



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 08/25/2020

Version 2 – 10/12/2021

Stockton High

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | ELAC Recommendation to SSC Date | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------|-----------------------------------|--|--|--|
| Stockton High | 39686760119784 | Ver 1 – Not Applicable Ver 2 – Not Applicable | Ver 1 – 06/08/2020 Ver 2 – 09/30/2021 | Ver 1 – 08/25/2020 Ver 2 – 10/12/2021 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Stockton High school is implementing a Schoolwide Program. In January 2020, Stockton High was designated as a Comprehensive Support and Improvement (CSI) school site based on the graduation rate.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stockton High's school plan aligns with the district's Local Control Accountability Plan (LCAP). Goals and strategies are focused towards the LCAP's intent with individual support to students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stockton High School developed a school plan (2020-2021) which aligns to the district's goals and incorporates strategies that are specific to the site. This plan was reviewed by School Site Council on June 8, 2020.

During the 2019-2020 school year, School Site Council reviewed activities and resources relating to budget modifications and adjustments to strategies identified in the school plan. Furthermore, SSC ensured that goals and strategies were aligned to the schools WASC. In January of this year, during a SSC meeting, a parent was concerned that Stockton High no longer allowed students to check out chrome books to use at home. This particular parent did not have a student that qualified for the chromebook distribution this year and not being able to check out a chromebook when needed, caused her student to fall further behind.

Stockton High and its School Site Council review the progress of the SPSA throughout the year and make recommendations for the coming year based on various data points. Due to the ever changing population at Stockton High, it is necessary to constantly review goals and strategies to ensure student learning.

Stockton High will be in CSI status for the 2020-2021 school year due to the graduation rate. During the 19-20 school year, 84% of the student population enrolling at Stockton High were at least a year behind in credits. This is due to both attendance and lack of progress. Beginning in the 20-21 school year, SHS will begin coding students' grade level based on credits to give students an opportunity to meet credit requirements more equitably.

The plan includes remedial skills in the ELA and Math areas as well as opportunities for both credit recovery and attendance improvement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Stockton High has identified placement based on grade level as an inequity. Students enrolling at Stockton High are often severely credit deficient. Students are placed in grades chronologically and not based on credits earned. Students entering Stockton High with 90 credits should be listed as a sophomore regardless of their age. By listing students' grade level by credits earned, it makes it real and equitable for all students.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points.

By June 2021, the percentage of EL students meeting or exceeding the standards in Math will also increase by 5 percentage points.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

Based on SBAC data, below is the percent of the student population that met or exceeded the standard on the ELA portion of the CAASPP.

2016: 9%

2017: 18.6%

2018: 5%

2019: 19%

Math:

Based on SBAC data, below is the percent of the student population that met or exceeded the standard on the Math portion of the CAASPP.

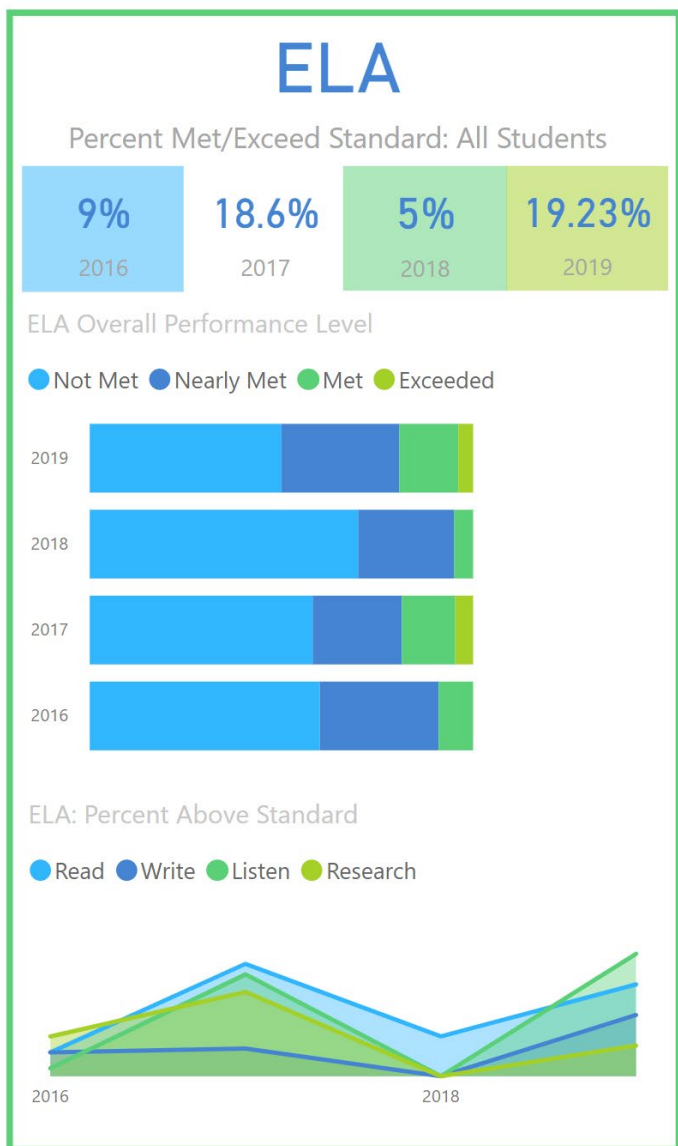
2016: 2%

2017: 1.25%

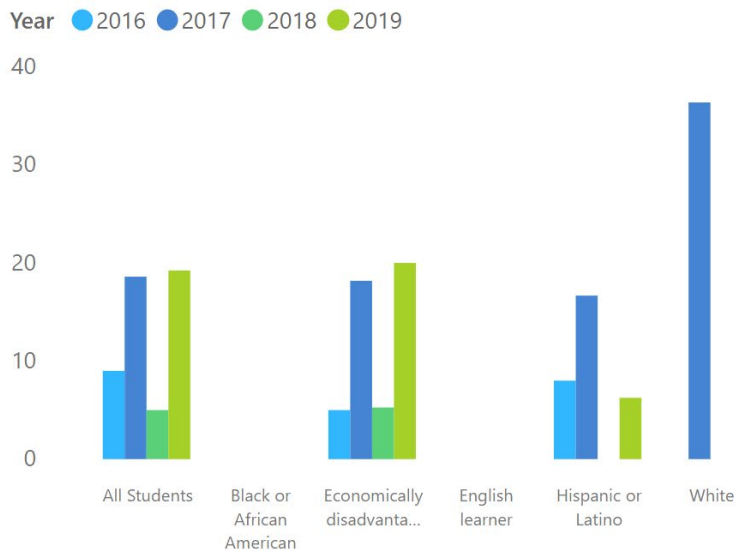
2018: 0%

2019: 0%

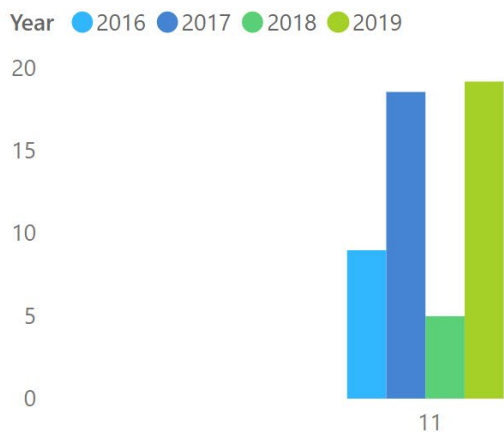
No State Testing was administered to students due to COVID-19 and closing of schools as of March 26, 2020 under the direction of the State Governor, State superintendent and District Superintendent.



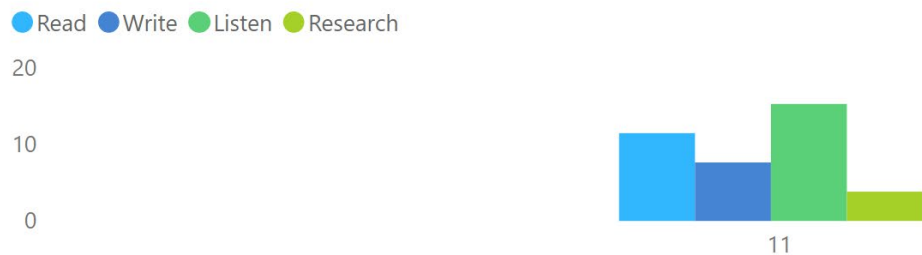
ELA CAASPP: Percent Met/Exceed Standard

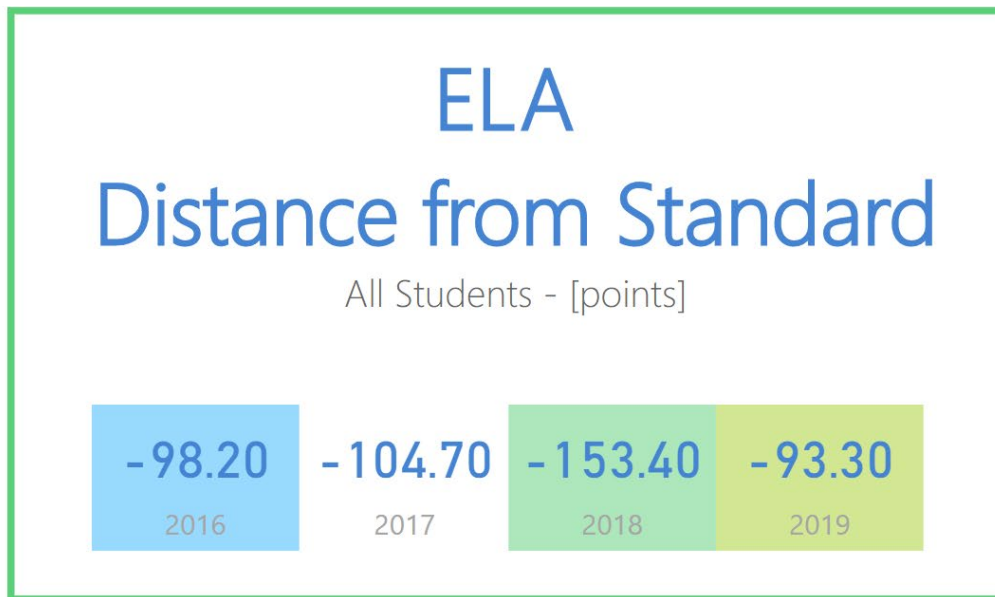


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



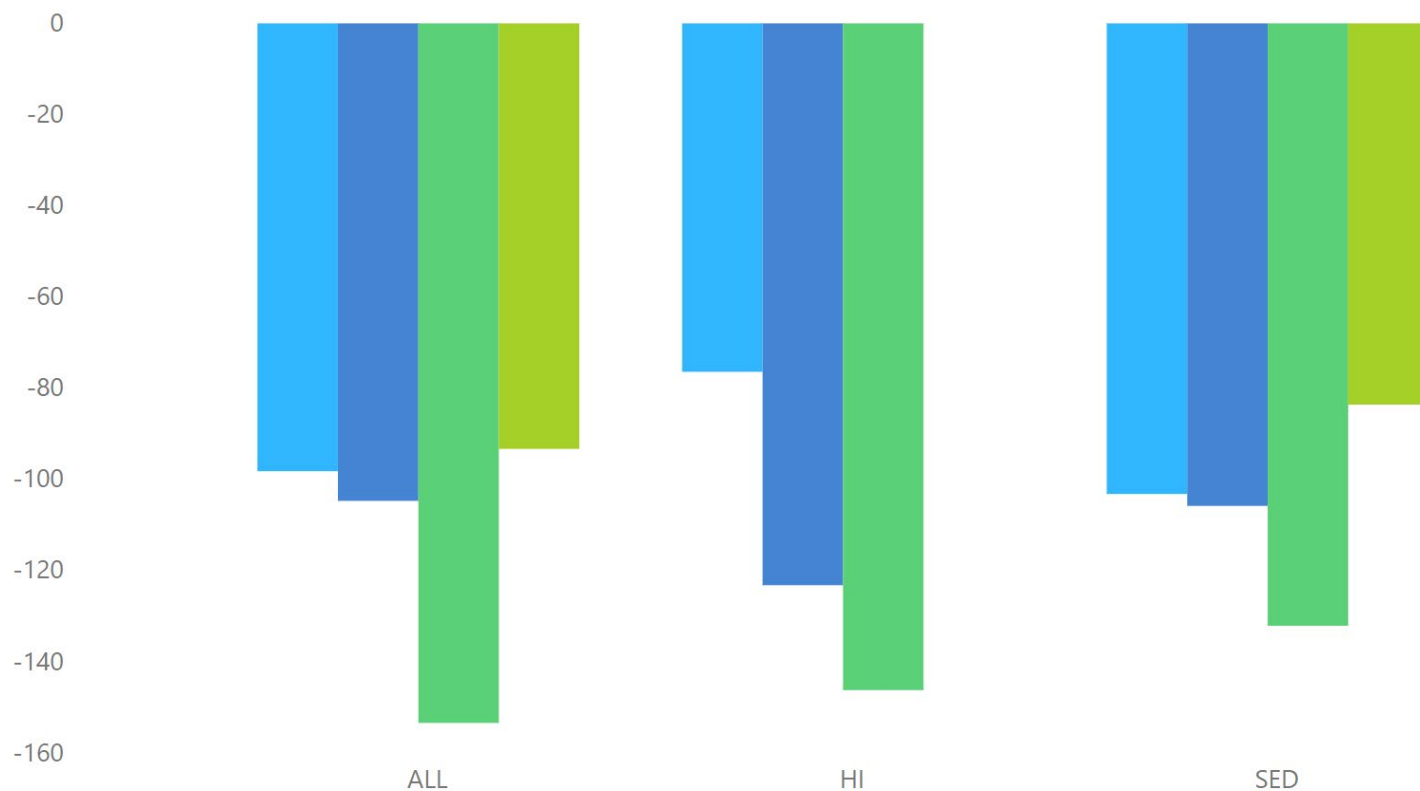
2019 Prelim ELA CAASPP: Area - Percent Above Standard

