocols which supports school site data decision making. 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. 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.	4A - Statewide Assessments Math - Meet or Exceed
1.11	**Action:** Access to Foundational and Outdoor Learning Spaces **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all	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.	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
	students and unduplicated students is as follows: ALL: 27.08% EL: 5.88% SED: 24.47% FY: 11.88% 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. **Scope:** LEA-wide	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. 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.	
1.12	**Action:** Acceleration of Learning Through Instructional Supports **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	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. 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. These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall percentage of students who meet or	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
	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:** LEA-wide	exceed standards in ELA and Math for all students.	
1.13	**Action:** Literacy and Library Supports **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% In reviewing our data, we noticed that the percentage of English Learners, Socioeconomically Disadvantaged, and Foster Youth students that are Meeting or Exceeding	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 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. These actions are being provided on an LEA-wide basis to maximize their impact on increasing the	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
	Standard on CAASPP ELA is lower than the percentage of All students who are Meeting or Exceeding Standards. **Scope:** LEA-wide	overall percentage of students who meet or exceed standards in ELA for all students.	
1.14	**Action:** Advancement via Individual Determination Program (AVID) **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% 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. **Scope:** LEA-wide	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. 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. These actions are being provided on an LEA-wide basis to maximize their impact on increasing the overall a-g completion rate for all students.	Metrics: 4B - A-G Completion
1.15	**Action:** Recapture Learning Loss **Need:**	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	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
	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:** LEA-wide	development for teachers and paraprofessionals will be provided focusing on implementation of interventions that support recapturing learning loss. 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. 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.	4A - Statewide Assessments Math - Meet or Exceed
1.16	**Action:** Outdoor Education/Science Camp **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all	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.	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
	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:** LEA-wide	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. 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.	4A - Statewide Assessments Math - Meet or Exceed
2.1	**Action:** Educational Equity, Diversity, and Inclusion **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows:	Equitable educational opportunities will be developed through an Equity Audit with teams from all schools to develop a three-year action plan. Conducting an equity audit will identify and address disparities in disciplinary practices, leading to targeted interventions that reduce	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
	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:** LEA-wide	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. 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.	
2.2	**Action:** Ethnic Studies Program **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%	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. By implementing inclusionary and culturally relevant instruction and literacy supports, students	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
	SED: 25.38% FY: 11.54% 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:** LEA-wide	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. 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 for all students.	
2.3	**Action:** Equity and Inclusion Training and Workshops **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% 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.	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. 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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students.	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
	Scope: LEA-wide		
2.4	**Action:** Cultural Relevance, Outreach, and Support **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% 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. **Scope:** LEA-wide	Cultural relevance and outreach will be provided for students. Interventions and supports will include culturally relevant instructional supports, curriculum, targeted outreach, and traditions. 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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	Metrics: 6A – Suspension Rates
2.5	**Action:** Positive Behavior Interventions and Support (PBIS) **Need:** The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 5.30%	School sites will be provided training and resources to support school wide expectations. This includes conducing 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.	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
	EL: 4.10% SED: 5.70% FY:13.80% 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. **Scope:** LEA-wide	By implementing PBIS, students will be explicitly taught behavioral expectations in a variety of social situations which will support EL, SED, and FY students making positive choices resulting in a decrease in suspension rates. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students.	
2.6	**Action:** Student Assistance Program support (SAP) **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% 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.	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. Through the SAP, EL, SED, and FY student needs will be identified and addressed preventing more sever behaviors that result in suspensions, thus reducing the suspension rate. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	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
	Scope: LEA-wide		
2.7	**Action:** Behavior Support Services **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% 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. **Scope:** LEA-wide	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 function-based behavior plans and positive reinforcement to improve student behavior. By consulting with school sites and families on student behaviors, students will learn the tools, develop skills and strategies to make positive choices resulting in fewer EL, SED, and FY students being suspended. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	Metrics: 6A – Suspension Rates
2.8	**Action:** New Teacher Training and Support **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%	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.	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
	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:** LEA-wide	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 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. 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.	
2.10	**Action:** Central Enrollment Direct Services to Families **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%	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.	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
	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:** LEA-wide	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 miss fewer days of school resulting in increased percentage of 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 overall percentage of students who meet or exceed standards in ELA and Math for all students.	
2.11	**Action:** Student Attendance and Truancy Intervention and Outreach **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%	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. 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	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
	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. **Scope:** LEA-wide	suspensions thus lowering the percentage of EL, SED, and FY students who are suspended at least once. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	
2.12	**Action:** Health and Wellness Services and Supports **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% 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. **Scope:** LEA-wide	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. 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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	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
2.13	**Action:** Mental Health Resources and Supports for Students **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% 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. **Scope:** LEA-wide	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, 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. 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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	Metrics: 6A – Suspension Rates
2.14	**Action:** Social Emotional and Restorative Practices and Responsive Schools **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%	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. 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	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
	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. **Scope:** LEA-wide	EL, SED, and FY students being suspended one or more times. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	
2.15	**Action:** School Connectedness **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% 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. **Scope:** LEA-wide	We will be providing direct staffing support to promote safe and supportive school climates. When students feel safe and supported, they are less likely to act out which will reduce the percentage of El, Sed, and FY students who are suspended one or more times. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	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
2.16	**Action:** Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines **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% 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. **Scope:** LEA-wide	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. 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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	Metrics: 6A – Suspension Rates
2.17	**Action:** Additional School Site Support **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%	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. By providing additional staff to support positive student interactions, adults will be able to step in	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
	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. **Scope:** LEA-wide	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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	
2.18	**Action:** Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning **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%	We will be providing additional instructional time to students to support their academic achievement along with social-emotional learning. 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. 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 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
	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:** LEA-wide		
2.19	**Action:** Technology and Innovation Support **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,	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. 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
	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:** 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	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 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
	Standard on CAASPP ELA and Math is lower than the percentage of All students who are Meeting or Exceeding Standards. **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	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
	than the percentage of All students who are Meeting or Exceeding Standards. **Scope:** LEA-wide		
2.24	**Action:** Student and Campus Safety **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.	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. 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. 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 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		
3.1	**Action:** Student Engagement and Leadership Opportunities **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% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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. 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. 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.	Metrics: 5B – Chronic Absenteeism Rate
3.2	**Action:** Youth Engagement Activities and Athletic Programs **Need:** The percentage of students who are chronically absent for all students and unduplicated students is as follows:	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.	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
	ALL: 34.60% EL: 31.70% SED: 37.00% FY: 41.70% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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. 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.	
3.3	**Action:** Arts Programming **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% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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. 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. 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.	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
3.4	**Action:** Expanded Learning and Enrichment Opportunities **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% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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 equipment for exercise opportunities and intramural sports programs. Enrichment activities will be targeted towards the passions and interest of the modern student. 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. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students.	Metrics: 5B – Chronic Absenteeism Rate
4.1	**Action:** Family and Community Communication, Empowerment, and Engagement **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%	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.	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
	We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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 the percentage of EL, SED, and FY students who are chronically absent. 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.	
4.2	**Action:** District Strategic Planning and Communication **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% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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. Authentic engagement and communication with families will result in a decrease of the percentage of EL, SED, and FY students who are chronically absent. 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.	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
4.3	**Action:** Community Schools Supports and Resources **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% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:** LEA-wide	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. 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. 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.	Metrics: 5B – Chronic Absenteeism Rate
4.4	**Action:** Parent Advisory Committee Supports and Resources **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% We noticed that the percentage of Socioeconomically Disadvantaged and Foster	This action will provide families with unique opportunities to participate with advisory groups to increase family engagement. Increasing family engagement with the district will result in EL, SED, and FY students attending school regularly thus decreasing chronic absenteeism. 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.	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
	Youth students that are Chronically Absent at a higher rate than All Students. **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	**Action:** English Learner Learning Environment Resources and Support **Need:** The Reclassification Rate for English Learners was 12.20%. In reviewing our data, we notice that English Learners are reclassifying at a low rate. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide direct services to English Learner students through the use of materials/supplies to aide bilingual staff who will integrate within the classroom to provide supports for primary language and direct academic conversations. 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. This action is being provided on a Limited basis to maximize the impact on increasing Reclassification Rate for English Learner students.	Metrics: 4F - EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Professional Development **Need:** The percentage of English Learner students making progress toward English Proficiency is 42.20%. In reviewing our data, we notice that English Learners are not improving English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide professional development to instructional and paraprofessional staff to increase the use of integrated and designated ELD instructional strategies. 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. This action is being provided on a Limited basis to maximize the impact on improving progress toward English Proficiency for English Learner students.	Metrics: 4E - EL Progress
1.6	**Action:** English Language Proficiency Supports **Need:** The percentage of English Learner students obtain an overall ELPAC Level 4 is 16.50%. In reviewing our data, we notice that English Learners not improving English Language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide literature and resources that focus on language acquisition and mastery to support English Learners access to written English. 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. 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.	Metrics: 4E - EL Acquisition Results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		This action is being provided on a Limited basis to maximize the impact on obtaining an overall ELPAC Level 4 score for English Learner students.	
2.9	**Action:** Social Service Supports for Families in Transition **Need:** The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP ELA is 11.54%. The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP Math is 7.80%. In reviewing our data, we noticed that the percentage of Foster Youth students are not Meeting or Exceeding Standards on CAASPP ELA and Math. **Scope:** Limited to Unduplicated Student Group(s)	Staff to support social services for students and families to remove barriers that prevent regular school attendance. 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. This action is being provided on a Limited Basis to maximize the impact on Foster Youth academic performance on CAASPP in ELA and Math.	Metrics: 4A - Statewide Assessments ELA - Meet or Exceed 4A - Statewide Assessments Math - Meet or Exceed

