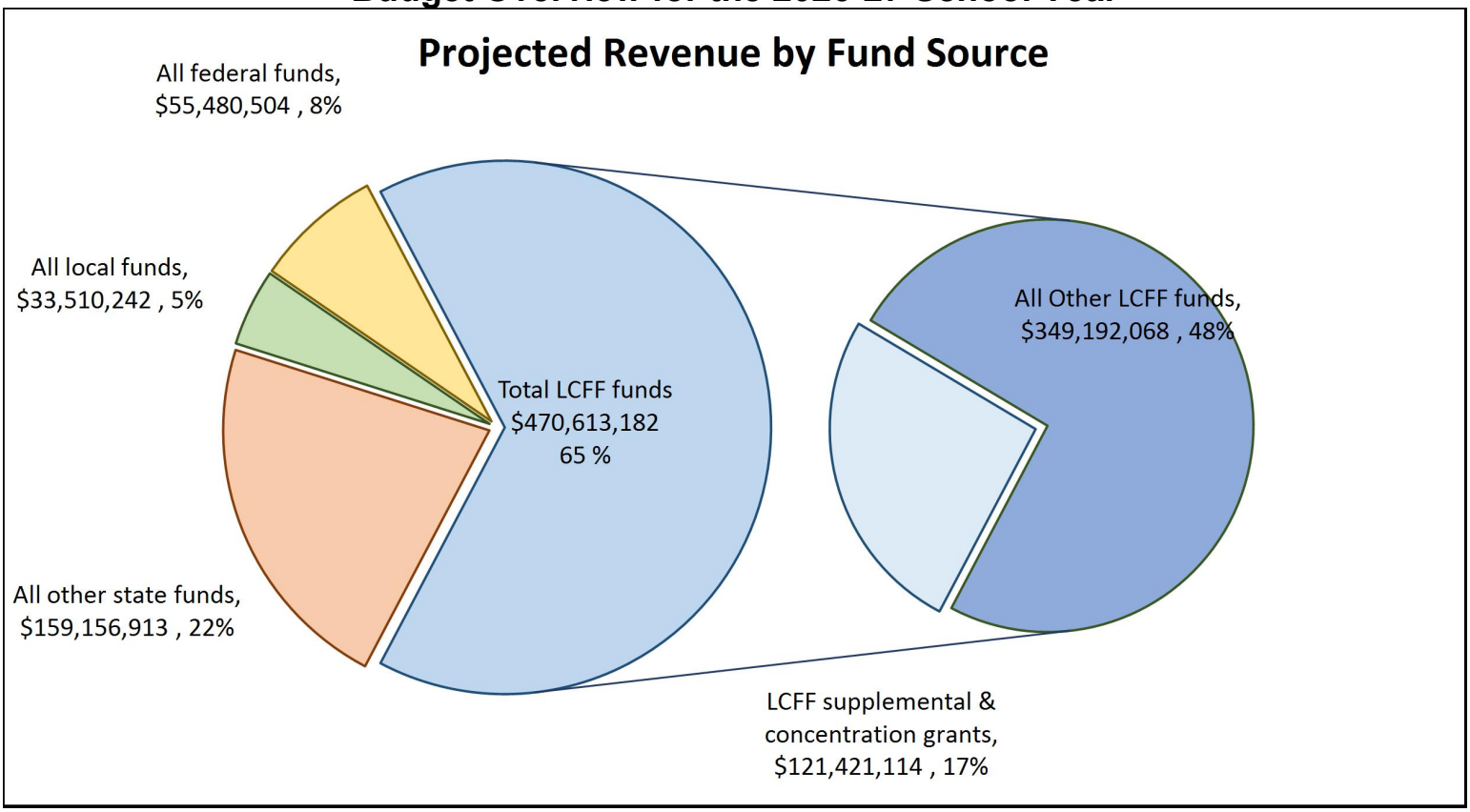
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 39-68676-0000000
School Year: 2026-27
LEA contact information:
Dr. Michelle L. Rodriguez
Superintendent of Schools
lcap@stocktonusd.net
209-933-7070

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 2026-27 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 $718,760,841, of which $470,613,182.00 is Local Control Funding Formula (LCFF), $159,156,913.00 is other state funds, $33,510,242.00 is local funds, and $55,480,504.00 is federal funds. Of the $470,613,182.00 in

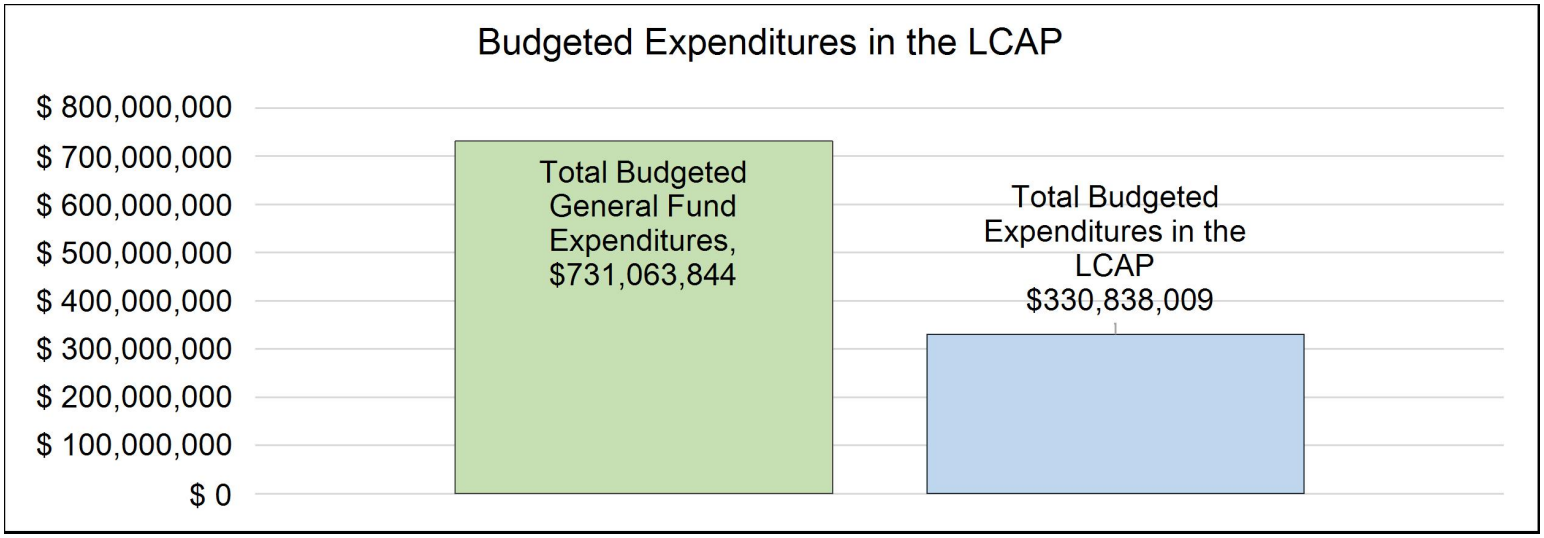
LCFF Funds, $121,421,114.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 2026-27. 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 $731,063,844.00 for the 2026-27 school year. Of that amount, $330,838,009.00 is tied to actions/services in the LCAP and $400,225,835 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

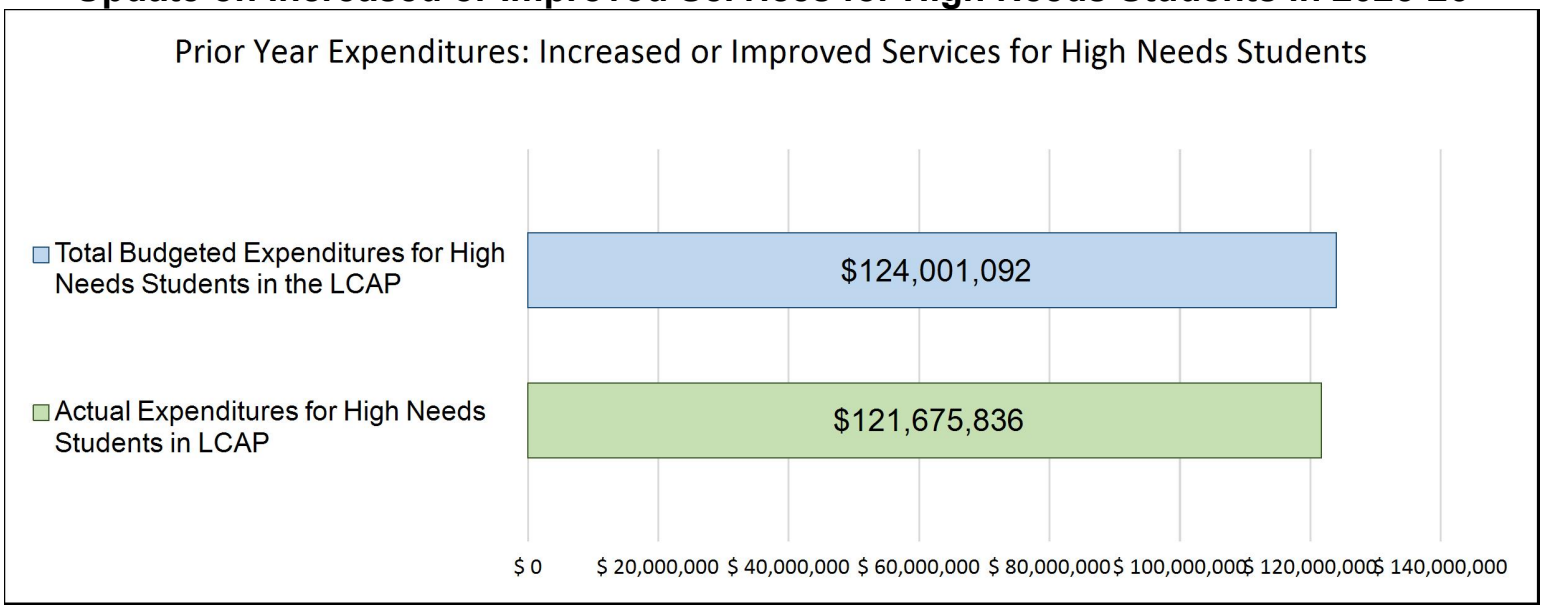
Budget expenditures not included in the LCAP are allocated toward district-wide costs, including support for general education, clerical staffing at school sites, staffing based on district formulas, central office personnel, general supplies, utilities, facility and grounds maintenance and repairs,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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Stockton Unified School District is projecting it will receive $121,421,114.00 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 $124,873,697.00 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 2025-26



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 2025-26, Stockton Unified School District's LCAP budgeted $124,001,092.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $121,675,836.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,325,256 had the following impact on Stockton Unified School District’s ability to increase or improve services for high needs students:

In FY 2025-26 Stockton Unified School District spent $2,325,256 less than budgeted because of the departmental realignment during the fiscal year and due to lower-than-anticipated fund utilization by sites this year.
However, all contributing actions were implemented and there was no impact to the actions and services and the overall increased or improved services for high needs students in 2025-26.

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	Dr. Michelle L. Rodriguez Superintendent of Schools	lcap@stocktonusd.net 209-933-7070

Plan Summary [2026-27]

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) is the 17th largest district in the state, serving pre-kindergarten through 12th grade students in California's San Joaquin region. Committed to academic excellence and community engagement, SUSD offers a diverse range of educational programs across its schools and charter schools. With a focus on preparing students for success in higher education and the workforce, SUSD's comprehensive high schools provide rigorous academic standards and specialized career pathways. Through a blend of traditional coursework and hands-on learning, SUSD empowers students to thrive in an ever-changing global landscape.

In 2025-2026, 30,644 non-charter students were enrolled in the district. The student demographic data is as follows:

- Unduplicated pupils – 82.9%
- Socio-economically Disadvantaged – 84.6%
- English Learners – 23.2%
- Foster Youth – 7.18%
- Students with Disabilities - 16.32%

Ethnicity data:

- Hispanic - 71.78%
- African American/Black - 7.91%
- Asian - 8.58%

- White – 3.70%
- Filipino - 3.19%
- Two or More Races - 3.83%
- American Indian/Alaskan Native - 0.32%
- Native Hawaiian/Other Pacific Islander - 0.57%

Three primary languages other than English, with a total of 55 languages represented:
- Spanish - 38.16%
- Hmong - 0.66%
- Punjabi - 0.54%
- Redesignated Fluent English Proficient (RFEP) – 18. 6%
- Initial Fluent English Proficient (IFEP) – 2.39%

(DataQuest, 2025-26)

Equity Multiplier Schools
Adams Elementary, El Dorado Elementary, Hazelton Elementary, Roosevelt Elementary, Washington Elementary, Wilson Elementary, Jane Frederick 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.

Analysis of SUSD's performance on the 2025 CA School Dashboard:

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. However, there are disparities amongst the subgroups. 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.

- The following subgroups improved performance with a decline in Chronic Absenteeism: African American, Asian, English Learners, Filipino, Hispanic, Homeless, Long-Term English Learners, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White
- The following subgroups declined performance and had an increase in Chronic Absenteeism: American Indian, Foster Youth

Graduation Rates: The graduation rate for SUSD has Increased as measured by the CA School Dashboard. SUSD has continued to update and improve 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 improved performance with an increase in Graduation Rates: Homeless, White, African American, English Learners, Hispanic, Long-Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Asian, and Pacific Islander.
- The following subgroups maintained performance in Graduation Rates: Filipino
- The following subgroups declined performance in Graduation Rates: Foster Youth, Students with Disabilities, and American Indian.

Suspension Rates: Suspension rates have Decreased as measured by 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 subgroups improved performance with a decline in Suspension Rates: African American, Foster Youth, American Indian, Homeless, Long-Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, Asian, English Learners, and Hispanic.
- The following subgroups maintained Suspension Rates: White and Filipino
- The following subgroups had an increase in Suspension Rates: Pacific Islander

Academic Performance – Mathematics: SUSD has Maintained in student performance from the distance below standard on the CA School Dashboard. Implementation and professional development continue to be a focus related to the adoption of new math curriculum, teacher collaboration, and AVID strategies.

- The following subgroups improved performance in Mathematics by decreasing the distance below standard: American Indian, Foster Youth, Homeless, Long-Term English Learners, and Students with Disabilities
- The following subgroups maintained performance in Mathematics distance from standard: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Asian, Two or More Races, and White
- The following subgroups declined in performance in Mathematics by increasing the distance below standard: Filipino and Pacific Islander

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 subgroups improved performance in English Language Arts by decreasing the distance below standard: Foster Youth, Long-Term English Learners, Students with Disabilities, American Indian, African American, English Learners, Asian, Two or More Races White, and Filipino
- The following subgroups maintained performance in English Language Arts with the distance from standard: Hispanic, Socioeconomically Disadvantaged, and Homeless
- The following subgroups declined in performance in English Language Arts by increasing the distance below standard: Pacific Islander

English Learner Progress: The English Learner Progress Indicator (ELPI) is classified as Increased on the CA School Dashboard for English Learners and Long-Term English Learners.

LREBG Requirements:

In addition, SUSD will have an unexpended Learning Recovery Emergency Block Grant (LREBG) funds, in the amount of approximately $19,070,797.00 at the end of the 2025-26 school year. Additional funds may be received in Fall 2026. Educational Services and Business Services conducted a needs assessment to evaluate the best use of these funds. Through the needs assessment process, strategies were identified that 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.
Appendix D – 2026-27 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 2025 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 2025 CA School Dashboard:

Foster Youth (FOS)

- Priority 5 (Pupil Engagement)
- Priority 8 (Outcomes in a Broad Course of Study)

Students with Disabilities (SWD)

- Priority 5 (Pupil Engagement)
- Priority 8 (Outcomes in a Broad Course of Study)

SUSD collaborated with San Joaquin County Office of Education and the California Collaborative for Educational Excellence to analyze Dashboard results and identify student group needs. The district qualifies for DA due to Foster Youth performance in Priorities 5 (graduation rate and chronic absenteeism) and 8 (college/career readiness) and Students with Disabilities performance in Priorities 5 (graduation rate)

and 8 (college/career readiness) and that Geographic Lead assistance is triggered by recurrent performance issues across multiple years. The district is not currently eligible to receive Direct Technical Assistance (DTA) according to the California Education Code 52072(b). CTE and the Special Education Department have been collaboratively extensively regarding the Dashboard Indicators. CTE and Special Education Department are working with Stagg CTE program leaders, Stagg administrators, Stagg counseling department and Stagg Special Education departments to increase knowledge of CTE pathways and how to strategically increase access and support for Students with Disabilities in CTE classes. Stagg was selected as the focus site due to the student groups identified for the DA work.

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.

SUSD has 2 high schools identified in school year 2025-2026 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.

2025-2026 CSI Exit Criteria:
The following 2 K-8 schools met the CSI Exit Criteria and are no longer identified as CSI for the 2025-2026 school year:
~ Monroe
~ Pulliam

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:
State and Federal Programs 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, Parent Square, as well as Facebook and the district website. The messaging occurred prior to LCAP Engagement Sessions. Engagement/Events: Several LCAP workshops/trainings were held at various district locations to build the capacity of our Educational Partners and elicit feedback. The district hosted 5 LCAP Engagement sessions on the following different topics: * September 18, 2025 – 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. * October 23, 2025 –Learning Session – Data Dive – Chronic Absenteeism and Goal 3. Educational partners continued to build upon their knowledge of the LCAP and view data that was presented at the SUSD State of the District 2025. Educational Partners participated in a data analysis process to investigate the metrics and actions that support Goal 3.

Educational Partner(s)	Process for Engagement
	* January 15, 2026 – Learning Session – Specialty Schools – Goals 1, 2, 3, 4, 5, and 6. Educational Partners continued to build upon their knowledge of the LCAP by investigating how the LCAP is aligned to Specialty Schools. * March 12, 2026 – Learning Session – Data Dive – Goals 1, 2, 3, 4, 5, and 6. Educational Partners engaged in a collaborative activity, reviewing the LCAP Mid-Year Report and providing comments and feedback. * May 14, 2026 – Educational Partners were provided an opportunity to review the draft LCAP, communicate with district program staff, provide feedback 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 Safety, English Learners, African American/Black Students, and Students with Disabilities. 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.

Educational Partner(s)	Process for Engagement
	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. These meetings included a discussion with their membership as well as feedback and comments. California School Employee Association (CSEA): September 25, 2025 Stockton Teachers Association: October 25, 2025 National Union Health Workers (NUHW): November 4, 2025
Other School Personnel	LCAP staff meet with school staff and district leadership to provide an overview of the LCAP and 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. Community School Specialists: October 8, 2025 Extended Cabinet: November 12, 2025; March 11, 2026 Health Care Assistants: December 11, 2025 School Nurses: January 8, 2026 Early Childhood Education: January 22, 2026 Budget Subcommittee: March 9, 2026
Parents/Guardians	LCAP staff maintained the district's LCAP webpage and attended various parent/student events sharing communication about LCAP and its actions.

Educational Partner(s)	Process for Engagement
	The district's Family Engagement Specialists continued to support LCAP by attending LCAP sponsored events, reaching out to school sites, and communicating with Educational Partners. LCAP staff attended the monthly Parent Advisory Committee meetings (General PAC, Latino PAC, African American/Black PAC), providing updates at each meeting. In addition, the LCAP staff presented to the various PAC's to share and gather input on the district's progress. The LCAP staff also attended events hosted by the PACS. Coffee Hour: December 2, 2025; December 16, 2025 Latino PAC: January 30, 2026 General PAC: April 1, 2026 AAB PAC: April 8, 2026 DELAC: May 8, 2026 CAC: November 20, 2025, February 19, 2026 Special LCAP PAC: June 3, 2026
Principals/Administrators	LCAP staff presented to Leadership on September 24, 2025, to provide an overview of the LCAP and share upcoming Educational Partner engagement sessions. 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

Educational Partner(s)	Process for Engagement
	LCAP and alignment to support and resources to benefit students with disabilities. CAC: November 20, 2025, February 19, 2026
Students	LCAP staff presented to various student groups exploring the LCAP, reviewing topics/themes and actions. Students shared their findings corresponding to the actions, resulting in an opportunity to be heard through written and verbal comments. Superintendent's Student Advisory Committee: November 19, 2025 Edison High BSU: November 20, 2025 Franklin High BSU: December 3, 2025 Mckinley Elementary PLUS: December 5, 2025 Van Buren Elementary PLUS: December 5, 2025 Franklin High AVID: March 12, 2026
Teachers	LCAP staff extended communication on a district-wide level using our mass communication messaging system, Parent Square, Facebook, and the district website announcing LCAP Engagement Sessions, events, and encouraging the participation of the LCAP survey.
Board of Trustees	LCAP staff presented the 2025-2026 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, accomplishments, barriers, and fiscal expenditures. On June 9, 2026, a Public Hearing was held on the draft 2026-2027 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 23, 2026, the 2026-2027 update of the 2024-2027 LCAP was adopted by the Board of Trustees.

Educational Partner(s)	Process for Engagement
Equity Multiplier Schools: • Adams Elementary • El Dorado Elementary • Hazelton Elementary • Roosevelt Elementary • Washington Elementary • Wilson Elementary • Jane Frederick Elementary • Stockton High	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 March 9, 2026, to provide Equity Multiplier schools site introductory information on Equity Multiplier funding, metrics, and support for Educational Partner engagement and Equity Multiplier Plan development. Each Equity Multiplier School was supported by district directors in identifying drivers that were specific causes for identified gaps and resource inequities through data analysis and outcomes identified from discussion aligned with the comprehensive needs assessment tool. 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. Site Specific Educational Partner Meetings: Each Equity Multiplier school facilitated Educational Partner Engagement meetings where site administration shared identified 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 – April 1, 2026 • El Dorado Elementary – April 10, 2026 • Hazelton Elementary – April 9, 2026 • Roosevelt Elementary – April 7, 2026 • Wilson Elementary – April 9, 2026

Educational Partner(s)	Process for Engagement
	• Washington Elementary – April 9, 2026 • Jane Frederick High – April 2, 2026 • Stockton High – March 25, 2026

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 a robust cycle of engagement, including surveys, community presentations, and strategic advisory group discussions. District-wide engagement focused on building capacity and eliciting authentic feedback through five key LCAP Engagement Sessions held between September 2025 and May 2026 and additional sessions tailored to specific Educational Partner groups. These sessions provided partners with hands-on opportunities to navigate the LCAP, analyze data on chronic absenteeism, and investigate how the plan aligns with Specialty Schools and the Mid-Year Report. Additionally, the Superintendent facilitated focused Town Halls on school safety, English Learners, African American/Black student achievement, and Students with Disabilities.

Key Feedback Themes & LCAP Alignment

1. Strengthening the "Whole Child" Support System
   - The Feedback: Partners prioritized mental health, emotional safety, and student belonging as precursors to academic success.
   - LCAP Response: Goal 2 continues to fund and expand Multi-Tiered Systems of Support (MTSS). Key actions include the integration of Social-Emotional Learning (SEL) tools like Sown to Grow and the expansion of school-based mental health clinicians to address Tier 2 and Tier 3 needs.

2. Focus on "High-Quality First Instruction"
   - The Feedback: Stakeholders identified a critical need to close the achievement gap for English Learners, Foster Youth, and students with disabilities through specialized, classroom-level support.
   - LCAP Response: Goal 1 centers on improving "Tier 1" (universal) instruction. The LCAP allocates resources for specialized professional development, additional bilingual paraprofessionals, and the refinement of English Language Development (ELD) frameworks to ensure equity in core content areas.