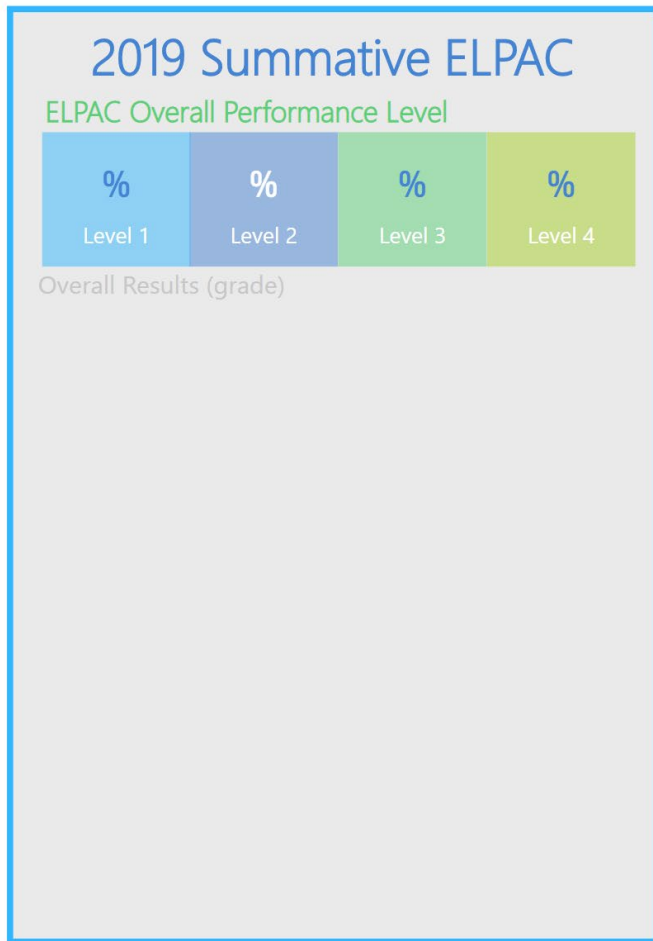




ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

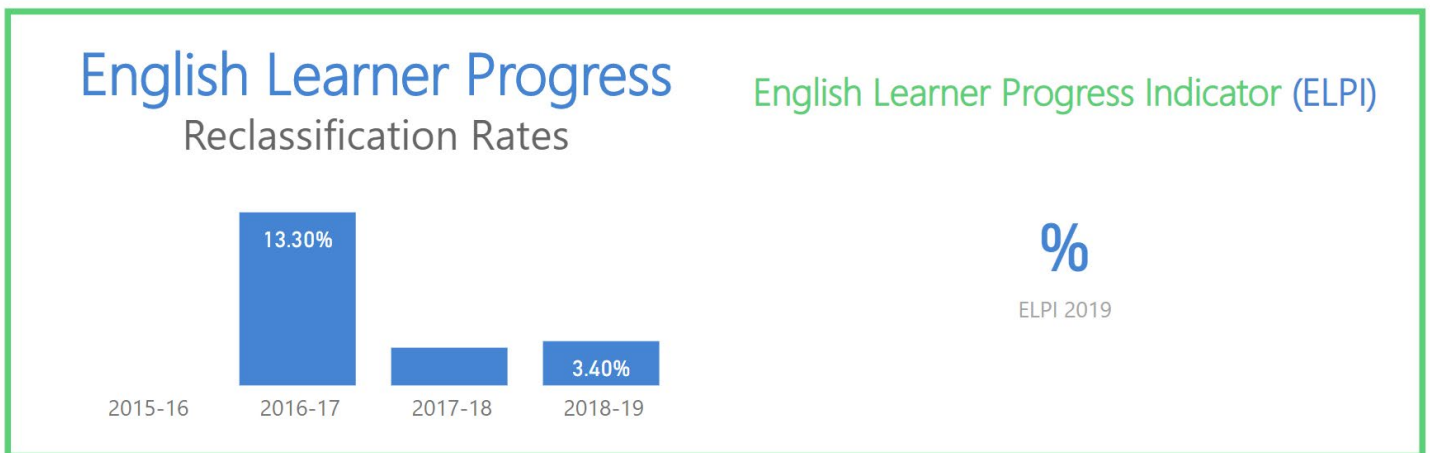


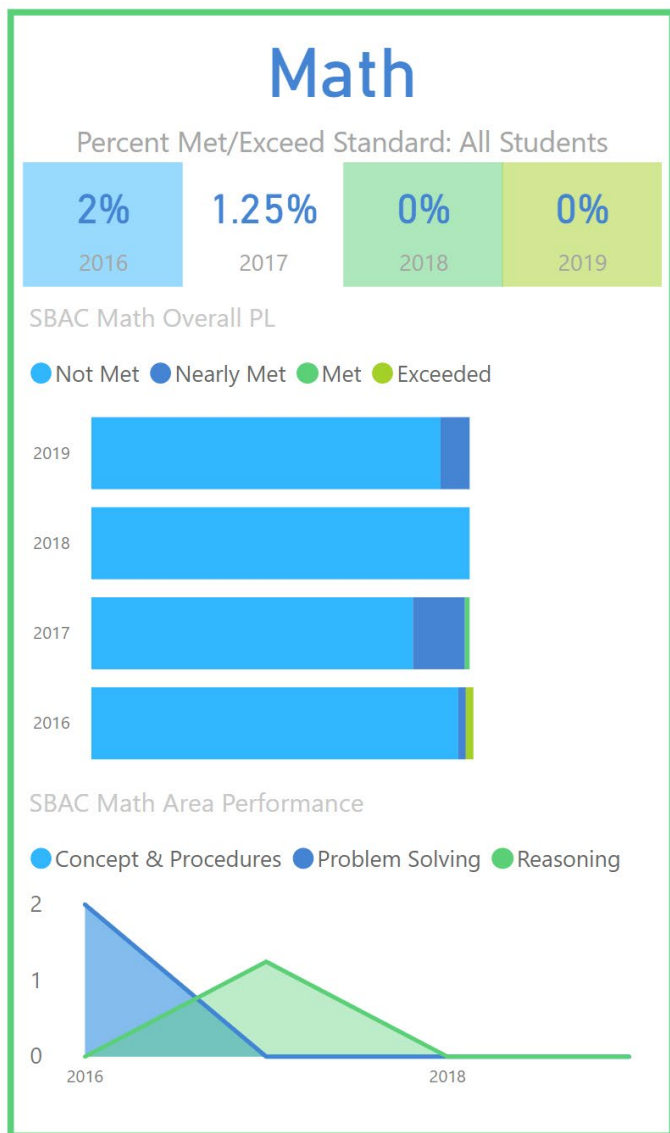


Oral Language Overall Performance Level

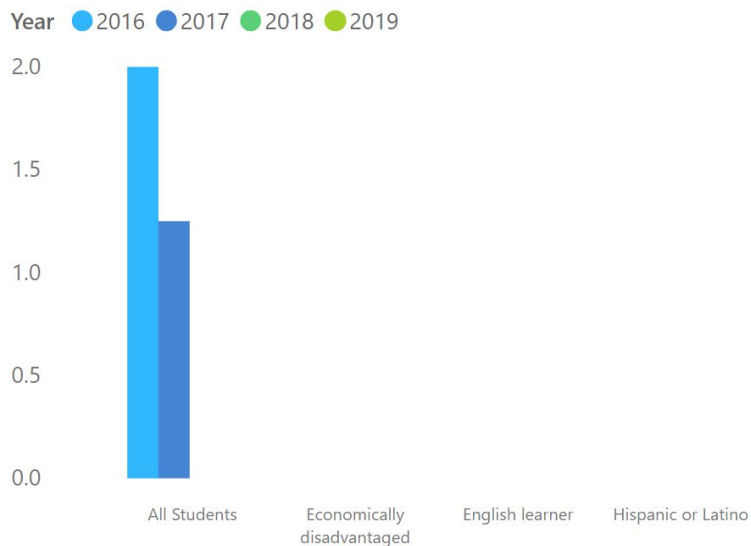
Written Language Overall Performance Level