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 13: Mental Health Resources and Support for Students
* 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.

Goal 2 - Action 18: Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning
* By providing instruction beyond the state minimums, English Learners, low-income, and Foster Youth 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.

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	32.44	27.35

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 certificated staff providing direct services to students	22.1	17.22

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$339,673,864.00	$118,012,033.00	34.743%	1.706%	36.449%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$320,178,356.00	$25,391,265.00	$0.00	$332,355.00	$345,901,976.00	$308,571,206.00	$37,330,770.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,485,984.00	$592,570.00	$2,078,554.00				$2,078,554.00	
1	1.2	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,401,859.00	$527,295.00	$1,929,154.00				$1,929,154.00	
1	1.3	A-G High School Courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12 High Schools	07/01/2025 - 06/30/2026	$351,511.00	$0.00	$351,511.00				$351,511.00	
1	1.4	English Learner Learning Environment Resources and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2025 - 06/30/2026	$3,211,806.00	$46,515.00	$46,515.00	$3,211,806.00			$3,258,321.00	
1	1.5	English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2025 - 06/30/2026	$1,194,161.00	$0.00	$1,194,161.00				$1,194,161.00	
1	1.6	English Language Proficiency Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2025 - 06/30/2026	$1,375,152.00	$1,406,597.00	$2,116,759.00	$664,990.00			$2,781,749.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$7,176,192.00	$329,000.00	$5,732,957.00	$1,772,235.00			$7,505,192.00	
1	1.8	School Site Administrators Leadership Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$533,570.00	$0.00	$533,570.00				$533,570.00	
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$718,267.00	$0.00	$718,267.00				$718,267.00	
1	1.10	Data Analysis and Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$0.00	$265,408.00	$265,408.00				$265,408.00	
1	1.11	Access to Foundational and Outdoor Learning Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten (TK)	07/01/2025 - 06/30/2026	$482,564.00	$3,249,600.00	$3,732,164.00				$3,732,164.00	
1	1.12	Acceleration of Learning Through Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$9,782,024.00	$2,580,995.00	$10,685,620.00	$1,677,399.00			$12,363,019.00	
1	1.13	Literacy and Library Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,558,758.00	$1,212,616.00	$1,419,202.00	$1,352,172.00			$2,771,374.00	
1	1.14	Advancement via Individual Determination Program (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$319,973.00	$743,863.00	$1,063,836.00				$1,063,836.00	
1	1.15	Recapture Learning Loss	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$4,513,409.00	$909,075.00	$5,422,484.00				$5,422,484.00	
1	1.16	Outdoor Education/Science Camp	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$100,000.00	$800,000.00	$900,000.00				$900,000.00	
2	2.1	Educational Equity, Diversity, and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	07/01/2025 - 06/30/2026	$379,381.00	$363,000.00	$742,381.00				$742,381.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.2**	Ethnic Studies Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$0.00	$149,580.00	$149,580.00				$149,580.00	
2	**2.3**	Equity and Inclusion Training and Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,805.00	$36,195.00	$38,000.00				$38,000.00	
2	**2.4**	Cultural Relevance, Outreach, and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$252,932.00	$71,428.00	$324,360.00				$324,360.00	
2	**2.5**	Positive Behavior Interventions and Support (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$288,563.00	$725,666.00	$1,014,229.00				$1,014,229.00	
2	**2.6**	Student Assistance Program support (SAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$641,930.00	$20,817.00	$662,747.00				$662,747.00	
2	**2.7**	Behavior Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$3,342,134.00	$34,000.00	$3,376,134.00				$3,376,134.00	
2	**2.8**	New Teacher Training and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$102,323.00	$0.00	$102,323.00				$102,323.00	
2	**2.9**	Social Service Supports for Families in Transition	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	07/01/2025 - 06/30/2026	$1,256,558.00	$147,141.00	$1,403,699.00				$1,403,699.00	
2	**2.10**	Central Enrollment Direct Services to Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,622,680.00	$30,000.00	$1,652,680.00				$1,652,680.00	
2	**2.11**	Student Attendance and Truancy Intervention and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$7,813,609.00	$822,035.00	$8,635,644.00				$8,635,644.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	Health and Wellness Services and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$15,025,940.00	$0.00	$15,025,940.00				$15,025,940.00	
2	2.13	Mental Health Resources and Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$310,428.00	$0.00	$310,428.00				$310,428.00	
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$18,078,480.00	$709,574.00	$8,505,236.00	$10,282,818.00			$18,788,054.00	
2	2.15	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$8,329,592.00	$0.00	$8,329,592.00				$8,329,592.00	
2	2.16	Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$7,593,412.00	$172,891.00	$7,766,303.00				$7,766,303.00	
2	2.17	Additional School Site Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$68,127.00	$211.00	$68,338.00				$68,338.00	
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$5,445,251.00	$0.00	$5,445,251.00				$5,445,251.00	
2	2.19	Technology and Innovation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$314,711.00	$2,732,684.00	$3,047,395.00				$3,047,395.00	
2	2.20	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$43,957.00	$254,831.00	$298,788.00				$298,788.00	
2	2.21	Instruction and Teacher Staffing	All	No			All Schools	07/01/2025 - 06/30/2026	$188,048,465.00	$0.00	$188,048,465.00				$188,048,465.00	
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$923,296.00	$0.00	$705,882.00	$217,414.00			$923,296.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.23	School Facilities	All	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$2,128,154.00	$2,128,154.00				$2,128,154.00	
2	2.24	Student and Campus Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$607,252.00	$0.00	$607,252.00				$607,252.00	
3	3.1	Student Engagement and Leadership Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$341,542.00	$626,346.00	$967,888.00				$967,888.00	
3	3.2	Youth Engagement Activities and Athletic Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,610,711.00	$1,689,289.00	$3,300,000.00				$3,300,000.00	
3	3.3	Arts Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$5,656,229.00	$341,053.00	$5,997,282.00				$5,997,282.00	
3	3.4	Expanded Learning and Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$3,247,041.00	$0.00	$3,247,041.00				$3,247,041.00	
4	4.1	Family and Community Communication, Empowerment, and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$937,223.00	$538,381.00	$1,241,179.00	$234,425.00			$1,475,604.00	
4	4.2	District Strategic Planning and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$1,818,148.00	$264,005.00	$2,082,153.00				$2,082,153.00	
4	4.3	Community Schools Supports and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$185,585.00	$202,620.00	$388,205.00				$388,205.00	
4	4.4	Parent Advisory Committee Supports and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2025 - 06/30/2026	$5,345.00	$369,655.00	$375,000.00				$375,000.00	
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	Maximize Course Access & Alternate Diploma Pathways	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$26,000.00	$26,000.00				$26,000.00	
5	5.3	Academic Supports to Accelerate Learning	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$122,000.00	$122,000.00				$122,000.00	
5	5.4	Culturally Responsive Professional Development	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$25,000.00	$25,000.00				$25,000.00	
5	5.5	Meaningful Student Experiences and Opportunities	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$20,000.00	$20,000.00				$20,000.00	
5	5.6	Recruit, Hire, and Retain Student Support Personnel	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$15,000.00	$15,000.00				$15,000.00	
5	5.7	Parent and Family Supports and Resources	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$25,000.00	$25,000.00				$25,000.00	
5	5.8	Enhancing School Engagement and Attendance for Students With Disabilities	Students with Disabilities	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$50,000.00	$50,000.00				$50,000.00	
6	6.1	Student Achievement Plan Master Plan	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$323,500.00	$323,500.00				$323,500.00	
6	6.2	Data Driven Alignment with School Plan for Student Achievement (SPSA)	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$100,000.00	$100,000.00				$100,000.00	
6	6.3	Educator Gap Balancing and Recruitment Process	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$200,000.00	$200,000.00				$200,000.00	