3. Improving School Climate and Campus Safety
   - The Feedback: Students and parents requested cleaner, safer, and more inviting facilities, citing that the physical environment impacts student morale and attendance.
   - LCAP Response: Goal 2 supports funding for Facility Improvements and Campus Safety. This includes prioritizing "quick-strike" repairs, improving lighting and shade structures, and investing in campus culture initiatives that promote a restorative rather than punitive environment.

4. Dynamic Family and Community Engagement

- The Feedback: Partners called for more "low-barrier" engagement opportunities, moving beyond traditional meetings to neighborhood-based outreach.
- LCAP Response: Goal 4 funds the expansion of Parent Resource Supports and Community School Specialists. These initiatives bring registration, health services, and academic resources directly into high-needs neighborhoods to foster genuine partnership.

Multiplier Focus

For the eight identified Equity Multiplier (EM) school sites, the district conducted engagement sessions, including an introductory meeting in March 2026 and site-specific sessions in April 2026. This collaborative data analysis led to the development of two new targeted goals based on commonalities across sites:

- Goal 7 (K-8/Elementary): Focusing on school climate and academics for six schools (Adams, El Dorado, Hazelton, Roosevelt, Washington, and Wilson).
- Goal 8 (9-12/High School): Focusing on college/career readiness and CTE for Jane Frederick and Stockton High.

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% (2025-2026)	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)	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks: ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4 (2025-2026)	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: +1 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 (2025-2026)	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: +1 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 - 4 Identifying the professional learning needs of individual teachers - 4 Providing support for teachers on the standards they have not yet mastered - 4 (2025-2026)	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 - 0 Identifying the professional learning needs of individual teachers - 0 Providing support for teachers on the standards they have not yet mastered - 0
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 17.12% * (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: 28.92% FY: 16.21% EL: 5.57% LTEL: 3.59% SED: 26.31% SWD: 8.82% AA: 20.12% AI: 34.85%	ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 27.12%* AI: 58.28%	ALL: +1.84% FY: +4.33% EL: -0.31% LTEL: +0.47% SED: +1.84% SWD: +2.02% AA: +3.00% AI: -13.43%

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) Updated = *	AS: 42.73% FI: 53.31% HI: 25.68% HOM: 10.12% MR: 30.72% PI: 27.55% WH: 30.49% (2023-2024)	AS: 44.70% FI: 55.72% HI: 26.28% HOM: 10.10% MR: 32.20% PI: 31.11% WH: 31.31% (2024-2025)	AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53% Updated *	AS: -3.74% FL: +2.45% HI: -5.94% HOM: -2.17% MR: +1.17% PI: -5.01% WH: +2.78%
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: 0.00% 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: 17.99% FY: 1.39% EL: 5.09% LTEL: 2.98% SED: 16.25% SWD: 5.98% AA: 9.79% AI: 22.73% AS: 33.10% FI: 36.68% HI: 15.80% HOM: 6.55% MR: 19.38% PI: 17.78% WH: 21.41% (2024-2025)	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: +1.61% FY: -4.67% EL: +0.04% LTEL: +2.39% SED: +2.01% SWD: -0.28% AA: -4.15% AI: -1.40% AS: +0.70% FL: -9.42% HI: -4.44% HOM: +0.55% MR: -2.07% PI: -12.78% WH: -9.32%
4A - Statewide Assessments Science	Percentage of students grades 5, 8, 11 and 12 (Data Source: CAASPP Website)	ALL: 13.58% FY: 9.31% EL: 0.96% LTEL: 0.46% SED: 11.93% SWD: 3.39% AA:6.82% AI: 11.11% AS: 25.32%	ALL:18.89% FY: 2.86% EL: 2.87% LTEL: 0.00% SED: 11.93% SWD: 3.93% AA: 6.80% AI: 14.29% AS: 25.94%	ALL: 32.66% FY: 13.79% EL: 1.32% LTEL: 1.37 SED: 12.65% SWD: 3.06% AA: 8.10% AI: 17.95% AS: 24.92%	ALL: 23.58% FY: 19.31% EL: 10.96% LTEL: 10.46% SED: 20.93% SWD: 13.39% AA: 16.82% AI: 21.11% AS: 35.32%	ALL: +19.08% FY: +4.48% EL: +0.36% LTEL: +0.91% SED: +.0.72% SWD: -0.33% AA: +1.28% AI: +6.84% AS: -.0.40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FI: 34.20% HI: 11.35% HOM: 6.36% MR: 17.08% PI: 20.00% WH: 17.56% (2022-2023)	FI: 31.23% HI: 13.06% HOM: 1.97% MR: 18.80% PI: 17.02% WH: 28.52% (2023-2024)	FI: 31.16% HI: 12.22% HOM: 4.16% MR: 17.08% PI: 16.61% WH: 21.68% (2024-2025)	FI: 44.20% HI: 21.35% HOM: 16.36% MR: 27.08% PI: 30.00% WH: 27.56%	FL: -3.04% HI: +.0.87% HOM: -2.20% MR: 0.00% PI: -3.33% WH: +4.12%
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: -58.80 FY: -96.30 EL: -87.20 LTEL: -120.20 SED: -65.60 SWD: -116.60 AA: -80.40 AI: -58.60 AS: -15.90 FI: +10.60 HI: -66.30 HOM: -123.00 MR: -49.60 PI: -50.40 WH: -50.10 (2024-2025)	ALL: -53.90 FY: -102.40 EL: -89.30 LTEL: -120.00 SED: -61.60 SWD: -120.30 AA: -82.80 AI: -66.20 AS: -12.60 FI: +10.90 HI: -60.80 HOM: -107.40 PI: -32.20 WH: -45.60	ALL: +5.10 FY: +16.10 EL: +12.10 LTEL: +9.80 SED: +6.00 SWD: +13.70 AA: +12.40 AI: +17.60 AS: +6.70 FI: +7.70 HI: +4.50 HOM: -5.60 MR: +2.30 PI: - 8.20 WH: +5.50
4A - State Assessments Math - Distance from Standard	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 AS: -57.3 FI: -33.4	ALL: -95.7 FY: -158.00 EL: -117.10 LTEL: NA SED: -102.10 SWD: -152.00 AA: -129.80 AI: -116.60 AS: -51.90 FI: -33.70	ALL:-96.60 FY: -129.40 EL: -115.50 LTEL:-173.70 SED: -102.70 SWD:-147.50 AA:-129.70 AI:-105.90 AS:-50.60 FI:-36.70	ALL: -88.90 FY: -136.90 EL: -112.30 LTEL: -172.50 SED: -95.90 SWD: -148.80 AA: -124.10 AI: -122.30 AS: -47.30 FI: -23.40	ALL: +2.30 FY: +17.50 EL: +6.80 LTEL: +8.80 SED: +3.20 SWD: +11.30 AA: +4.40 AI: +26.4 AS: +6.70 FI: -3.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard, CAASPP)	HI: -105.6 HOM: -150.8 MR: -85.7 PI: -80.9 WH: -85.7 (2022-2023) (2023-2024)*	HI: -102.10 HOM: -161.00 MR: -86.50 PI: -70.70 WH: -84.30 (2023-2024)	HI:-103.20 HOM:-151.20 MR:-87.30 PI:-90.00 WH:-82.50 (2024-2025)	HI: -95.60 HOM: -140.80 MR: -75.70 PI: -70.90 WH: -75.70	HI: +2.40 HOM: -0.40 MR: -1.60 PI: -9.10 WH: +3.20
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: 26.90% FY: 5.60% EL: 12.20% LTEL:11.80% SED: 25.00% SWD: 3.60% AA: 21.70% AI: 13.30% AS: 45.20% FI: 63.60% HI: 24.70% HOM: 12.50% MR: 18.2% PI: 46.20% WH:13.70% (2024-2025)	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: +6.20% FY: +0.70% EL: +0.80% LTEL: +2.60% SED: +5.20% SWD: -1.40% AA: +2.90% AI: +1.70% AS: +8.60% FI: +24.60% HI: +5.90% HOM: 6.20% MR: +6.90% PI: +40.30% WH: +0.00%
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 (CTE) standards and frameworks.	ALL: 14.20% FY: 2.40% EL: 6.30% LTEL: 11.10%* SED: 13.40% SWD: 9.20% AA: 9.60% AI: 20.90% AS: 24.10% FI: 27.00%	ALL: 20.30% FY: 9.50% EL: 8.90% LTEL: NA SED: 19.90% SWD: 11.40% AA: 10.90% AI: 28.90% AS: 26.20% FI: 28.80%	ALL: 28.70% FY: 8.30% EL: 15.80% LTEL: 17.50% SED: 28.40% SWD: 16.90% AA: 27.60% AI: 26.70% AS: 40.10% FI: 27.30%	ALL: 24.20% FY: 12.40% EL: 16.30% LTEL: 21.10% SED: 23.40% SWD: 19.20% AA: 19.60% AI: 30.90% AS: 34.10% FI: 37.00%	ALL: +14.50% FY: +5.90% EL: +9.50% LTEL: +6.40% SED: +15.00% SWD: +7.70% AA: +18.00% AI: +5.80% AS: +16.00% FI: +0.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard - College/Career Levels Measures Data & Report)	HI: 12.50% HOM: 7.40% MR: 17.00% PI: 17.60% WH: 13.70% (2022-2023) (2023-2024)*	HI: 20.20% HOM: 9.90% MR: 16.90% PI: 38.90% WH: 18.30% (2023-2024)	HI: 28.70% HOM: 18.50% MR: 16.90% PI: 30.80% WH: 16.40% (2024-2025)	HI: 22.50% HOM: 17.00% MR: 27.00% PI: 27.60% WH: 23.70%	HI: +16.20% HOM: +11.10% MR: -0.10% PI: +13.20% WH: +2.70%
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: 12.40% FY: 0.00% EL: 5.10% LTEL: 4.90% SED: 12.20% SWD: 1.60% AA: 7.90% AI: 10.00% AS: 24.90% FI: 9.30% HI: 11.70% HOM: 6.00% MR: 3.90% PI: 23.10% WH: 5.50% (2024-2025)	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: +7.30% FY: +0.00% EL: +3.70% LTEL: +2.60% SED: +7.60% SWD: +1.00% AA: +4.50% AI: +7.70% AS: +12.10% FL: -2.70% HI: + 7.40% HOM: +6.00% MR: +2.00% PI: +23.10% WH: +3.10%
4E - EL Progress	Percentage of English Learner students who make progress toward English Proficiency as measured by the ELPAC.	EL 44.80% LTEL 39.60%* (2022-2023) (2023-2024)*	EL 42.20% LTEL NA (2023-2024)	EL 44.70% LTEL 50.60% (2024-2025)	EL 54.80% LTEL 49.60%	EL: -0.10% LTEL: +11.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard - English Learner Indicator (ELPI))					
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) LTEL 15.57% (2024-2025)	EL 12.52% (2024-2025)	EL 23.05% LTEL 20.73%	EL -0.53% LTEL +4.84%
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 - English Learner Indicator (ELPI)	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% (2023-2024)	ELs who Decreased at Least One ELPI Level: 14.70% ELs who Maintained ELPI Level 1,2L,2H,3L,3H: 40.60% ELs who Maintained ELPI Level 4: .30% ELs who Progressed at Least One ELPI Level: 44.40% (2024-2025)	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: -4.20% ELs who Maintained ELPI Level 1,2L,2H,3L,3H: +4.30% EL Levels who Maintained ELPI Level 4: 0.00% ELs who Progressed at Least One ELPI: -0.10%
4F - EL Reclass	Percentage of English Learner (EL) students	19.10% (13.3%)*	12.20%	14.10%	23.3%	+.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
ification Rate	who meet Stockton USD standards to be redesignated as a Fluent English Proficient. (Data Source: Synergy)	(2022-2023) Updated = *	(2023-2024)	(2024-2025)		
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)	1150 (2024-2025)	1015	+235
4G - AP Courses Passed	Percent of Advanced Placement (AP) courses passed by students. (Data Source: CALPADS)	96.00% (2022-2023)	98.00% (2023-2024)	91.35% (2024-2025)	100.00%	-4.65%
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)	37.50% (2024-2025)	38.17%	+9.33%
4H - College Preparedness - Early Assessment	Percentage of students who demonstrate college preparedness by meeting/exceeding standard on 11th grade CAASPP Early Assessment Program	ELA: 36.17% Math: 8.42% (2022-2023)	ELA: 41.49% Math: 9.70% (2023-2024)	ELA: 37.54% Math: 8.69% (2024-2025)	ELA: 46.17% Math: 18.42%	ELA: +1.37% Math: +0.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Program	(EAP) exam in English Language Arts and Math. (Data Source: CAASPP)					
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: 88.90% FY: 58.30% EL: 84.20% LTEL: 86.50% SED: 88.20% SWD: 67.80% AA: 82.30% AI: 83.30% AS: 95.40% FI: 95.50% HI: 89.30% HOM: 73.20% MR: 81.80% PI: 100.00% WH: 78.10% (2024-2025)	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: +6.80% FY: -0.20% EL: +10.30% LTEL: +4.70% SED: +6.50% SWD: +2.40% AA: +5.50% AI: +1.30% AS: +7.10% FI: +9.50% HI: +6.9% HOM: +3.70% MR: +2.60% PI: +17.60% WH: +1.50%
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:	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%	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%	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 11.28%	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%	Students with Access to Broad Course of Study ALL: 0% FY: 0% EL: 0% SED: 0% SWD: 0% ALL Students AP Classes: +5.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	World Language Classes: (Data Source: SUSD Course and Master Schedules)	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% CTE Classes:15.34% World Language Classes: 5.77% (2023-2024) (2023-2024)	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% SED students enrolled in AP Classes: 5.74% VAPA Classes: 28.62%	VAPA Classes: 50.40% CTE Classes: 42.30% World Language Classes: 47.91% FY students enrolled in AP Classes: 11.21% VAPA Classes: 0.00% CTE Classes: 0.00% World Language Classes: 0.00% EL students enrolled in AP Classes: 3.79% VAPA Classes: 13.47% CTE Classes: 17.21% World Language Classes: 0.00% SED students enrolled in AP Classes: 5.23% VAPA Classes: 31.18%	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% SED students enrolled in AP Classes:16.25% VAPA Classes:36.06% CTE Classes: 36.92%	VAPA Classes: +30.44% CTE Classes: +21.78% World Language Classes: +31.80% FY Students AP Classes: +2.24% VAPA Classes: -17.95% CTE Classes: -20.52% World Language Classes: -16.11% EL Students AP Classes: +1.74% VAPA Classes: -11.38% CTE Classes: -5.04% World Language Classes: -22.69% SED Students AP Classes: -1.02% VAPA Classes: +5.12% CTE Classes: -2.74% World Language Classes: +10.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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)	CTE Classes: 24.18% World Language Classes: 31.54% SWD students enrolled in AP Classes: 2.10% VAPA Classes: 4.95% CTE Classes: 15.26% World Language Classes: 8.63% Updated June 10, 2026	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%	SWD Students AP Classes: +1.40% VAPA Classes: -14.90% CTE Classes: -0.08% World Language Classes: +2.86%
8A - Seal of Biliteracy	Number of students earning a Seal of Biliteracy. (Data Source: Local Data)	167 students (2022-2023)	310 students (2023-2024)	374 students (2024-2025)	267 students	+207 students
8A - Golden State Seal Merit Diploma	Number of students eligible a Golden State Seal Merit Diploma. (Data Source: Local data)	252 students eligible (2022-2023)	263 students eligible (2022-2023)	215 students (2024-2025)	352 students eligible	-37 students eligible
8A - Local Assessment iReady	Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment.	ALL: 25.7% FY: NA% EL: 10.30% LTEL: NA SED: 16.0%	ALL: 27.00% FY: 19.00% EL: 10.00% LTEL: NA SED: 16.00%	ALL: 25.00% FY: 15.00% EL: 5.00% LTEL: N/A SED: 16.00%	ALL: 35.7% FY: NA% EL: 20.3% LTEL: TBD SED: 26%	ALL: -0.7% FY: N/A EL: -5.3% LTEL: N/A SED: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
ELA Grade Level	(Data Source: iReady Data)	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)	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)	SWD:8.00% AA: 20.00% AI: 33.00% AS: 37.00% FI: 0.00% HI: 22.00% MR: * PI: 46.00% WH: 30.00% ((Winter 2025)	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%	SWD: -2.9% AA: -0.6% AI: +8.7% AS: -0.1% FI: N/A HI: -* MR: +12.7% PI: +1.9% WH: -2.4%
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% PI: 17.00% WH: 19.00% (Winter 2023)	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% PI: 31.00% WH: 20.00% (Winter 2024)	ALL: 17.00% FY: 7.00% EL: 5.00% LTEL: N/A SED: 11.00% SWD: 6.00% AA: 10.00% AI: 23.00% AS: 32.00% FI: N/A HI:15.00% MR * PI:37.00% WH: 19.00% (Winter 2025)	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% PI: 27.0% WH: 29.0%	ALL: 0% FY: +7% EL: +1.4% LTEL: N/A SED: +11% SWD: -1% AA: +0.1% AI: +7% AS: +0.9% FI: N/A HI: +0.3% MR: * PI: +20.00% WH: 0.00%
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).	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: Not Measured 10th: Not Measured 11th: Not Measured (2024-2025)	9th: 48.10% 10th: 29.60% 11th: 30.70%	9th: N/A 10th: N/A 11th: N/A:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: All Terms MDTP assessment data)					
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: 30.30% FY:8.30% EL:12.00% LTEL:11.70% SED:28.80% SWD:4.20% AA:19.40% AI: 16.70% AS:44.40% FI:56.80% HI:29.40% HOM:15.10% MR:21.30% PI: 46.20% WH: 23.30% (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: +7.90% FY: -3.90% EL: +5.10% HOM: +6.30% LTEL: +5.80% SED: +7.20% SWD: -0.10% AA: +9.10% AI: +0.50% AS: +14.90% FI: +10.60% HI: +7.30% MR: +7.70% PI: +12.90% WH: +4.70%

Goal Analysis [2025-26]

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: The percentage of school hosting at least one Middle School STEM elective has increased to 98%. This increase further supports the pipeline for High School CTE programming through early expanded access.

Action 1.2: Ongoing collaboration with student support counselors ensures that students are informed of testing dates and fee waiver opportunities. Improved coordination with College Board and ACT to provide SAT, PSAT and ACT exams along with fee-waiver codes has improved student access through increasing student understanding of the process and opportunities available to them for support. Xello, career exploration software is available across 55 sites and various grade levels, but usage varies between sites. College trips, student and

parent workshops and family engagement events have supported families in making informed decisions about college. All 8 high schools have career centers in place and provide students with access to Guidance Technicians who support students daily with College and Career opportunities.

Action 1.3: Timely outreach to students and families regarding academic standing and graduation status through parent nights, workshops, and multilingual digital notifications have been implemented to support A-G Completion. Regular monitoring and reporting of credit accumulation, course completion, and GPA data support real time support and intervention for students who become at risk of failing or not meeting A-G requirements.

Action 1.4: Bilingual Paras work directly with site leaders to ensure that the EL students with the greatest need are supported. Bilingual paras are provided with professional development to ensure that they are able to support high quality first instruction for Designated and Integrated ELD. Materials have been provided to support dual immersion and ELD targeted classroom support to support one-on-one and small group student learning.

Action 1.5: Trained over 400 educators across all grade levels and leadership roles. Training included Dual Immersion, Late Exit sites, World Languages, and Long-term English Learners.
Action 1.6: Internal Interpreters/Translators and external agencies have been utilized to provide direct services to departments, sites, and families. Interpreters/Translators support all aspects of teaching and learning to increase multilingual family access and participation in the learning environment. This includes IEP meetings, all PAC meetings, site and district events, Resource Fairs, parent conferences, and translations of documents and presentations.

Action 1.7: Sites continuously utilize data to assess their needs. Sites are staffed with an Intensive Intervention Teacher along with either an Instructional Coach or Program Specialist which support teacher collaboration and provide site-based professional development.

Action 1.8: Principals are provided professional development on a monthly bases that focuses on the district's priorities, evaluation of district and site level data to make informed decisions, and effective use of instructional walks. A cohort of Principals and Assistant Principals also participate in New Admin University where they receive additional support in common areas of need for new administrators.

Action 1.9: All principals have received three days of individualized, site-based coaching focused on strengthening Professional Learning Community implementation, improving instructional practices, and supporting effective data team cycles. In addition, principals were provided with access to three institute offerings designed to deepen their understanding of high quality first instruction, common formative assessments, and aligned curriculum implementation.

Action 1.10: Advanced data-driven decision-making by distributing site-specific performance dashboards, training administrators on analysis protocols, and engaging stakeholders through community presentations and student research internships. Sites are provided with consistent access to site level data through performance dashboard. Along with data dashboards, leaders are provided training and support on data analysis protocols to support data-driven decision-making. Facilitation of district, school and subgroup-level analysis of student achievement across all areas is provided to support district level decisions for LCAP, State and Federal Programs, and other various needs assessments.

Action 1.11: Three playgrounds are currently underway at elementary school sites. Construction at Roosevelt is nearing completion and the project is almost ready for the final walkthrough. The McKinley playground project has received approval from the Division of the State Architect (DSA). Plans for the Hazelton project has been finalized and are prepared for submission to DSA.

Action 1.12: Instructional supports were provided at the site-level to ensure that the unique needs of their students were addressed. Many sites focused on providing materials and supplies to support interventions, MTSS, and SIPPS.

Action 1.13: $5,000 worth of Spanish reading materials for Young Adults was provided to all K-8 schools sits to update their Spanish collections. The utilization of SORA, eBook and audiobook platform, has increased across the district demonstrating that more students and teachers have access. All 41 elementary sites have a Library Media Assist. All high school libraries are fully staffed and open to students. District-wide reading incentive programs have been used to support students' joy for reading.

Action 1.14: AVID continues to be implemented across multiple sites with strong participation in both schoolwide practices and elective courses. Teachers have increasingly integrated WICOR strategies into daily instruction, resulting in stronger student engagement, improved organization, and increased use of academic language. Professional learning opportunities, including AVID Summer Institute and Path training, have expanded staff capacity, with hundreds of educators participating. Several sites have also demonstrated high levels of implementation through the AVID Coaching and Certification Instrument (CCI), reflecting a commitment to continuous improvement and college and career readiness for all students. AVID is currently at 42 sites throughout the district.

Action 1.15: SIPPS structured literacy approach has expanded within special education programs to strengthen reading outcomes for students with IEPs, including extending implementation for all students to grades 4-12 through the adaptation of SIPPS Plus. A sustained, job-embedded professional learning model supported implementation, beginning with foundational training in July and continuing with deepening practice sessions and aligning with New Teacher Orientation and districtwide professional development. These efforts have helped maintain cohesive literacy practices between special education and general education settings while prioritizing practical application through lesson modeling and feedback.

Action 1.16: About 70% of all 5th grade students attended science camp in the 2025-26 SY. The students who attended were able to use real-life experiences to expand their knowledge of science related topics and the scientific process.

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 $38,190,162.00 and calculated estimated actual expenditures in the amount of $36,835,619.00, which is at a 96% spend rate.

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

~ Action 1.10 - Budgeted for $265,408 and reported estimated actual expenditures through June 30, 2026, in the amount of $397,924, resulting in an estimated 50% over expenditure of allocated funds. The reason for this is due to License Agreements from Title 1.