Performance Area: Percent Well Developed

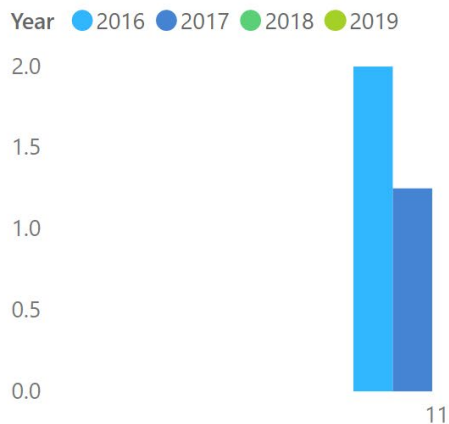




Math CAASPP: Percent Met/Exceed Standard

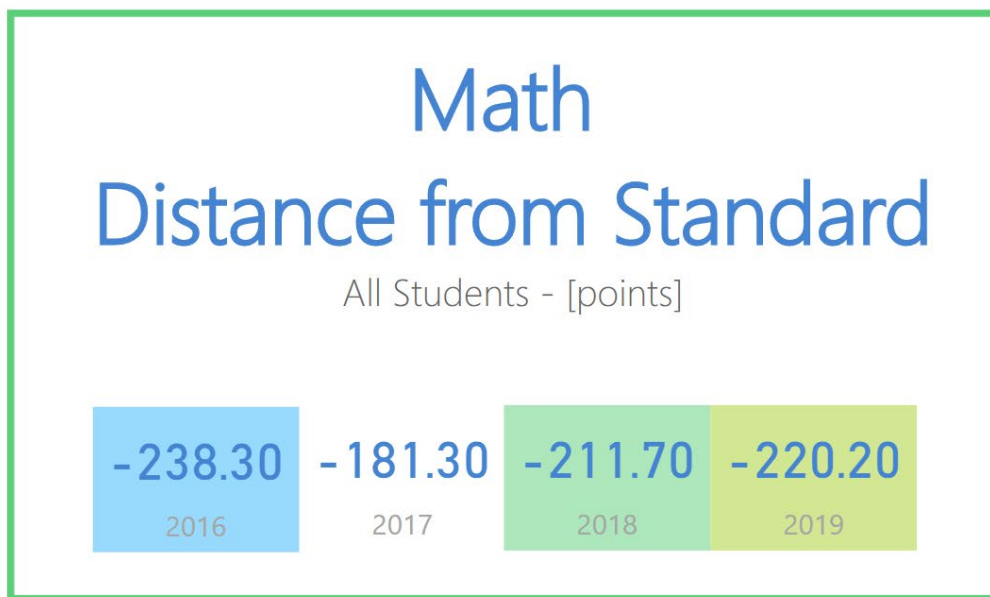


Math CAASPP: Percent Met/Exceed Standard by Grade Level



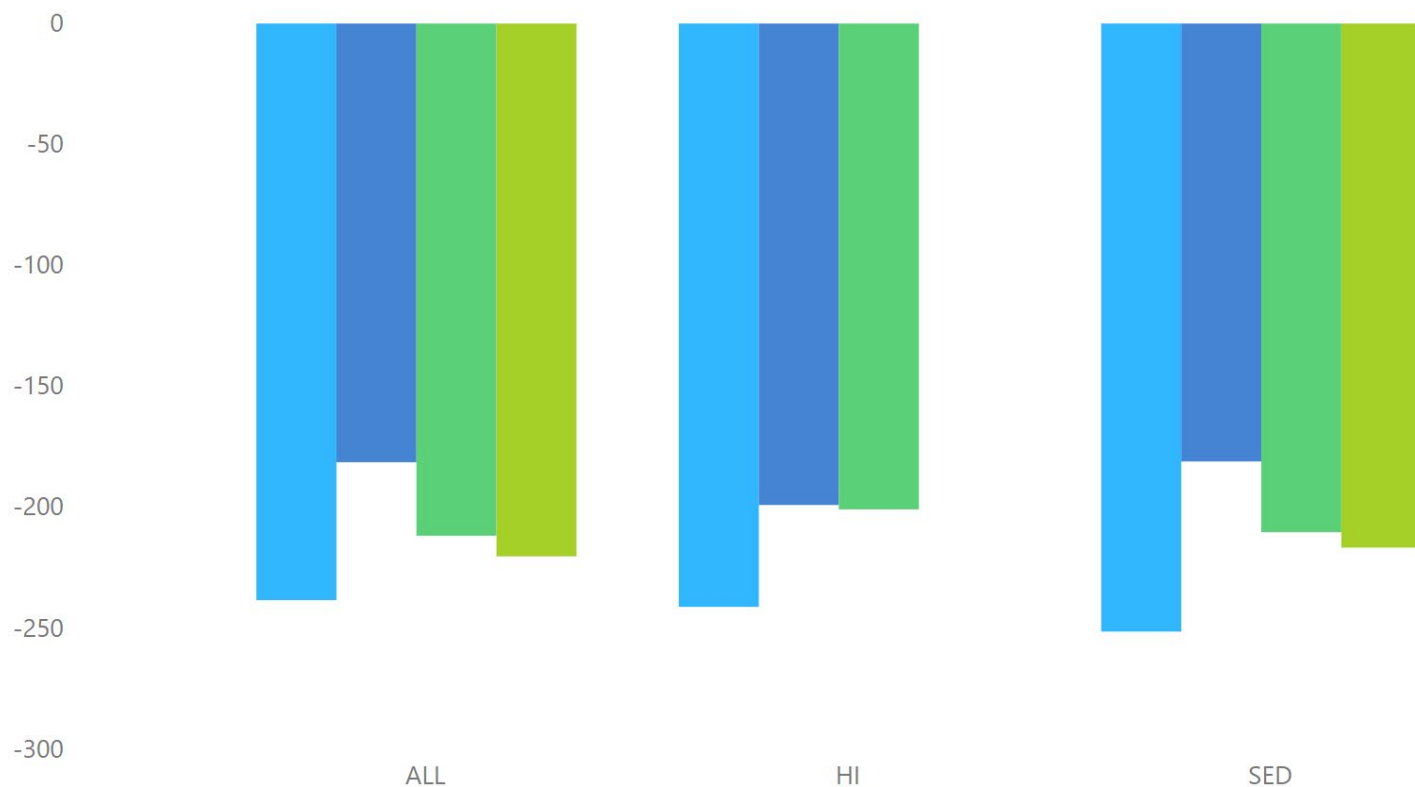
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

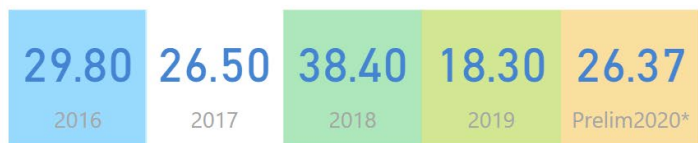
Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

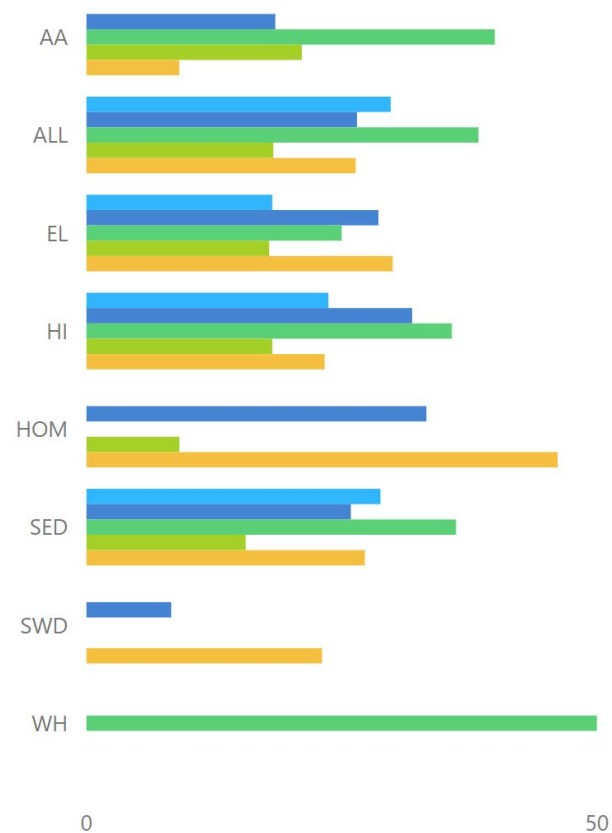
Graduation Rate

Four Year Cohort - All Students



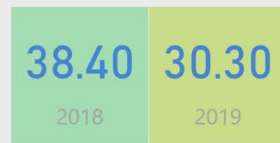
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019 ● 2020



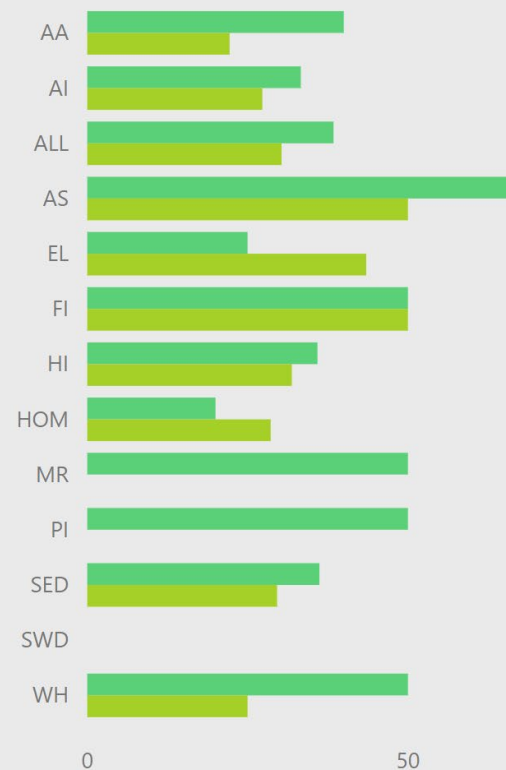
Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

4.8%

2016

0.6%

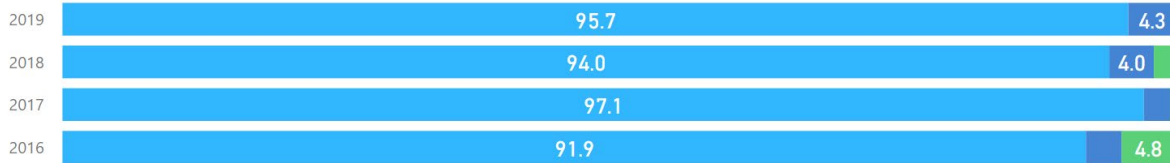
2017

2%

2018

0%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



2019 CCI Percent Prepared by CCI criteria

| Student Group | Year | UC/CSU | Dual Enrollment | CTE | IB Exam | Military Science | Summative SBAC | State Seal: Biliteracy | AP Exam |
|---------------|------|--------|-----------------|------|---------|------------------|----------------|------------------------|---------|
| AA | 2019 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| AI | 2019 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| ALL | 2019 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| EL | 2019 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| HI | 2019 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| SED | 2019 | 0.00 | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019

AA

EL

HI

HOM

SED

SWD

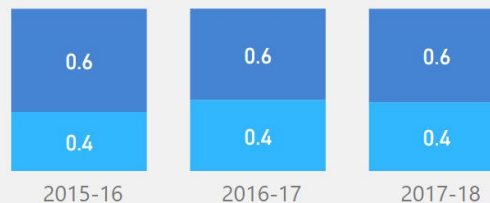
WH

College-Going Rate

High School Completers

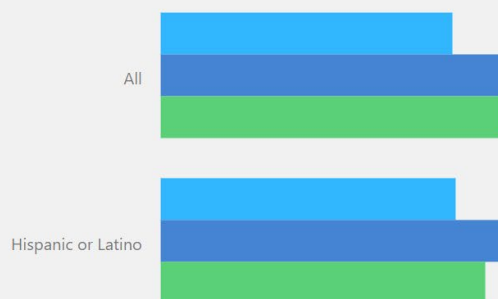
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

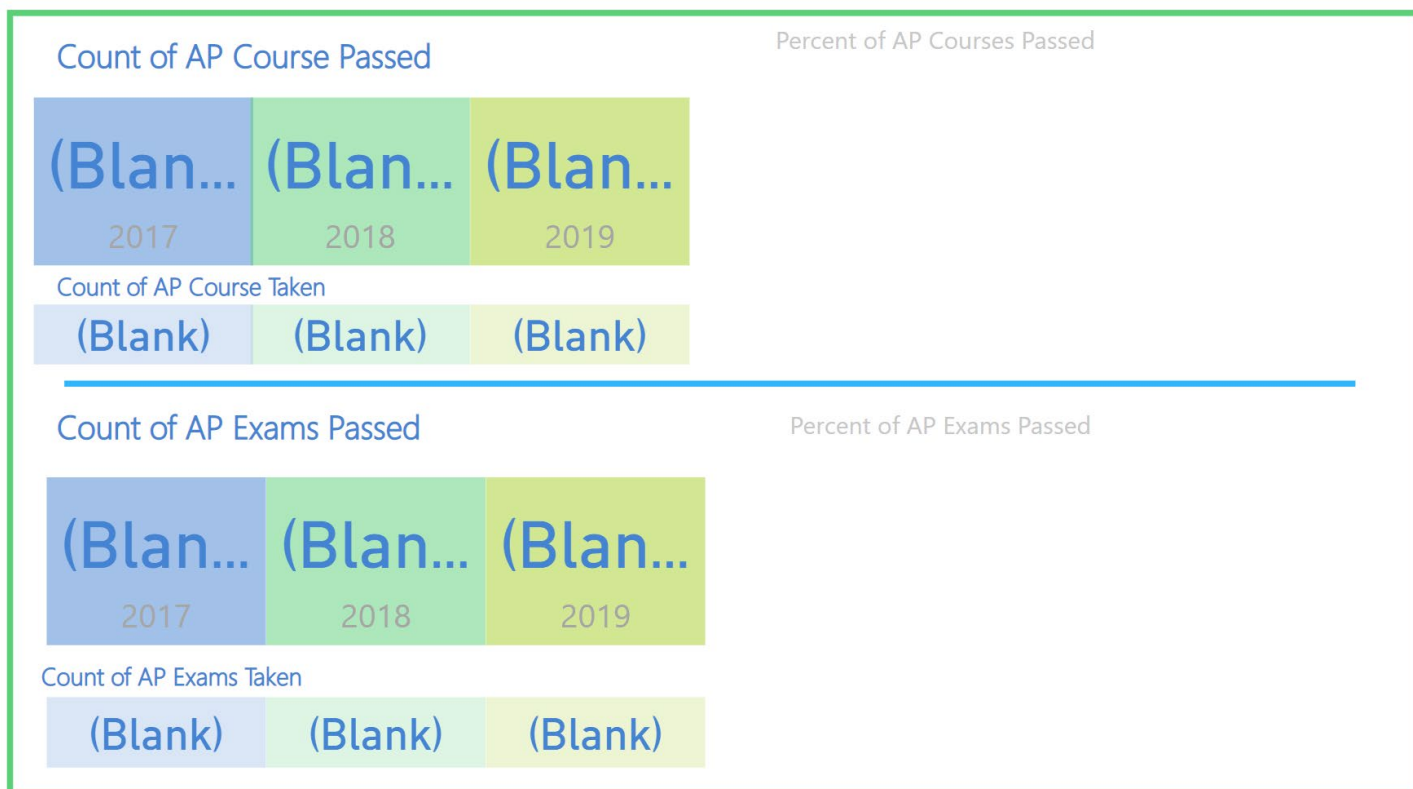


Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement



| AP Courses Offered | Eng Lang & Comp | Eng Lit & Comp | Calculus AB | Calculus BC | Statistics | Physics | Biology | US History | US Govt | European History | World History | Micro-economics | Spanish Lang & Culture | Music Theory | Studio Art |
|--|-----------------|----------------|-------------|-------------|------------|---------|---------|------------|---------|------------------|---------------|-----------------|------------------------|--------------|------------|
| Cesar Chavez High | • | • | • | • | | • | | • | | | • | | • | • | • |
| Edison High | • | • | • | • | • | | | • | • | | • | | • | | |
| Edward C. Merlo Institute of Environmental Studies | • | • | | | | | | • | | | | | • | | |
| Health Careers Academy | • | • | | | | | • | | | | | | | | |
| Pacific Law Academy | • | • | • | | • | | • | • | • | • | | | | | |
| Stagg Senior High | • | • | • | | | • | • | • | | • | | | • | | |
| Stockton Unified Early College Academy | • | | • | • | | • | • | • | • | • | | • | | | |

Annual Measurable Outcomes

| ELA/ELD - Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|------------------------------|-----------------------------|
| Distance from Standard - ELA (All Students) | -80.77 points below standard | -70.77 point below standard |

| Math - Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|----------------------------|----------------------------|
| Distance from Standard - Math (All Students) | -233 points below standard | -228 points below standard |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core online instruction, such as attending conferences and/or training focusing on Independent Study, online/virtual learning, credit recovery, Trauma-informed teaching and other instructional practices and strategies in meeting the needs of Independent Study/online learning students.