6	6.4	K-8 Academic Supports: Culturally Responsive Text Set Development, Individual Student Needs Assessment and Curriculum & Pedagogy	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$28,006.00	$559,138.00	$559,138.00			$28,006.00	$587,144.00	
6	6.5	Community Partnerships	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$2,331,003.00	$2,331,003.00				$2,331,003.00	
6	6.6	Development of High School African American Studies Course	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$0.00	$565,169.00	$565,169.00				$565,169.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.7	School Climate & Wellness Personnel Support	African American/Black	No			All Schools	07/01/2025 - 06/30/2026	$45,320.00	$1,847,864.00	$1,588,835.00			$304,349.00	$1,893,184.00	
7	7.1	High Quality Instruction and Positive Learning Environment at Adams Elementary	Students with Disabilities	No			Specific Schools: Adams Elementary	07/01/2025 - 06/30/2026	$0.00	$636,677.00		$636,677.00			$636,677.00	
7	7.2	High Quality Instruction and Positive Learning Environment at El Dorado Elementary	Students with Disabilities	No			Specific Schools: El Dorado Elementary	07/01/2025 - 06/30/2026	$0.00	$648,885.00		$648,885.00			$648,885.00	
7	7.3	High Quality Instruction and Positive Learning Environment at Hazelton Elementary	Students with Disabilities	No			Specific Schools: Hazelton Elementary	07/01/2025 - 06/30/2026	$0.00	$784,108.00		$784,108.00			$784,108.00	
7	7.4	High Quality Instruction and Positive Learning Environment at Van Buren Elementary	Students with Disabilities	No			Specific Schools: Van Buren Elementary	07/01/2025 - 06/30/2026	$0.00	$569,066.00		$569,066.00			$569,066.00	
7	7.5	High Quality Instruction and Positive Learning Environment at Roosevelt Elementary	Students with Disabilities	No			Specific Schools: Roosevelt Elementary	07/01/2025 - 06/30/2026	$0.00	$384,072.00		$384,072.00			$384,072.00	
7	7.6	High Quality Instruction and Positive Learning Environment at Wilson Elementary	Students with Disabilities	No			Specific Schools: Wilson Elementary	07/01/2025 - 06/30/2026	$0.00	$406,610.00		$406,610.00			$406,610.00	
8	8.1	Career Focused Instruction and Experiences for Stockton High students	Students with Disabilities Low Income	No			Specific Schools: Stockton High	07/01/2025 - 06/30/2026	$0.00	$305,192.00		$305,192.00			$305,192.00	
8	8.2	Career Focused Instruction and Experiences for Jane Frederick students	Students with Disabilities Low Income	No			Specific Schools: Jane Frederick	07/01/2025 - 06/30/2026	$0.00	$283,594.00		$283,594.00			$283,594.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
8	**8.3**	Access to Educational Opportunities for the Modern Student at Stagg High School	Students with Disabilities Low Income	No			All Schools Specific Schools: Stagg High School	07/01/2025 - 06/30/2026	$0.00	$1,959,802.00		$1,959,802.00			$1,959,802.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$339,673,864.00	$118,012,033.00	34.743%	1.706%	36.449%	$124,001,092.00	0.000%	36.506 %	**Total:**	$124,001,092.00
								LEA-wide Total:	$119,239,958.00
								Limited Total:	$4,761,134.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,078,554.00	
1	1.2	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,929,154.00	
1	1.3	A-G High School Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12 High Schools	$351,511.00	
1	1.4	English Learner Learning Environment Resources and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$46,515.00	
1	1.5	English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,194,161.00	
1	1.6	English Language Proficiency Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,116,759.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,732,957.00	
1	1.8	School Site Administrators Leadership Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$533,570.00	
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$718,267.00	
1	1.10	Data Analysis and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,408.00	
1	1.11	Access to Foundational and Outdoor Learning Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	Transitional Kindergarten (TK)	$3,732,164.00	
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,685,620.00	
1	1.13	Literacy and Library Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,419,202.00	
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,063,836.00	
1	1.15	Recapture Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,422,484.00	
1	1.16	Outdoor Education/Science Camp	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,000.00	
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$742,381.00	
2	2.2	Ethnic Studies Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,580.00	
2	2.3	Equity and Inclusion Training and Workshops	Yes	LEA-wide	English Learners Foster Youth	All Schools	$38,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Cultural Relevance, Outreach, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$324,360.00	
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,014,229.00	
2	2.6	Student Assistance Program support (SAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$662,747.00	
2	2.7	Behavior Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,376,134.00	
2	2.8	New Teacher Training and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,323.00	
2	2.9	Social Service Supports for Families in Transition	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,403,699.00	
2	2.10	Central Enrollment Direct Services to Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,652,680.00	
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,635,644.00	
2	2.12	Health and Wellness Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,025,940.00	
2	2.13	Mental Health Resources and Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,428.00	
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,505,236.00	
2	2.15	School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,329,592.00	
2	2.16	Sustainability of Assistant Principals According to	Yes	LEA-wide	English Learners Foster Youth	All Schools	$7,766,303.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		School-Specific Needs and Staffing Ratio Guidelines			Low Income			
2	2.17	Additional School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,338.00	
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,445,251.00	
2	2.19	Technology and Innovation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,047,395.00	
2	2.20	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$298,788.00	
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$705,882.00	
2	2.24	Student and Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$607,252.00	
3	3.1	Student Engagement and Leadership Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$967,888.00	
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,300,000.00	
3	3.3	Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,997,282.00	
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,247,041.00	
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,241,179.00	
4	4.2	District Strategic Planning and Communication	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,082,153.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	**4.3**	Community Schools Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$388,205.00	
4	**4.4**	Parent Advisory Committee Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$305,783,977.00	$297,064,776.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Career Technical Education (CTE)	Yes	$1,969,829.00	$1,983,859.00
1	**1.2**	College Readiness	Yes	$1,822,404.00	$1,880,469.00
1	**1.3**	A-G High School Courses	Yes	$345,226.00	$347,022.00
1	**1.4**	English Learner Learning Environment Resources and Support	Yes	$46,515.00	$46,516.00
1	**1.5**	English Learner Professional Development	Yes	$985,220.00	$985,220.00
1	**1.6**	English Language Proficiency Supports	Yes	$2,005,141.00	$2,097,487.00
1	**1.7**	Teacher Collaboration, Professional Development, & Academic Support	Yes	$5,365,047.00	$5,365,003.00
1	**1.8**	School Site Administrators Leadership Professional Development	Yes	$533,570.00	$533,570.00
1	**1.9**	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Yes	$598,443.00	$708,859.00
1	**1.10**	Data Analysis and Evaluation	Yes	$375,824.00	$265,408.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Access to Foundational and Outdoor Learning Spaces	Yes	$3,391,540.00	$3,059,630.00
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	$5,772,097.00	$8,917,798.00
1	1.13	Literacy and Library Supports	Yes	$1,233,116.00	$1,233,116.00
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	$1,056,261.00	$1,058,761.00
1	1.15	Recapture Learning Loss	Yes	$6,126,405.00	$6,126,405.00
1	1.16	Outdoor Education/Science Camp	Yes	$900,000.00	$900,000.00
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	$675,340.00	$730,373.00
2	2.2	Ethnic Studies Program	Yes	$150,000.00	$149,580.00
2	2.3	Equity and Inclusion Training and Workshops	Yes	$38,000.00	$38,420.00
2	2.4	Cultural Relevance, Outreach, and Support	Yes	$133,252.00	$133,252.00
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	$1,000,000.00	$1,000,000.00
2	2.6	Student Assistance Program support (SAP)	Yes	$275,877.00	$372,790.00
2	2.7	Behavior Support Services	Yes	$2,940,851.00	$2,940,851.00
2	2.8	New Teacher Training and Support	Yes	$135,999.00	$135,999.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Social Service Supports for Families in Transition	Yes	$1,040,019.00	$1,040,019.00
2	2.10	Central Enrollment Direct Services to Families	Yes	$1,957,078.00	$1,957,078.00
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	$19,120,256.00	$15,530,902.00