~ Action 1.11 - Budgeted for $3,732,164 and reported estimated actual expenditures through June 30, 2026, in the amount of $1,486,283, resulting in an estimated 60% under expenditure of allocated funds. The reason for this is due to funding of ongoing construction projects.

~ Action 1.14 - Budgeted for $1,063,836 and reported estimated actual expenditures through June 30, 2026, in the amount of $744,036, resulting in an estimated 30% under expenditure of allocated funds. The reason for this is due to the use of other one-time funding.

~ Action 1.15 - Budgeted for $5,422,484 and reported estimated actual expenditures through June 30, 2026, in the amount of $6,694,088, resulting in an estimated 23% over expenditure of allocated funds. The reason for this is due to the district adding additional resources for credit recovery support and programs for learning loss for High School Students.

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

Action 1.1 – CTE program was expanded by offering additional high school pathways based on student interests was significantly effective through an overall increase in the CTE Pathway completion rate. In addition, overall Graduation Rates also increased to demonstrate effectives of the action. Evaluation of the CTE Pathway Completion Rates and Graduation Rates indicates that the action had the greatest growth for the Socioeconomically Disadvantaged and English Learner subgroups. (4C – Career Technical Education and 5E – High School Graduation Rate)

Action 1.2 – All high schools have career centers provide academic guidance on college entrance exams, dual enrollment and other college preparatory programs was effective through an overall increase in the Graduation Rates. Evaluation of the Graduation Rates indicates that the action had the greatest growth for the Socioeconomically Disadvantaged and English Learner subgroups. (5E – High School Graduation Rate)

Action 1.3 – Additional school support staff supporting students and families with class selections and identifying courses based on students' interests and passions was effective with opportunities for additional progress through an increase in the overall A-G Completion Rate. Evaluation of the A-G completion rate indicates that the action had the greatest impact on Socioeconomically Disadvantaged and English Learner subgroups. (4B – A-G Completion)

Action 1.4 – Direct services to English Learners in the classroom through supplementary support of a bilingual aid was minimally effective as demonstrated through an increase in the EL Reclassification Rate from year 1 to year 2. (4B – A-G Completion and 4F – EL Reclassification Rate)

Action 1.5 – Providing professional development to instructional and paraprofessional staff was effective with opportunities for additional progress as demonstrated through an increase in the percentage of EL students making progress towards English Proficiency. The most significant achievement is the substantial improvement for Long-Term English Learners (LTEL), who have seen an 11% increase in their progress (4E – EL Progress)

Action 1.6 – Providing literature and resources that focus on language acquisition, and mastery was effective with opportunities for additional progress as demonstrated through an increased in the percentage of EL students making progress towards English Proficiency. The percentage of Els who decreased an ELPI level reduced by 4.2% demonstrating that more students are maintaining or growing than previously. (4E – EL Acquisition)

Action 1.7 – Targeted training on instructional strategies with a focus on analysis of student data was somewhat effective as demonstrated through an increase in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 1.8 - Targeted training for administrators on instructional leadership and PLCS with an emphasis on instructional cycles and assessments was effective as demonstrated through an increase in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 1.9 – Providing professional development to all staff in support of high quality first instruction for all students was effective an increase in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 1.10 – Utilizing a Research Department to work with school sites on the administration and analysis of state and local assessments was effective as demonstrated by an increase in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 1.11 – Providing Early Childhood Educational experiences (TK) was effective as demonstrated by an increase in the percentage of students that Meet or Exceed Standard in ELA. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. (4A – Statewide Assessments ELA)

Action 1.12 – Providing additional instructional support staff to support learning intervention at school sites was effective as demonstrated by an increased in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 1.13 – Providing Library Media Assistants to support student literacy within the school library was effective as demonstrated by an increase in the percentage of students that Meet or Exceed Standard in ELA. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. (4A – Statewide Assessments ELA)

Action 1.14 – Implementation of Advancement Via Individualized Determination (AVID) to provide students with academic instruction that fundamentally supports academic writing, inquiry, collaboration, organizational thinking, and reading was effective. Evaluation of this action demonstrates an increase in the A-G Completion Rates. (4B - A-G Completion Rate)

Action 1.15 – Providing credit recovery support and programs to recapture learning loss for high school students not on track to graduate and intervention curriculum and professional development for teachers and paraprofessionals was effective as demonstrated by an increase in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

1.16 – Providing hands-on learning experiences for students utilizing cross-curricular strategies was effective as demonstrated by an increase in the percentage of students that Meet or Exceed Standard in both ELA and Math. Evaluation of the percentage of students meeting or exceeding standard in ELA indicates that the action had the greatest impact on Foster Youth. Evaluation of the percentage of students meeting or exceeding standard in Math indicates that the action had the greatest impact on Socioeconomically Disadvantaged students. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

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: No changes have been made to the State Priorities.

Metrics: The following changes have been made to the Measuring and Reporting Results section:
4A – Statewide Assessments ELA - Baseline was corrected for African- American student population and the Target for Year 3 was updated.
4F - Reclassification Rate Baseline was corrected and the Target for Year 3 Baseline was updated.

Actions: The following changes have been made to the Actions section:
Action 1.1 - Added “through industry-aligned hands-on instruction”. Added “Targeting” and removed “for.”
Action: 1.11 – Was updated to correct grammar errors.
LREBG Actions: The amount identified for the 2025-2026 school year has been removed and the amount has been updated for the 2026-2027 school year

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 high touch K-12 Career Technical Education (CTE) and Science, Technology, Engineering, Math (STEM) pathway opportunities, through industry-aligned hands-on instruction. Targeting unduplicated students to improve academic achievement, and meet graduation requirements, and college and career readiness through strategic partnerships, expanded resources, and dedicated staffing.	$2,024,095.00	Yes
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.	$1,954,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.3	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	$360,087.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic experiences and competitions that contribute to the interest and mastery of skills learned.		
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 2026-2027 SY LREBG Projection: $3,211,806.00	$3,258,321.00	Yes
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.	$1,492,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional development and implementation of the English learner master plan and Instructional Specialist direct support services, leading to increased or improved services student achievement.		
1.6	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. Metric being used to monitor the action: 4E – EL Summative ELPAC 2026-2027 SY LREBG Projection: $666,066.00	$2,730,584.00	Yes
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:	$6,982,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2026-2027 SY LREBG Projection: $1,249,453.00		
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.	$809,761.00	Yes
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).	$388,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 will support teachers in the review of data and instructional strategy supports ensuring access to standards aligned curriculum, and outdoor learning spaces that supports foundational learning. TK students will learn and explore the educational 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.	$996,919.00	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 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 2026-2027 SY LREBG Projection: $1,844,793.00	$13,640,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. 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 2026-2027 SY LREBG Projection: $1,356,121.00	$2,776,498.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,059,670.00	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 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.	$8,787,042.00	Yes
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)	89.00% * (2021-2022) * = Human Resources: SARC data not published; local calculation provided	88.00% (2023-2024) * = Human Resources: SARC data not published; local calculation provided	85.00% (2024-2025) * = Human Resources: SARC data not published; local calculation provided	100.00%	-4.00%
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% (2025-2026)	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)	10.91% (2025-2026)	17.00%	+3.61%
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 17.12% * (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: 28.92% FY: 16.21% EL: 5.57% LTEL: 3.59% SED: 26.31% SWD: 8.82% AA: 20.12% AI: 34.85%	ALL: 37.08% FY: 21.88% EL: 15.88% LTEL: 13.12% SED: 34.47% SWD: 16.80% AA: 27.12%* AI: 58.28%	ALL: +1.84% FY: +4.33% EL: -.31% LTEL: +0.47% SED: +1.84% SWD: +2.02% AA: +3.00% AI: -13.43%

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) Updated = *	AS: 42.73% FI: 53.31% HI: 25.68% HOM: 10.12% MR: 30.72% PI: 27.55% WH: 30.49% (2023-2024)	AS: 44.70% FI: 55.72% HI: 26.28% HOM: 10.10% MR: 32.20% PI: 31.11% WH: 31.31% (2024-2025)	AS: 58.44% FI: 63.27% HI: 42.22% HOM: 22.27% MR: 41.03% PI: 46.12% WH: 38.53% Updated *	AS: -3.74% FI: +2.45% HI: -5.94% HOM: -2.17% MR: +1.17% PI: -5.01% WH: +2.78%
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: 17.99% FY: 1.39% EL: 5.09% LTEL: 2.98% SED: 16.25% SWD: 5.98% AA: 9.79% AI: 22.73% AS: 33.10% FI: 36.68% HI: 15.80% HOM: 6.55% MR: 19.38% PI: 17.78% WH: 21.41% (2024-2025)	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: +1.61% FY: -4.67% EL: +0.04% LTEL: +2.39% SED: +2.01% SWD: -0.28% AA: -4.15% AI: -1.40% AS: +0.70% FI: -9.42% HI: -4.44% HOM: +0.55% MR: -2.07% PI: -12.78% WH: -9.32%
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: 32.90% FY: 48.40% EL: 29.60% SED: 34.90% SWD: 40.10% AA: 42.60% AI: 50.40% AS: 21.90% FI: 15.50%	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: -5.30% FY: +3.80% EL: -4.80% SED: -5.60% SWD: -5.80% AA: -7.30% AI: +3.70% AS: -3.50% FL: -5.40%

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: 32.90% HOM: 52.10% MR: 40.40% PI: 34.70% WH: 39.60% (2024-2025)	HI: 28.10% HOM: 51.70% MR: 35.70% PI: 32.90% WH: 35.30%	HI: -5.20% HOM: -9.60% MR: -5.30% PI: -8.20% WH: -5.70%
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: 4.30% FY: 12.40% EL: 3.60% SED: 4.60% SWD: 6.40% AA: 10.40% AI: 7.70% AS: 1.50% FI: 1.50% HI: 3.80% HOM: 5.70% MR: 6.70% PI: 3.30% WH: 7.10%. (2024-2025)	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: -1.70% FY: -0.20% EL: -0.50% SED: -1.80% SWD: -1.70% AA: -2.70% AI: -3.10% AS: -1.40% FI: -1.10% HI: -1.50% HOM: -8.10% MR: -2.00% PI: +0.80% WH: -0.90%
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: 0.10% (23) FY: 0.00% (0) EL: 0.00% (1) SED: 0.10% (21) SWD: 0.10% (6) AA: 0.30% (6) AI: 0.00% (0) AS: 0.00% (1) FI: 0.00% (0.0) HI: 0.00% (11) HOM: 0.00% (1) MR: 0.10% (1)	ALL: 0.00% (0) FY: 0.00% (0) EL: 0.00% (1) SED: 0.0% (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: +0.10% FY: +0.00% EL: -0.10% SED: +0.00% SWD: +0.00% AA: +0.20% AI: +0.00% AS: -0.10% FI: +0.00% HI: -0.10% HOM: -0.30% MR: +0.00%

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: 0.10% (1) (2024-2025)	PI: 0.00% (0) WH: 0.00% (0)	PI: +0.00% WH: +0.00%
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 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: 60.00% Students Secondary: 37.00% Parents: 74.00% Teachers: 65.00% Staff: 63.00% (2025-2026)	Students Elementary: 66.00% Students Secondary: 51.00% Parents: 73.00% Teachers: 58.00% Staff: 58.00%	Students Elementary: +4.00% Students Secondary: -4.00% Parents: +11.00% Teachers: +17.00% Staff: +17.00%
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: 60.00% Students Secondary: 20.00% Parents:60.00% Teachers: 50.00% Staff: 50.00% (2025-2026)	Students Elementary: 40.00% Students Secondary: 20.00% Parents: 40.00% Teachers: 30.00% Staff: 30.00%	Students Elementary: +30.00% Students Secondary: +10.00% Parents: +30.00% Teachers: +30.00% Staff: +30.00%
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% (2024-2025)	Students Elementary: 56.00% Students Secondary: 42.00% Parents: 73.00% Teachers: 59.00% Staff: 57.00%		Students Elementary: 67% Students Secondary: 40%% Parents: 78.00% Teachers: 65.00% Staff: 68.00%	Students Elementary: -1.00% Students Secondary: +2.00% Parents: +5.00% Teachers: +5.00% Staff: -1.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2025-2026)			
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: 60.00% Students Secondary: 37.00% (2025-2026)		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: +3.00% Students Secondary: 0.00%
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%	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: 11.28% VAPA Classes: 50.40% CTE Classes: 42.30% World Language Classes: 47.91% 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	Students with Access to Broad Course of Study ALL: 0% FY: 0% EL: 0% SED: 0% SWD: 0% ALL Students AP Classes: +5.76% VAPA Classes: +30.44% CTE Classes: +21.78% World Language Classes: +31.80% FY Students AP Classes: +2.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	AP Classes: 11.21% VAPA Classes: 0.00% CTE Classes: 0.00% World Language Classes: 0.00% EL students enrolled in AP Classes: 3.79% VAPA Classes: 13.47% CTE Classes: 17.21% World Language Classes: 0.00% SED students enrolled in AP Classes: 5.23% VAPA Classes: 31.18% CTE Classes: 24.18% World Language Classes: 31.54% SWD students enrolled in AP Classes: 2.10%	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% 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%	VAPA Classes: -17.95% CTE Classes: -20.52% World Language Classes: -16.11% EL Students AP Classes: +1.74% VAPA Classes: -11.38% CTE Classes: -5.04% World Language Classes: -22.69% SED Students AP Classes: -1.02% VAPA Classes: +5.12% CTE Classes: -2.74% World Language Classes: +10.92% SWD Students AP Classes: +1.40% VAPA Classes: -14.90% UpdateJune 10th, 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			VAPA Classes: 12.40% CTE Classes: 15.30% World Language Classes: 7.20% (2024-2025)	VAPA Classes: 4.95% CTE Classes: 15.26% World Language Classes: 8.63% (2025-2026) UpdateJune 10th, 2026	CTE Classes:25.34% World Language Classes: 25.77%	CTE Classes: -0.08% World Language Classes: +2.86%
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)	1947 (2025-2026)	212	+1755
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)	1136 (2025-2026)	2,062	-738

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

Goal Analysis [2025-26]

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 have continued. Equity Audit teams meet monthly at district level and have engaged in focus group listening sessions with students and families as part of the implementation of the previously developed three-year action plan.

Action 2.2: The Ethnic Studies program was fully implemented with comprehensive professional development, community engagement and culturally relevant curriculum. Consistently monthly Professional Learning Community meetings across all Ethnic Studies courses, 9 sessions of professional development focused on Ethnic Studies was provided during STA PD days and collaborating with local partners like the San Joaquin County Historical Museum and UC Davis S.O.L. y L.U.NA further refined staff's knowledge and skills. 7 SUSD Ethnic Studies students presented at the Cambodian American Studies Model Curriculum Conference as the only student presenters highlights the great work that is taking place.

Action 2.3: All 8 GSA/Pride Clubs received materials for club rush to support outreach to students and materials for club meeting activities, including a club library. In November, we partnered with SJ Pride Center and Delta College to provide Club Leadership Day to more than 80 students to support safe spaces on school sites.

Action 2.4: NAIC fosters deep community roots by hosting ongoing cultural awareness workshops, including Feather classes, the Native Core Warriors Circle, and dance instruction. These efforts are highlighted by vibrant seasonal gatherings and Community Pow-Wows, culminating in a dedicated Native American graduation to celebrate student achievement and heritage.

Action 2.5: PBIS implementation is ongoing as we continue to support site level implementation. State recognition for the Bronze, Silver, Gold, and Platinum tiers has expanded from 26 recognized sites in the 2024-25 school year to 42 sites applying for the 2025-26 school year and over 36 sessions of professional development on PBIS related topics have been provided this year.

Action 2.6: Staff participation in MTSS, CARE, and SST teams empowered schools to implement targeted support systems that drive student achievement and directly address critical challenges like chronic absenteeism and out-of-school suspensions.

Action 2.7: To enhance understanding and site level support, a tiered visual behavior supports that highlights staff support and actions that can be provided in alignment with MTSS was provided district wide. Over 24 professional development and parent workshops have been provided this year. Behavior Support Specialist, Board Certified Behavior Analysts, and Behavior Interventional Assistants have provided over 6590 hours of direct services, consultation, assessments, and visits/observations. In addition, staff have completed over 27 Functional Behavior Assessment Barriers to support all student access to the learning environment.

Action 2.8: All new teachers were assigned a Mentor or Support Teacher who provided direct support throughout the year through classroom management, lesson design, and other targeted areas of support.

Action 2.9: Identification efforts streamlined through housing questionnaires in enrollment packets to ensure all homeless and unaccompanied youth receive immediate school placement, educational resources, and consistent transportation to their schools of origin. Foster students are seamlessly supported throughout their enrollment process by the Central Enrollment team and a dedicated foster youth support network.

Action 2.10: Central Enrollment has launched a parent survey to optimize the enrollment experience by targeting a 95% satisfaction rate from parent responses.

Action 2.11: Moved 2,774 students off the chronic absenteeism list by facilitating over 17,000 outreach supports and 8,600 enrollment services to resolve attendance barriers. To further boost engagement and recovery, the district coordinated three Saturday School events and removed significant barriers to entry by providing free public bus passes alongside a safe, district-operated bus fleet.

Action 2.12: Supplemental subacute Healthcare Services Response & Management is fully implemented with senior office assistants.

Action 2.13: Mental Health Clinicians have provided consultations, assessments, and observations. Various professional development sessions were provided to staff, including teachers, the SUSD Police Department, parents, and students.

Action 2.14: School counselors delivered consistent Tier 1, 2, and 3 supports while increasing outreach to unduplicated student groups across academic and social-emotional domains. Provided specialized professional development to over 150 school leaders and various staff departments on trauma-responsive alternatives to suspension.

Action 2.15: Integrated specialized custodial training was provided to ensure efficiency with work order completion and site feedback.

Action 2.16: Implemented a targeted leadership model providing comprehensive Assistant Principal support across our sites. By utilizing a strategic ratio to address specific site needs, our Assistant Principals led the development and execution of programs focused on social-emotional growth, improved school climate, and the reduction of negative behaviors, effectively fostering a positive and inclusive school community.

Action 2.17: Leveraging diverse data sources to provide targeted staffing, the district has successfully increased equitable access to essential programs and services for high-needs students. Notably, initiatives like the TISS Program have empowered school sites to foster safer, more inclusive environments that significantly strengthen student-family connections and community engagement

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

Action 2.19: Hired additional Network Support Technicians to significantly reduce Help Desk ticket volume and repair times while accelerating the deployment of essential safety and instructional tools like Hall Pass technology and ViewSonic Smart Boards. These expanded staffing efforts enhanced student learning and family engagement by ensuring reliable 24/7 internet access through hotspots and streamlining the ParentVUE registration process, ultimately maximizing instructional uptime district-wide.

Action 2.20: Achieved full hardware implementation by outfitting all 5th–8th grade classrooms with ViewSonic boards and provided professional development. Implemented multi-faceted tiered support model, including "train-the-trainer" sessions, and individualized one-on-one coaching, while leveraging Classlink Analytics to precisely measure and drive meaningful teacher and student engagement.

Action 2.21: Hired more than 200 teachers for the 2025–2026 school year, resulting in fewer vacancies compared to previous years. Through a partnership with an international teacher recruitment agency, the district also hired 41 fully credentialed teachers from outside the United States.

Action 2.22: Hosted job fairs for both Classified and Certificated positions, providing candidates with the opportunity to take the required exam, receive assistance with the application process, and participate in interviews all in the same day.

Action 2.23: Significant maintenance and repair efforts have been completed across multiple sites, including targeted restroom repairs, flooring replacement, and general campus upkeep. The implementation of quarterly custodial in-service trainings has improved consistency, cleanliness, and overall site conditions.

Action 2.24: Completed Phase 2.1 of the camera project, finalizing fencing enhancements, and fully outfitting the new Emergency Preparedness leadership team with dedicated response vehicles and mobile technology. Emergency infrastructure was modernized through upgrades to the District Operations Center’s audiovisual systems and the continued use of advanced platforms like Catapult and HallPass for rapid staff notification and secure visitor vetting.

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 $268,490,499, which is at a 109% spend rate.

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

~ Action 2.2 - Budgeted for $149,580 and reported estimated actual expenditures through June 30, 2026, in the amount of $64,475, resulting in an estimated 57% under expenditure of allocated funds. The reason for this is due to the plan not being fully implemented.

~ Action 2.8 - Budgeted for $102,323 and reported estimated actual expenditures through June 30, 2026, in the amount of $1,032,478, resulting in an estimated 1009% over expenditure of allocated funds. The reason for this is due to the district restructuring the CPI Training program to HR and using LCAP resources.

~ Action 2.9 - Budgeted for $1,403,699 and reported estimated actual expenditures through June 30, 2026, in the amount of $641,555, resulting in an estimated 54% under expenditure of allocated funds. The reason for this is due to the district restructuring and realignment of departments.

~ Action 2.12 - Budgeted for $15,025,940 and reported estimated actual expenditures through June 30, 2026, in the amount of $6,350,863, resulting in an estimated 58% under expenditure of allocated funds. The reason for this is due to the district restructuring and realignment of departments.

~ Action 2.13 - Budgeted for $310,428 and reported estimated actual expenditures through June 30, 2026, in the amount of $9,188,535, resulting in an estimated 3000% over expenditure of allocated funds. The reason for this is due to the district restructuring and realignment of departments.

~ Action 2.19 - Budgeted for $3,047,395 and reported estimated actual expenditures through June 30, 2026, in the amount of $4,430,534.00, resulting in an estimated 45% over expenditure of allocated funds. The reason for this is due to provide additional LCAP resources for acquiring iPads for all school sites to support district initiative.

~ Action 2.22 - Budgeted for $923,296 and reported estimated actual expenditures through June 30, 2026, in the amount of $2,096,401.00, resulting in an estimated 127% over expenditure of allocated funds. The reason for this is due to the district restructuring and realignment of departments which required additional LCAP funding to support Teacher recruitment.

~ Action 2.24 - Budgeted for $607,252 and reported estimated actual expenditures through June 30, 2026, in the amount of $202,103.00, resulting in an estimated 33% under expenditure of allocated funds. The reason for this is due to the district using other one-time funding.

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

Action 2.1 – The Equity Audit has been effective at providing equitable educational opportunities for all schools. Evaluation of this action shows that Foster Youth had the greatest impact with increasing the number of students meeting or exceeding standard in ELA, there was also a reduction in suspension rates for all students, a decrease in chronic absenteeism for all students, and Socioeconomically Disadvantaged students had the greatest impact with an increased number of students meeting or exceeding the standard in math. (4A – Statewide Assessments ELA – Meet or Exceed, 4A - Statewide Assessments Math - Meet or Exceed, 5B – Chronic Absenteeism, 6A – Suspension Rates).

Action 2.3 – Providing workshops and training on equity and inclusion was effective at reducing suspension rates. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A - Suspension Rates).

Action 2.2 – Providing an Ethnic Studies program and supporting teachers with professional development to broaden the base curriculum was effective at increasing the number of students who Meet or Exceed Standard in ELA and/or math. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 2.4 – Providing cultural relevance and outreach through interventions and supports was effective at reducing suspension rates. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A - Suspension Rates).

Action 2.5 – Providing training and resources to support school wide PBIS expectations was effective at reducing suspension rates. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A - Suspension Rates).

Action 2.6 – Utilizing a Student Assistance Program (SAP) to the support the implementation of MTSS was effective at providing differentiated student supports. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A - Suspension Rates).

Action 2.7 – Providing behavior support services to students and providing training to staff was effective at reducing suspension rates. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A – Suspension Rates).