Provide APEX Training designed towards modifications and differentiation within the curriculum.

Conferences/Trainings/Workshops (physical or virtual) - \$15,500:

* Alternative Ed Conference - Mid November - Administrator, 2 teachers

* APEX Training - TBD - virtual - All teachers

* Trauma Informed Care focusing on instructional practices - TBD - Schoolwide (virtual) or Core teachers (physical)

Provide curricular and instructional support to both ELA and Math teachers. Additional Compensation for Instructional coaches and teachers to promote collaboration, work 1:1 with teachers to provide support and resources, as well as provide professional development relevant to teacher's subject matter.

3 teachers X 3 hours per month X 9 months X \$60 rate of pay = \$4,860

2 instructional coach X 3 hours per month X 9 months X \$60 rate of pay = \$3,240

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|--|
| \$15,500 | 52150 | Conferences (webinar/virtual) |
| | | 2 @ .5 FTE Instructional Coach - Centralized Service |
| | | |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------|
| \$4,860 | 11500 | Teacher Additional Comp |
| \$3,240 | 19500 | Instructional Coaches Additional Comp |
| | | |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/EL students

Strategy/Activity

One teacher per 4-hour session (2 Saturday sessions per month) will support students to improve credit/attendance recovery.

Student Attendance Course completion data to provide students with support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect student's ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences.

1 teacher X 4 hours per sessions X 20 sessions X \$60 rate of pay = \$4,800

Books and Instructional Materials- \$6,057

Provide targeted resources to assist EL students in meeting the reclassification designation.

License Agreement - \$3,000:

Using Jupiter grades, pre and post assessment data is collected on individual students, to determine growth and individual student learning in both ELA and Math. Teachers use this data to drive instruction for their individual students and provide modifications and differentiation based on this assessment data.

Jupiter Grades provides both a parent and student communication portal. Teachers also use this portal to communicate to both parents and students.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-----------------------|
| \$3,000 | 58450 | License Agreement |
| \$1,000 | 4200 | Books for EL students |

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| \$5,057 | 43111 | Instructional Materials for EL students |

Fund Source – site LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-------------------------|
| \$4,800 | 11500 | Teacher Additional Comp |
| | | |
| | | |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide 2 pathways to supplement English instruction.

A Community College pathway will ensure students going to the community college post-graduation will receive instruction to prepare them for college level English.

A Career Technical Education (Business focus) pathway will ensure students are prepared to enter various CTE programs post-graduation.

Instructional Materials/Supplies - \$10,000: Provide additional resources to assist students with their individual learning path. Resources include 10-key number pads, over the ear headphones, math manipulatives, graph paper, composition books, ink cartridges for printing papers, paper for both printing of papers as well as colored paper for class projects, student work folders and software to assist students with writing and writing strategies. Wireless keyboard to support blended learning using the SMART boards.

Field Trips (\$1,000) or bus passes (\$5,000) for students to visit local college campuses to visualize and be exposed to college classes and course work.

Maintenance Agreement: \$1,500:

Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating - \$1,000: Duplicating services includes graphic organizers and note-taking forms for grade level support, EL support and specific project materials.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------|
| \$1,000 | 57250 | Field Trips - District Transportation |
| \$1,500 | 56590 | Maintenance Agreements |
| \$1,000 | 57150 | Duplicating |

Fund Source – site LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|----------------------------------|
| \$10,000 | 43110 | Instructional Materials/Supplies |
| \$5,000 | 58730 | Bus Passes |
| | | |

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, maintain the 0% suspension rate.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021 decrease the chronic absenteeism rate by 5%.

Identified Need

Suspension –

Maintain the suspension rate at 0% by providing ongoing incentives to encourage students to attend school and complete work.

Attendance/Chronic Truancy –

Chronic Absenteeism rates have increased over the years.

2017: 65.8%

2018: 71.1%

2019: 78.2%

Absenteeism is an indication of the student population served.

Increase the attendance rate by 5%.

Suspension Rate

All Students
percent of unduplicated suspension

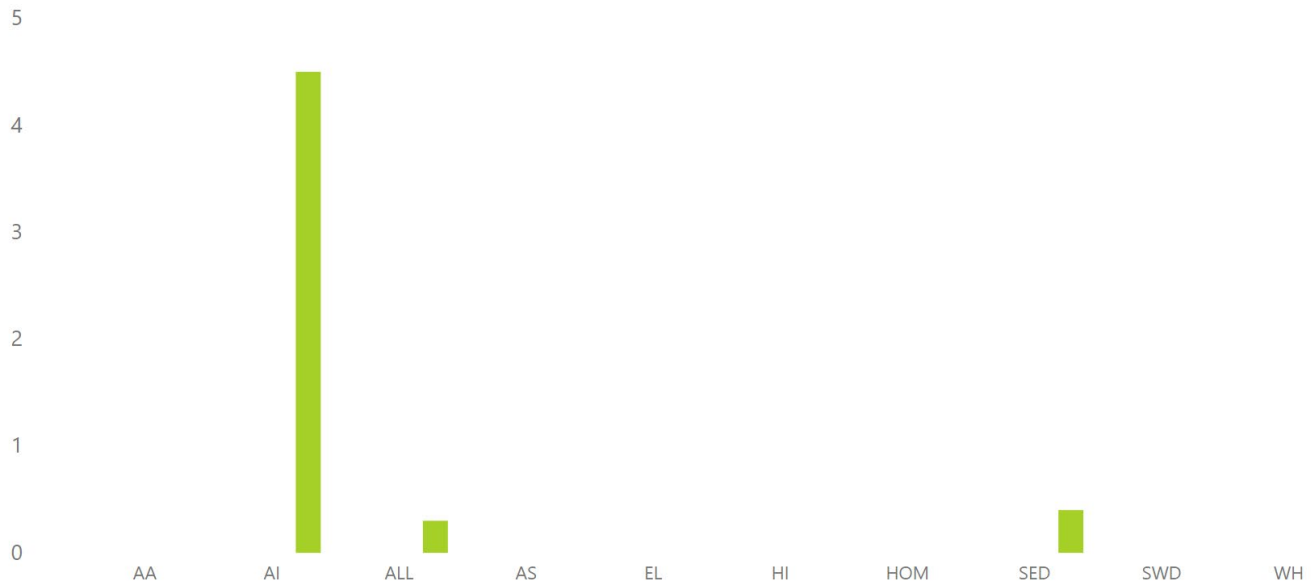


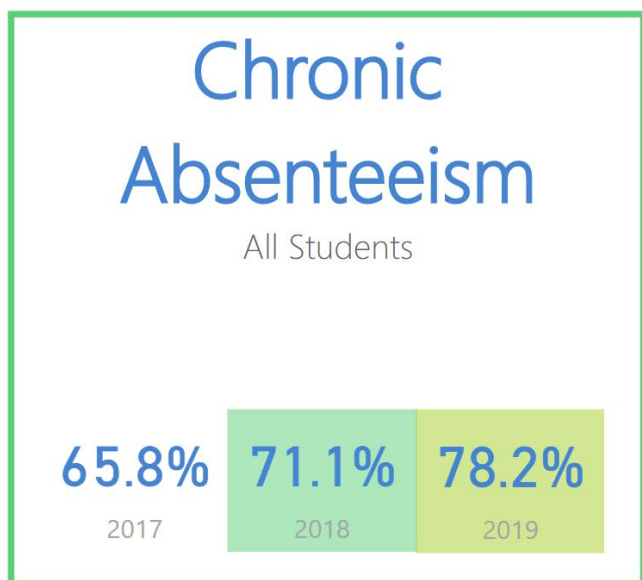
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

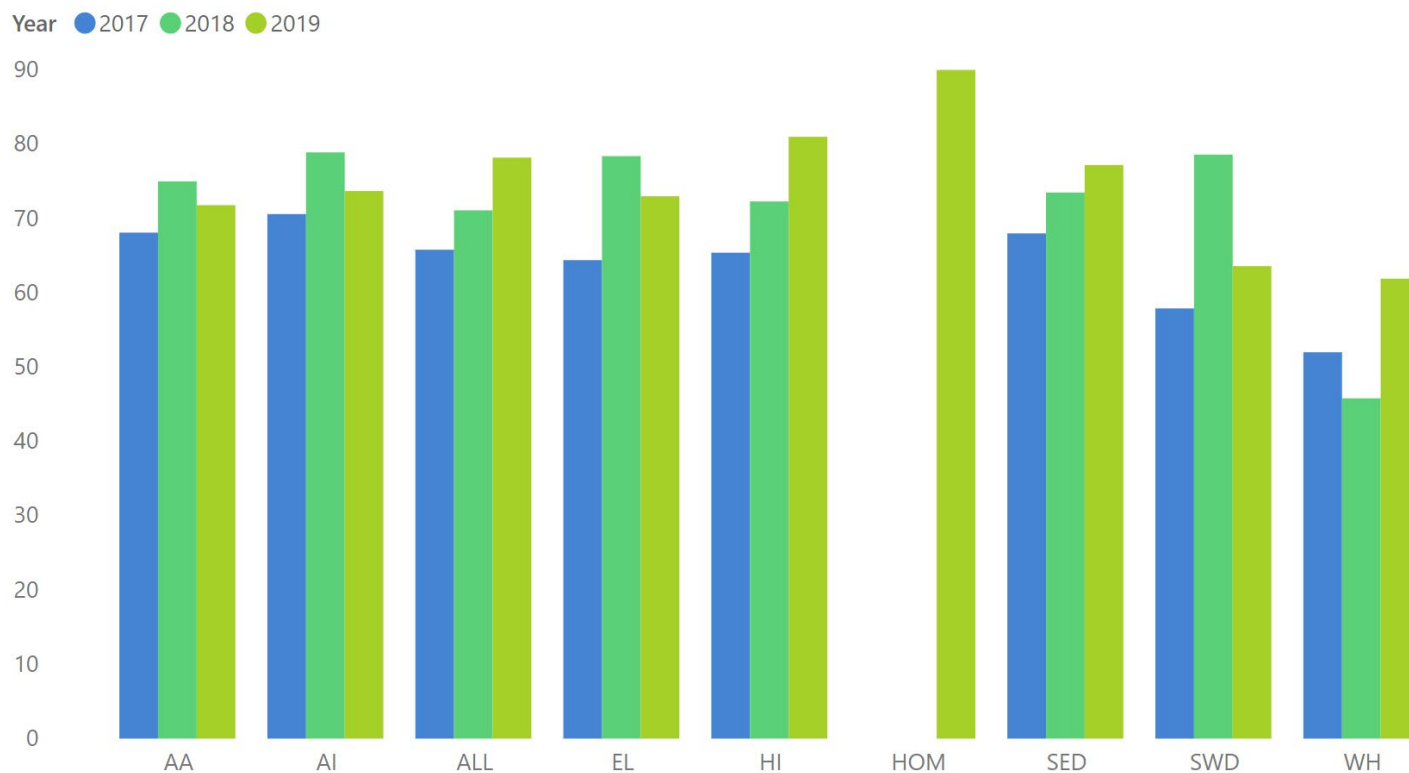
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|-------------------------|------------------|
| Suspensions (All Students) | 0% | 0% |
| Chronic Absenteeism (All Students) | 68% | 63% |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provide students with additional support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect a students ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences and improve attendance.

Non-Instructional Materials - \$5,000 – Title I, \$5,200 - LCFF

Provide additional time for students to complete work and improve attendance rate by opening campus 2 Saturdays a month. Students can complete work with a credentialed teacher and recover any absences they have accrued.

1 Campus Security Monitor X 2 Saturdays a month for 9 months = \$700

(Not allowable using Title I or site LCFF funds. * Provide nutritional snacks for students attending Saturday Opportunity as there is no meal service on Saturdays. * Provide incentives throughout the year to encourage students to attend school daily.)

Bus passes to assist students with transportation to campus on non-school days- \$5000

Conference to Improve Attendance in the IS setting = 12,400

Admin and 2 teachers to attend the Attendance conference in late Fall

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|--|
| \$5,000 | 58730 | Bus passes for student transportation. |
| \$5,000 | 43200 | Non-Instructional Materials |
| | | |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|------------------------------|
| \$1,500 | 29101 | CSM for Saturday opportunity |
| \$5,200 | 43200 | Non-Instructional Materials |
| \$12,400 | 52150 | Attendance Conference |

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

Data proves that students who have parents that are engaged in their education, often do better in school than those without parental support. Bringing parents on campus is challenging in many ways. By offering a variety of subjects for parent informational nights, parents will have the ability to choose what interests them.