2	2.12	Health and Wellness Services and Supports	Yes	$4,753,481.00	$5,499,518.00
2	2.13	Mental Health Resources and Supports for Students	Yes	$242,227.00	$298,326.00
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	$7,012,754.00	$7,981,841.00
2	2.15	School Connectedness	Yes	$7,505,134.00	$7,809,139.00
2	2.16	Assistant Principal Restoration At TK-8th Grade School Sites	Yes	$12,539,676.00	$8,822,853.00
2	2.17	Additional School Site Support	Yes	$60,000.00	$63,035.00
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Yes	$10,250,068.00	$8,679,428.00
2	2.19	Technology and Innovation Support	Yes	$2,368,279.00	$2,369,491.00
2	2.20	Instructional Technology	Yes	$300,000.00	$298,788.00
2	2.21	Instruction and Teacher Staffing	No	$170,360,612.00	$170,360,612.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	$20,000.00	$20,000.00
2	2.23	School Facilities	No	$1,578,767.00	$1,578,767.00
2	2.24	Student and Campus Safety	Yes	$607,252.00	$607,252.00
3	3.1	Student Engagement and Leadership Opportunities	Yes	$947,182.00	$777,195.00
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	$3,000,000.00	$3,132,026.00
3	3.3	Arts Programming	Yes	$6,335,251.00	$4,873,852.00
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	$3,221,169.00	$3,048,540.00
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	$1,451,404.00	$690,794.00
4	4.2	District Strategic Planning and Communication	Yes	$1,628,471.00	$1,776,352.00
4	4.3	Community Schools Supports and Resources	Yes	$496,318.00	$324,797.00
4	4.4	Parent Advisory Committee Supports and Resources	Yes	$25,000.00	$11,013.00
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	No	$23,000.00	$23,000.00
5	5.2	Developing Student Individual Transition Plans	No	$26,000.00	$26,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Accelerate Learning for all SPED students	No	$24,000.00	$24,000.00
5	5.4	Culturally Responsive Professional Development	No	$50,000.00	$50,000.00
5	5.5	Meaningful Student Experiences and Opportunities	No	$50,000.00	$31,530.00
5	5.6	Recruit, Hire, and Retain Student Support Personnel	No	$35,000.00	$35,000.00
5	5.7	Parent and Family Supports and Resources	No	$75,000.00	$74,300.00
5	5.8	Enhancing School Engagement and Attendance for Students With Disabilities	No	$50,000.00	$50,000.00
6	6.1	Student Achievement Plan	No	$250,000.00	$250,000.00
6	6.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)	No	$250,000.00	$173,500.00
6	6.3	Educator Gap Equity Plan	No	$200,000.00	$279,498.00
6	6.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy	No	$587,144.00	$587,144.00
6	6.5	BSAP Community Partnerships	No	$542,456.00	$618,956.00
6	6.6	Development of an African American Studies Course	No	$565,169.00	$565,169.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.7	BSAP School Climate & Wellness Personnel Support	No	$1,891,544.00	$1,891,544.00
6	6.8	BSAP Community - Based Safety Pilots	No	$713,687.00	$713,687.00
7	7.1	High Quality Literacy Instruction and Resources for English Learner students at Adams Elementary	No	$657,882.00	$27,000.00
7	7.2	High Quality Literacy Instruction and Resources for English Learner students at El Dorado Elementary	No	$706,302.00	$185,117.00
7	7.3	High Quality Literacy Instruction and Resources for English Learner students at Madison Elementary	No	$870,509.00	$542,512.00
7	7.4	High Quality Literacy Instruction and Resources for English Learner students at Van Buren Elementary	No	$679,986.00	$334,855.00
8	8.1	Career Focused Instruction and Experiences for Stockton High students	No	$286,310.00	$285,435.00
8	8.2	Career Focused Instruction and Experiences for Jane Frederick students	No	$338,941.00	$47,027.00
8	8.3	Access to Educational Opportunities for the Modern Student at Stagg High School	No	$2,214,692.00	$1,687,496.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$115,906,648.00	$122,756,976.00	$116,875,169.00	$5,881,807.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Career Technical Education (CTE)	Yes	$1,969,829.00	$1,983,859.00		
1	1.2	College Readiness	Yes	$1,822,404.00	$1,880,469.00		
1	1.3	A-G High School Courses	Yes	$345,226.00	$347,022.00		
1	1.4	English Learner Learning Environment Resources and Support	Yes	$46,515.00	$46,516.00		
1	1.5	English Learner Professional Development	Yes	$985,220.00	$985,220.00		
1	1.6	English Language Proficiency Supports	Yes	$2,005,141.00	$2,097,487.00		
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	Yes	$5,365,047.00	$5,365,003.00		
1	1.8	School Site Administrators Leadership Professional Development	Yes	$533,570.00	$533,570.00		
1	1.9	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation	Yes	$598,443.00	$722,859.00		
1	1.10	Data Analysis and Evaluation	Yes	$375,824.00	$265,408.00		
1	1.11	Access to Foundational and Outdoor Learning Spaces	Yes	$3,391,540.00	$3,059,630.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	$5,772,097.00	$8,917,798.00		
1	1.13	Literacy and Library Supports	Yes	$1,233,116.00	$1,233,116.00		
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	$1,056,261.00	$1,058,761.00		
1	1.15	Recapture Learning Loss	Yes	$6,126,405.00	$6,126,405.00		
1	1.16	Outdoor Education/Science Camp	Yes	$900,000.00	$900,000.00		
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	$675,340.00	$730,373.00		
2	2.2	Ethnic Studies Program	Yes	$150,000.00	$149,580.00		
2	2.3	Equity and Inclusion Training and Workshops	Yes	$38,000.00	$38,420.00		
2	2.4	Cultural Relevance, Outreach, and Support	Yes	$133,252.00	$133,252.00		
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	$1,000,000.00	$1,000,000.00		
2	2.6	Student Assistance Program support (SAP)	Yes	$275,877.00	$372,790.00		
2	2.7	Behavior Support Services	Yes	$2,940,851.00	$2,940,851.00		
2	2.8	New Teacher Training and Support	Yes	$135,999.00	$135,999.00		
2	2.9	Social Service Supports for Families in Transition	Yes	$1,040,019.00	$1,040,019.00		
2	2.10	Central Enrollment Direct Services to Families	Yes	$1,957,078.00	$1,957,078.00		
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	$19,120,256.00	$15,530,902.00		
2	2.12	Health and Wellness Services and Supports	Yes	$4,753,481.00	$5,499,518.00		
2	2.13	Mental Health Resources and Supports for Students	Yes	$242,227.00	$298,326.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	$7,012,754.00	$7,981,841.00		
2	2.15	School Connectedness	Yes	$7,505,134.00	$7,809,139.00		
2	2.16	Assistant Principal Restoration At TK-8th Grade School Sites	Yes	$12,539,676.00	$8,822,853.00		
2	2.17	Additional School Site Support	Yes	$60,000.00	$63,035.00		
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Yes	$10,250,068.00	$8,679,428.00		
2	2.19	Technology and Innovation Support	Yes	$2,368,279.00	$2,369,491.00		
2	2.20	Instructional Technology	Yes	$300,000.00	$298,788.00		
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	$20,000.00	$20,000.00		
2	2.24	Student and Campus Safety	Yes	$607,252.00	$607,252.00		
3	3.1	Student Engagement and Leadership Opportunities	Yes	$947,182.00	$777,195.00		
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	$3,000,000.00	$3,132,026.00		
3	3.3	Arts Programming	Yes	$6,335,251.00	$4,873,852.00		
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	$3,221,169.00	$3,048,540.00		
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	$1,451,404.00	$690,794.00		
4	4.2	District Strategic Planning and Communication	Yes	$1,628,471.00	$1,776,352.00		
4	4.3	Community Schools Supports and Resources	Yes	$496,318.00	$324,797.00		
4	4.4	Parent Advisory Committee Supports and Resources	Yes	$25,000.00	$249,555.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$339,347,409.00	$115,906,648.00	1.991%	36.147%	$116,875,169.00	0.000%	34.441%	$5,787,885.91	1.706%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Equity Multiplier 2024-2025							
Schools	Chronic Absenteeism	El Program	Suspension Rate	Graduation Rate	College & Career	English Language Arts	Math
Adams Elementary						· All Students · English Learners · Socioeconomically Disadvantaged · Students with Disabilities · African Americans · Hispanic	· All Students · Socioeconomically Disadvantaged · African Americans · Asian · Hispanic
El Dorado Elementary	· African Americans		· All Students · Homeless · Socioeconomically Disadvantaged · Students with Disabilities · African Americans · Hispanic · White			· All Students · English Learners · Socioeconomically Disadvantaged · Students with Disabilities · African Americans	· Homeless · African Americans
Madison Elementary	· All Students · English Learners · Socioeconomically Disadvantaged · Students with Disabilities · Hispanic · Two or More Races		· Two or More Races			· English Learners · Students with Disabilities	· English Learners · Socioeconomically Disadvantaged · Students with Disabilities · Hispanic
Van Buren Elementary	· Asian	· English Learner	· English Learners · Socioeconomically Disadvantaged · Students with Disabilities · African Americans			· All Students · English Learners · Socioeconomically Disadvantaged · Hispanic	· All Students · English Learners · Socioeconomically Disadvantaged · Students with Disabilities · Hispanic
Jane Frederick			· All Students · Homeless · Socioeconomically Disadvantaged · Students with Disabilities · Hispanic · African American · Hispanic	· All Students · English Learners · Homeless · Socioeconomically Disadvantaged · Hispanic			
Stockton High				· All Students · Socioeconomically Disadvantaged · Hispanic			
Stagg High			· White	· Homeless · Students with Disabilities			· Asian