Action 2.8 – Providing additional training and professional development for new, beginning and intern teachers was effective at strengthening instructional practices by pairing new teachers with mentor teachers. Evaluation of this action shows an increase in meeting or exceeding

standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed)

Action 2.9 – Social services case managers providing direct services to unduplicated pupils was effective at reducing chronic absenteeism. Evaluation of this action shows a decrease in chronic absenteeism for students with disabilities, socioeconomically disadvantaged, and homeless student groups. (5B – Chronic Absenteeism)

Action 2.10 – Offering a centralized location for all student to enroll in any SUSD school was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. In addition, there was a decrease in chronic absenteeism for students with disabilities, socioeconomically disadvantaged, and homeless student groups. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed, 5B – Chronic Absenteeism).

Action 2.11 – Child Welfare and Attendance Office staff providing family outreach services was effective at reducing suspension rates and chronic absenteeism. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. In addition, this action shows a decline in chronic absenteeism rates for all students, especially foster youth, English Learners, and students with disabilities. (5B – Chronic Absenteeism, 6A – Suspension Rates).

Action 2.12 – Providing Health and Wellness services focused on mental and physical health needs through coordination of referrals, services, and specialists was effective at reducing suspension rates and chronic absenteeism. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. In addition, this action shows a decline in chronic absenteeism rates for all students, especially foster youth, English Learners, and students with disabilities. (5B – Chronic Absenteeism, 6A – Suspension Rates).

Action 2.13 – Providing a Mental Health team to support the coordination of referrals, services, and crisis response was effective at reducing suspension rates and chronic absenteeism. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. In addition, this action shows a decline in chronic absenteeism rates for all students, especially foster youth, English Learners, and students with disabilities. (5B – Chronic Absenteeism, 6A – Suspension Rates).

Action 2.14 – Providing training and support in implementing restorative practices, social-emotional learning, along with Tier 1 for school climate and positive behavior interventions was effective at reducing suspension rates and chronic absenteeism. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. In addition, this action shows a decline in chronic absenteeism rates for all students, especially foster youth, English Learners, and students with disabilities. (5B – Chronic Absenteeism, 6A – Suspension Rates).

Action 2.15 – Providing direct staffing support to promote safe and supportive school climates was effective at reducing suspension rates and chronic absenteeism. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically

disadvantaged, students with disabilities, African American, Hispanic, and two or more races. In addition, this action shows a decline in chronic absenteeism rates for all students, especially foster youth, English Learners, and students with disabilities. (5B – Chronic Absenteeism, 6A– Suspension Rates).

Action 2.16 – Providing additional Assistant Principals to all sites to support the development and implementation of school site programs, services, and resources was effective at reducing suspension rates. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A – Suspension Rates).

Action 2.17 – Providing additional support for schools to ensure positive student interactions was effective at reducing suspension rates. Evaluation of this action shows a decline in suspension rates for all students, including socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and two or more races. (6A – Suspension Rates).

Action 2.18 – Providing additional instructional time to students to support their academic achievement was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed).

Action 2.19 – Increasing the number of staff to support and address technology needs was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed).

Action 2.20 – Providing instructional technology to enhance instruction and instructional strategies was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed).

Action 2.21 – Providing fully credentialed teachers to all students was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed).

Action 2.22 – Providing additional recruiting and hiring activities ensuring that schools have highly qualified certificated and classified staff to support instructional student needs was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed).

Action 2.23 Improving maintenance and campus safety through facilities projects was effective. Evaluation of this action shows an increase in the percentage of school facilities maintained in good repair. (1C – School Facilities).

Action 2.24 – Providing training to students, families and staff on emergency response systems, planning and management tools and protocols to enhance restorative effects after an emergency was effective at increasing ELA and math achievement. Evaluation of this action shows an increase in meeting or exceeding standard for Math and/or ELA for foster youth, socioeconomically disadvantaged, and Long-term English learners. (4A – Statewide Assessments ELA – Meet or Exceed, 4A – Statewide Assessments Math – Meet or Exceed).

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 made to the Goal

State Priority: No changes made to State Priorities

Metrics: No changes were made to the Metrics

Actions: The following changes have been made to the Actions section:
Action 2.1 – added “and implement” to reflect work is on-going
Action 2.9- Removed “community” and added “social work.” Added “experiencing homelessness, and families in transition.
Action 2.11 – Added “provides”
Action 2.13 – Removed “School Psychologists support, replaced with “mental health.” Removed “School Psychologists, replaced with “Mental health clinicians.” Removed “counseling” and replaced with “therapy.”
Action 2.15 – Removed “resulting in increased school connectedness for unduplicated students” added “These efforts help foster a safe, supportive environment.”
Action 2.21 – Removed “needed” and replaced with “necessary.” Removed “run the” and replaced with “deliver the district’s.” Removed “provided by the District’s focused on” and added “all.”
Action 2.22 – Revised for clarity
Action 2.23 – Revised for clarity
LREBG Actions: The amount identified for the 2025-2026 school year has been removed and the amount has been updated for the 2026-2027 school year

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 and implement a three-year action plan centered around inclusionary, equitable and diverse educational opportunities.	$747,123.00	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
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.	$400,122.00	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	$1,017,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$652,112.00	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 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.	$3,070,536.00	Yes
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.	$294,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.9	Social Service Supports for Families in Transition	Social services case managers, social work assists, and resources to provide direct services to unduplicated pupils who are in foster care, experiencing homelessness, and families in transition.	$525,816.00	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.	$1,716,675.00	Yes
2.11	Student Attendance and Truancy Intervention and Outreach	Child Welfare and Attendance Office provides 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.	$8,624,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$6,880,944.00	Yes
2.13	Mental Health Resources and	Mental Health Clinicians: Provide mental health direct services to students, families, and staff district wide.	$9,360,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Supports for Students	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 access to mental health support. Mental Health Clinicians will support school sites in providing targeted, in-depth therapy 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.		
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 2026-2027 SY LREBG Projection: $10,282,818.00	$18,995,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. These efforts help foster a safe, supportive environment.	$8,401,800.00	Yes
2.16	Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines	Providing assistant principal site leadership support to school sites to support the development and implementation of programs, services, and resources focused on student social- emotional development, school climate and reducing negative behaviors. Assistant Principals will support the implementation of creating a positive school environment and community building using a ratio to determine site needs.	$7,123,987.00	Yes
2.17	Additional School Site Support	Provide additional school site staffing based on unduplicated student needs to support access to programs and services available within the District and/or site. Additional staff will support the site's ability to provide a positive school environment by supporting a welcoming environment. Students, staff, and families will build connections as a school community.	$71,214.00	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.	$2,393,373.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$286,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.21	Instruction and Teacher Staffing	To employ the certificated instructional staff necessary to effectively deliver the district's base services, ensuring all students have access to fully credentialed teachers.	$174,349,876.00	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 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 systems of support to ensure all staff meet high expectations and perform at consistently high levels. Conduct thorough exit interviews to understand reasons why staff are leaving the District. To support staff retention, all staff will receive training in de-escalation and crisis intervention strategies to better support unduplicated students through positive social-emotional interactions. Teachers will be equipped with practical de-escalation strategies to make informed decisions during crisis situations and will have support from other school staff, fostering trained collaborative community of support. LREBG:	$1,491,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2026-2027 SY LREBG Projection: $220,011.00		
2.23	School Facilities	Ensure school facilities are maintained in good repair by completing maintenance and safety improvements according to district timelines and addressing areas identified through the Facility Inspection Tool (FIT) reports and Safety/Threat Assessment Audits. Strengthen communication by providing clear and transparent updates on timelines, construction schedules, and work in progress. 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 to ensure the equitable use of bond funds and prioritize facility improvements across district campuses.	$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	$607,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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)	June 10th 2026 (2025-2026)	99.75%	June 10th 2026
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: 32.90% FY: 48.40% EL: 29.60% SED:34.90% SWD:40.10% AA: 42.60% AI: 50.40% AS: 21.90% FI: 15.50% HI: 32.90% HOM: 52.10% MR: 40.40% PI: 34.70% WH: 39.60% (2024-2025)	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: -5.30% FY: +3.80% EL: -4.80% SED: 5.60% SWD: -5.80% AA: -7.30% AI: +3.70% AS: -3.50% FI: -5.40% HI: -5.20% HOM: -9.60% MR: -5.30% PI: -8.20% WH: -5.70%
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)	0.27% (2024-2025)	0.00%	+0.27%
5D – High School	Percentage of students in grades 9 - 12 who stop coming to school	ALL: 12.80% FY: 27.50% EL: 18.60% SED: 13.20%	ALL: 10.20% FY: 16.70% EL: 14.80% SED: 10.40%	ALL: 5.50% FY: 15.80% EL: 8.70% SED: 5.70%	ALL: 7.80% FY: 22.50% EL: 13.60% SED: 8.20%	ALL: -5.00% FY: -4.90% EL: -5.00% SED: -4.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Dropout Rate	and who do not enroll in another school (Data Source: DataQuest)	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)	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)	SWD: 9.80% AA: 8.00% AI: 13.30% AS: 2.60% FI: 0.00% HI: 5.30% HOM: 17.30% MR: 13.30% PI: 0.00% WH: 5.60% (2024-2025)	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%	SWD: -0.70% AA: -5.00% AI: -5.00% AS: -5.00% FL: -5.00% HI: -5.00% HOM: -5.00% MR: -5.00% PI: -5.00% WH: -5.00%
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: 60.00% Students Secondary: 37.00% Parents: 74.00% Teachers: 65.00% Staff: 63.00% (2025-2026)	Students Elementary: 66.00% Students Secondary: 51.00% Parents: 73.00% Teachers: 56.00% Staff: 58.00%	Students Elementary: +4.00% Students Secondary: -4.00% Parents: +11.00% Teachers: +17.00% Staff: +15.00%
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: 60.00% Students Secondary: 37.00% (2025-2026)		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: +3.00% Students Secondary: +0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% CTE Classes: 26.92% World Language Classes: 20.62%	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 AP Classes: 2.92%	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 11.28% VAPA Classes: 50.40% CTE Classes: 42.30% World Language Classes: 47.91% FY students enrolled in AP Classes: 11.21% VAPA Classes: 0.00% CTE Classes: 0.00% World Language Classes: 0.00% EL students enrolled in AP Classes: 3.79%	Students with Access to Broad Course of Study ALL: 100% FY: 100% EL: 100% SED: 100% SWD:100% ALL students enrolled in AP Classes: 15.52% VAPA Classes: 29.96% CTE Classes: 30.52% World Language Classes: 26.11% FY students enrolled in AP Classes: 18.97% VAPA Classes: 27.95% CTE Classes: 30.52% World Language Classes: 26.11% EL students enrolled in AP Classes: 12.05%	Students with Access to Broad Course of Study ALL: 0% FY: 0% EL: 0% SED: 0% SWD: 0% ALL Students AP Classes: +5.76% VAPA Classes: +30.44% CTE Classes: +21.78% World Language Classes: +31.80% FY Students AP Classes: +2.24% VAPA Classes: -17.95% CTE Classes: -20.52% World Language Classes: -16.11% EL Students AP Classes: +1.74% VAPA Classes: -11.38% CTE Classes: -5.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD students enrolled in AP Classes: 0.70% VAPA Classes:19.85% CTE Classes:15.34% World Language Classes: 5.77% (2023-2024)	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 (2024-2025)	VAPA Classes: 13.47% CTE Classes: 17.21% World Language Classes: 0.00% SED students enrolled in AP Classes: 5.23% VAPA Classes: 31.18% CTE Classes: 24.18% World Language Classes: 31.54% SWD students enrolled in AP Classes: 2.10% VAPA Classes: 4.95% CTE Classes: 15.26% World Language Classes: 8.63% (2025-2026) UpdateJune 10th, 2026	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%	World Language Classes: -22.69% SED Students AP Classes: -1.02% VAPA Classes: +5.12% CTE Classes: -2.74% World Language Classes: +10.92% SWD Students AP Classes: +1.40% VAPA Classes: -14.90% CTE Classes: -0.08% World Language Classes: -6.77% CTE Classes: -0.28% World Language Classes: +2.86%

Goal Analysis [2025-26]

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: Engaged 1,300 student leaders across 51 schools in service-learning and school climate initiatives. Through the PLUS program and expanded access to youth leadership conferences, students are gaining vital skills in college readiness and mental health awareness, effectively strengthening family engagement and student development

Action 3.2: The level of implementation for Youth Engagement Activities and Athletic Programs was ongoing across the district. Schools continued to provide a range of athletic programs and youth engagement opportunities, including dance, cheer, e sports, and other non-traditional activities that supported student involvement and connection to school.

Action 3.3: Forty of our 41 elementary schools provide Music, Dance, Theatre, Visual, or Media Arts classes throughout the school year. Students participated in performances and competitions. High School arts programs are seeing an increase in the need for intermediate and advanced level arts classes. Enrollment requests for advance band classes increased significantly, indicating a strong and growing matriculation of students feeding from elementary and middle school programs.

Action 3.4: Hiring efforts have increased by 50%.

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 $13,512,211 and calculated estimated actual expenditures in the amount of $13,117,186, which is at a 97% spending rate.

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

There were no material differences for Goal 3.

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

Action 3.1 – The implementation of Peer Leaders Uniting Students (PLUS) program, SkillsUSA, youth development activities, robotics, and other leadership activities for students was effective in an overall decrease in Chronic Absenteeism. Evaluation of this action had the greatest impact on English Learners and Socioeconomically Disadvantaged students. (5B – Chronic Absenteeism Rate, 6C - School Safety and Connectedness, and 6E - Sense of Belonging)

Action 3.2 – Students engaging through extracurricular activities was effective in an overall decrease in Chronic Absenteeism. Local survey metrics also indicate improved feelings of school safety and connectedness. Evaluation of this action indicates the greatest impact on English Learners and Socioeconomically Disadvantaged students. (5B – Chronic Absenteeism, 6C - School Safety and Connectedness, and 6E - Sense of Belonging)

Action 3.3 Students having increased access to diverse forms of culturally responsive Art Education was effective with opportunities with an overall decrease in Chronic Absenteeism. Evaluation of this action had the greatest impact on English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Regarding access and enrollment in board course offerings, the district maintained 100% access for all subgroups. (5B – Chronic Absenteeism Rate and 7a, 7B, 7C - Board Course of Study)

Action 3.4 Providing staffing to enhance enrichment activities was effective in an overall decrease in Chronic Absenteeism. Evaluation of this action had an impact for all students, Socioeconomically Disadvantaged, English Learners, African American, Homeless, and Pacific Islander students. (5B – Chronic Absenteeism Rate)

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 were made to Goal 3.

State Priority: No changes made to State Priorities

Metrics: No changes were made to the Metrics

Actions: The following changes have been made to the Actions:
Action 3.1 – Revised for clarity on specific student activity clubs and job-skill based experiences.
Action 3.3 – Removed “schools” and replaced with “Schools AMS.”

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, 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.	$970,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$3,500,000.00	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 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,	$5,040,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		~ 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 AMS 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.		
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

Action #	Title	Description	Total Funds	Contributing

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 Involve	Self reflection rating on Parent and Family	Q1: Rate the LEA's progress in developing the capacity of staff (i.e.	Q1: Rate the LEA's progress in developing the	1: Rate the LEA's progress in developing the	Q1: Rate the LEA's progress in developing the	1: Rate the LEA's progress in developing the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
ment - 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)	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	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	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	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	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)	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 (2025-2026) Estimate	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	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	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	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	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	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: Local Indicator, Priority 3 Reflection Tool)	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, and evaluation family engagement activities at school and district levels: 3 (2023-2024)	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 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	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 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,	progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 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	progress in building the capacity of and 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4 (2024-2025)	principals, and district administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4 (2025-2026)	administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: 4	administrators work together to plan, design, implement, and evaluation family engagement activities at school and district levels: +1
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 = 63 Certificated = Not Measured Classified = Not Measured Parent or Community = 47 Site/District Not Measured Students = 16 (2025-2026) Staff NA	All = 846 Certificated = 198 Classified = 120 Parent or Community = 208 Site/District Admin = 109 Students = 211 Staff 94	All: -294 Certificated: Not measurable Classified: Not measurable Parent or Community: -61 Site/District Admin: Not measurable Students: -95 Staff: NA
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)	June 10th 2026 (2025-2026)	99.75%	June 10th 2026
5B –	Percentage of	ALL: 38.20%	ALL: 34.60%	ALL: 32.90%	ALL: 18.20%	ALL: -5.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Chronic Absenteeism Rate	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)	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)	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)	FY: 48.40% EL: 29.60% SED:34.90% SWD:40.10% AA: 42.60% AI: 50.40% AS: 21.90% FI: 15.50% HI: 32.90% HOM: 52.10% MR: 40.40% PI: 34.70% WH: 39.60% (2024-2025)	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%	FY: +3.80% EL: -4.80% SED: -5.60% SWD: -5.80% AA: -7.30% AI: +3.70% AS: -3.50% FI: -5.40% HI: -5.20% HOM: -9.60% MR: -5.30% PI: -8.20% WH: -5.70%

Goal Analysis [2025-26]

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: The Family Resource Center and Family Engagement Specialists provided support and guidance to the Parent Advisory Committees, holding workshops, providing advocacy, and resources to parents. DELAC meetings were held with a consistent attendance of 70 participants. The Native American Indian Center held several celebrations and meetings.

Action 4.2: The LCAP team has held 21 Educational Partner Events, gathering feedback on our District's Strategic Plan. A Spanish interpreter has been at each event to support the language needs of our parents.

Action 4.3: Community Schools Specialists assisted parents with registering for online access to ParentVUE and ParentSquare, as well as conducted research on community-identified projects and connected those efforts to active family and community engagement.

Action 4.4: Parent Advisory Committees continued to support parents through resources, conferences, and cultural events and workshops.

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 $4,086,537 and calculated estimated actual expenditures in the amount of $3,429,728, which is at an 83% spend rate.

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

~ Action 4.3 - Budgeted for $388,205 and reported estimated actual expenditures through June 30, 2026, in the amount of $290,498, resulting in an estimated 25% 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 $375,000 and reported estimated actual expenditures through June 30, 2026, in the amount of $293,694, resulting in an estimated 22% 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 Providing and maintaining systems of communication for family and community engagement was effective at reducing chronic absenteeism. Evaluation of this action shows an impact on English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, Two or More Races, Pacific Islander, and White student groups. (5B – Chronic Absenteeism).

Action 4.2 Providing relatable and relevant information on district processes, practices, and programs was effective at reducing chronic absenteeism. Evaluation of this action shows an impact on English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, Two or More Races, Pacific Islander, and White student groups. (5B – Chronic Absenteeism).

Action 4.3 Strategic partnerships supporting a range of services for students and families was effective at reducing chronic absenteeism. Evaluation of this action shows an impact on English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, Two or More Races, Pacific Islander, and White student groups. (5B – Chronic Absenteeism).

Action 4.4 Providing families with unique opportunities to participate with advisory groups was effective at reducing chronic absenteeism. Evaluation of this action shows an impact on English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, Homeless, Two or More Races, Pacific Islander, and White student groups. (5B – Chronic Absenteeism).

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.
State Priorities: No changes have been made to the State Priorities.

Metrics: No changes have been made to Metrics.

Actions:
Action 4.2 – added “in LCAP planning.” Revised for clarity of implementation.
Action 4.3 – Revised for grammar
LREBG Actions: The amount identified for the 2025-2026 school year has been removed and the amount has been updated for the 2026-2027 school year

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	$1,361,069.00	Yes

Action #	Title	Description	Total Funds	Contributing
		surrounding community related to the development and monitoring of various programs and supports made available to all students, staff and community. 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 2026-2027 SY LREBG Projection: $239,913.00		
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 in LCAP planning District Communication and Educational Partner Engagement: The district webmaster will use communication platforms to provide outreach of engagement events to support ongoing educational partner engagement. 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.	$2,044,190.00	Yes
4.3	Community Schools Supports and Resources	To provide staffing and resources to support the development of strategic partnerships for a range of services, like early childhood education, mental health support, academic tutoring, before and after school programming,	$392,684.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mentorship, healthy meals and more to support students and communities. Activities will include the creation of space for families, students, and community members to have a voice in decision-making.		
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)	$400,000.00	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: 14.25% SWD: 1.19% El Dorado Elementary ALL: 17.15% SWD: 0.00% Montezuma Elementary ALL: 23.45% SWD: 14.03% Valentine Peyton Elementary ALL: 52.51% SWD: 14.54% Victory Elementary ALL: 32.33% SWD: 13.55% (2024-2025)	Alexander Hamilton Elementary ALL: 21.74% SWD: 10.00% El Dorado Elementary ALL: 25.47% SWD: 14.17% Montezuma Elementary ALL: 38.60% SWD: 14.03% Valentine Peyton Elementary ALL: 62.89% SWD: 28.18% Victory Elementary ALL: 33.16% SWD: 16.85%	Alexander Hamilton Elementary ALL: +2.51% SWD: +1.19% El Dorado Elementary ALL: +1.68% SWD: -4.17% Montezuma Elementary ALL: -5.15% SWD: +4.77% Valentine Peyton Elementary ALL: -0.38% SWD: -3.64% Victory Elementary ALL: +9.17% SWD: +6.70%

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: 13.11% SWD: 1.19% El Dorado Elementary ALL: 8.41% SWD: 0.00% Montezuma Elementary ALL: 17.98% SWD: 9.26% Valentine Peyton Elementary ALL: 45.17% SWD: 12.72% Victory Elementary ALL: 17.67% SWD: 15.25% (2024-2025)	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: +5.24% SWD: +1.19% El Dorado Elementary ALL: -2.84% SWD: -4.17% Montezuma Elementary ALL: -1.66% SWD: +5.48% Valentine Peyton Elementary ALL: +0.03% SWD: -10.91% Victory Elementary ALL: +3.50% SWD: +8.21%
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: -105.9 SWD: -157.3 El Dorado Elementary ALL: -92.6 SWD: -164.6	Alexander Hamilton Elementary ALL: -100.50 SWD: -176.10 El Dorado Elementary ALL: -76.50 SWD: -129.70	Alexander Hamilton Elementary ALL: +4.60 SWD: +33.60 El Dorado Elementary ALL: - 6.10 SWD: - 14.50

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: -65.4 SWD: -103.3 Valentine Peyton Elementary ALL: +8.5 SWD: -33.6 Victory Elementary ALL: -51.7 SWD: -146.9 (2024-2025)	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: - 14.00 SWD: + 6.30 Valentine Peyton Elementary ALL: - 0.20 SWD: +13.90 Victory Elementary ALL: + 24.40 SWD: + 8.60
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: -112.0 SWD: -175.5 El Dorado Elementary ALL: -120.4 SWD: -191.4 Montezuma Elementary ALL: -81.5 SWD: -135.4 Valentine Peyton Elementary ALL: -11.9 SWD: -69.5	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: +16.5 SWD: +33.6 El Dorado Elementary ALL: –9.2 SWD:-14.5 Montezuma Elementary ALL: -1.7 SWD: +14.5 Valentine Peyton Elementary ALL: +2.0 SWD: +0.10