By June 2021, increase parent participation by 5 parents.

Identified Need

Meaningful Partnerships:

To provide opportunities for parents to engage in resources and information to better assist their students through independent learning.

Parent Participation by school year:

2019 - 1

2018 - 1

2017 - 3

2016 – 5

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| Parent Participation (via sign-in sheets) | 1 | 6 |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parent support meetings to provide parents with information regarding various areas of need, including but not limited to mental health concerns, post graduate opportunities, school specific information and trades presentations. Consultants will be used for specific presentations i.e. Mental health issues, cyberbullying etc. as well as on site teaching staff.

Parent Meeting - \$316: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Duplicating \$1000 for various consumables for parent meetings.

Teacher compensation for Parent Informational Night presentations:

4 teachers X 3 hours per quarter X 4 quarters X \$60 rate of pay = \$2880

Campus Security Monitor compensation for Parent Informational Night:

1 CSM X 2 hours per quarter X 4 quarters = \$300

Custodial compensation for Parent Informational Nights:

1 custodian 2 hours per quarter X 4 quarters = \$200

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-----------------------------|
| \$316 | 43400 | Parent Meeting |
| \$500 | 43200 | Non-Instructional Materials |
| \$2,880 | 11500 | Teacher compensation |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|------------------------------|
| \$1,000 | 57150 | Duplicating parent materials |
| | | |
| | | |

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|----------|
| Total Funds Provided to the School Through the Consolidated Application | \$40,937 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$88,937 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$40,937 |

Subtotal of additional federal funds included for this school: \$40,937

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF | \$48,000 |

Subtotal of state or local funds included for this school: \$48,000

Total of federal, state, and/or local funds for this school: \$88,937

Budget Spreadsheet Overview – Title I

STOCKTON ALT HS

Preliminary Budget Allocation - TITLE I FISCAL YEAR 2020-21

| | |
|---------------------------------|-----------|
| TOTAL ALLOCATION | \$ 40,937 |
| TOTAL BUDGET DISTRIBUTED BELOW | \$ 40,937 |
| TO BE BUDGETED (Should be \$0.) | 0 |

| | | |
|-------|---------------------------------|--------|
| 50647 | TOTAL ALLOCATION | \$ 816 |
| | TOTAL BUDGET DISTRIBUTED BELOW | \$ 816 |
| | TO BE BUDGETED (Should be \$0.) | 0 |

| Object | Description | FTE | TITLE I | | | | | TOTAL BUDGET |
|-----------------------------------|-------------|---------------------------|---|---|---|--|---|--------------|
| | | | 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | 50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER | 50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER | 50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS | |
| | | | | | | | | |
| Personnel Cost-Including Benefits | | | | | | | | |
| | 11500 | Teacher - Add Comp | | | | \$ 2,880 | | \$ 2,880 |
| | 11700 | Teacher Substitute | | | | | | \$ - |
| | 12151 | Counselor | | | | | | \$ - |
| | 13201 | Assistant Principal | | | | | | \$ - |
| | 19101 | Program Specialist | | | | | | \$ - |
| | 19101 | Instructional Coach | | | | | | \$ - |
| | 19500 | Instr. Coach-Add Comp | | | | | | \$ - |
| | | OTHER Certificated | | | | | | \$ - |
| | 21101 | Instructional Assistant | | | | | | \$ - |
| | 21101 | CAI Assistant | | | | | | \$ - |
| | 21101 | Bilingual Assistant | | | | | | \$ - |
| | 24101 | Library Media Clerk | | | | | | \$ - |
| | 29101 | Community Assistant | | | | | | \$ - |
| | | OTHER Classified | | | | | | \$ - |
| | 30000 | Statutory Benefits | | | | | | \$ - |
| Sub Total - Personnel/Benefits | | | \$ - | \$ - | \$ - | \$ 2,880 | \$ - | \$ 2,880 |
| Books & Supplies | | | | | | | | |
| | 42000 | Books | | \$ 1,000 | | | | \$ 1,000 |
| | 43110 | Instructional Materials | | \$ 5,057 | | | | \$ 5,057 |
| | 43200 | Non-Instructional Mater | | | \$ 5,000 | | \$ 500 | \$ 5,500 |
| | 43400 | Parent Meeting | | | | | \$ 316 | \$ 316 |
| | 44000 | Equipment | | | | | | \$ - |
| | 43150 | Software | | | | | | \$ - |
| | | OTHER | | | | | | \$ - |
| | | OTHER | | | | | | \$ - |
| Sub Total-Supplies | | | \$ - | \$ 6,057 | \$ 5,000 | \$ - | \$ 816 | \$ 11,873 |
| Services | | | | | | | | |
| | 57150 | Duplicating | \$ 1,000 | | | | | \$ 1,000 |
| | 57250 | Field Trip-District Trans | \$ 1,000 | | | | | \$ 1,000 |
| | 57160 | Nurses | | | | | | \$ - |
| | 56590 | Maintenance Agreeemen | \$ 1,500 | | | | | \$ 1,500 |
| | 56530 | Equipment Repair | | | | | | \$ - |
| | 52150 | Conference | \$ 15,500 | | | | | \$ 15,500 |
| | 58450 | License Agreement | \$ 3,000 | | | | | \$ 3,000 |
| | 58720 | Field Trip-Non-District | | | | | | \$ - |
| | 58920 | Pupil Fees | | | | | | \$ - |
| | 58100 | Consultants-instructiona | | | | | | \$ - |
| | 58320 | Consultants-Noninstruc | | | | | | \$ - |
| | | OTHER | | | \$ 5,000 | | | \$ 5,000 |
| | | OTHER | | | | | | \$ - |
| Sub Total-Services | | | \$ 22,000 | \$ - | \$ 5,000 | \$ - | \$ - | \$ 27,000 |
| GRAND TOTAL | | | \$ 22,000 | \$ 6,057 | \$ 10,000 | \$ 2,880 | \$ 816 | |

Budget Spreadsheet Overview – LCFF

| STOCKTON ALT HS | | | REVISED March 30, 2020 | | | | |
|--------------------------------------|-------------------------|-------------------------------|---------------------------------|--------------------------------------|-------------------------------------|---|--------------|
| Preliminary Budget Allocation - LCFF | | | TOTAL ALLOCATION | | | | \$ 48,000 |
| FISCAL YEAR 2020-21 | | | TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ 48,000 |
| | | | TO BE BUDGETED (Should be \$0.) | | | | 0 |
| Object | Description | FTE | LCFF | | | | TOTAL BUDGET |
| | | | 23030 | 23020 | 23034 | 23035 | |
| | | | GOAL #1 | GOAL #1 | GOAL #2 | GOAL #3 | |
| | | | STUDENT ACHIEVEMENT LOW INCOME | STUDENT ACHIEVEMENT ENGLISH LEARNERS | LEARNING ENVIRONMEN NEW COST CENTER | MEANINGFUL PARTNERSHIPS NEW COST CENTER | |
| Personnel | Cost-Including Benefits | | | | | | |
| | 11500 | Teacher - Add Comp | \$ 9,660 | | | | \$ 9,660 |
| | 11700 | Teacher Substitute | | | | | \$ - |
| | 12151 | Counselor | | | | | \$ - |
| | 13201 | Assistant Principal | | | | | \$ - |
| | 19101 | Program Specialist | | | | | \$ - |
| | 19101 | Instructional Coach | | | | | \$ - |
| | 19500 | Instr. Coach-Add Comp | \$ 3,240 | | | | \$ 3,240 |
| | | OTHER Certificated | | | | | \$ - |
| | 21101 | Instructional Assistant | | | | | \$ - |
| | 21101 | CAI Assistant | | | | | \$ - |
| | 21101 | Bilingual Assistant | | | | | \$ - |
| | 24101 | Library Media Clerk | | | | | \$ - |
| | 29101 | Community Assistant | | | | | \$ - |
| | | OTHER Classified | | | \$ 1,500 | | \$ 1,500 |
| | 30000 | Statutory Benefits | | | | | \$ - |
| Sub Total - Personnel/Benefits | | | \$ 12,900 | \$ - | \$ 1,500 | \$ - | \$ 14,400 |
| Books & Supplies | | | | | | | |
| | 42000 | Books | | | | | \$ - |
| | 43110 | Instructional Materials | \$ 10,000 | | | | \$ 10,000 |
| | 43200 | Non-Instructional Materials | | | \$ 5,200 | | \$ 5,200 |
| | 43400 | Parent Meeting | | | | | \$ - |
| | 44000 | Equipment | | | | | \$ - |
| | 43150 | Software | | | | | \$ - |
| | | OTHER | | | | | \$ - |
| | | OTHER | | | | | \$ - |
| Sub Total-Supplies | | | \$ 10,000 | \$ - | \$ 5,200 | \$ - | \$ 15,200 |
| Services | | | | | | | |
| | 57150 | Duplicating | | | | \$ 1,000 | \$ 1,000 |
| | 57250 | Field Trip-District Trans | | | | | \$ - |
| | 57160 | Nurses | | | | | \$ - |
| | 56590 | Maintenance Agreement | | | | | \$ - |
| | 56530 | Equipment Repair | | | | | \$ - |
| | 52150 | Conference | | | \$ 12,400 | | \$ 12,400 |
| | 58450 | License Agreement | | | | | \$ - |
| | 58720 | Field Trip-Non-District Trans | | | | | \$ - |
| | 58920 | Pupil Fees | | | | | \$ - |
| | 58100 | Consultants-instructional | | | | | \$ - |
| | 58320 | Consultants-Noninstructional | | | | | \$ - |
| | | OTHER | \$ 5,000 | | | | \$ 5,000 |
| | | OTHER | | | | | \$ - |
| Sub Total-Services | | | \$ 5,000 | \$ - | \$ 12,400 | \$ 1,000 | \$ 18,400 |
| GRAND TOTAL | | | \$ 27,900 | \$ - | \$ 19,100 | \$ 1,000 | \$ 48,000 |

Version 2 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2020-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5 students.

By June 2022, the percentage of EL students meeting SUSD reclassification criteria will increase by 10 percent of students.

School Goal for Math:

By June 2022, the percentage of all students (grades 9-12) meeting their expected MATH growth on the MDTP monitoring tool will increase by 10% from the fall of 2021 to the spring of 2022.

School Goal for Science:

By June 2022, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for College and Career Readiness:

By June 2022, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.

By June 2022, the graduation rate will also increase by 10 percent.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I allocation was reduced by \$10,143, resulting in the total allocation of \$30,794.

2021-2022 Strategy Update

Provide teachers with professional learning opportunities and support to supplement core online instruction, such as attending conferences and/or training focusing on Independent Study, online/virtual learning, credit recovery, Trauma-informed teaching and other instructional practices and strategies in meeting the needs of Independent Study/online learning students.

Provide APEX Training designed towards modifications and differentiation within the curriculum.

Conferences/Trainings/Workshops (physical or virtual) - \$15,500 – Title I:

- * Alternative Ed Conference - Mid November - Administrator, 2 teachers
- * APEX Training - TBD - virtual - All teachers
- * Trauma Informed Care focusing on instructional practices - TBD - Schoolwide (virtual) or Core teachers (physical)
- * California Association of Teachers of English training (membership/association fee must be general fund paid)
- * California Mathematics Council training (membership/association fee must be general fund paid)

Provide curricular and instructional support to both ELA and Math teachers. Additional Compensation for Instructional coaches and teachers to promote collaboration, work 1:1 with teachers to provide support and resources, as well as provide professional development relevant to teacher's subject matter.