Appendix A

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

School Name	Low Performance Areas
George W. Bush Elementary	Suspension
John Marshall Elementary	English Language Arts, Math, English Language Progress Indicator, Suspension
Wilhelmina Henry Elementary	English Language Arts, Math
John C. Fremont Elementary	English Language Arts
Alexander Hamilton Elementary	English Language Arts, Chronic Absenteeism, English Language Progress Indicator, Suspension
Edward C. Merlo Institute of Environmental Studies	English Language Arts, Math, English Language Progress Indicator
Spanos (Alex G.) Elementary	English Language Arts,
Stockton High	College/Career Indicator, Graduation Rate
Flora Arca Mata	Chronic Absenteeism, Suspension
Jane Frederick High	College/Career Indicator, Graduation Rate, Suspension
Edison High	English Language Arts, English Language Progress Indicator
Franklin High	English Language Arts, Math, English Language Progress Indicator
Adams Elementary	English Language Arts, Math
El Dorado Elementary	English Language Arts, Suspension
Elmwood Elementary	Suspension
Fillmore Elementary	Suspension
Grunsky Elementary	Math, English Language Progress Indicator, Suspension
Harrison Elementary	Suspension
Hazelton Elementary	English Language Arts, English Language Progress Indicator, Suspension
Hoover Elementary	English Language Arts, Math
Kennedy Elementary	English Language Arts, Math
Madison Elementary	Chronic Absenteeism
McKinley Elementary	English Language Arts, Math, Suspension
Monroe Elementary	English Language Arts, Chronic Absenteeism, Suspension
Pulliam Elementary	English Language Arts, Chronic Absenteeism, Suspension
Roosevelt Elementary	English Language Arts, Math
Taft Elementary	English Language Arts, Math
Taylor Leadership Academy	English Language Progress Indicator, Suspension
Van Buren Elementary	English Language Arts, Math, English Language Progress Indicator

Victory Elementary	English Language Arts, Math, English Language Progress Indicator, Suspension
Wilson Elementary	English Language Arts, Math
Commodore Stockton Skills	Suspension
Dolores Huerta Elementary	English Language Arts, Math

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

Student Group	Low Performance Area
African American	Suspension Rate
American Indian or Alaska Native	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
English Learner	English Language Arts, Math, College/Career Indicator
Foster Youth	English Language Arts, College/Career Indicator, Graduation Rate
Hispanic	English Language Arts, Math
Homeless Youth	College/Career Indicator, Suspension Rate
Multiple Races/Two or More	Suspension Rate
Socioeconomically Disadvantaged	English Language Arts, Math
Students with Disabilities	English Language Arts, Math, College/Career Indicator, Graduation Rate, Suspension Rate

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

School Name	Student Group	Low Performance Area
Adams Elementary	**Asian**	Math
	Black/African American	English Language Arts, Math
	English Learner	English Language Arts,
	Hispanic	English Language Arts, Math
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	English Language Arts,
Alexander Hamilton Elementary	**Asian**	Suspension Rate
	Black/African American	Math, Chronic Absenteeism, Suspension Rate
	English Learner	English Language Arts, Chronic Absenteeism, Suspension Rate
	Hispanic	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	Homeless Youth	Chronic Absenteeism, Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	Students with Disabilities	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
Cesar Chavez High	**Black/African American**	Suspension Rate
	English Learner	English Language Arts, Suspension Rate
	Homeless Youth	Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Students with Disabilities	Math, College/Career Indicator
Cleveland Elementary	**Black/African American**	English Language Arts, Math, Chronic Absenteeism
	English Learner	Chronic Absenteeism
	Homeless Youth	Suspension Rate
	Multiple Races/Two or More	Chronic Absenteeism
	Socioeconomically Disadvantaged	Chronic Absenteeism, Suspension Rate
	Students with Disabilities	Chronic Absenteeism
	White	Chronic Absenteeism, Suspension Rate
Commodore Stockton Skills	**Black/African American**	Chronic Absenteeism
	English Learner	Chronic Absenteeism, Suspension Rate
	Hispanic	Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged	Suspension Rate
	Students with Disabilities	Suspension Rate