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: -89.3 SWD: -181.8 (2024-2025)	 Victory Elementary ALL: -96.5 SWD: -189.9	 Victory Elementary ALL: +17.2 SWD: -11.90
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: June 5th, 2026 SWD: June 5th, 2026 (2025-2026)	All: 95.12% SWD: 92.43%	ALL: June 5th, 2026 SWD: June 5th, 2026
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% SWD:42.5%	Alexander Hamilton Elementary ALL: 33.6 SWD: 38.2 El Dorado Elementary ALL: 47.1 SWD: 53.8 Montezuma Elementary ALL: 28.0 SWD: 45.4 Valentine Peyton Elementary ALL: 18.1 SWD: 26.9 Victory Elementary ALL: 27.4 SWD: 37.0	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% SWD:38.20%	Alexander Hamilton Elementary ALL: –10.8 SWD: –9.2 El Dorado Elementary ALL: –6.5 SWD:+14.3 Montezuma Elementary ALL: –11.1 SWD: –6.9 Valentine Peyton Elementary ALL: –7.4 SWD: –7.0 Victory Elementary ALL: –15.1 SWD: -11.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2023-2024)	(2024-2025)		
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: 4.9 SWD: 7.3 El Dorado Elementary ALL: 4.7 SWD: 5.0 Montezuma Elementary ALL: 4.6 SWD: 9.8 Valentine Peyton Elementary ALL: 1.1 SWD: 1.4 Victory Elementary ALL: 5.2 SWD: 8.9 SWD: 4.30% (2024-2025)	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: –8.1 SWD: –8.0 El Dorado Elementary ALL: –8.0 SWD:–12.3 Montezuma Elementary ALL: +0.2 SWD: –2.3 Valentine Peyton Elementary ALL: +0.6 SWD: –1.0 Victory Elementary ALL: –6.3 SWD: –7.5
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% SPED: 5.00%	Reading Alexander Hamilton Elementary ALL: 11% SPED: 1%	Reading Alexander Hamilton Elementary ALL: 27.8% SPED: 11.1%	Reading Alexander Hamilton Elementary ALL: -6.8% SPED: -0.1%

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)	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)	El Dorado Elementary ALL: 16% SPED: 4% Montezuma Elementary ALL: 25% SPED: 14% Valentine Peyton Elementary ALL: 40% SPED: 9% Victory Elementary ALL: 27% SPED: 10% (2025-2026)	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%	El Dorado Elementary ALL: +0.7% SPED: -1.5% Montezuma Elementary ALL: +0.1% SPED: -0.1% Valentine Peyton Elementary ALL: -1.1% SPED: +0.5% Victory Elementary ALL: -4.2% SPED: -1.5%
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% Montezuma Elementary	Math Alexander Hamilton Elementary ALL: 9% SPED: 2% El Dorado Elementary ALL: 11% SPED: 2% Montezuma Elementary	Math Alexander Hamilton Elementary ALL: 24.1% SPED: 11.2% El Dorado Elementary ALL: 18.5% SPED: 11.1% Montezuma Elementary	Math Alexander Hamilton Elementary ALL: -5.1% SPED: +0.8% El Dorado Elementary ALL: +2.5% SPED: +0.9% 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)	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)	ALL: 20% SPED: 10% Valentine Peyton Elementary ALL: 35% SPED: 8% Victory Elementary ALL: 19% SPED: 10% (2025-2026)	ALL: 29.5% SPED: 22.4% Valentine Peyton Elementary ALL: 43.9% SPED: 32.0% Victory Elementary ALL: 36.7% SPED: 13.5%	ALL: +0.5% SPED: -2.4% Valentine Peyton Elementary ALL: +1.1% SPED: -4% Victory Elementary ALL: +2.3% SPED: +6.5%
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% (2025-2026)	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 Disabilities to access the academic content standards.	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% Classified: 100.00% (2025-2026)	Teachers: 100.00% Counselors: 100.00% Administrators: 100.00% Classified: 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
	(Data Source: Curriculum Training Reports)					
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)	June 5th, 2026	SWD: 100.00%	June 5th, 2026
Local 4 - Classroom Instruction Rate	State Performance Indicators: a. Rate of SWD inside the regular classroom 80% or more in an instructional day b. Rate of SWD inside the regular classroom less than 40% in an instructional day c. Rate of SWD receiving instruction in a Separate Setting (Data Source: Data Tools Dashboard: Improvement Data Center)	a. 50.70% b. 28.28% c. 3.93% (2022-2023)	a. 49.28% b. 29.84% c. 5.11% (2023-2024)	a. June 5th, 2026 b. June 5th, 2026 c. June 5th, 2026 (2025-2026)	a. 60.70% b. 18.28% c. 0.93%	a. June 5th, 2026 b. June 5th, 2026 c. June 5th, 2026

Goal Analysis [2025-26]

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: Integrated MTSS documentation into the Synergy Module to streamline the identification of at-risk students and the monitoring of tiered interventions, directly working to close achievement gaps. This system is reinforced by ongoing professional development in Universal Design for Learning (UDL) and collaborative "Opportunity Walks," which allow district teams to provide real-time coaching, mentorship, and instructional modeling. These efforts ensure all students have equitable access to core curriculum while fostering a culture of inclusive, data-driven teaching practices

Action 5.2: Provided staff with specialized training in MTSS and Universal Design for Learning (UDL), supported by "Opportunity Walks" that allow teams to provide real-time coaching and mentorship on core curriculum delivery. Enhanced student pathways through a strong collaboration between the CTE and Special Education departments, which includes expanded 8th-grade transition days and cross-training to ensure students with disabilities have successful access to high school career programs.

Action 5.3: Established a professional learning model, including targeted professional development opportunities for special education staff focused on modeling lessons, practicing instructional delivery, and receiving feedback to strengthen instructional fidelity. SIPPS training was also embedded into New Teacher Orientation Week and reinforced during district professional development days alongside general education teachers, helping build staff capacity and alignment of literacy practices across settings.

Action 5.4: Two Staff development days were planned to support paraprofessional staff across a variety of topics. Three staff development days were planned for Special Education Teachers on topics including SIPPS, Teachtown, Legal Guidelines, and Instructional Practices. Administrators, School Psychologists, and SLP's were included in Legal Guidelines training.

Action 5.5: Hosted three districtwide Special Olympics Unified events in soccer, field day, and floor hockey, which brought together special education and general education students to foster teamwork and peer relationships. Expansion of the Circle of Friends program across all four comprehensive high schools, where student team leaders now drive weekly meetings that create consistent social connections.

Action 5.6: Coordinated with Human Resources through weekly vacancy monitoring and participation in hiring fairs to support recruitment and hiring of qualified staff. In partnership with the New Teacher Support team, the department provided comprehensive onboarding during New Teacher Week and facilitated a dedicated New Teacher Support Series throughout the year, supplemented by monthly case management sessions, weekly office hours, and targeted legal updates to strengthen IEP compliance and procedural accuracy.

Action 5.7: Increased outreach through Community Advisory Committee (CAC) meetings, planning of the Special Education Family Empowerment Summit, and expanded communication efforts providing families with information on special education processes, parent rights, and available resources. Initial steps have also been taken to assess existing outreach practices and identify gaps related to staffing, coordination, and service delivery.

Action 5.8: Ongoing collaboration with CWA & SUSD Mental Health & Behavior Support Services

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 $333,000, which is at a 100% spend rate.

~ Action 5.2 - Budgeted for $26,000 and reported estimated actual expenditures through June 30, 2026, in the amount of $39,254, resulting in an estimated 50% over expenditure of allocated funds. The reason for this is due to adding additional funds for programmatic needs for this action.

~ Action 5.5 - Budgeted for $20,000 and reported estimated actual expenditures through June 30, 2026, in the amount of $11,376, resulting in an estimated 42% under expenditure of allocated funds. The reason for this is due to moving additional funds to another action.

~ Action 5.8 - Budgeted for $50,000 and reported estimated actual expenditures through June 30, 2026, in the amount of $19,289, resulting in an estimated 62% under expenditure of allocated funds. The reason for this is due to moving additional funds to another action.

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

Action 5.1 Increase inclusionary practices through a Multi-Tiered System of Supports (MTSS) was minimally effective at narrowing the achievement performance gap for students with disabilities. Evaluation of this action had an increase in staff cross-training across the district and an increase in CAASPP performance across some school sites (Local 1 – Trained in Content Standards, Local 2 – Cross-Trained in Special Education, and Local 4 – Classroom Instruction Rate, 4A – State Assessments ELA – Meet or Exceed, 4A – State Assessments Math – Meet or Exceed).

Action 5.2 Maximizing course access and alternate diploma pathways was effective with increasing transition planning and support systems for students with disabilities. Evaluation of this action had strengths in professional development and improving school climate for students with disabilities (Local 1 – Trained in Content Standards, Local 2 – Cross-Trained in Special Education, and Local 4 – Classroom Instruction Rate).

Action 5.3 Accelerating learning for all SWD students by targeting instructional practices, learning recovery and providing SWD students with intervention materials was effective at increasing performance on CAASPP. Evaluation of this action had an increase in CAASPP performance across some school sites for students with disabilities. (4A – State Assessments ELA – Meet or Exceed, 4A – State Assessments Math – Meet or Exceed, 8A – iReady ELA).

Action 5.4 Providing meaningful professional development for teachers was effective at increasing the percent of staff trained. Evaluation of this action had an impact on all teachers, counselors, administrators, and classified staff were trained in standards and cross-trained in special education. (Local 1 –Trained in Content Standards, Local 2 – Cross-Trained in Special Education, and Local 4 – Classroom Instruction Rate).

Action 5.5 Building integrated systems and protocols leading to meaningful student enrichment experiences was effective at decreasing chronic absenteeism rates. Evaluation of this action had an impact on students with disabilities in reduction in chronic absenteeism rates (5B – Chronic Absenteeism).

Action 5.7 The district conducting assessments of existing special education parent/family outreach practices, protocols, and structures was effective at reducing chronic absenteeism. Evaluation of this action had an impact on students with disabilities attending school. (5B – Chronic Absenteeism)

Action 5.8 Special Education Department in collaboration with CWA collaborating to develop an attendance and student engagement plan was effective at reducing chronic absenteeism rates. Evaluation of this action had an impact on students with disabilities attending school. (5B – Chronic Absenteeism)

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.
State Priorities: No changes have been made to the State Priorities.

Metrics: No changes have been made to Metrics.

Actions: The following changes have been made to the Actions section:
Action 5.3 – Revised for grammatical errors
Action 5.4 – Revised for grammatical errors

Action 5.5 – Revised for grammatical errors
Action 5.6 – Revised for grammatical errors

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	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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	$26,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Identify and implement steps to development of plan beginning in the 8th grade that allow students and parents to be adequately informed of graduation milestones as the student promotes/transitions from grade levels and life levels and the importance of literacy to achieve their goals. Identify and recognize students' accomplishments through recognition ceremonies. 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. This action will increase 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 may be 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 to 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 for supporting students with disabilities and 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: 17.12% * (20.16%) MATH ALL: 16.38% AA: 8.70%* (13.94%) (2022-2023) Updated *	ELA ALL: 27.98% AA: 18.61% MATH ALL: 17.61% AA: 10.25% (2023-2024)	ELA ALL: 28.92% AA: 20.12% MATH ALL: 17.99% AA: 9.79% (2024-2025)	ELA ALL: 37.08% AA: 27.12% Math ALL: 26.38% AA: 18.70%* (23.94%) Updated *	ELA ALL: +1.84% AA: +.3.00%* MATH ALL: +1.61% AA: -4.15%
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: 26.90% AA: 21.70% (2024-2025)	ALL: 30.70% AA: 28.80%	ALL: +6.20% AA: +2.90%
5B – Chronic Absenteeism Rate	Percentage K-8 students and African American (AA) students identified as chronically absent - students who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 38.20% AA: 49.90% (2022-2023)	ALL: 34.60% AA: 45.80% (2023-2024)	ALL: 30.30% AA: 41.70% (2024-2025)	ALL: 28.20% AA: 39.90%	ALL: -7.90% AA: -8.20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(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% (2023-2024)	ALL: 4.30% AA: 10.40% (2024-2025)	ALL: 0% AA: 3.10%	ALL: -1.70% AA: -2.70%

Goal Analysis [2025-26]

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: The African American/Black Student Achievement Master continues to be in development. With the support of a consultant, the Equity Audit continued. Equity Teams have meet monthly at the district level, developing the process for focus group sessions. The focus group sessions were implemented with students, parents, and staff.

Action 6.2: School sites' School Plan for Student Achievement (SPSA) were revised and continue to align to the district LCAP. During the Comprehensive Needs Assessment process and the SPSA revision process, sites were engaged in critical thinking around Goal 6 to ensure site actions have the greatest impact possible for their African American/Black student population, this includes goals and strategies. AABPLC's were created at all sites and are references as "Equity Teams".

Action 6.3: Established a monthly LCAP 6 Coalition to gather feedback from diverse educators across SUSD, with a focus on developing a targeted plan to recruit and retain African American educators. The Coalition attended the African American Regional Educational Alliances (AAREA), January 2026.

Action 6.4: A cohort of 20 or more teachers, coaches, and program specialists has been recruited and actively engaged in professional learning and text set creation. Three formal training sessions have been delivered where participants have been introduced to the VABB

Framework, the SUSD "10 Steps for Culturally and Community Responsive Texts and Media" tool, and the Scholastic Rising Voices collection. Teachers are actively working to identify gaps in their current Benchmark/SAVVAS curriculum and developing supplemental culturally responsive text sets aligned to their grade bands.

Action 6.5: Established a monthly LCAP 6 Coalition to gather feedback from diverse educators across SUSD, with a focus on developing a targeted plan to recruit and retain African American educators.

Action 6.6: SUSD's Black & African American Studies course was fully implemented with dedicated teacher support, curriculum development, and professional learning opportunities. Teachers attended monthly Professional Learning Community (PLC), engaged with local community partners, established a collaborative partnership with the San Joaquin County Historical Museum to access newly discovered primary sources documenting Stockton's Black community history,

Action 6.7: Student leadership conferences were successfully organized and attended by students across the district. Students engaged in high-quality experiences that promoted leadership, equity, and college and career awareness through partnerships with organizations such as the University of the Pacific CIP and BSCU. Over 800 students attended the BLOCK Conference and additional students attended the BSCU Youth Conference and Black College Expo.

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 $6,000,000 and calculated estimated actual expenditures in the amount of $4,875,824, which is at a 81% spend rate.

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

~ Action 6.2 - Budgeted for $100,000 and reported estimated actual expenditures through June 30, 2026, in the amount of $11,873, resulting in an estimated 12% under expenditure of allocated funds. The reason for this is due to the moving funds to another action for programmatic needs.

~ Action 6.4 - Budgeted for $587,144 and reported estimated actual expenditures through June 30, 2026, in the amount of $944,535, resulting in an estimated 160% over expenditure of allocated funds. The reason for this is due to the district adding additional funds to support focused student groups.

~ Action 6.5 - Budgeted for $2,331,003 and reported estimated actual expenditures through June 30, 2026, in the amount of $1,244,789, resulting in an estimated 53% under expenditure of allocated funds. The reason for this is due to the sites not utilizing their funding during the fiscal year.

~ Action 6.6 - Budgeted for $565,169 and reported estimated actual expenditures through June 30, 2026, in the amount of $310,220, resulting in an estimated 55% under expenditure of allocated funds. The reason for this is due moving funds to another action for programmatic needs.

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

Action 6.1 The African American/Black Student Achievement Master Plan was effective at supporting positive student outcomes for the targeted student group. Evaluation of this action shows that implementation is ongoing and supporting the targeted subgroup in increasing the CAASPP ELA performance and A-G Completion Rates and decreasing Chronic Absenteeism rates and Suspension Rates. (4A – State Assessments ELA – Meet or Exceed, 4B – A-G Completion, 5B – Chronic Absenteeism Rate, 6A – Suspension Rate)

Action 6.2 The development process of the School Plan for Student Achievement (SPSA) and Site-level Equity Teams was effective at supporting positive student outcomes. Evaluation of this action shows a decrease in Chronic Absenteeism and Suspension Rates for the targeting student group. (5B – Chronic Absenteeism Rate, 6A – Suspension Rate).

Action 6.3 Reviewing and updating the current co-developed Educator Gap Balancing and Recruitment processes was effective for the targeted student group. Evaluation of this action shows positive student outcomes in increasing the CAASPP ELA performance and A-G Completion Rates and decreasing Chronic Absenteeism rates and Suspension Rates. (4A – State Assessments ELA – Meet or Exceed, 4A – State Assessments, 4B – A-G Completion, 5B – Chronic Absenteeism Rate, 6A – Suspension Rate).

Action 6.4 Improving student academic achievement and decreasing the disproportionality of achievement through culturally responsive text sets was effective for the targeted student group. Evaluation of this action shows positive student outcomes in increasing CAASPP ELA performance. (4A – State Assessments ELA – Meet or Exceed).

Action 6.5 Improving student engagement, increasing participation in extracurricular activities, and attendance was effective for the targeted student group. Evaluation of this action shows positive student outcomes in decreasing Chronic Absenteeism. (5B – Chronic Absenteeism Rate)

Action 6.6 Improving access to culturally responsive text sets, student diversity, and increasing students meeting A-G requirements was effective for the targeted student group. Evaluation of this action shows positive student outcomes in increasing CAASPP ELA performance and A-G Completion Rates. (4A – State Assessments ELA – Meet or Exceed, 4B – A-G Completion)

Action 6.7 Counseling, mental health and behavioral services, health services, and Child Welfare and Attendance positions was effective for the targeted student group. Evaluation of this action shows positive student outcomes in decreasing Chronic Absenteeism and Suspension Rates. (5B – Chronic Absenteeism Rate, 6A – Suspension Rate).

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 6.

State Priorities: No changes have been made to the State Priorities.

Metrics: No changes have been made to the Metrics.

Actions: No changes have been made to the Actions.

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.	$289,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 • 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	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
6.4	K-8 Academic Supports: Culturally Responsive Text Set Development, Individual Student Needs Assessment and Curriculum & Pedagogy	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 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	$587,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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.	$2,453,647.00	No
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.	$565,169.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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	$1,893,184.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 • 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 at Equity Multiplier Sites By June 30, 2027, the student groups performing in the red at the six Elementary Equity Multiplier Schools; Adams Elementary, El Dorado Elementary, Hazelton Elementary, Roosevelt Elementary, Washington 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, English Language Proficiency Indicator (ELPI), 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 receives notification of the school 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 aligned commonalities of student groups performing in the red on the 2025 CA School Dashboard Indicators. Using the Data Driven Decision-Making process in combination with educational partner feedback, goals were designed to support the lowest performing groups and increase academic outcomes and school climate.

Equity Multiplier School Information:

- Adams Elementary student groups performing in the red: All (Suspension Rate, Math, ELPI) African American (Chronic Absenteeism, Suspension Rate, Math), Asian (ELA), English Learners (English Learner Progress), Hispanic (Chronic Absenteeism, Suspension Rate, Math), Homeless (Chronic Absenteeism, Suspension Rate) Socioeconomically Disadvantaged (Suspension Rate, Math), Students with Disabilities (Chronic Absenteeism, Suspension Rate, ELA, Math,), Two or More Races (Suspension Rate)

- El Dorado Elementary student groups performing in the red: All (ELA, Math, ELPI) African American (ELA, Math), English Learners (English Learner Progress, ELA), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (Chronic Absenteeism, ELA, Math), White (Suspension Rate), Two or More (Chronic Absenteeism)

- Hazelton Elementary student groups performing in the red: All (ELA, Math, ELPI) English Learners (English Learner Progress, ELA, Math), Homeless (Chronic Absenteeism), Students with Disabilities (Chronic Absenteeism), African American (Chronic Absenteeism), Hispanic (ELA, Math).

- Roosevelt Elementary student groups performing in the red: All (ELA and Math), English Learners (ELA and Math), Hispanic (ELA and Math), Socioeconomically Disadvantaged (ELA and Math), Students with Disabilities (Chronic Absenteeism, ELA, Math)

- Washington Elementary student groups performing in the red: All (Suspension Rate, ELA, Math), Socioeconomically Disadvantaged (Suspension Rate, ELA, Math), Students with Disabilities (Chronic Absenteeism), Hispanic (Suspension Rate)

- Wilson Elementary student groups performing in the red: All (Math, ELPI), English Learners (English Learner Progress, Chronic Absenteeism), Homeless (Chronic Absenteeism), African American (Suspension Rate), Hispanic (Math)