5 teachers X 3 hours per month X 9 months X \$60 rate of pay = \$8,100 – Title I

2 @ .5 FTE Instructional Coach - Centralized Service

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 8,100 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 15,500 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

Conferences/Trainings/Workshops, Consultants:

Conferences and possibly consultancies focused on Math, English Language Arts, English Language Learning, Classroom Management, School Safety and Climate, Alternative Education, Technology, and Leadership Development. (WASC Goal #1)

* UnboundEd - Training attendance for ELA, Math, Planning Process, Leadership, and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration - \$700 X 13 staff = \$9,100

Training Attendance - 13 hours per session per person

Training Debrief Collaboration - 1 hour per person

Post Conference Collaboration - 6 hours per person

13 staff X 20 hours X \$60 = \$15,600

UnboundEd total = \$24,700

* Professional Learning Communities at Work - Portable Event Package - Focusing on instruction, response to intervention, assessment & grading, culture, teams. The Solution Tree Portable Event Package is an on-demand virtual event focused on a specific topic. These events feature leading experts delivering keynotes and breakout sessions designed for maximum impact and crafted for a virtual format. Once you register and access your Portable Event Package, you will have 60 days to view the content. The video platform allows you to start, stop, pause, and then pick up where you left off. Session handouts and reproducibles will be provided digitally. You have 60 days of unlimited viewing access, beginning when you view your first session. During those 60 days you will have access to all content. The length of each session varies. Typically sessions take 75–90 minutes to complete, but some sessions are shorter by design. Resources include teacher additional compensation. **(Established SUSD Vendor)

Registration - \$689 per person X 13 staff = \$8,957

Training Attendance - 1 hour per session* per person (session hours may vary) X 15 breakout sessions

Training Debrief Collaboration - 1 hour per person

Post Conference Collaboration - 6 hours per person

13 staff X 22 hours X \$60 = \$17,160

PLC total = \$26,117

* AVID Digital XP/Institute - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration - \$850 per person x 13 staff = \$11,050

Training Attendance - 20 hours per session per person

Training Debrief Collaboration - Built in Training Attendance

Post Conference Collaboration - 5 hours per person

13 staff X 25 hours X \$60 = \$19,500

AVID total = \$30,550

Site did not identify allocation for \$172,505. These funds will be placed in a “Reserve to be Allocated” until the site revises their plan to disburse.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 52,260 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 29,107 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

One teacher per 4-hour session (2 Saturday sessions per month) will support students to improve credit/attendance recovery.

Student Attendance Course completion data to provide students with support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect student's ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences.

1 teacher X 4 hours per sessions X 20 sessions X \$60 rate of pay = \$4,800

Books and Instructional Materials- \$2,394 – Title I

Provide targeted resources to assist EL students in meeting the reclassification designation.

License Agreement - \$3,000 - LCFF:

Using Jupiter grades, pre and post assessment data is collected on individual students, to determine growth and individual student learning in both ELA and Math. Teachers use this data to drive instruction for their individual students and provide modifications and differentiation based on this assessment data.

Jupiter Grades provides both a parent and student communication portal. Teachers also use this portal to communicate to both parents and students.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 4,800 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 2,394 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 3,000 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|------------------|
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide 2 pathways to supplement English instruction.

A Community College pathway will ensure students going to the community college post-graduation will receive instruction to prepare them for college level English.

A Career Technical Education (Business focus) pathway will ensure students are prepared to enter various CTE programs post-graduation.

Instructional Materials/Supplies - \$10,000 - LCFF: Provide additional resources to assist students with their individual learning path. Resources include 10-key number pads, over the ear headphones, math manipulatives, graph paper, composition books, ink cartridges for printing papers, paper for both printing of papers as well as colored paper for class projects, student work folders and software to assist students with writing and writing strategies. Wireless keyboard to support blended learning using the SMART boards.

Field Trips (\$1,000) or bus passes (\$5,000) for students to visit local college campuses to visualize and be exposed to college classes and course work.

Maintenance Agreement: \$1,500 - LCFF:

Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating - \$1,000 - LCFF: Duplicating services includes graphic organizers and note-taking forms for grade level support, EL support and specific project materials.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 10,000 | 4000 Series | Books & Supplies |
| 8,500 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

License Agreements - \$5,000:

- * Nearpod: Interactive technology tools that work with google etc. to enhance the virtual learning for students at home (as well as in the classroom).
- * Turnitin: English department will implement this program. This will allow us to improve student writing, check for text similarity, and help develop original thinking skills with these tools for teachers.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 5,000 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension: (Must be a SMART Goal)

By June 2022, maintain the 0% suspension rate.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2022, decrease the chronic absenteeism rate by 5%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

To provide students with additional support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect a students ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences and improve attendance.

Non-Instructional Materials - \$10,200 – LCFF

(Not allowable using Title I or site LCFF funds. * Provide nutritional snacks for students attending Saturday Opportunity as there is no meal service on Saturdays. * Provide incentives throughout the year to encourage students to attend school daily.)

Bus passes to assist students with transportation to campus on non-school days- \$5000

Conference/Training:

Improve Attendance in the IS setting = \$8,360 - LCFF

Admin and 2 teachers to attend the Attendance conference in late Fall

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 10,200 | 4000 Series | Books & Supplies |
| 8,360 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|------------------|
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

Data proves that students who have parents that are engaged in their education, often do better in school than those without parental support. Bringing parents on campus is challenging in many ways. By offering a variety of subjects for parent informational nights, parents will have the ability to choose what interests them.

By June 2022, increase parent participation by 5 parents.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Title I – Parent Involvement allocation was reduced by \$242, resulting in the total allocation of \$574.

2021-2022 Strategy Adjustment

Provide parent support meetings to provide parents with information regarding various areas of need, including but not limited to mental health concerns, post graduate opportunities, school specific information and trades presentations. Consultants will be used for specific presentations i.e. Mental health issues, cyberbullying etc. as well as on site teaching staff.

Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Duplicating \$571 for various consumables for parent meetings. –

Teacher compensation for Parent Informational Night presentations:

4 teachers X 3 hours per quarter X 4 quarters X \$60 rate of pay = \$2,880 (Allocating \$2,300 – LCFF, \$571 - Title I – 50647)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 571 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 2,300 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

STOCKTON HIGH

June 28, 20

INITIAL BUDGET/DATE

REVISED BUDGET/DATE

| TITLE I | | TOTAL ALLOCATION | | \$ 30,794 | | LCFF | | TOTAL ALLOCATION | | \$ 48,000 | | TITLE I - PARENT - 50647 | | TOTAL ALLOCATION | | \$ 574 | | | | | |
|-----------------------------------|---|------------------|--|-----------|--|--|----------------------|--|---|-----------|---|--|----------------|--|-----------------------|--------------|--|-------|---------|-----------|-----------|
| TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ 30,794 | | TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ 48,000 | | TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ 574 | | | | | |
| TO BE BUDGETED (Should be \$0.) | | | | 0 | | TO BE BUDGETED (Should be \$0.) | | | | 0 | | TO BE BUDGETED (Should be \$0.) | | | | 0 | | | | | |
| Object | Description | FTE | ACHIEVEMENT | | | | LEARNING ENVIRONMENT | | | | PARTNERSHIPS | | | | TOTAL FTE | TOTAL BUDGET | | | | | |
| | | | 50643 GOAL #1 STUDENT ACHIEVEMENT | FTE | 23030 GOAL #1 STUDENT ACHIEVEMENT | 50650 GOAL #1 STUDENT ACHIEVEMENT | FTE | 23020 GOAL #1 STUDENT ACHIEVEMENT | 50671 GOAL #2 LEARNING ENVIRONMENT | FTE | 23034 GOAL #2 LEARNING ENVIRONMENT | 50672 GOAL #3 MEANINGFUL PARTNERSHIPS | FTE | 23035 GOAL #3 MEANINGFUL PARTNERSHIPS | | | 50647 GOAL #3 MEANINGFUL PARTNERSHIPS | | | | |
| | | | LOW INCOME | | LOW INCOME | | ENGLISH LEARNERS | | ENGLISH LEARNERS | | SCHOOL CLIMATE | | SCHOOL CLIMATE | | COMMUNITY/PARE NTS | | COMMUNITY/PARE NTS | | PARENTS | | |
| Personnel Cost-Including Benefits | | | | | | | | | | | | | | | | | | | | | |
| 11500 | Teacher - Add Comp (incl benefits) | 0.000 | | 0.000 | \$ 9,660 | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 2,880 | 0.000 | | 0.000 | | 0.000 | \$ 12,540 |
| 11700 | Teacher Substitute (incl benefits) | 0.000 | \$ - | 0.000 | | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 12151 | Counselor | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 12500 | Counselor-add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 13201 | Assistant Principal | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 19101 | Program Specialist | 0.000 | \$ - | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 19500 | Prog Spec-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 19101 | Instructional Coach | 0.000 | \$ - | 0.000 | | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 19500 | Instr Coach-Add Comp (incl benefits) | 0.000 | | 0.000 | \$ 3,240 | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 3,240 |
| 21101 | Instructional Asst/CAI | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 21500 | Instr Asst/CAI-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 21101 | Bilingual Assistant | 0.000 | | 0.000 | | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 21500 | Bit Asst-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 22601 | Library Media Assistant | 0.000 | \$ - | 0.000 | \$ - | 0.000 | | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 22500 | Lib Med Asst-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 22901 | Community Assistant | 0.000 | | 0.000 | | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 22500 | Comm Asst-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 1,500 | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 1,500 |
| 29101 | Parent Liaison | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 30000 | Statutory Benefits | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| 29500 | Par Lia-Add Comp (incl benefits) | 0.000 | \$ - | 0.000 | \$ - | 0.000 | | 0.000 | \$ - | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ - |
| Sub Total - Personnel/Benefits | | | \$ - | | \$ 12,900 | | \$ - | | \$ - | | \$ - | | \$ 1,500 | | \$ 2,880 | | \$ - | | \$ - | | \$ 17,280 |
| Books & Supplies | | | | | | | | | | | | | | | | | | | | | |
| 42000 | Books | | | \$ - | | \$ 1,000 | \$ - | | | | | | | | | | \$ - | | | \$ 1,000 | |
| 43110 | Instructional Materials | | | \$ 10,000 | | \$ 5,057 | | | | | | \$ - | | | \$ - | | \$ - | | | \$ 15,057 | |
| 43200 | Non-Instructional Materials | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,000 | \$ 5,200 | \$ - | \$ 5,200 | \$ - | \$ - | \$ - | \$ - | \$ 258 | \$ 316 | | | \$ 10,458 | |
| 43400 | Parent Meeting | | | | | | | | | | | \$ - | | | | \$ 316 | | | | \$ 316 | |
| 44000 | Equipment | | | | | | | | | | | | | | | | | | | \$ - | |
| Sub Total - Books & Supplies | | | \$ - | | \$ 10,000 | | \$ 6,057 | | \$ - | | \$ 5,000 | | \$ 5,200 | | \$ - | | \$ - | | \$ 574 | | \$ 26,831 |
| Services | | | | | | | | | | | | | | | | | | | | | |
| 57150 | Duplicating | \$ 1,000 | | | | | | | | | | | | | \$ 1,000 | | | | | \$ 2,000 | |
| 57250 | Field Trip-District Trans | \$ 1,000 | | | | | | | | | | | | | | | | | | \$ 1,000 | |
| 56590 | Maintenance Agreement | \$ 1,500 | | | | \$ - | | | | | | | | | | | | | | \$ 1,500 | |
| 52150 | Conference | \$ 5,357 | | | | | | | | \$ 12,400 | | | | | | | | | | \$ 17,757 | |
| 58450 | License Agreement | \$ 3,000 | | | | \$ - | | | | | | | | | | | | | | \$ 3,000 | |
| 58730 | Bus Passes | | | \$ 5,000 | | | | \$ 5,000 | | | | | | | | | | | | \$ 10,000 | |
| 58920 | Pupil Fees | | | | | | | | | | | | | | | | | | | \$ - | |
| 58100 | Consultants-Instructional | | | | | | | | | | | | | | | | | | | \$ - | |
| 58320 | Consultants-Noninstructional | | | | | | | | | | | | | | | | | | | \$ - | |
| Sub Total - Services | | \$ 11,857 | | \$ 5,000 | | \$ - | \$ - | \$ 5,000 | \$ 12,400 | \$ - | \$ 1,000 | \$ - | | | \$ - | | \$ - | | | \$ 35,257 | |
| GRAND TOTAL | | \$ 11,857 | | \$ 27,900 | | \$ 6,057 | \$ - | \$ 10,000 | \$ 19,100 | \$ 2,880 | \$ 1,000 | \$ 574 | | | | | | | | | |

School Plan for Student Achievement| SY 2020-2021
Version 2 – Board Approval 10/12/2021

2021-2022 Staffing Overview

No site funded positions were identified during staffing reviews.