Commodore Stockton Skills	**White**	Suspension Rate
Dolores Huerta Elementary	**English Learner**	English Language Arts, Math
	Hispanic	English Language Arts, Math
	Socioeconomically Disadvantaged	English Language Arts, Math
Edison High	**American Indian or Alaskan Native**	Suspension Rate
	Black/African American	English Language Arts, Math, Suspension Rate
	English Learner	English Language Arts, Math, College/Career Indicator,
	Hispanic	English Language Arts,
	Homeless Youth	English Language Arts, Math, College/Career Indicator,
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	English Language Arts, Math, College/Career Indicator, Suspension Rate
Edward C. Merlo Institute of Environmental Studies	**Hispanic**	English Language Arts, Math
	Socioeconomically Disadvantaged	English Language Arts, Math
El Dorado Elementary	**Black/African American**	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	English Learner	English Language Arts,
	Hispanic	Suspension Rate
	Homeless Youth	Math, Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Suspension Rate
	Students with Disabilities	English Language Arts, Suspension Rate
	White	Suspension Rate
Elmwood Elementary	**English Learner**	English Language Arts,
	Hispanic	Suspension Rate
	Homeless Youth	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Suspension Rate
	Students with Disabilities	English Language Arts,
	White	Suspension Rate
Fillmore Elementary	**English Learner**	English Language Arts, Suspension Rate
	Hispanic	Suspension Rate
	Homeless Youth	Chronic Absenteeism, Suspension Rate
	Socioeconomically Disadvantaged	Suspension Rate
	Students with Disabilities	Suspension Rate
	White	Suspension Rate
Flora Arca Mata	**Black/African American**	Chronic Absenteeism, Suspension Rate
	English Learner	English Language Arts,

Flora Arca Mata	**Hispanic**	English Language Arts, Chronic Absenteeism, Suspension Rate
	Homeless Youth	Chronic Absenteeism, Suspension Rate
	Multiple Races/Two or More	Chronic Absenteeism
	Socioeconomically Disadvantaged	Chronic Absenteeism, Suspension Rate
	Students with Disabilities	English Language Arts, Chronic Absenteeism, Suspension Rate
Franklin High	**Black/African American**	Suspension Rate
	English Learner	English Language Arts, Math, College/Career Indicator, Suspension Rate
	Hispanic	English Language Arts, Math
	Homeless Youth	Suspension Rate
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	English Language Arts, Math, College/Career Indicator, Suspension Rate
	White	Suspension Rate
George W. Bush Elementary	**Black/African American**	Math, Suspension Rate
	Hispanic	Suspension Rate
	Multiple Races/Two or More	Chronic Absenteeism, Suspension Rate
	Socioeconomically Disadvantaged	Suspension Rate
	Students with Disabilities	English Language Arts,
George Washington Elementary	**English Learner**	English Language Arts, Math
	Hispanic	English Language Arts,
Grunsky Elementary	**English Learner**	Math
	Hispanic	Math, Suspension Rate
	Socioeconomically Disadvantaged	Math, Suspension Rate
	Students with Disabilities	English Language Arts, Math, Suspension Rate
	White	Suspension Rate
Harrison Elementary	**Black/African American**	Suspension Rate
	English Learner	English Language Arts, Math
	Socioeconomically Disadvantaged	Suspension Rate
	Students with Disabilities	English Language Arts, Math
	White	Chronic Absenteeism, Suspension Rate
Hazelton Elementary	**Black/African American**	Suspension Rate
	English Learner	English Language Arts,
	Hispanic	English Language Arts, Suspension Rate
	Homeless Youth	English Language Arts, Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Suspension Rate

Hazelton Elementary	**Students with Disabilities**	Suspension Rate
Hoover Elementary	**Black/African American**	English Language Arts,
	English Learner	English Language Arts, Math
	Hispanic	English Language Arts, Math
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	English Language Arts, Math
	White	English Language Arts, Math
Jane Frederick High	**Black/African American**	Suspension Rate
	English Learner	College/Career Indicator, Graduation Rate
	Hispanic	College/Career Indicator, Graduation Rate, Suspension Rate
	Homeless Youth	Suspension Rate
	Socioeconomically Disadvantaged	College/Career Indicator, Graduation Rate, Suspension Rate
	Students with Disabilities	Suspension Rate
John C. Fremont Elementary	**Asian**	Chronic Absenteeism
	Black/African American	Suspension Rate
	English Learner	English Language Arts, Math
	Hispanic	English Language Arts,
	Socioeconomically Disadvantaged	English Language Arts,
	Students with Disabilities	English Language Arts, Math, Suspension Rate
	White	Chronic Absenteeism, Suspension Rate
John Marshall Elementary	**Black/African American**	English Language Arts, Suspension Rate
	English Learner	English Language Arts, Math
	Hispanic	English Language Arts, Math, Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math, Suspension Rate
	Students with Disabilities	English Language Arts, Math
Kennedy Elementary	**Black/African American**	English Language Arts, Math
	English Learner	English Language Arts, Math
	Hispanic	English Language Arts,
	Multiple Races/Two or More	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts,
King Elementary	**Black/African American**	Suspension Rate
	Homeless Youth	Suspension Rate
	Students with Disabilities	Suspension Rate
Kohl Open Elementary	**Hispanic**	Math
	Socioeconomically Disadvantaged	Math

Madison Elementary	**English Learner**	English Language Arts, Math, Chronic Absenteeism
	Hispanic	Math, Chronic Absenteeism
	Multiple Races/Two or More	Chronic Absenteeism, Suspension Rate
	Socioeconomically Disadvantaged	Math, Chronic Absenteeism
	Students with Disabilities	English Language Arts, Math, Chronic Absenteeism
Maxine Hong Kingston Elementary	**Black/African American**	English Language Arts, Math
	English Learner	English Language Arts, Math, Suspension Rate
	Students with Disabilities	Suspension Rate
McKinley Elementary	**English Learner**	English Language Arts, Math
	Fili Pacific Islander	Chronic Absenteeism
	Hispanic	English Language Arts, Math, Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math, Suspension Rate
Monroe Elementary	**Black/African American**	Chronic Absenteeism, Suspension Rate
	English Learner	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
	Hispanic	English Language Arts, Math, Chronic Absenteeism
	Socioeconomically Disadvantaged	Chronic Absenteeism, Suspension Rate
	Students with Disabilities	English Language Arts, Chronic Absenteeism, Suspension Rate
Montezuma Elementary	**English Learner**	English Language Arts,
	Students with Disabilities	Math, Suspension Rate
Pulliam Elementary	**Asian**	English Language Arts, Math, Chronic Absenteeism
	Black/African American	Chronic Absenteeism, Suspension Rate
	English Learner	English Language Arts, Math, Chronic Absenteeism
	Hispanic	Chronic Absenteeism
	Homeless Youth	Chronic Absenteeism, Suspension Rate
	Multiple Races/Two or More	Chronic Absenteeism, Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Chronic Absenteeism, Suspension Rate
	Students with Disabilities	Math, Chronic Absenteeism, Suspension Rate
	White	Chronic Absenteeism, Suspension Rate
Rio Calaveras Elementary	**Black/African American**	Math
	Hispanic	Suspension Rate
	Students with Disabilities	English Language Arts, Math, Chronic Absenteeism, Suspension Rate
Roosevelt Elementary	**Black/African American**	Suspension Rate
	English Learner	English Language Arts, Math
	Hispanic	English Language Arts, Math
	Socioeconomically Disadvantaged	English Language Arts, Math

San Joaquin Elementary	**Asian**	Chronic Absenteeism
	Black/African American	English Language Arts,
	English Learner	English Language Arts, Math
	Students with Disabilities	English Language Arts,
Spanos (Alex G.) Elementary	**English Learner**	English Language Arts, Math
	Hispanic	English Language Arts,
	Socioeconomically Disadvantaged	English Language Arts,
	Students with Disabilities	English Language Arts, Math
Stagg Senior High	**Asian**	Math
	English Learner	College/Career Indicator
	Homeless Youth	College/Career Indicator, Graduation Rate
	Students with Disabilities	College/Career Indicator, Graduation Rate
	White	Suspension Rate
Stockton High	**Hispanic**	College/Career Indicator, Graduation Rate
	Socioeconomically Disadvantaged	College/Career Indicator, Graduation Rate
Taft Elementary	**Black/African American**	Suspension Rate
	English Learner	English Language Arts, Math
	Hispanic	English Language Arts,
	Homeless Youth	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	English Language Arts,
Taylor Leadership Academy	**Black/African American**	Suspension Rate
	English Learner	Math
	Hispanic	Suspension Rate
	Socioeconomically Disadvantaged	Suspension Rate
	Students with Disabilities	Suspension Rate
Valentine Peyton Elementary	**Hispanic**	Chronic Absenteeism
	White	Chronic Absenteeism
Van Buren Elementary	**Asian**	Chronic Absenteeism
	Black/African American	Suspension Rate
	English Learner	English Language Arts, Math, Suspension Rate
	Hispanic	English Language Arts, Math, Suspension Rate
	Homeless Youth	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	Math, Suspension Rate