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% AS: 30.77% EL: 6.00% LTEL: 8.33% SED: 16.19% SWD: 8.51% AA:12.13% HI: 13.69%	Adams Elementary School ALL: 14.41% AS: 12.50% EL: 1.54% LTEL: 0.00% SED: 12.08% SWD: 6.90% AA: 7.89% HI: 13.99%	Adams Elementary School ALL: 17.43% AS: 20.51% EL: 6.90% LTEL: 0.00% SED: 15.30% SWD: 6.17% AA: 6.66% HI: 16.88%	Adams Elementary School ALL: 28.61% AS: 40.77% EL: 16.00% LTEL: 18.33% SED: 26.19% SWD: 18.51% AA: 22.13% HI: 23.69%	Adams Elementary School ALL: -1.18% AS: -10.26% EL: +0.90% LTEL: +0.00% SED: -0.50% SWD: -1.34% AA: -5.47% HI: +3.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		El Dorado Elementary School ALL: 15.47% EL: 4.00% LTEL: 0.00% SED:13.85% SWD: 4.17% AA: 4.76% HI: 16.81% 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%	El Dorado Elementary School ALL: 17.43% EL: 2.53% LTEL: 0.00% SED:14.81% SWD:5.26% AA: 10.00% HI: 17.12% Van Buren Elementary School ALL: 16.28% EL: 8.25% LTEL: 0.00% SED: 16.73% HI: 16.67% (2023-2024) Hazelton Elementary School ALL: 19.20% EL: 1.53% LTEL: 10.53% SED: 17.78% (17.79) AA: 11.11% HI: 19.17% Roosevelt Elementary School ALL: 16.15% EL: 2.70% LTEL: 0.00% SED: 16.02%	El Dorado Elementary School ALL: 17.15% EL: 1.28% LTEL: 0.00% SED: 15.81% SWD: 0.00% AA: 5.77% HI: 18.67% Van Buren Elementary School ALL: 19.26% EL: 4.21% LTEL: 0.00% SED: 19.92% HI: 19.46% (2024-2025)	El Dorado Elementary School ALL: 25.47% EL: 4.00% LTEL: 10.00% SED: 23.85% SWD: 14.17% AA: 14.76% HI: 26.81% 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%	El Dorado Elementary School ALL: +1.68% EL: -2.72% LTEL: +0.00% SED: +2.96% SWD: -4.17% AA: +1.01% HI: +1.86% Van Buren Elementary School ALL: +5.30% EL: +2.34% LTEL: +0.00% SED: +6.50% HI: +3.60% Hazelton Elementary School ALL: +0.32% EL: -3.47% LTEL: +10.53% SED: -0.46% AA: +3.97% HI: +1.46% Roosevelt Elementary School ALL: N/A EL: N/A LTEL: N/A SED: N/A SWD: N/A HI: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 17.29% Wilson Elementary School ALL: 17.62% EL: 2.33% LTEL: N/A% SED: 16.75% (2023-2024) Washington Elementary School All: 16.54% SED:0.00% (2024-2025)	SWD: 2.22% HI: 16.77% Wilson Elementary School ALL: 23.11% EL: 4.35% LTEL: 0.00% SED: 21.58% (2024-2025)		HI: 27.29% Wilson Elementary School ALL: 27.62% EL: 12.33% LTEL: N/A% SED: 26.75% Washington Elementary School All: 26.54% SED: 10.00%	Wilson Elementary School ALL: +5.49% EL: +2.02% LTEL: 0.00% SED: 4.83% Washington Elementary School All: N/A SED: N/A
4A - State Assessments ELA - Distance from Standard	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. (Data Source: CA School Dashboard, CAASPP)	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 Van Buren Elementary School	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	Adams Elementary School ALL: -91.6 EL: -107.0 SED: -95.1 SWD: -147.5 AA: -105.2 HI: -91.6 El Dorado Elementary School ALL: -92.6 EL: -114.4 SED: -97.3 SWD: -164.6 AA: -114.9	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	Adams Elementary School ALL: +0.2 EL: +7.3 SED: +4.5 SWD: -8.7 AA: +9.2 HI: +7.2 El Dorado Elementary School ALL: -6.1 EL: -6.6 SED: -4.9 SWD: -24.9 AA: +12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: -98.3 EL: -107.9 SED: -99.3 HI: -89.6 (2022-2023) Hazelton Elementary School ALL: -79.2 EL: -117 LTEL: -158.7 SWD: -187.2 Roosevelt Elementary School ALL: -91.7 SED:-92.9 SWD: -155.9 HI: -88.5 Wilson Elementary School ALL: -93.1 EL: -114.3 LTEL: -170.9 (24-25)* SED: - 96.4 (2023-2024) Washington Elementary School All: -78.5 SED: -78.9 (2024-2025)	Van Buren Elementary School ALL: -88.4 EL: -102 SED: -88.3 HI: -84.2 (2023-2024) Hazelton Elementary School ALL: -87.3 EL: -121.2 LTEL: -110.2 SWD: -152.3 Roosevelt Elementary School ALL: -101.9 SED: -100.9 SWD: -153.4 HI: -99.8 Wilson Elementary School ALL: -74.9 EL: -94.1 SED: -80.7 (2024-2025)	Van Buren Elementary School ALL: -88.8 EL: -96.3 SED: -89.3 HI: -92.0 (2024-2025)	Van Buren Elementary School ALL: -88.3 EL: 97.9 SED: -89.3 HI: -879.6 Hazelton Elementary School ALL: -69.2 EL: -107 LTEL: -148.7 SWD: -177.2 Roosevelt Elementary School ALL: -81.7 SED:-82.9 SWD: -145.9 HI: -78.5 Wilson Elementary School ALL: -83.1 EL: -104.3 LTEL: -160.9 SED: - 86.4 Washington Elementary School All: -68.5 SED: -68.9	Van Buren Elementary School ALL: +9.5 EL: +11.6 SED: +10.0 HI: -2.4 Hazelton Elementary School ALL: -8.1 EL: -4.2 LTEL: +48.5 SWD: +34.9 Roosevelt Elementary School ALL: N/A SED: N/A SWD: N/A HI: N/A Wilson Elementary School ALL: +18.2 EL: +20.2 LTEL: N/A SED: +15.7 Washington Elementary School All: N/A SED: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Van Buren Elementary School 33.8% (2022-2023) Hazelton Elementary School 45.1% Roosevelt Elementary School 40.4% Wilson Elementary School 55.7% (2023-2024)	Adams Elementary School 45.8% El Dorado Elementary School 46.5% Van Buren Elementary School 55.6% (2023-2024) Hazelton Elementary School 32.00% Roosevelt Elementary School 35.40% Wilson Elementary School 33.90 (2024-2025)	Adams Elementary School 18.10% El Dorado Elementary School 25.00% Van Buren Elementary School 45.80% (2024-2025)	Adams Elementary School 61.7% El Dorado Elementary School 56.7% Van Buren Elementary School 43.8% Hazelton Elementary School 55.1% Roosevelt Elementary School 50.4% Wilson Elementary School 65.7%	Adams Elementary School -33.60% El Dorado Elementary School -21.70% Van Buren Elementary School +12.00% Hazelton Elementary School -13.10% Roosevelt Elementary School -5.00% Wilson Elementary School -21.80%
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	Adams Elementary School 9.89% El Dorado Elementary School 11.83%	Adams Elementary School 7.02% El Dorado Elementary School 5.88%	Adams Elementary School :1.05% El Dorado Elementary School: 5.71%	Adams Elementary School 19.89% El Dorado Elementary School 21.83%	Adams Elementary School: -8.84% El Dorado Elementary School: -6.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance Level of 4 on the ELPAC. (Data Source: ELPAC)	Van Buren Elementary School 7.41% (2022-2023) Hazelton Elementary School 9.73% Roosevelt Elementary School 12.75% Wilson Elementary School 23.44% (2023-2024)	Van Buren Elementary School 12.35% (2023-2024) Hazelton Elementary School 5.16% Roosevelt Elementary School 6.25% Wilson Elementary School: 8.96% (2024-2025)	Van Buren Elementary School 13.33% (2024-2025)	Van Buren Elementary School 17.41% Hazelton Elementary School 19.73% Roosevelt Elementary School 20.61% Wilson Elementary School 33.44%	Van Buren Elementary School: +5.92% Hazelton Elementary School: -4.57% Roosevelt Elementary School: -6.50% Wilson Elementary School: -14.48%
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%) 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% Van Buren Elementary School 8.50% (2023-2024) Hazelton Elementary School 9.70%	Adams Elementary School 6.10% El Dorado Elementary School 7.40% Van Buren Elementary School 9.90% (2024-2025)	Adams Elementary School 16.60% El Dorado Elementary School 16.80% Van Buren Elementary School 18.50% Hazelton Elementary School 22.4%	Adams Elementary School: -0.50% El Dorado Elementary School: +0.60% Van Buren Elementary School: +1.40% Hazelton Elementary School: -2.70%

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 14.10% Wilson Elementary School 9.00% (2024-2025)		Roosevelt Elementary School 28.5% Wilson Elementary School 15.9%	Roosevelt Elementary School: -4.40% Wilson Elementary School: +3.10%
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% Van Buren Elementary School All: 45.5% AS: 29.20% (2022-2023) Hazelton Elementary School All: 42.90% Roosevelt Elementary School All: 45.40% SED: 46.10% HI: 42.8% Wilson Elementary School All: 43.40% SED: 44.30%	El Dorado Elementary School All:50.20% AA:60.20% Van Buren Elementary School All: 38.30% AS: 32.40% (2023-2024) Hazelton Elementary School All: 39.1% Roosevelt Elementary School All: 40.9% SED: 41.6% HI: 39.0% Wilson Elementary School All: 39.5% SED: 41.4%	El Dorado Elementary School ALL: 47.1% AA: 57.7% Van Buren Elementary School ALL: 35.6% AS: 42.9% (2024-2025)	El Dorado Elementary School All:43.6%% AA:50.5% Van Buren Elementary School All: 38.5% AS:19.2% Hazelton Elementary School All: 32.90% Roosevelt Elementary School All: 35.40% SED: 36.10% HI: 32.8% Wilson Elementary School All: 33.40% SED: 34.30% SWD: 46.10%	El Dorado Elementary School ALL: -6.50% AA: -2.80% Van Buren Elementary School ALL: -9.90% AS: +13.70% Hazelton Elementary School ALL: -3.80% Roosevelt Elementary School ALL: -4.50% SED: -4.50% HI: -3.80% Wilson Elementary School ALL: -3.90% SED: -2.90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 56.10% HI: 39.40% (2023-2024) Adams Elementary School ALL: 45.20% SWD: 46.80% AA: 59.40% HI: 44.50% HOM: 60.00% Washington Elementary School All: 24.80% SWD: 34.40% (2024-2025)	SWD: 51.0% HI: 36.6% (2024-2025)		HI: 29.40% Adams Elementary School ALL: 55.20% SWD: 56.80% AA 69.80% HI: 54.50% HOM: 70.00% Washington Elementary School All: 34.80% SWD: 44.40%	SWD: -5.10% HI: -2.80% Adams Elementary School ALL: N/A EL: N/A SED: N/A SWD: N/A HI: N/A WH: N/A Washington Elementary School ALL: N/A SED: 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% Van Buren Elementary School ALL: 5.00% EL: 3.40% SWD:11.00% AA:8.20%	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% Van Buren Elementary School ALL: 5.30% EL: 2.90% SWD:15.50% AA:14.00%	El Dorado Elementary School ALL: 4.70% HOM: 5.70% SED: 5.00% SWD: 5.00% AA: 7.10% HI: 3.80% WH: 7.50% Van Buren Elementary School ALL: 3.30% EL: 1.80% SWD: 5.70% AA: 8.70%	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% Van Buren Elementary School ALL:3.0% EL: 1.4% SWD:8.0% AA:6.2%%	El Dorado Elementary School ALL: -8.00% HOM: -18.30% SED: -7.50% SWD: -12.30% AA: -11.40% HI: -7.00% WH: -9.20% Van Buren Elementary School ALL: -1.70% EL: -1.60% SWD: -5.30% AA: +0.50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI:3.90% HOM: 12.20% (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) Adams Elementary School ALL: 11.30% SED: 11.50% SWD: 13.30% AA: 29.80%	HI:2.90% HOM: 6.10% (2023-2024) Hazelton Elementary School ALL: 3.20% LTEL: 3.20% SWD: 1.70% Roosevelt Elementary School ALL: 3.70% EL: 3.80% SED: 3.70% SWD: 11.70% HI: 3.50% Wilson Elementary School ALL: 6.60% EL: 6.10% SED: 7.50% SWD: 7.70% HI: 6.50% WH: 5.70% (2024-2025)	HI: .80% HOM: 5.50% (2024-2025) Hazelton Elementary School ALL: 3.20% LTEL: 3.20% SWD: 1.70% Roosevelt Elementary School ALL: 3.70% EL: 3.80% SED: 3.70% SWD: 11.70% HI: 3.5% Wilson Elementary School ALL: 6.60% EL: 6.10% SED: 7.50% SWD: 7.70% HI: 6.50% WH: 5.70%	HI:1.9% HOM: 12.2% 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% Adams Elementary School ALL: 6.30% SED: 6.50% SWD: 8.30% AA: 24.80% HI: 1.70% HOM: 4.80%	HI: -3.10% HOM: -6.70% Hazelton Elementary School ALL: -2.50% LTEL: -13.90% SWD: -12.20% Roosevelt Elementary School ALL: -5.10% EL: -3.90% SED: -4.80% SWD: -5.90% HI: -4.90% Wilson Elementary School ALL: -1.30% EL: -2.70% SED: -0.80% SWD: -3.70% HI: -1.70% WH: -4.00% Adams Elementary School ALL: N/A EL: N/A SED: N/A SWD: N/A HI: N/A WH: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 6.70% HOM: 9.80% MR: 12.50% Washington Elementary School All: 9.70% SWD: 5.60% (2024-2025)			MR: 7.50% Washington Elementary School All: 4.70% SWD: 0.00%	Washington Elementary School ALL: N/A SED: N/A
8A - Local Assessment iReady ELA Grade Level	Percent of 3rd-8th grade students scoring at grade level on the Winter ELA iReady assessment. (Data Source: iReady Data)	ALL: 25.70% AA: 20.60% (Winter 2023) El Dorado Elementary School ALL: 15.10% HOM: 6.30% SED: 12.20% SWD: 1.00% AA: 10.30% HI: 15.50% WH: 20.80% 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	District (Grades 3-8) ALL: 25% AA: 20% (Winter 2025) El Dorado Elementary School ALL: 16% HOM: 10% SED: 8% SWD: 4% AA: 7% HI: 17% WH: 38% Van Buren Elementary School ALL: 13% EL: 4% SWD: 14% AA: 18% HI: 14% HOM: 4%		ALL: 35.7% AA: 30.60% El Dorado Elementary School ALL: 25.10% HOM: 26.30% SED: 22.20% SWD: 11.00% AA: 20.30% HI: 25.50% WH: 30.80% 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	District (Grades 3-8) ALL: -0.7% AA: -0.6% El Dorado Elementary School ALL: +0.9% HOM: +3.7% SED: -4.2% SWD: +3% AA: -3.3% HI: +1.5% WH: +17.2% Van Buren Elementary School ALL: +8% EL: +0.6% SWD: +3% AA: +9.8% HI: +10.1% HOM: -8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% LTEL: N/A SED: 14.70% (Winter 2024) Washington Elementary School All: 24.18% SED: 26.57% (Winter 2025)	Hazelton Elementary School ALL: 19% EL: 6% LTEL: N/A SWD: 5% Roosevelt Elementary School ALL: 18% SED: 16% SWD: 6% HI: 18% Wilson Elementary School ALL: 20% EL: 2% LTEL: N/A SED: 20% (Winter 2025)		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% LTEL: N/A SED: 24.70% Washington Elementary School All: 34.18% SED: 36.57%	Hazelton Elementary School ALL: -2.6% EL: -1.7% LTEL: N/A SWD: +1.2% Roosevelt Elementary School ALL: -7.3% SED: +1% SWD: +1.1% HI: -7% Wilson Elementary School ALL: -1.3% EL: -0.9% LTEL: N/A SED: +5.3%
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.	Adams Elementary School ALL: -127.4 AA: -147 AS -142.3 EL: -140.2 SED: -130 SWD: -164.6	Adams Elementary School ALL: –128.2 AA: –153.3 AS: –117.9 EL: –136.6 SED: –132.7 SWD: –175.1		Adams Elementary School ALL: -117.4 AA: -137 AS: -132.3 EL: -130.2 SED: -120 SWD: -154.6	Adams Elementary School ALL: -0.8 AA: -6.3 AS: +24.4 EL: +3.6 SED: -2.7 SWD: -10.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CA School Dashboard)	El Dorado Elementary School ALL: -114.3 EL: -123.3 HI: -116 SED: -118 Hazelton Elementary School LTEL: -196.9 SWD: -201.1 Wilson Elementary School ALL: -120 EL:-143.6 HI: -115.1 SED: -127.6 (2023-2024) Roosevelt Elementary School ALL: -127.9 EL: -127.7 SED: -125.9 SWD: -200.6 HI: -129.4 WH: * Washington Elementary School ALL: -104.6 SED: -175.2 (2024-2025)	El Dorado Elementary School ALL: –120.4 EL: –119.8 HI: –118.2 SED: –123.8 Hazelton Elementary School LTEL: –198.5 SWD: –183.5 Wilson Elementary School ALL: –119.6 EL: –133.5 HI: –120.2 SED: –124.1 (2024-2025)		El Dorado Elementary School ALL: -104.3 EL: -113.3 HI: -106 SED: -108 Hazelton Elementary School LTEL: -186.9 SWD: -191.1 Wilson Elementary School ALL: -110 EL: -133.6 HI: -105.1 SED: -117.6 Roosevelt Elementary School ALL: -117.9 EL: -117.7 SED: -115.9 SWD: -190.6 HI: -118.4 WH: * Washington Elementary School ALL: - 94.6 SED: -165.2 (2024-2025)	El Dorado Elementary School ALL: -6.1 EL: +3.5 HI: -2.2 SED: -5.8 Hazelton Elementary School LTEL: -1.6 SWD: +17.6 Wilson Elementary School ALL: +0.4 EL: +10.1 HI: +1.88 SED: +3.5 Roosevelt Elementary School ALL: N/A EL: N/A SED: N/A SWD: N/A HI: N/A WH: N/A Washington Elementary School ALL: N/A SED: N/A (2024-2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A - Statewide Assessments Mathematics - Meet or Exceed	The average of all 3rd - 8th grade student CAASPP scores in Mathematics Language Arts meeting or exceeding standards. (Data Source: CAASPP)	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% Hazelton Elementary School LTEL: 0.00% SWD: 4.26% Wilson Elementary School ALL: 10.05% EL: 0.00% HI: 10.20% SED: 7.69% (2023-2024) Roosevelt Elementary School ALL: 10.37% EL: 2.66% SED: 10.99% SWD: 0.00%	Adams Elementary School ALL: 8.53% AA: 5.00% AS: 5.12% EL: 3.45% SED: 7.81% SWD: 2.47% El Dorado Elementary School ALL: 8.41% EL: 2.53% HI: 8.68% SED: 8.09% Hazelton Elementary School LTEL: 0.00% SWD: 0.00% Wilson Elementary School ALL: 12.20% EL: 0.00% HI: 12.08% SED: 10.81% (2024-2025)		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% Hazelton Elementary School LTEL: 10.00% SWD: 14.26% Wilson Elementary School ALL: 20.05% EL: 10.00% HI: 20.20% SED: 17.69% Roosevelt Elementary School ALL: 20.37% EL: 10.66% SED: 20.99% SWD: 10.00% HI: 19.88% WH: *	Adams Elementary School ALL: +0.63% AA: -1.58% AS: -0.01% EL: -0.90% SED: +0.71% SWD: -1.06% El Dorado Elementary School ALL: -3.45% EL: 0.00% HI: -3.00% SED: +2.83% Hazelton Elementary School LTEL: 0.00% SWD: -4.26% Wilson Elementary School ALL: +2.15% EL: 0.00% HI: +1.08% SED: +3.12% Roosevelt Elementary School ALL: N/A EL: N/A SED: N/A SWD: N/A HI: N/A WH: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 9.88% WH: * Washington Elementary School ALL: 11.28% SED: 10.86% (2024-2025)			Washington Elementary School ALL: 21.28% SED: 20.86%	Washington Elementary School ALL: 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% Hazelton Elementary School LTEL: 3.80% SWD: 3.80% Wilson Elementary School ALL: 12.60% EL: 2.90% HI: 11.70% SED: 6.00%	Adams Elementary School ALL: 10% AA: 0% AS: 16% EL: 0% SED: 5% SWD: 1% El Dorado Elementary School ALL: 11% EL: 1% HI: 12% SED: 8% Hazelton Elementary School LTEL: N/A SWD: 0% Wilson Elementary School ALL: 14% EL: 2% HI: 13% SED: 7%		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% Hazelton Elementary School LTEL: 13.80% SWD: 13.80% Wilson Elementary School ALL: 22.60% EL: 12.90% HI: 21.70% SED: 16.00%	Adams Elementary School ALL: -1.17% AA: -1.58% AS: +0.09% EL: -0.90% SED: +0.71% SWD: -1.06% El Dorado Elementary School ALL: -3.45% EL: +0.00% HI: -3.00% SED: +2.83% Hazelton Elementary School LTEL: +0.00% SWD: -4.26% Wilson Elementary School ALL: +1.95% EL: +0.00% HI: +1.88% SED: +3.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Winter 2024) Roosevelt Elementary School ALL: 14.40% EL: 7.54% SED: 11.00% SWD:3.90% HI: 18.42% WH: 11.00% Washington Elementary School ALL: 8.00% SED: 11.29% (Winter 2025)	(Winter 2025)		Roosevelt Elementary School ALL: 24.40% EL: 17.54% SED: 21.00% SWD: 13.90% HI: 28.42% WH: 21.00% Washington Elementary School ALL: 18.00% SED: 21.29%	Roosevelt Elementary School ALL: N/A EL: N/A SED: N/A SWD: N/A HI: N/A WH: N/A Washington Elementary School ALL: N/A SED: N/A

Goal Analysis [2025-26]

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.

The following actions are from Equity Multiplier schools identified for the 2025-2026 school year. Stockton Unified School District was able to implement 5 of 6 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 carried out one-time tasks such as purchasing curriculum materials and scheduling parent literacy workshops. Professional development is on-going and partnerships with expanded learning programs and cross-department coordination are on-going.

Action 7.2: El Dorado Elementary completed 8 PLC training sessions with Solution Tree consulting. Primary teachers received specialized SIPPS coaching and training to bolster literacy instruction. Staff participated in CLR (Culturally and Linguistically Responsive) and AVID training, including site visits to AVID demonstration schools to see best practices in action. Teachers identified essential outcomes for ELA

and Math at both grade and school-wide levels, ensuring vertical and horizontal alignment. The team developed monthly SMART goals and created Common Formative Assessments (CFAs) to facilitate data analysis during collaborative sessions.

Action 7.4: Van Buren Elementary completed 8 PLC training sessions with Solution Tree, K-8 faculty enhanced their expertise in priority standards and data analysis, leading to measurable gains in student achievement and significant reductions in absenteeism and suspensions.

Action 7.5: Roosevelt Elementary completed professional development with Solution Tree, purchased texts, and fully implemented PBIS/MTSS school wide.

Action 7.6: Wilson Elementary trained primary teachers with SIPPS coaching to increase literacy instruction.

Challenges:
7.3 Hazelton Elementary's actions were not implemented.

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 $3,429,418 and calculated estimated actual expenditures in the amount of $1,192,264, which is at a 34% spend rate.

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

~ Action 7.1 - Budgeted for $636,677 and reported estimated actual expenditures through June 30, 2026, in the amount of $78,693, resulting in an estimated 88% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

~ Action 7.2 - Budgeted for $648,885 and reported estimated actual expenditures through June 30, 2026, in the amount of $289,549, resulting in an estimated 55% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

~ Action 7.3 - Budgeted for $784,108 and reported estimated actual expenditures through June 30, 2026, in the amount of $7,234, resulting in an estimated 99% under expenditure of allocated funds. This reason for this is due to the action was not implemented.

~ Action 7.4 - Budgeted for $569,066 and reported estimated actual expenditures through June 30, 2026, in the amount of $339,933, resulting in an estimated 41% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

~ Action 7.5 - Budgeted for $384,072 and reported estimated actual expenditures through June 30, 2026, in the amount of $256,129, resulting in an estimated 34% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

~ Action 7.6 - Budgeted for $406,610 and reported estimated actual expenditures through June 30, 2026, in the amount of $220,726, resulting in an estimated 46% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

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

The following actions are from Equity Multiplier schools identified for the 2025-2026 school year.

Action 7.1 Adams Elementary's actions on providing professional development were effective at increasing CAASPP ELA performance. Evaluation of this action shows positive student outcomes for English Learners and Hispanic student groups. (4A – ELA – Meet or Exceed Standards).

Action 7.2 El Dorado Elementary's actions on providing professional development were effective at increasing CAASPP ELA performance. Evaluation of this action shows an increase students meeting or exceeding CAASPP ELA for Socioeconomically Disadvantaged and African American student groups. (4A – ELA – Meet or Exceed Standards).

Action 7.3 Hazelton Elementary was minimally effective at decreasing Chronic Absenteeism and Suspension Rates. Evaluation of this action had a decrease in Chronic Absenteeism rates for the All student group. Evaluation of this action also shows a decrease in Suspension Rates the All student group, with a significant decrease for Students with Disabilities. (5B – Chronic Absenteeism and 6A – Suspension Rates)

Action 7.4 Van Buren Elementary's actions on using data analysis to support student achievement and providing professional development was effective at increasing CAASPP ELA performance. Evaluation of this action shows positive student outcomes for the All student group, especially for Socioeconomically Disadvantaged and Hispanic student groups. (4A – ELA -Meet or Exceed Standards)

Action 7.5 Roosevelt Elementary's actions on providing professional development and implementing MTSS was effective at decreasing Chronic Absenteeism and Suspension Rates. Evaluation of this action shows a decrease in Chronic Absenteeism for Socioeconomically Disadvantaged and Hispanic student groups, and reduced Suspension Rates for the All student group. (5B – Chronic Absenteeism and 6A – Suspension Rates).

Action 7.6 Wilson Elementary's actions on were effective at increasing the overall percentage of students meeting or exceeding CAASPP ELA. Evaluation of this action shows growth for English Learners and Socioeconomically Disadvantaged student groups. (4A – ELA – Meet or Exceed Standards).

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, this goal is revised each school year to reflect the state identified Equity Multiplier schools. All goals, metrics, and actions from the 2025-2026 school year have been changed to reflect the current list of Equity Multiplier sites for the 2026-2027 school year. The target outcomes for schools listed during the 2025-2026 school year have stayed the same. Metric 4A - State Assessments Mathematics - Distance from Standard was listed twice, one was updated to the correct name and description, 4A - Statewide Assessments Math - Meet or Exceed.