2020-2021 SPSA Evaluation

| Area of Focus | Year 2 2018-19-Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | A. Implementation Of the strategy identified, what was implemented and how was it implemented? | B. Effectiveness Of what was implemented, how effective was it? | C. Significant Material Difference Of the strategy identified, did something significant change? | D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments? |
|---|--|--|---------------------------------------|---|--|--|--|
| 2.1 Academic Student Achievement | Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc. | Agendas, action plan, classroom observations, Coaching hours, # of teachers receiving coaching and the # of hours coaching | Monthly | Describe implementation of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?) | Describe effectiveness of each component and include applicable data a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?) | Describe the significant material difference a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?) | Describe the changes made or proposed for the future a. coaching model b. PLC process c. training/professional learning d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?) |

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: (optional)

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

- ☐ School Leadership Team
- ☐ Director
- ☐ ELAC
- ☐ School Site Council
- ☐ Parent/Community groups
- ☐ Student groups

Goal 1 – Student Achievement

| Area of Focus | | Year 2 2018-19-Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | A. Implementation Of the strategy identified, what was implemented and how was it implemented? | B. Effectiveness Of what was implemented, how effective was it? | C. Significant Material Difference Of the strategy identified, did something significant change? | D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments? |
|--------------------|--|--|----------------------------|--|---|---|--|--|
| Goal 1, Strategy 1 | | | | | Describe implementation of each component and include applicable data | Describe effectiveness of each component and include applicable data | Describe the significant material difference | Describe the changes made or proposed for the future |
| G1, S1 – a | <p>Provide teachers with professional learning opportunities and support to supplement core online instruction, such as attending conferences and/or training focusing on Independent Study, online/virtual learning, credit recovery, Trauma-informed teaching and other instructional practices and strategies in meeting the needs of Independent Study/online learning students.</p> <p>Provide APEX Training designed towards modifications and differentiation within the curriculum.</p> <p>Conferences/Trainings/Workshops (physical or virtual) - \$15,500:</p> | <p>Zoom meeting attendance</p> <p>Mental Health Referrals</p> <p>Staff Meeting Agendas</p> | Ongoing | <p>Professional learning opportunities are vital in an alternative educational setting. Although Staff was very limited to Professional Development opportunities due to COVID restrictions. Staff was able to meet virtually with the COE to receive PD regarding early identification and best practices for assisting struggling students with Mental Health issues</p> | <p>Due to COVID restrictions, the Alternative Ed Conference did not take place this year.</p> <p>Staff struggled connecting with students due to lack of participation by students.</p> <p>Teachers encouraged students to participate in distance learning but students struggled with the lack of in person learning and accountability</p> | <p>Due to the cancellation of the Alternative Ed Conference, Staff was able to self-select PD resources from a variety of offerings provided by the District. SHS Mental Health Clinician provided zoom meeting for Mental Health protocols.</p> <p>Professional Development provided by the County Office of Ed were guided by staff based on identified student need. This year we were able to participate in training</p> | <p>The Alternative Ed Conference plays a big part in identifying the needs of Alt Ed students. We will keep this strategy for 21-22.</p> <p>Moving forward, staff will identify additional PD opportunities addressing Trauma informed teaching methods.</p> <p>Staff will continue to utilize our Mental Health Clinician for immediate assistance.</p> | |

| | | | | | | | |
|---------------|---|--|--|---|--|---|--|
| | <p>* Alternative Ed Conference - Mid November - Administrator, 2 teachers</p> <p>* APEX Training - TBD - virtual - All teachers</p> <p>* Trauma Informed Care focusing on instructional practices - TBD - Schoolwide (virtual) or Core teachers (physical)</p> | | | <p>Referrals to Mental Health increased during the pandemic. 22 students were referred for assistance and 10 students remain receiving Mental Health support.</p> <p>Teachers met with the sites Mental Health Clinician to review ways of offering support to students who are experiencing difficulties in staying focused and on task.</p> | | <p>regarding the recognition of struggling students and process for referring for Mental Health Services.</p> <p>The sites Mental Health Clinician worked individually with staff to help identify students in need. 22 students were referred for resources.</p> | <p>Additional courses were added to APEX in order to meet the student graduation needs. Additional Training will come in the 21-22 year.</p> |
| | | | | | | | |
| G1, S1 – b | <p>Provide curricular and instructional support to both ELA and Math teachers. Additional Compensation for Instructional coaches and teachers to promote collaboration, work 1:1 with teachers to provide support and resources, as well as provide professional development relevant to teacher's subject matter.</p> <p>3 teachers X 3 hours per month X 9 months X \$60 rate of pay = \$4,860</p> <p>2 instructional coach X 3 hours per month X 9 months X \$60 rate of pay = \$3,240</p> | | | <p>ELA scores show a slight growth among our students. Data shows 5 students who met or exceeded standards in 2018 to 19 students in 2019.</p> | <p>Instructional Coaches were supposed to be provided by the District but there were no Instructional Coaches assigned to Stockton High for 20-21.</p> | <p>Due to the absence of coaching, this strategy was not addressed.</p> | <p>Instructional coaching should be addressed and discussed prior to the revision of this strategy.</p> |

| Area of Focus | | Year 2 2018-19-Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | A. Implementation Of the strategy identified, what was implemented and how was it implemented? | B. Effectiveness Of what was implemented, how effective was it? | C. Significant Material Difference Of the strategy identified, did something significant change? | D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments? |
|--------------------|--|---|----------------------------|--|---|---|---|--|
| Goal 1, Strategy 2 | | | | | Describe implementation of each component and include applicable data | Describe effectiveness of each component and include applicable data | Describe the significant material difference | Describe the changes made or proposed for the future |
| G1, S2 – a | One teacher per 4-hour session (2 Saturday sessions per month) will support students to improve credit/attendance recovery. Student Attendance Course completion data to provide students with support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect student’s ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences. 1 teacher X 4 hours per sessions X 20 sessions X \$60 rate of pay = \$4,800 | Sign-In sheets, Zoom log-in | Monthly | Students struggled during Distance Learning and absences increased above 70%. Saturday opportunity did not see success and no students attended during this time. Extended year program saw greater success with 22 students participating with 2 teachers. | Extended year opportunities saw more success during COVID. 2 teachers provided additional support during the week to 22 students. | Extended year opportunities were provided to students due to lack of interest in the Saturday option. | Both Extended year opportunities and Saturday opportunities will be provided to increase students’ ability to repair attendance issues as well as complete courses. | |

| | | | | | | | |
|---------------|---|--|---------|---|---|---|--|
| | Books and Instructional Materials- \$6,057 | | | | | | |
| G1, S2 – b | Provide targeted resources to assist EL students in meeting the reclassification designation. | Due to the low number of ELL students enrolled, no data was provided | Ongoing | Describe implementation of each component and include applicable data | Describe effectiveness of each component and include applicable data | Describe the significant material difference | Describe the changes made or proposed for the future |
| G1, S2 – c | <p>License Agreement - \$3,000:</p> <p>Using Jupiter grades, pre and post assessment data is collected on individual students, to determine growth and individual student learning in both ELA and Math. Teachers use this data to drive instruction for their individual students and provide modifications and differentiation based on this assessment data.</p> <p>Jupiter Grades provides both a parent and student communication portal. Teachers also use this portal to communicate to both parents and students.</p> | Teacher logs | Ongoing | Jupiter Grades provided a communication avenue for parents and students with the teacher. | Jupiter Grades continues to be an easily accessible tool for communication between Parent, Student and Teacher. | Jupiter Grades became an integral part of the communication between school and home during COVID. No changes were made to this strategy and teachers continue to utilize the program. | Staff will continue to utilize Jupiter Grades as it is a necessary communication piece for Parents, students and teachers. |

| Area of Focus | | Year 2 2018-19-Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | A. Implementation Of the strategy identified, what was implemented and how was it implemented? | B. Effectiveness Of what was implemented, how effective was it? | C. Significant Material Difference Of the strategy identified, did something significant change? | D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments? |
|--------------------|---|---|----------------------------|---|---|--|--|--|
| Goal 1, Strategy 3 | | | | | Describe implementation of each component and include applicable data | Describe effectiveness of each component and include applicable data | Describe the significant material difference | Describe the changes made or proposed for the future |
| G1, S3 – a | <p>Provide 2 pathways to supplement English instruction.</p> <p>A Community College pathway will ensure students going to the community college post-graduation will receive instruction to prepare them for college level English.</p> <p>A Career Technical Education (Business focus) pathway will ensure students are prepared to enter various CTE programs post-graduation.</p> <p>Instructional Materials/Supplies - \$10,000: Provide additional resources to assist students with their individual learning path. Resources include 10-key number pads, over the ear headphones, math manipulatives, graph paper, composition books, ink cartridges for printing papers,</p> | Class Rosters, course completion rates | Ongoing | <p>By offering 2 pathways in English, students were able to choose which class worked best for their individual needs. Data shows that over 65% of students chose the Delta pathway.</p> <p>Based on 2018-2019 data, ELA students made a 60 point growth while Math saw a decline of 8 points.</p> <p>ELA teacher provided individual time for students during distance learning.</p> | <p>Due to COVID restrictions, no field trips were scheduled. Students were given information and links to virtual college fairs.</p> <p>We will continue to offer business through our APEX program for students interested in pursuing a career in the business field.</p> | FAFSA completion was done both virtually and individually for students. 17 students completed the FAFSA application. | We will continue to provide both on site and virtual opportunities for students to meet personal academic goals. | |

| | | | | | | | |
|---------------|---|--|--|---|---|---|---|
| | <p>paper for both printing of papers as well as colored paper for class projects, student work folders and software to assist students with writing and writing strategies. Wireless keyboard to support blended learning using the SMART boards.</p> <p>Provide targeted resources to assist EL students in meeting the reclassification designation.</p> <p>Maintenance Agreement: \$1,500:</p> <p>Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.</p> <p>Duplicating - \$1,000: Duplicating services includes graphic organizers and note-taking forms for grade level support, EL support and specific project materials.</p> | | | <p>Due to COVID restrictions, our teacher was not able to complete the CTE certificate in business.</p> | | | |
| G1, S3 – b | <p>Field Trips (\$1,000) or bus passes (\$5,000) for students to visit local college campuses to visualize and be exposed to college classes and course work.</p> | | | <p>Describe implementation of each component and include applicable data</p> | <p>Describe effectiveness of each component and include applicable data</p> | <p>Describe the significant material difference</p> | <p>Describe the changes made or proposed for the future</p> |

Where are my strategies?

- 1) Open your 2017-2020 SPSA and select Year 2 from Goal 1, Goal 2, and Goal 3
- 2) Copy contents from columns 1 – 4 to the pink to the pink in this document.

To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

| Area of Focus | | Year 2 2018-19-Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | A. Implementation Of the strategy identified, what was implemented and how was it implemented? | B. Effectiveness Of what was implemented, how effective was it? | C. Significant Material Difference Of the strategy identified, did something significant change? | D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments? |
|--------------------|--|---|----------------------------|--|---|---|---|--|
| Goal 2, Strategy 1 | | | | | Describe implementation of each component and include applicable data | Describe effectiveness of each component and include applicable data | Describe the significant material difference | Describe the changes made or proposed for the future |
| G2, S1 – a | To provide students with additional support to improve credit/attendance recovery, including extended day opportunities. Current data shows absences greatly affect a students ability to earn credits, in a timely manner, for graduation. Providing additional time, day and support for students needing assistance can help students gain more credits and clear absences and improve attendance. Non-Instructional Materials - \$5,000 – Title I, \$5,200 - LCFF | Sign-In sheets, Attendance records | Monthly | Attendance rates continue to drop. 2019 data shows 68% of students still are chronically absent. | Staff collaborated to review and revise the Attendance requirements during COVID to better address the needs of students. Absenteeism rose to over 70%. | Due to the fact that we could not offer in person opportunities, we had 2 teachers offer extended day learning (virtually) for our students. We had 22 students take advantage of this opportunity. | A review of data of students participating in extended day, we will continue to provide this opportunity for students in the 21-22 school year. | |
| G2, S1 – b | Provide additional time for students to complete work and improve attendance rate by opening campus 2 Saturdays a month. Students can complete work with a | Sign-In sheets, Attendance records, Synergy print out | Monthly | Due to COVID restrictions, we were not able to provide a | Due to COVID restrictions and the inability to open our campus for students on Saturday, we offered | We had 22 students take advantage of our extended program with 2 teachers offering | The need for improved attendance and course completions are a necessary aspect of the IS Program. We will | |

| | | | | | | | |
|---------------|--|--|--|---|---|---|--|
| | <p>credentialed teacher and recover any absences they have accrued.</p> <p>1 Campus Security Monitor X 2 Saturdays a month for 9 months = \$700</p> <p>(Not allowable using Title I or site LCFF funds. * Provide nutritional snacks for students attending Saturday Opportunity as there is no meal service on Saturdays. * Provide incentives throughout the year to encourage students to attend school daily.)</p> | | | Saturday make-up day for students | extended day opportunities for our students. During quarantine, Saturday attendance did not yield the results we anticipated. | support Monday through Friday. | continue to offer this opportunity in the 21-22 school year to ensure students get all the necessary assistance available. |
| G2, S1 – c | Bus passes to assist students with transportation to campus on non-school days- \$5000 | | | Bus passes were not needed as students were not on campus. | Students worked virtually and did not attend in person. | | |
| G2, S1 – d | <p>Conference to Improve Attendance in the IS setting = 12,400</p> <p>Admin and 2 teachers to attend the Attendance conference in late Fall</p> | | | Staff were not able to locate an Attendance workshop focusing on increasing student Attendance/Participation due to COVID restrictions. | Due to the lack of Conferences addressing Attendance, specifically, staff met as a group and sent out student surveys seeking additional ideas from students. | Staff created student surveys to help determine student needs in the area of Attendance. Students preferred to work in small groups with their teacher. | Attendance is a factor in student's success in an IS setting. We will continue to seek avenues, including conferences, to help improve student attendance. |

Where are my strategies?