Victory Elementary	**Black/African American**	English Language Arts, Math, Suspension Rate
	English Learner	English Language Arts,
	Hispanic	English Language Arts, Suspension Rate
	Homeless Youth	English Language Arts, Math, Chronic Absenteeism
	Socioeconomically Disadvantaged	English Language Arts, Math, Suspension Rate
	Students with Disabilities	English Language Arts, Math, Suspension Rate
	White	Chronic Absenteeism, Suspension Rate
Wilhelmina Henry Elementary	**English Learner**	English Language Arts, Math
	Hispanic	English Language Arts, Math
	Homeless Youth	Suspension Rate
	Socioeconomically Disadvantaged	English Language Arts, Math
	Students with Disabilities	English Language Arts, Math
Wilson Elementary	**Black/African American**	Suspension Rate
	English Learner	English Language Arts,
	Hispanic	English Language Arts,
	Socioeconomically Disadvantaged	English Language Arts, Math
Grand Total		

School Name	Indicator	Student Group	color	Current Status	Status Level	Change	change Level	Prior Status	Projected Status with Min	Project Status with Min Δ	Min Progress needed to get
Adams Elementary	CHRO	Asian	Red	42	Very High	4.5	Increased	37.5	41.5	39	-32
Adams Elementary	CHRO	White	Red	74.3	Very High	16.2	Increased	58.1	73.8	71.3	-64.3
Adams Elementary	ELA	Black/African American	Red	-114.9	Very Low	-0.6	Maintained	-114.4	-111.9	-99.9	109.9
Adams Elementary	ELA	All Students	Red	-94.9	Very Low	-3.1	Decreased	-91.8	-91.9	-79.9	89.9
Adams Elementary	ELA	Asian	Red	-84.7	Very Low	-12.1	Decreased	-72.6	-81.7	-69.7	79.7
Adams Elementary	ELA	English Learner	Red	-123.3	Very Low	-9	Decreased	-114.3	-120.3	-108.3	118.3
Adams Elementary	ELA	Hispanic	Red	-98.6	Very Low	0.1	Maintained	-98.8	-95.6	-83.6	93.6
Adams Elementary	ELA	SBA	Red	-94.9	Very Low	-3.1	Decreased	-91.8	-91.9	-79.9	89.9
Adams Elementary	ELA	Socioeconomically Disadvantaged	Red	-99.9	Very Low	-0.3	Maintained	-99.6	-96.9	-84.9	94.9
Adams Elementary	ELA	Students with Disabilities	Red	-145.1	Very Low	-6.3	Decreased	-138.8	-142.1	-130.1	140.1
Adams Elementary	MATH	Black/African American	Red	-147	Very Low	-0.5	Maintained	-146.5	-144	-132	142
Adams Elementary	MATH	All Students	Red	-127.4	Very Low	-2.8	Maintained	-124.6	-124.4	-112.4	122.4
Adams Elementary	MATH	Asian	Red	-142.3	Very Low	-42	Decreased Significantly	-100.4	-139.3	-127.3	137.3
Adams Elementary	MATH	English Learner	Red	-140.2	Very Low	-14.3	Decreased	-125.9	-137.2	-125.2	135.2
Adams Elementary	MATH	SBA	Red	-127.4	Very Low	-2.8	Maintained	-124.6	-124.4	-112.4	122.4
Adams Elementary	MATH	Socioeconomically Disadvantaged	Red	-130	Very Low	0.1	Maintained	-130.1	-127	-115	125
Adams Elementary	MATH	Students with Disabilities	Red	-164.6	Very Low	2.9	Maintained	-167.4	-161.6	-149.6	159.6
Adams Elementary	SUSP	Black/African American	Red	15.6	Very High	0.3	Increased	15.3	15.3	14.6	12.6
Adams Elementary	SUSP	Students with Disabilities	Red	9.8	Very High	0.9	Increased	8.9	9.5	8.8	6.8
Adams Elementary	SUSP	White	Red	9.5	Very High	6.8	Increased	2.7	9.2	8.5	6.5
El Dorado Elementary	CHRO	Black/African American	Red	60.2	Very High	-0.3	Maintained	60.5	59.7	57.2	-50.2
El Dorado Elementary	CHRO	English Learner	Red	39.7	Very High	1.1	Increased	38.7	39.2	36.7	-29.7
El Dorado Elementary	CHRO	Students with Disabilities	Red	52	Very High	12.5	Increased	39.5	51.5	49	-42
El Dorado Elementary	CHRO	White	Red	53.7	Very High	22	Increased	31.7	53.2	50.7	-43.7
El Dorado Elementary	ELA	All Students	Red	-83.8	Very Low	2.8	Maintained	-86.5	-80.8	-68.8	78.8
El Dorado Elementary	ELA	English Learner	Red	-111.4	Very Low	-3.6	Decreased	-107.8	-108.4	-96.4	106.4
El Dorado Elementary	ELA	Hispanic	Red	-82.6	Very Low	-4.8	Decreased	-77.8	-79.6	-67.6	77.6
El Dorado Elementary	ELA	SBA	Red	-83.8	Very Low	2.8	Maintained	-86.5	-80.8	-68.8	78.8
El Dorado Elementary	ELA	Socioeconomically Disadvantaged	Red	-89.7	Very Low	2.7	Maintained	-92.4	-86.7	-74.7	84.7
El Dorado Elementary	ELA	Students with Disabilities	Red	-152.8	Very Low	-13.2	Decreased	-139.7	-149.8	-137.8	147.8
El Dorado Elementary	MATH	All Students	Red	-114.3	Very Low	-3.1	Decreased	-111.2	-111.3	-99.3	109.3
El Dorado Elementary	MATH	English Learner	Red	-123.3	Very Low	-11.6	Decreased	-111.7	-120.3	-108.3	118.3
El Dorado Elementary	MATH	Hispanic	Red	-116	Very Low	-14.4	Decreased	-101.6	-113	-101	111
El Dorado Elementary	MATH	SBA	Red	-114.3	Very Low	-3.1	Decreased	-111.2	-111.3	-99.3	109.3
El Dorado Elementary	MATH	Socioeconomically Disadvantaged	Red	-118	Very Low	-1.4	Maintained	-116.6	-115	-103	113
El Dorado Elementary	SUSP	Multiple Races/Two or More	Red	14.3	Very High	1.1	Increased	13.2	14	13.3	11.3
Hazelton Elementary	ELA	English Learner	Red	-117	Very Low	-1.5	Maintained	-115.5	-114	-102	112
Hazelton Elementary	ELA	LTEL	Red	-158.7	Very Low	-24	Decreased Significantly	-134.7	-155.7	-143.7	153.7
Hazelton Elementary	ELA	Students with Disabilities	Red	-187.2	Very Low	-5.3	Decreased	-181.8	-184.2	-172.2	182.2
Hazelton Elementary	MATH	LTEL	Red	-196.9	Very Low	-19.9	Decreased Significantly	-177	-193.9	-181.9	191.9
Hazelton Elementary	MATH	Students with Disabilities	Red	-201.1	Very Low	-16.7	Decreased Significantly	-184.4	-198.1	-186.1	196.1
Hazelton Elementary	SUSP	LTEL	Red	17.1	Very High	1.2	Increased	15.9	16.8	16.1	14.1
Hazelton Elementary	SUSP	Students with Disabilities	Red	13.9	Very High	2.8	Increased	11.1	13.6	12.9	10.9
Jane Frederick High	CCI	All Students	Red	0.8	Very Low	0.8	Maintained	0	2.8	9.8	34.2
Jane Frederick High	CCI	English Learner	Red	0	Very Low	0	Maintained	0	2	9	35
Jane Frederick High	CCI	Hispanic	Red	1.2	Very Low	1.2	Maintained	0	3.2	10.2	33.8
Jane Frederick High	CCI	LTEL	Red	0	Very Low	0	Maintained	0	2	9	35
Jane Frederick High	CCI	Socioeconomically Disadvantaged	Red	0.9	Very Low	0.9	Maintained	0	2.9	9.9	34.1
Jane Frederick High	GRAD	All Students	Red	58.3	Very Low	7.6	Increased	50.7	59.3	63.3	21.7
Jane Frederick High	GRAD	English Learner	Red	44.7	Very Low	-4.2	Decreased	48.9	45.7	49.7	35.3
Jane Frederick High	GRAD	Hispanic	Red	61.4	Very Low	7.1	Increased	54.3	62.4	66.4	18.6
Jane Frederick High	GRAD	LTEL	Red	46.3	Very Low	-2.5	Decreased	48.9	47.3	51.3	33.7
Jane Frederick High	GRAD	Socioeconomically Disadvantaged	Red	57.9	Very Low	6.8	Increased	51.1	58.9	62.9	22.1
Roosevelt Elementary	ELA	All Students	Red	-91.7	Very Low	2	Maintained	-93.7	-88.7	-76.7	86.7
Roosevelt Elementary	ELA	Hispanic	Red	-88.5	Very Low	2.2	Maintained	-90.6	-85.5	-73.5	83.5
Roosevelt Elementary	ELA	SBA	Red	-92.2	Very Low	2.7	Maintained	-94.9	-89.2	-77.2	87.2