The following schools were identified for the 2025-2026 school year and removed:

- Action 7.1 Adams Elementary
- Action 7.2 El Dorado Elementary
- Action 7.3 Hazelton Elementary
- Action 7.4 Van Buren Elementary
- Action 7.5 Roosevelt Elementary
- Action 7.6 Wilson Elementary.

The following schools were identified for the 2026-2027 school year and new goals, metrics, and actions were added.

- Action 7.1 Adams Elementary
- Action 7.2 El Dorado Elementary
- Action 7.3 Hazelton Elementary
- Action 7.4 Roosevelt Elementary
- Action 7.5 Washington Elementary
- Action 7.6 Wilson Elementary

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	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide professional development, conference attendance, and collaboration opportunities • Make improvements to the campus climate and culture • Provide instructional supports and materials • Develop meaningful partnerships to support Positive Behavior Supports and Interventions (PBIS) and Social Emotional Learning (SEL) • Special Education enhancements • Additional supports for African American/Black, Socioeconomically Disadvantaged, Foster, and Homeless students	$678,345.00	No
7.2	High Quality Instruction and Positive Learning Environment at El Dorado Elementary	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide professional development, conference attendance, and collaboration opportunities • Mentoring and other services to support unstructured time • Enrichment activities to support core instruction • Reading Intervention and small group instruction • Instructional and non-instructional supplies and materials • Materials to support Positive Behavior Supports and Interventions (PBIS), Wellness, and parent involvement • Instructional support for Tier 1 instruction	$775,093.00	No
7.3	High Quality Instruction and Positive Learning Environment at Hazelton Elementary	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide professional development, conference attendance, and collaboration opportunities • Increase access to literacy-focused enrichment opportunities	$795,109.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide targeted, daily support for students identified as needing intensive literacy intervention • Provide Culturally Responsive Literacy, CTE & Engagement Pathways Through Real-World Learning • Instructional materials to support Tier 1 and Tier 2 instruction, and EL's and LTELS • Increase supports for Multi-tiered Systems of Supports (MTSS)		
7.4	High Quality Instruction and Positive Learning Environment at Roosevelt Elementary	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide professional development, conference attendance, and collaboration opportunities • Increase supports for Positive Behavior Interventions and Support (PBIS) • Enrichment activities to support core instruction and CTE • Make improvements to the campus climate and culture • Instructional and non-instructional materials to support AVID • Improve the use of technology to support Home-to-School connection • Instructional materials to support English Language Development • Specialized Playground Equipment & Active Play Implementation	$419,239.00	No
7.5	High Quality Instruction and Positive Learning Environment at Washington Elementary	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide professional development, conference attendance, and collaboration opportunities • Provide additional supports, resources, materials for English Learners • Resources and enrichment activities to support core instruction and CTE • Special Education enhancements, materials, and supports	$251,321.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide experiences relating to culture, history and the arts of the Hispanic and Latino community		
7.6	High Quality Instruction and Positive Learning Environment at Wilson Elementary	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide professional development, conference attendance, and collaboration opportunities • Expand access to extended learning and career-connected enrichment opportunities • Instructional and non-instructional materials • Materials and resources to support the implementation of Positive Behavior Intervention and Supports (PBIS) and Multi-Tiered System of Supports (MTSS) • Increase family engagement and School-to-Home partnerships • Improving student access to technology and digital learning tools • Make improvements to the campus climate and culture • Enrichment activities to support core instruction	$471,505.00	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, 2027, the student groups performing in the red at the three Equity Multiplier High Schools, Jane Frederick High and Stockton 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 ELA and Math performance, College/Career Readiness, Graduation Rate, and English Language Proficiency Indicator (ELPI).	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 receives notification of the school 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 aligned commonalities of student groups performing in the red on the 2025 CA School Dashboard Indicators. Using the Data Driven Decision-Making process in combination with educational partner feedback, goals were designed to support the lowest performing groups and increase Graduation Rates, College and Career Readiness.

Equity Multiplier School Information:

- Jane Frederick High student groups performing in the red: All (Graduation Rate, College and Career Readiness), English Learners (Graduation Rate, College and Career Readiness), Long-Term English Learners (Graduation Rate, College and Career Readiness), Socioeconomically Disadvantaged (Graduation Rate, College and Career Readiness), Students with Disabilities (Graduation Rate), Hispanic (Graduation Rate, ELA, Math, College and Career Readiness).

- Stockton High student groups performing in the red: All (Graduation Rate, College and Career Readiness, and ELPI), English Learners (English Learner Progress), Long-Term English Learners (English Learner Progress), Socioeconomically Disadvantaged (Graduation Rate, College and Career Readiness), Hispanic (Graduation Rate, College and Career Readiness).

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% (2022-2023)	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% (2023-2024)	Jane Frederick High School ALL: 5.56% EL: 0.00% SED: 5.80% HI: 5.45% Stockton High School ALL: 17.50% SED: 16.22% HI: 21.88% (2024-2025)	Jane Frederick High School ALL: 13.45% EL: 10.00% SED:10.00% HI:14.35% Stockton High School ALL:35.54% SED: 35.72% HI: 33.68%	Jane Frederick High School ALL: +2.11% EL: 0.00% SED: +5.80% HI: +1.10% Stockton High School ALL: -8.04% SED: -9.50% HI: -1.80%
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% (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% (2023-2024)	Jane Frederick High School ALL: 2.90% EL: 0.00% SED: 3.03% HI: 1.92% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00% (2024-2025)	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%	Jane Frederick High School ALL: +2.90% EL: +0.00% SED: +3.03% HI: +1.92% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. (Data Source: CA School Dashboard, CAASPP)	Jane Frederick High School ALL: -236 EL: -245.3 SED: -232.3 HI: -223.9 Stockton High School ALL: * (-240.9) SED: * (-256.2) HI: * (-229) (2022-2023)	Jane Frederick High School ALL: -227.9 EL: -174 SED: -227.9 HI: -204.5 Stockton High School ALL: -232.2 SED: -237.3 HI: * (-229.3) (2023-2024)	Jane Frederick High School ALL: -214.9 EL: -220.8 SED: -214.1 HI: -203.6 Stockton High School ALL: -222.6 SED: -213.4 HI: -218.5 (2024-2025)	Jane Frederick High School ALL: -226 EL: -235.3 SED: -222.3 HI: -213.9 Stockton High School ALL: * SED: * HI: *	Jane Frederick High School ALL: +21.1 EL: +24.5 SED: +18.2 HI: +20.3 Stockton High School ALL: +18.3 SED: +42.8 HI: +10.5
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) (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 (2023-2024)	Jane Frederick High School ALL: -279.2 EL: -296.8 SED: -278.0 HI: -281.5 Stockton High School ALL: -283.7 SED: -280.5 HI: -283.3 (2024-2025)	Jane Frederick High School ALL: -275.5 EL: -301.1 SED: -273.9 HI: -261.4 Stockton High School ALL: * SED: * HI: *	Jane Frederick High School ALL: +6.3 EL: +14.3 SED: +5.9 HI: -10.1 Stockton High School ALL: +23.8 SED: +25.0 HI: +25.7
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	Jane Frederick High School ALL: 0.70% EL: 0.00% SED:0.70% SWD: 0.00% HI:1.10%	Jane Frederick High School ALL: 1.40% EL: 0.00% SED:1.50% SWD: 0.00% HI:2.00%	Jane Frederick High School ALL: 0.70% EL: 0.00% SED:0.00% SWD: 0.00% HI:0.00%	Jane Frederick High School ALL: 10.70% EL: 10.00% SED:10.70% SWD: 0.00% HI:11.10%	Jane Frederick High School ALL: 0.00% EL: 0.00% SED: -0.70% SWD: 0.00% HI: -1.10%

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)	Stockton High School ALL: 2.90% SED:3.20% SWD: * HI: 2.8% (2022-2023)	Stockton High School ALL: 2.20% SED:2.30% SWD: * HI: 8.7% (2023-2024)	Stockton High School ALL: 2.80% SED:1.00% SWD: * HI: 3.7% (2024-2025)	Stockton High School ALL: 12.90% SED: 13.20% SWD: * % HI: 12.8%	Stockton High School ALL: -0.10% SED: -2.20% HI: +0.90% SWD: Not measurable
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% (2022-2023)	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% HI: 95.50% (2023-2024)	Jane Frederick High School ALL: 78.10% EL: 68.00% SED: 78.50% SWD: 79.40% HI: 77.00% Stockton High School ALL: 96.90% SED: 97.10% SWD: 94.40% HI: 96.40% (2024-2025)	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% HI: 79.4%	Jane Frederick High School ALL: -13.50% EL: -22.30% SED: -12.90% SWD: -16.80% HI: -13.50% Stockton High School ALL: +8.00% SED: +7.20% SWD: +9.80% HI: +7.00%
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%	Jane Frederick High School ALL: 58.30% EL: 44.70% SED:57.90% HI:61.40% Stockton High School	Jane Frederick High School ALL: 59.4% EL: 58.6% SED: 59.2% HI: 61.7% Stockton High School ALL: 56.6%	Jane Frederick High School ALL: 60.70% EL: 58.90% SED:61.10% HI:64.30% Stockton High School ALL: 52.20%	Jane Frederick High School ALL: +8.70% EL: +9.70% SED: +8.10% HI: +7.40% Stockton High School ALL: +14.40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 46.50% (2022-2023)	ALL: 36.70% SED: 36.70% HI: 31.60% (2023-2024))	SED: 56.0% HI: 58.0% (2024-2025)	SED: 52.60% HI: 56.50%	SED: +13.40% HI: +11.50%
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% AA: 29.30% HI: 11.70% Stockton High School ALL: 0.70% SED: 0.00% HI: 0.00% (2022-2023)	Jane Fredrick High School ALL: 10.30% EL: 7.40% HOM: 0.00% SED: 10.20% SWD: 9.00% AA: 11.40% HI: 9.90% Stockton High School ALL: 0.30% SED: 0.00% HI: 0.40% (2023-2024)	Jane Frederick High School ALL: 3.80% EL: 3.80% HOM: 6.70% SED: 4.10% SWD: 5.80% AA: 2.20% HI: 4.00% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00% (2024-2025)	Jane Fredrick High School ALL: 4.60% EL: 2.60% HOM: 9.30% SED: 3.50% SWD: 6.10% AA: 19.30% HI: 1.70% Stockton High School ALL: 0.00% SED: 0.00% HI: 0.00%	Jane Frederick High School ALL: -10.80% EL: -3.80% HOM: -12.60% SED: -9.40% SWD: -10.30% AA: -27.10% HI: -7.70% Stockton High School ALL: -0.70% SED: 0.00% HI: 0.00%
8B - College and Career Readiness Indicator	The percentage of students prepared College/Career Levels & Measures Report	Jane Fredrick High School ALL: 0.00% EL: 0.00% LTEL: * SED: 0.00% HI: 0.00% Stockton High School ALL: 3.10% SED: 3.40% HI: 4.60% (2022-2023)	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%	Jane Frederick High School ALL: 0.80% EL: 0.00% LTEL:0.00% SED: 0.80% HI: 1.10% Stockton High School ALL: 3.40% SED: 2.40% HI: 4.50%	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%	Jane Frederick High School ALL: +0.80% LTEL: 0.00% EL: 0.00% SED: +0.80% HI: +1.10% Stockton High School ALL: +0.30% SED: -1.00% HI: +1.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2023-2024)	(2024-2025)		

Goal Analysis [2025-26]

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.

The following actions are from Equity Multiplier schools identified for the 2025-2026 school year. Stockton Unified School District was able to implement 3 of 3 actions in Goal 8 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 reduced suspension rates fostering a more equitable and high-achieving learning environment.
Action 8.2: Stockton High School integrated intervention sessions, a tiered attendance system, and established diverse student social clubs and collaborative campus spaces to foster a welcoming environment and connect students with their future career goals.
Action 8.3: Stagg High School has partially implemented strategies to support student achievement.

Challenges:
Facility construction timeline constraints extended deadlines.

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 8, the district budgeted $2,548,588 and calculated estimated actual expenditures in the amount of $711,745, which is at a 28% spend rate.

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

~ Action 8.1 - Budgeted for $305,192 and reported estimated actual expenditures through June 30, 2026, in the amount of $0, resulting in an estimated 100% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

~ Action 8.2 - Budgeted for $283,594 and reported estimated actual expenditures through June 30, 2026, in the amount of $130,492, resulting in an estimated 54% under expenditure of allocated funds. The reason for this is due to lower-than-anticipated fund utilization by the site this year

~ Action 8.3 - Budgeted for $1,959,802 and reported estimated actual expenditures through June 30, 2026, in the amount of $581,253, resulting in an estimated 70% under expenditure of allocated funds. The reason for this is due to action being partially implemented.

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

The following actions are from Equity Multiplier schools identified for the 2025-2026 school year.

Action 8.1 Stockton High's actions on providing professional development and implementing interventions were effective with opportunities for growth at decreasing the distance from standard for ELA and Math. Evaluation of this action shows improvements for Socioeconomically Disadvantaged and Hispanic student groups. (4A – State Assessments- ELA and Math – Distance from Standard).

Action 8.2 Jane Frederick High's actions on providing professional development and implementing interventions were effective at increasing Graduation Rates, decreasing Chronic Absenteeism and Suspension Rates. Evaluation of this action shows that all student groups benefitted and increased overall achievement. (5B – Chronic Absenteeism, 5E – High School Graduation Rate, 6A – Suspension Rates)

Action 8.3 Stagg High's action on providing professional development, implementing interventions, and removing barriers that impact the lowest performing groups was effective at increasing CTE Course Sequence, Graduation Rates, CAASPP ELA Meeting or Exceeding Standards, and increasing the percentage of students prepared for College/Career Readiness. Evaluation of this action shows significant improvements for Students with Disabilities and Homeless student groups. (4A – State Assessments – ELA – Meet or Exceed, 4C – CTE Course Sequence, 5E – High School Graduation Rate)

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, this goal is revised each school year to reflect the state identified Equity Multiplier schools. All goals, metrics, and actions from the 2025-2026 school year have been changed to reflect the current list of Equity Multiplier sites for the 2026-2027 school year. The target outcomes for schools listed during the 2025-2026 school year have stayed the same.

The following schools were identified for the 2025-2026 school year and removed:

- Action 8.1 Stockton High
- Action 8.2 Jane Frederick High
- Action 8.3 Stagg High

The following schools were identified for the 2026-2027 school year and new goals, metrics, and actions were added.

- Action 8.1 Stockton High
- Action 8.2 Jane Frederick High

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	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Creating a welcoming learning environment on campus: Inside and Outside of classrooms. • Improve CTE Pathways and Career Based Electives for Students • Increase student clubs by supporting students' passions, interests, and talents • Provide Resources, materials, and incentives to support improving attendance and student success • Provide professional learning to support academic gains	$372,534.00	No
8.2	Career Focused Instruction and Experiences for Jane Frederick students	To support the lowest performing student groups based on the California School Dashboard and local indicators, the school site will implement the following activities to improve overall student achievement: • Provide Resources, materials, and incentives to support improving attendance and student success • Provide professional learning to support academic gains • Improvements to school safety, climate, and culture • Resources and materials to support the implementation of Positive Behavior Intervention and Supports (PBIS) • Service agreements with vendors to support academics, school climate and culture • Increase student clubs by supporting students' passions, interests, and talents	$319,156.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$121,421,114.00	$14,931,911.00

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
35.883%	1.012%	$3,404,484.69	36.895%

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: 28.70% EL: 15.80% SED: 28.40%	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
	FY: 8.30% The Graduation Rate for all students and unduplicated students is as follows: ALL: 88.90% EL: 84.20% SED: 88.20% FY: 58.30% 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 Schoolwide	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: 88.90% EL: 84.20% SED: 88.20% FY: 58.30%	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.	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
	In reviewing our data, we noticed the unduplicated student groups English Learner, Low-income, and Foster Youth are graduating at lower rates than All Students. **Scope:** LEA-wide Schoolwide	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.	
1.3	**Action:** A-G High School Courses **Need:** The a-g completion rate for all students and unduplicated students is as follows: ALL: 26.90% EL: 12.20% SED: 25.00% FY: 5.60% 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 Schoolwide	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	We will provide targeted training on instructional strategies and collaboration as well as instructional cycles and assessments to teachers. Specific	Metrics:

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
	Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 Schoolwide	training on analysis of student data will additionally support the implementation of instructional strategies within the classroom. 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 ELA - Meet or Exceed 4A - Statewide Assessments Math - Meet or Exceed
1.8	**Action:** School Site Administrators Leadership Professional Development	Administrators will receive targeted training on instructional leadership and PLCs as well as instructional cycles and assessments. Specific	Metrics:

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
	Need: The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 Schoolwide	training on analysis of student data will additionally support the implementation of instructional strategies at each school site. 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 ELA - Meet or Exceed 4A - Statewide Assessments Math - Meet or Exceed
1.9	**Action:**	Professional Development will be provided to all staff in support of high quality first instruction for all	Metrics:

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
	Professional Learning Community Implementation, Professional Learning, & Curriculum Implementation **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 Schoolwide	students. Administrators will be trained on how to identify and support teachers in effectively applying the PD to ensure that fewer students are 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 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
1.10	**Action:** Data Analysis and Evaluation **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 Schoolwide	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 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.	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
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 students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% 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 Schoolwide	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. 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.	Metrics: 4A - Statewide Assessments ELA - Meet or Exceed
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:	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	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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 Schoolwide	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 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: 28.92%	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	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
	EL: 5.57% SED: 26.31% FY: 16.21% 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 Schoolwide	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 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: 26.90% EL: 12.20% SED: 25.00% FY: 5.60% 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.	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

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 Schoolwide		
1.15	**Action:** Recapture Learning Loss **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 provide credit recovery support and programs to recapture learning loss for high school students not on track to graduate. For elementary students, intervention curriculum and professional development for teachers and paraprofessionals 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.	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 Schoolwide		
1.16	**Action:** Outdoor Education/Science Camp **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all students and unduplicated students is as follows: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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.	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. 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.	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 Schoolwide		
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: ALL: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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.	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 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.	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 Schoolwide		
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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% 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 Schoolwide	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 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.	Metrics: 4A - Statewide Assessments ELA - Meet or Exceed
2.3	**Action:** Equity and Inclusion Training and Workshops **Need:**	This action provides students with inclusionary and culturally relevant support and resources. Staff will receive training and workshops on focused	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
	The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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 Schoolwide	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.	
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students who were suspended at least once is higher	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

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 were suspended at least once. **Scope:** LEA-wide Schoolwide		
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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 Schoolwide	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. 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.	Metrics: 6A – Suspension Rates
2.6	**Action:** Student Assistance Program support (SAP)	We will be utilizing a Student Assistance Program (SAP) to target struggling students and provide immediate support to ensure that students are	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
	Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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 Schoolwide	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	
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students	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.	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
	who were suspended at least once is higher than the percentage of All Students who were suspended at least once. **Scope:** LEA-wide Schoolwide	These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	
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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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	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. 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.	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 Schoolwide		
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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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	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. 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.	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 Schoolwide		
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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 Schoolwide	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 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	Metrics: 6A – Suspension Rates
2.12	**Action:** Health and Wellness Services and Supports	We will be providing Health and Wellness Services to our students and families. These services include mental and physical health needs through	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
	Need: The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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	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	
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students	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	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
	who were suspended at least once is higher than the percentage of All Students who were suspended at least once. **Scope:** LEA-wide	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	
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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	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 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
2.15	**Action:** School Connectedness **Need:**	We will be providing direct staffing support to promote safe and supportive school climates.	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
	The percentage of students who were suspended at least once for all students and unduplicated students is as follows: ALL: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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	When students feel safe and supported, they are less likely to act out which will reduce the percentage of EI, Sed, and FY students who are suspended one or more times. These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students	
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% In reviewing our data, we noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students	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

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
	who were suspended at least once is higher than the percentage of All Students who were suspended at least once. **Scope:** LEA-wide		
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: 4.30% EL: 3.60% SED: 4.60% FY:12.40% 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 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 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	Metrics: 6A – Suspension Rates
2.18	**Action:** Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning **Need:**	We will be providing additional instructional time to students to support their academic achievement along with social-emotional learning.	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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 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.	4A - Statewide Assessments Math - Meet or Exceed
2.19	**Action:** Technology and Innovation Support **Need:** The percentage of students that Meet or Exceed Standard on CAASPP ELA for all	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	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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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	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.	4A - Statewide Assessments Math - Meet or Exceed
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:	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	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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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	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.	
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: 28.92% EL: 5.57%	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.	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
	SED: 26.31% FY: 16.21% The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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 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.	
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: 28.92% EL: 5.57% SED: 26.31% FY: 16.21%	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	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
	The percentage of students that Meet or Exceed Standard on CAASPP Math for all students and unduplicated students is as follows: ALL: 17.99% EL: 5.09% SED: 16.25% FY: 1.39% 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	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.	
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: 32.90% EL: 29.60% SED: 34.90% FY: 48.40%	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.	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	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.	
3.2	**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: ALL: 32.90% EL: 29.60% SED: 34.90% FY: 48.40% 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 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. 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.	Metrics: 5B – Chronic Absenteeism Rate
3.3	**Action:** Arts Programming **Need:**	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	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
	The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 32.90% EL: 29.60% SED: 34.90% FY: 48.40% 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	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.	
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: 32.90% EL: 29.60% SED: 34.90% FY: 48.40% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students.	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.	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
	Scope: LEA-wide	These actions are being provided on an LEA-wide basis to maximize their impact on decreasing the overall suspension rate for all students.	
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: 32.90% EL: 29.60% SED: 34.90% FY: 48.40% 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	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. 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.	Metrics: 5B – Chronic Absenteeism Rate
4.2	**Action:** District Strategic Planning and Communication **Need:**	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	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
	The percentage of students who are chronically absent for all students and unduplicated students is as follows: ALL: 32.90% EL: 29.60% SED: 34.90% FY: 48.40% 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	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.	
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: 32.90% EL: 29.60% SED: 34.90% FY: 48.40% We noticed that the percentage of Socioeconomically Disadvantaged and Foster Youth students that are Chronically Absent at a higher rate than All Students. **Scope:**	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
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: 32.90% EL: 26.90% SED: 34.90% FY: 48.40% 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	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

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:**	This action will provide direct services to English Learner students through the use of	Metrics:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learner Learning Environment Resources and Support **Need:** The Reclassification Rate for English Learners was 14.10%. In reviewing our data, we notice that English Learners are reclassifying at a low rate. **Scope:** Limited to Unduplicated Student Group(s)	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.	4F - EL Reclassification Rate
1.5	**Action:** English Learner Professional Development **Need:** The percentage of English Learner students making progress toward English Proficiency is 44.70%. 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	This action will provide literature and resources that focus on language acquisition and mastery to	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
	Need: The percentage of English Learner students obtain an overall ELPAC Level 4 is 44.40%. In reviewing our data, we notice that English Learners not improving English Language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	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. 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 16.21%. The percentage of Foster Youth students that Meet or Exceed Standards on CAASPP Math is 1.39%. In reviewing our data, we noticed that the percentage of Foster Youth students are not	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Meeting or Exceeding Standards on CAASPP ELA and Math. **Scope:** Limited to Unduplicated Student Group(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.

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. For the 2025-2026 school year, SUSD only had one school site with an unduplicated student population of less than 55%, the school is also a specialty school.

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, 23 School Support Technicians (Elementary) and 17 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. Two FTE School Psychologist assigned to provide 2 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, 91 Custodial staff (Elementary) 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	9.47	34.06
Staff-to-student ratio of certificated staff providing direct services to students	8.01	16.35

2026-27 Total Planned 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	$338,383,273	$121,421,114.00	35.883%	1.012%	36.895%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$307,684,727.00	$23,153,282.00	$0.00	$0.00	$330,838,009.00	$298,411,256.00	$32,426,753.00

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 School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$1,431,525.00	$592,570.00	$2,024,095.00				$2,024,095.00	
1	1.2	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$1,427,407.00	$527,295.00	$1,954,702.00				$1,954,702.00	
1	1.3	A-G High School Courses	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	9-12 High Schools	07/01/2026 - 06/30/2027	$360,087.00	$0.00	$360,087.00				$360,087.00	
1	1.4	English Learner Learning Environment Resources and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$1,492,100.00	$0.00	$1,492,100.00				$1,492,100.00	
1	1.6	English Language Proficiency Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	07/01/2026 - 06/30/2027	$1,322,912.00	$1,407,672.00	$2,064,519.00	$666,065.00			$2,730,584.00	

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 School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$6,653,410.00	$329,000.00	$5,732,957.00	$1,249,453.00			$6,982,410.00	
1	1.8	School Site Administrators Leadership Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$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 School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$809,761.00	$0.00	$809,761.00				$809,761.00	
1	1.10	Data Analysis and Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$123,209.00	$265,408.00	$388,617.00				$388,617.00	
1	1.11	Access to Foundational and Outdoor Learning Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Transitional Kindergarten (TK)	07/01/2026 - 06/30/2027	$459,508.00	$537,411.00	$996,919.00				$996,919.00	
1	1.12	Acceleration of Learning Through Instructional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$10,636,916.00	$3,003,856.00	$11,795,979.00	$1,844,793.00			$13,640,772.00	
1	1.13	Literacy and Library Supports	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$1,563,882.00	$1,212,616.00	$1,420,377.00	$1,356,121.00			$2,776,498.00	
1	1.14	Advancement via Individual Determination Program (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$315,273.00	$744,397.00	$1,059,670.00				$1,059,670.00	
1	1.15	Recapture Learning Loss	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$7,877,967.00	$909,075.00	$8,787,042.00				$8,787,042.00	
1	1.16	Outdoor Education/Science Camp	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$100,000.00	$800,000.00	$900,000.00				$900,000.00	
2	2.1	Educational Equity, Diversity, and Inclusion	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools	07/01/2026 - 06/30/2027	$384,123.00	$363,000.00	$747,123.00				$747,123.00	

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		wide	Low Income										
2	2.2	Ethnic Studies Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$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 School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$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 School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$328,694.00	$71,428.00	$400,122.00				$400,122.00	
2	2.5	Positive Behavior Interventions and Support (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$291,426.00	$725,666.00	$1,017,092.00				$1,017,092.00	
2	2.6	Student Assistance Program support (SAP)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$631,295.00	$20,817.00	$652,112.00				$652,112.00	
2	2.7	Behavior Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$3,036,536.00	$34,000.00	$3,070,536.00				$3,070,536.00	
2	2.8	New Teacher Training and Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$294,204.00	$0.00	$294,204.00				$294,204.00	
2	2.9	Social Service Supports for Families in Transition	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	07/01/2026 - 06/30/2027	$378,675.00	$147,141.00	$525,816.00				$525,816.00	
2	2.10	Central Enrollment Direct Services to Families	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$1,686,675.00	$30,000.00	$1,716,675.00				$1,716,675.00	
2	2.11	Student Attendance and Truancy Intervention and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide School	English Learners Foster Youth	All Schools	07/01/2026 - 06/30/2027	$8,202,436.00	$422,035.00	$8,624,471.00				$8,624,471.00	

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
					wide	Low Income										
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	07/01/2026 - 06/30/2027	$6,880,944.00	$0.00	$6,880,944.00				$6,880,944.00	
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	07/01/2026 - 06/30/2027	$9,360,277.00	$0.00	$9,360,277.00				$9,360,277.00	
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	07/01/2026 - 06/30/2027	$18,420,044.00	$575,027.00	$8,712,253.00	$10,282,818.00			$18,995,071.00	
2	**2.15**	School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$8,401,800.00	$0.00	$8,401,800.00				$8,401,800.00	
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	07/01/2026 - 06/30/2027	$7,123,987.00	$0.00	$7,123,987.00				$7,123,987.00	
2	**2.17**	Additional School Site Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$71,214.00	$0.00	$71,214.00				$71,214.00	
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	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$316,791.00	$2,076,582.00	$2,393,373.00				$2,393,373.00	
2	**2.20**	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$43,957.00	$243,010.00	$286,967.00				$286,967.00	
2	**2.21**	Instruction and Teacher Staffing	All	No			All Schools	07/01/2026 - 06/30/2027	$174,349,876.00	$0.00	$174,349,876.00				$174,349,876.00	
2	**2.22**	Recruit, Hire, Retain Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	07/01/2026 - 06/30/2027	$1,491,857.00	$0.00	$1,271,846.00	$220,011.00			$1,491,857.00	

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	2.23	School Facilities	All	No			All Schools	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$344,064.00	$626,346.00	$970,410.00				$970,410.00	
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	07/01/2026 - 06/30/2027	$1,610,711.00	$1,889,289.00	$3,500,000.00				$3,500,000.00	
3	3.3	Arts Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	07/01/2026 - 06/30/2027	$4,699,358.00	$341,053.00	$5,040,411.00				$5,040,411.00	
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	07/01/2026 - 06/30/2027	$2,901,222.00	$345,819.00	$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	07/01/2026 - 06/30/2027	$817,200.00	$543,869.00	$1,121,156.00	$239,913.00			$1,361,069.00	
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	07/01/2026 - 06/30/2027	$1,780,185.00	$264,005.00	$2,044,190.00				$2,044,190.00	
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	07/01/2026 - 06/30/2027	$190,064.00	$202,620.00	$392,684.00				$392,684.00	
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	07/01/2026 - 06/30/2027	$0.00	$400,000.00	$400,000.00				$400,000.00	
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports	Students with Disabilities	No			All Schools	07/01/2026 - 06/30/2027	$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
		to Narrow Achievement Performance Gap														
5	**5.2**	Maximize Course Access & Alternate Diploma Pathways	Students with Disabilities	No			All Schools	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$0.00	$122,000.00	$122,000.00				$122,000.00	
5	**5.4**	Culturally Responsive Professional Development	Students with Disabilities	No			All Schools	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$0.00	$289,000.00	$289,000.00				$289,000.00	
6	**6.2**	Data Driven Alignment with School Plan for Student Achievement (SPSA)	African American/Black	No			All Schools	07/01/2026 - 06/30/2027	$0.00	$12,000.00	$12,000.00				$12,000.00	
6	**6.3**	Educator Gap Balancing and Recruitment Process	African American/Black	No			All Schools	07/01/2026 - 06/30/2027	$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	07/01/2026 - 06/30/2027	$0.00	$587,000.00	$587,000.00				$587,000.00	
6	**6.5**	Community Partnerships	African American/Black	No			All Schools	07/01/2026 - 06/30/2027	$0.00	$2,453,647.00	$2,453,647.00				$2,453,647.00	

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	6.6	Development of High School African American Studies Course	African American/Black	No			All Schools	07/01/2026 - 06/30/2027	$0.00	$565,169.00	$565,169.00				$565,169.00	
6	6.7	School Climate & Wellness Personnel Support	African American/Black	No			All Schools	07/01/2026 - 06/30/2027	$0.00	$1,893,184.00	$1,893,184.00				$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	07/01/2026 - 06/30/2027	$0.00	$678,345.00		$678,345.00			$678,345.00	
7	7.2	High Quality Instruction and Positive Learning Environment at El Dorado Elementary	Students with Disabilities	No			Specific Schools: El Dorado Elementary	07/01/2026 - 06/30/2027	$0.00	$775,093.00		$775,093.00			$775,093.00	
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	$795,109.00		$795,109.00			$795,109.00	
7	7.4	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	$419,239.00		$419,239.00			$419,239.00	
7	7.5	High Quality Instruction and Positive Learning Environment at Washington Elementary	Students with Disabilities	No			Specific Schools: Washington Elementary School	07/01/2025 - 06/30/2026	$0.00	$251,321.00		$251,321.00			$251,321.00	
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	$471,505.00		$471,505.00			$471,505.00	
8	8.1	Career Focused Instruction and Experiences for Stockton High students	Students with Disabilities Low Income	No			Specific Schools: Stockton High	07/01/202 - 06/30/2027	$0.00	$372,534.00		$372,534.00			$372,534.00	

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	**8.2**	Career Focused Instruction and Experiences for Jane Frederick students	Students with Disabilities Low Income	No			Specific Schools: Jane Frederick	07/01/2026 - 06/30/2027	$0.00	$319,156.00		$319,156.00			$319,156.00	

2026-27 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
$338,383,273	$121,421,114.00	35.883%	1.012%	36.895%	$124,873,697.00	0.000%	36.903 %	**Total:**	$124,873,697.00
								LEA-wide Total:	$120,744,747.00
								Limited Total:	$4,128,950.00
								Schoolwide Total:	$53,473,691.00

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 Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,024,095.00	
1	**1.2**	College Readiness	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,954,702.00	
1	**1.3**	A-G High School Courses	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	9-12 High Schools	$360,087.00	
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	$1,492,100.00	
1	**1.6**	English Language Proficiency Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,064,519.00	

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 Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,732,957.00	
1	1.8	School Site Administrators Leadership Professional Development	Yes	LEA-wide Schoolwide	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 Schoolwide	English Learners Foster Youth Low Income	All Schools	$809,761.00	
1	1.10	Data Analysis and Evaluation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$388,617.00	
1	1.11	Access to Foundational and Outdoor Learning Spaces	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Transitional Kindergarten (TK)	$996,919.00	
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,795,979.00	
1	1.13	Literacy and Library Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,420,377.00	
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,059,670.00	
1	1.15	Recapture Learning Loss	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,787,042.00	
1	1.16	Outdoor Education/Science Camp	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$900,000.00	
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$747,123.00	
2	2.2	Ethnic Studies Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$149,580.00	

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 (%)
2	2.3	Equity and Inclusion Training and Workshops	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$38,000.00	
2	2.4	Cultural Relevance, Outreach, and Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$400,122.00	
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,017,092.00	
2	2.6	Student Assistance Program support (SAP)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$652,112.00	
2	2.7	Behavior Support Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,070,536.00	
2	2.8	New Teacher Training and Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$294,204.00	
2	2.9	Social Service Supports for Families in Transition	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$525,816.00	
2	2.10	Central Enrollment Direct Services to Families	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,716,675.00	
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,624,471.00	
2	2.12	Health and Wellness Services and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,880,944.00	
2	2.13	Mental Health Resources and Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,360,277.00	
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,712,253.00	
2	2.15	School Connectedness	Yes	LEA-wide	English Learners Foster Youth	All Schools	$8,401,800.00	

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	2.16	Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,123,987.00	
2	2.17	Additional School Site Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,214.00	
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	$2,393,373.00	
2	2.20	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$286,967.00	
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,271,846.00	
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	$970,410.00	
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500,000.00	
3	3.3	Arts Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,040,411.00	
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,	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,121,156.00	

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 (%)
		Empowerment, and Engagement			Low Income			
4	**4.2**	District Strategic Planning and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,044,190.00	
4	**4.3**	Community Schools Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$392,684.00	
4	**4.4**	Parent Advisory Committee Supports and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$345,901,976.00	$337,565,292.47

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	$2,078,554.00	1,987,341.00
1	**1.2**	College Readiness	Yes	$1,929,154.00	1,740,816.00
1	**1.3**	A-G High School Courses	Yes	$351,511.00	355,708.00
1	**1.4**	English Learner Learning Environment Resources and Support	Yes	$3,258,321.00	2,902,611.00
1	**1.5**	English Learner Professional Development	Yes	$1,194,161.00	1,198,447.00
1	**1.6**	English Language Proficiency Supports	Yes	$2,781,749.00	2,811,434.00
1	**1.7**	Teacher Collaboration, Professional Development, & Academic Support	Yes	$7,505,192.00	7,121,945.00
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	$718,267.00	780,810.00
1	**1.10**	Data Analysis and Evaluation	Yes	$265,408.00	397,924.00

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	$3,732,164.00	1,486,283.00
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	$12,363,019.00	13,483,912.00
1	1.13	Literacy and Library Supports	Yes	$2,771,374.00	2,725,980.00
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	$1,063,836.00	744,036.00
1	1.15	Recapture Learning Loss	Yes	$5,422,484.00	6,694,088.00
1	1.16	Outdoor Education/Science Camp	Yes	$900,000.00	765.853.00
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	$742,381.00	734,781.00
2	2.2	Ethnic Studies Program	Yes	$149,580.00	64,475.00
2	2.3	Equity and Inclusion Training and Workshops	Yes	$38,000.00	38,000.00
2	2.4	Cultural Relevance, Outreach, and Support	Yes	$324,360.00	324,360.00
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	$1,014,229.00	986,490.00
2	2.6	Student Assistance Program support (SAP)	Yes	$662,747.00	660,494.00
2	2.7	Behavior Support Services	Yes	$3,376,134.00	2,725,719.00
2	2.8	New Teacher Training and Support	Yes	$102,323.00	1,032,478.00

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	$1,403,699.00	641,555.00
2	2.10	Central Enrollment Direct Services to Families	Yes	$1,652,680.00	1,678,380.00
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	$8,635,644.00	8,844,128.00
2	2.12	Health and Wellness Services and Supports	Yes	$15,025,940.00	6,350,863.00
2	2.13	Mental Health Resources and Supports for Students	Yes	$310,428.00	9,188,535.00
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	$18,788,054.00	18,520,988.00
2	2.15	School Connectedness	Yes	$8,329,592.00	8,053,874.00
2	2.16	Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines	Yes	$7,766,303.00	6,951,905.00
2	2.17	Additional School Site Support	Yes	$68,338.00	68,338.00
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Yes	$5,445,251.00	5,445,251.00
2	2.19	Technology and Innovation Support	Yes	$3,047,395.00	4,430,534.00
2	2.20	Instructional Technology	Yes	$298,788.00	298,788.00
2	2.21	Instruction and Teacher Staffing	No	$188,048,465.00	188,048,465.00

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	$923,296.00	2,096,401.00
2	2.23	School Facilities	No	$2,128,154.00	2,128,154.00
2	2.24	Student and Campus Safety	Yes	$607,252.00	202,103.00
3	3.1	Student Engagement and Leadership Opportunities	Yes	$967,888.00	794.620.00
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	$3,300,000.00	3,873,963.00
3	3.3	Arts Programming	Yes	$5,997,282.00	5,201,562.00
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	$3,247,041.00	3,247,041.00
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	$1,475,604.00	1,222,176.00
4	4.2	District Strategic Planning and Communication	Yes	$2,082,153.00	1,861,430.00
4	4.3	Community Schools Supports and Resources	Yes	$388,205.00	290,498.00
4	4.4	Parent Advisory Committee Supports and Resources	Yes	$375,000.00	293,694.00
5	5.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap	No	$50,000.00	55,000.00

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	5.2	Maximize Course Access & Alternate Diploma Pathways	No	$26,000.00	39,264.00
5	5.3	Academic Supports to Accelerate Learning	No	$122,000.00	127,511.00
5	5.4	Culturally Responsive Professional Development	No	$25,000.00	25,000.00
5	5.5	Meaningful Student Experiences and Opportunities	No	$20,000.00	11,736.00
5	5.6	Recruit, Hire, and Retain Student Support Personnel	No	$15,000.00	15,771.00
5	5.7	Parent and Family Supports and Resources	No	$25,000.00	20,000.00
5	5.8	Enhancing School Engagement and Attendance for Students With Disabilities	No	$50,000.00	19,289.00
6	6.1	Student Achievement Plan Master Plan	No	$323,500.00	289,125.00
6	6.2	Data Driven Alignment with School Plan for Student Achievement (SPSA)	No	$100,000.00	11,873.00
6	6.3	Educator Gap Balancing and Recruitment Process	No	$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	No	$587,144.00	944,535.00
6	6.5	Community Partnerships	No	$2,331,003.00	1,244,789.00
6	6.6	Development of High School African American Studies Course	No	$565,169.00	310,220.00

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	School Climate & Wellness Personnel Support	No	$1,893,184.00	1,875,282.00
7	7.1	High Quality Instruction and Positive Learning Environment at Adams Elementary	No	$636,677.00	78,693.00
7	7.2	High Quality Instruction and Positive Learning Environment at El Dorado Elementary	No	$648,885.00	289,549.00
7	7.3	High Quality Instruction and Positive Learning Environment at Hazelton Elementary	No	$784,108.00	7,234.00
7	7.4	High Quality Instruction and Positive Learning Environment at Van Buren Elementary	No	$569,066.00	339,933.00
7	7.5	High Quality Instruction and Positive Learning Environment at Roosevelt Elementary	No	$384,072.00	256,129.00
7	7.6	High Quality Instruction and Positive Learning Environment at Wilson Elementary	No	$406,610.00	220,726.00
8	8.1	Career Focused Instruction and Experiences for Stockton High students	No	$305,192.00	0
8	8.2	Career Focused Instruction and Experiences for Jane Frederick students	No	$283,594.00	130,492.00
8	8.3	Access to Educational Opportunities for the Modern Student at Stagg High School	No	$1,959,802.00	581,253.00

2025-26 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)
$119,340,533	$124,001,092.00	$121,675,835.85	$2,325,256.15	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	$2,078,554.00	1,987,341.00		
1	1.2	College Readiness	Yes	$1,929,154.00	1,740,816.00		
1	1.3	A-G High School Courses	Yes	$351,511.00	355,708.00		
1	1.4	English Learner Learning Environment Resources and Support	Yes	$46,515.00	46,515.00		
1	1.5	English Learner Professional Development	Yes	$1,194,161.00	1,198,447.00		
1	1.6	English Language Proficiency Supports	Yes	$2,116,759.00	2,122,143.00		
1	1.7	Teacher Collaboration, Professional Development, & Academic Support	Yes	$5,732,957.00	5,732,957.00		
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	$718,267.00	780,810.00		
1	1.10	Data Analysis and Evaluation	Yes	$265,408.00	397,924.00		

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	1.11	Access to Foundational and Outdoor Learning Spaces	Yes	$3,732,164.00	1,486,283.00		
1	1.12	Acceleration of Learning Through Instructional Supports	Yes	$10,685,620.00	10,825,978.00		
1	1.13	Literacy and Library Supports	Yes	$1,419,202.00	1,420,843.00		
1	1.14	Advancement via Individual Determination Program (AVID)	Yes	$1,063,836.00	744,036.00		
1	1.15	Recapture Learning Loss	Yes	$5,422,484.00	6,694,088.00		
1	1.16	Outdoor Education/Science Camp	Yes	$900,000.00	765.853.00		
2	2.1	Educational Equity, Diversity, and Inclusion	Yes	$742,381.00	734,781.00		
2	2.2	Ethnic Studies Program	Yes	$149,580.00	64,475.00		
2	2.3	Equity and Inclusion Training and Workshops	Yes	$38,000.00	38,000.00		
2	2.4	Cultural Relevance, Outreach, and Support	Yes	$324,360.00	324,360.00		
2	2.5	Positive Behavior Interventions and Support (PBIS)	Yes	$1,014,229.00	986,490.00		
2	2.6	Student Assistance Program support (SAP)	Yes	$662,747.00	660,494.00		
2	2.7	Behavior Support Services	Yes	$3,376,134.00	2,725,719.00		
2	2.8	New Teacher Training and Support	Yes	$102,323.00	1,032,478.00		
2	2.9	Social Service Supports for Families in Transition	Yes	$1,403,699.00	641,555.00		
2	2.10	Central Enrollment Direct Services to Families	Yes	$1,652,680.00	1,678,380.00		
2	2.11	Student Attendance and Truancy Intervention and Outreach	Yes	$8,635,644.00	8,844,128.00		
2	2.12	Health and Wellness Services and Supports	Yes	$15,025,940.00	6,350,863.00		

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	2.13	Mental Health Resources and Supports for Students	Yes	$310,428.00	9,188,535.00		
2	2.14	Social Emotional and Restorative Practices and Responsive Schools	Yes	$8,505,236.00	8,243,245.00		
2	2.15	School Connectedness	Yes	$8,329,592.00	8,053,874.00		
2	2.16	Sustainability of Assistant Principals According to School-Specific Needs and Staffing Ratio Guidelines	Yes	$7,766,303.00	6,951,905.00		
2	2.17	Additional School Site Support	Yes	$68,338.00	68,338.00		
2	2.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning	Yes	$5,445,251.00	5,445,251.00		
2	2.19	Technology and Innovation Support	Yes	$3,047,395.00	4,430,534.00		
2	2.20	Instructional Technology	Yes	$298,788.00	298,788.00		
2	2.22	Recruit, Hire, Retain Highly Qualified Staff	Yes	$705,882.00	2,096,401.00		
2	2.24	Student and Campus Safety	Yes	$607,252.00	202,103.00		
3	3.1	Student Engagement and Leadership Opportunities	Yes	$967,888.00	794,620.00		
3	3.2	Youth Engagement Activities and Athletic Programs	Yes	$3,300,000.00	3,873,963.00		
3	3.3	Arts Programming	Yes	$5,997,282.00	5,201,562.00		
3	3.4	Expanded Learning and Enrichment Opportunities	Yes	$3,247,041.00	3,247,041.00		
4	4.1	Family and Community Communication, Empowerment, and Engagement	Yes	$1,241,179.00	984,106.00		

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)
4	**4.2**	District Strategic Planning and Communication	Yes	$2,082,153.00	1,861,430.00		
4	**4.3**	Community Schools Supports and Resources	Yes	$388,205.00	290,498.00		
4	**4.4**	Parent Advisory Committee Supports and Resources	Yes	$375,000.00	293,694.00		

2025-26 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)
$336,447,101	$119,340,533	1.706%	37.177%	$121,675,835.85	0.000%	36.165%	$3,404,484.69	1.012%

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 2026-27, 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 2026-27, 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

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		

Appendix B

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

Board Adopted June 23, 2026

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

Appendix D

Equity Multiplier Schools – Red Performance Groups by State Indicator (2026-2027)

School	Math	English (ELA)	Science	Suspension	Chronic Absenteeism	English Learner Progress	Graduation	College & Career (CCI)
Adams	African American All Students Hispanic Socioeconomically Disadvantaged Students with Disabilities	Asian Students with Disabilities	Socioeconomically Disadvantaged	African American All Students Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities	African American Hispanic Homeless Students with Disabilities	English Learners		
El Dorado	African American All Students Hispanic Socioeconomically Disadvantaged Students with Disabilities	African American All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities		White	Two or More Races Students with Disabilities	English Learners		
George Washington	All Students Socioeconomically Disadvantaged	All Students Socioeconomically Disadvantaged	Hispanic Socioeconomically Disadvantaged	All Students Hispanic Socioeconomically Disadvantaged	Students with Disabilities			
Hazelton	All Students English Learners Hispanic Socioeconomically Disadvantaged	All Students English Learners Hispanic Socioeconomically Disadvantaged						
Roosevelt	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities						
Wilson	All Students Hispanic			African American				
Jane Frederick	Hispanic	Hispanic						
Stockton High								