Roosevelt Elementary	ELA	Socioeconomically Disadvantaged	Red	-92.9	Very Low	-0.4	Maintained	-92.5	-89.9	-77.9	87.9
Roosevelt Elementary	ELA	Students with Disabilities	Red	-155.9	Very Low	-6.3	Decreased	-149.6	-152.9	-140.9	150.9
Roosevelt Elementary	ELPI	English Learner	Red	40.4	Low	-12.2	Decreased Significantly	52.6	42.4	49.4	4.6
Roosevelt Elementary	SUSP	All Students	Red	8.8	Very High	5	Increased Significantly	3.8	8.5	7.8	5.8
Roosevelt Elementary	SUSP	English Learner	Red	7.7	Very High	5.4	Increased Significantly	2.3	7.4	6.7	4.7
Roosevelt Elementary	SUSP	Hispanic	Red	8.4	Very High	4.9	Increased Significantly	3.4	8.1	7.4	5.4
Roosevelt Elementary	SUSP	Socioeconomically Disadvantaged	Red	8.5	Very High	5.4	Increased Significantly	3.1	8.2	7.5	5.5
Roosevelt Elementary	SUSP	Students with Disabilities	Red	17.6	Very High	10.4	Increased	7.2	17.3	16.6	14.6
Stagg Senior High	CCI	Black/African American	Red	7.8	Very Low	-2.4	Decreased	10.2	9.8	16.8	27.2
Stagg Senior High	CCI	Students with Disabilities	Red	1.3	Very Low	-0.3	Maintained	1.6	3.3	10.3	33.7
Stagg Senior High	ELPI	English Learner	Red	29.9	Very Low	-7.7	Decreased	37.6	31.9	38.9	15.1
Stagg Senior High	ELPI	LTEL	Red	28.3	Very Low	-11.8	Decreased Significantly	40.1	30.3	37.3	16.7
Stagg Senior High	GRAD	White	Red	64.9	Very Low	-10.7	Decreased	75.6	65.9	69.9	15.1
Stagg Senior High	SUSP	American Indian or Alaska Native	Red	12.5	Very High	1.6	Increased	10.9	12.2	11.5	9.5
Stockton High	CCI	All Students	Red	3.1	Very Low	0	Maintained	3.1	5.1	12.1	31.9
Stockton High	CCI	Hispanic	Red	3.2	Very Low	-1.4	Maintained	4.6	5.2	12.2	31.8
Stockton High	CCI	Socioeconomically Disadvantaged	Red	3.4	Very Low	0	Maintained	3.4	5.4	12.4	31.6
Stockton High	ELA	Hispanic	Red	-229	Very Low	0.3	Maintained	-229.3	-226	-214	224
Stockton High	GRAD	All Students	Red	36.7	Very Low	-5.5	Decreased	42.2	37.7	41.7	43.3
Stockton High	GRAD	Hispanic	Red	31.6	Very Low	-14.8	Decreased	46.5	32.6	36.6	48.4
Stockton High	GRAD	Socioeconomically Disadvantaged	Red	36.7	Very Low	-5.8	Decreased	42.6	37.7	41.7	43.3
Stockton High	MATH	Socioeconomically Disadvantaged	Red	-308.1	Very Low	-2.6	Maintained	-305.5	-305.1	-293.1	303.1
Van Buren Elementary	CHRO	Asian	Red	32.4	Very High	3.2	Increased	29.2	31.9	29.4	-22.4
Van Buren Elementary	SUSP	Black/African American	Red	14	Very High	5.9	Increased	8.2	13.7	13	11
Van Buren Elementary	SUSP	Students with Disabilities	Red	15.5	Very High	4.5	Increased	11	15.2	14.5	12.5
Wilson Elementary	CHRO	All Students	Red	43.4	Very High	1.8	Increased	41.6	42.9	40.4	-33.4
Wilson Elementary	CHRO	Hispanic	Red	39.4	Very High	1.2	Increased	38.2	38.9	36.4	-29.4
Wilson Elementary	CHRO	Socioeconomically Disadvantaged	Red	44.3	Very High	-0.4	Maintained	44.8	43.8	41.3	-34.3
Wilson Elementary	CHRO	Students with Disabilities	Red	56.1	Very High	12.9	Increased	43.2	55.6	53.1	-46.1
Wilson Elementary	ELA	English Learner	Red	-114.3	Very Low	-12.9	Decreased	-101.4	-111.3	-99.3	109.3
Wilson Elementary	ELA	Socioeconomically Disadvantaged	Red	-96.4	Very Low	1.7	Maintained	-98.1	-93.4	-81.4	91.4
Wilson Elementary	MATH	All Students	Red	-120	Very Low	-9.7	Decreased	-110.3	-117	-105	115
Wilson Elementary	MATH	English Learner	Red	-143.6	Very Low	-26.9	Decreased Significantly	-116.7	-140.6	-128.6	138.6
Wilson Elementary	MATH	Hispanic	Red	-115.1	Very Low	-10.7	Decreased	-104.3	-112.1	-100.1	110.1
Wilson Elementary	MATH	SBA	Red	-120	Very Low	-9.7	Decreased	-110.3	-117	-105	115
Wilson Elementary	MATH	Socioeconomically Disadvantaged	Red	-127.6	Very Low	-14.1	Decreased	-113.5	-124.6	-112.6	122.6
Wilson Elementary	SUSP	All Students	Red	7.9	Very High	3.8	Increased Significantly	4	7.6	6.9	4.9
Wilson Elementary	SUSP	English Learner	Red	8.8	Very High	5	Increased	3.8	8.5	7.8	5.8
Wilson Elementary	SUSP	Hispanic	Red	8.2	Very High	4.1	Increased Significantly	4.1	7.9	7.2	5.2
Wilson Elementary	SUSP	Socioeconomically Disadvantaged	Red	8.3	Very High	3.5	Increased Significantly	4.8	8	7.3	5.3
Wilson Elementary	SUSP	Students with Disabilities	Red	11.4	Very High	8.7	Increased	2.6	11.1	10.4	8.4
Wilson Elementary	SUSP	White	Red	9.7	Very High	9.7	Increased	0	9.4	8.7	6.7