- 1) Open your 2017-2020 SPSA and select Year 2 from Goal 1, Goal 2, and Goal 3
- 2) Copy contents from columns 1 – 4 to the pink to the pink in this document.

To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

| Area of Focus | | Year 2 2018-19-Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | A. Implementation Of the strategy identified, what was implemented and how was it implemented? | B. Effectiveness Of what was implemented, how effective was it? | C. Significant Material Difference Of the strategy identified, did something significant change? | D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments? |
|--------------------|---|---|----------------------------|--|--|---|--|--|
| Goal 3, Strategy 1 | | | | | Describe implementation of each component and include applicable data | Describe effectiveness of each component and include applicable data | Describe the significant material difference | Describe the changes made or proposed for the future |
| G3, S1 – a | Provide parent support meetings to provide parents with information regarding various areas of need, including but not limited to mental health concerns, post graduate opportunities, school specific information and trades presentations. Consultants will be used for specific presentations i.e. Mental health issues, cyberbullying etc. as well as on site teaching staff. | Zoom meetings, sign in sheets, conference codes | Ongoing | Individual (in-person) meetings with parents were the most successful. Due to COVID restrictions those meetings were very limited as shown by student/parent sign in sheets. | Lack of additional interest in holding evening meetings impacted what the school was able to offer. | Due to lack of interest in extracurricular activities, Staff communicated with parents via Jupiter Grades, email, phone and through the school’s website. | Communication with Parents is key to student success. This goal will be addressed in the 21-22 school year. | |
| G3, S1 – b | Parent Meeting - \$316: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals | Parent sign in sheets | Bi-Monthly | Counselor’s reached out to parents individually and made contact with them providing information. There were 114 in-person contacts with parents and 43 zoom meeting contacts with parents | Due to COVID restrictions, we were not allowed to hold our Parent Meetings in person. Parent participation is an ongoing issue for us. | Connect Ed messages went out regularly to keep our parents informed of school information. | Parents are an important piece to the school community. Parent coffee hours and trainings will continue in the 21-22 school year with an emphasis in parent participation. | |

| | | | | | | | |
|---------------|---|-----------------------------------|------------|--|--|---|--|
| | and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. | | | | | | |
| G3, S1 – c | Non-Instructional Materials - \$500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. | Contact logs, Conference Notes | Bi-Monthly | Due to lack of interest in extracurricular activities, Staff communicated with parents via Jupiter Grades, email, phone and through the school's website | With COVID restrictions in place we were not able to invite parents to campus for various activities that were planned. Connect Ed messages went out on a regular basis to our families but there was a lack of interest during this time. | Parents responded to messages sent home via Connect Ed and Jupiter Grades. | Parents receiving school information as well as other important information regarding school concerns, post graduate info etc..is an important piece to helping students beyond Graduation. We will continue to provide info to parents in this format in the 21-22 school year. |
| G3, S1 – d | Duplicating \$1000 for various consumables for parent meetings. | | | | | | |
| G3, S1 – e | <p>Teacher compensation for Parent Informational Night presentations:</p> <p>4 teachers X 3 hours per quarter X 4 quarters X \$60 rate of pay = \$2880</p> <p>Campus Security Monitor compensation for Parent Informational Night:</p> <p>1 CSM X 2 hours per quarter X 4 quarters = \$300</p> <p>Custodial compensation for Parent Informational Nights:</p> <p>1 custodian 2 hours per quarter X 4 quarters = \$200</p> | Contact Logs, Conference Notes | Bi-Monthly | Due to lack of interest in extracurricular activities, Staff communicated with parents via Jupiter Grades, email, phone and through the school's website | Due to COVID restrictions we were not able to accomplish this task. Parent information was delivered through Connect Ed messages as well as Jupiter Grades. | We did not have the same level of participation that we were expecting due to parent and students not being able to come to campus for an evening of information. | Staff have prepared more topics for discussion and parent opportunities for 21-22. Staff feel it is important for parents to be informed and we recognize that our parents like to come to campus to sit with a staff member to understand certain pieces of information. |

Where are my strategies?

- 1) Open your 2017-2020 SPSA and select Year 2 from Goal 1, Goal 2, and Goal 3
- 2) Copy contents from columns 1 – 4 to the pink to the pink in this document.

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- 2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Progress

school search

Stockton High

2020-2021

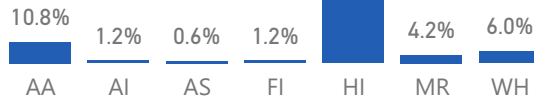
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



166

Count



January

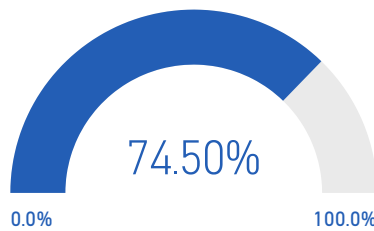


CWA

0

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

0%

ELA: K-11

On-Track K-8

(Blank)

Percent



Participation

0%

Math: K-8

On-Track K-8

(Blank)

Percent



Participation

75%

MDTP-Fall

Nearly + Ready

67%

Percent-Fall



High School: No Credits Earned

1

12

Reclassification

English Learners February

ELPAC IA

(Blank)

Percent GL Tested

ELPAC IA

(Blan...

Total Tested

Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

(Blank)

Total Test Count

Saavas

(Blank)

Total Test Count



PLUS Winter 2021

School Climate

17.4%

82.6%

At my school, there is a teacher or other adult who really cares about me.

26.1%

73.9%

I feel like I am part of this school.



Enrollment

school search

Stockton High

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-4↓

Dec-Jan change

01-Aug

166

Enrollment

06-Jan

171

Enrollment

02-Sep

171

Enrollment

07-Feb

166

Enrollment

03-Oct

172

Enrollment

04-Nov

174

Enrollment

05-Dec

175

Enrollment

SUSD RA v2

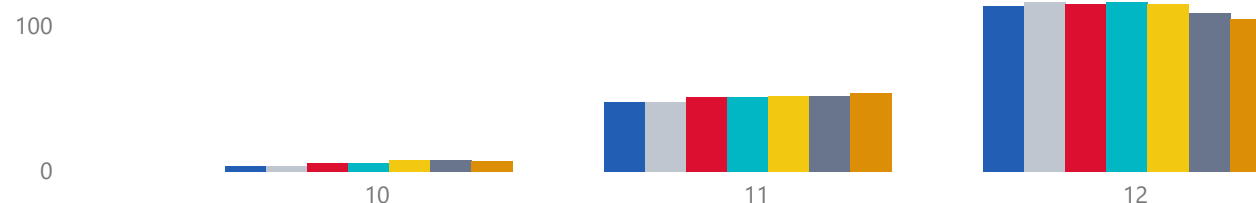
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

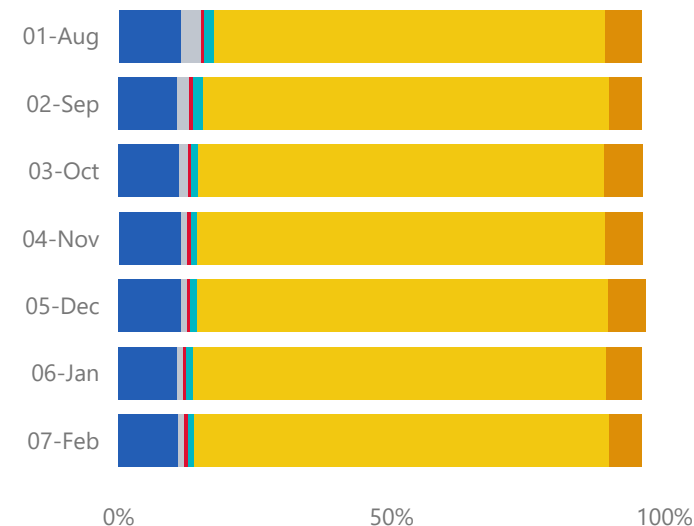
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb



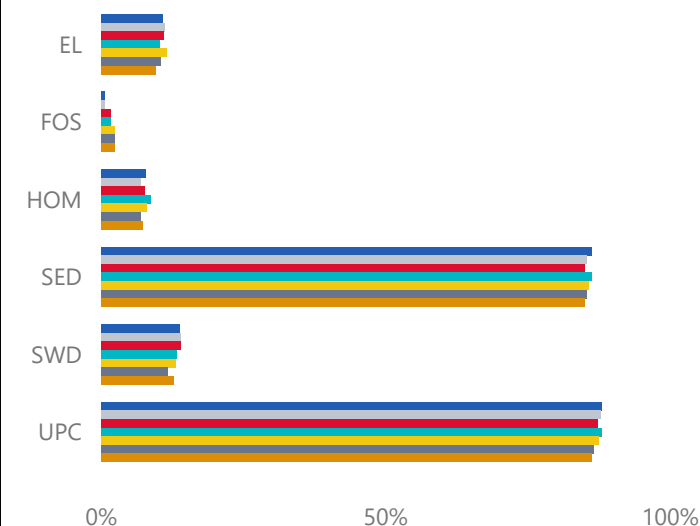
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Stockton High

Month

All

2020-2021

Connections

01-Aug

72.83%

Rate

01-Aug

126

Count

02-Sep

63.04%

Rate

02-Sep

116

Count

03-Oct

75.66%

Rate

03-Oct

143

Count

04-Nov

74.74%

Rate

04-Nov

145

Count

05-Dec

74.11%

Rate

05-Dec

146

Count

06-Jan

74.50%

Rate

06-Jan

149

Count

SUSD RA v2

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

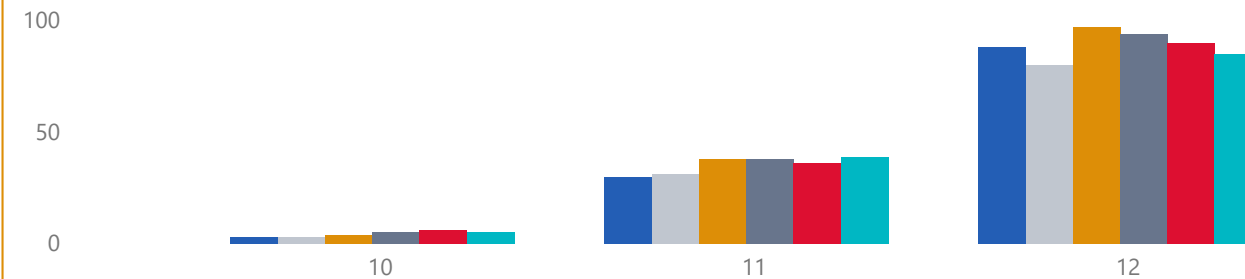
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

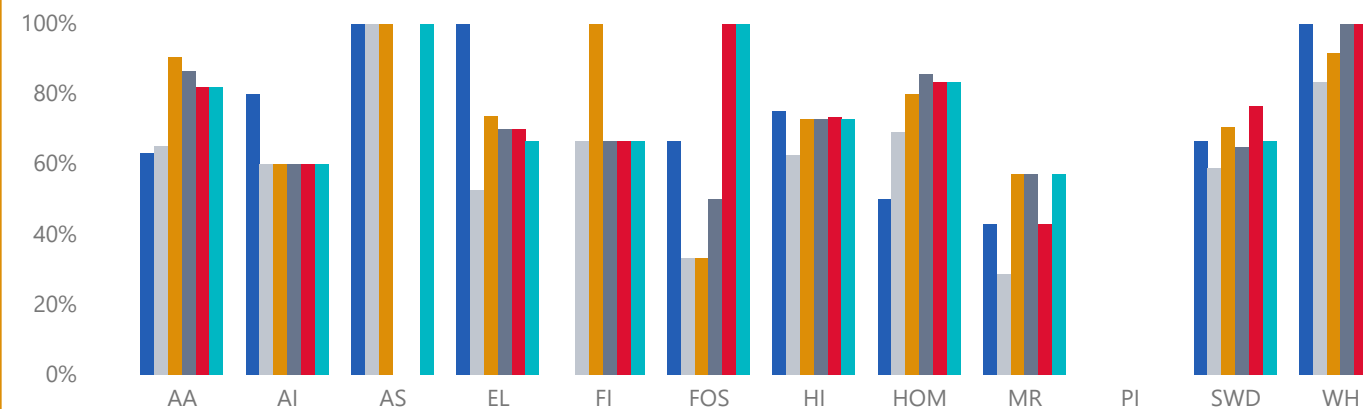
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



CWA Connections

SubCategory ● Parent Outreach ● Tier 2

01-Aug

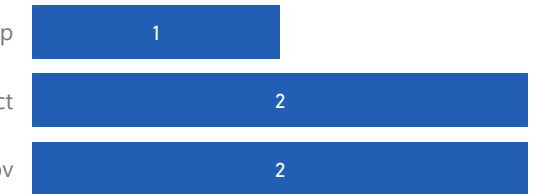
02-Sep

03-Oct

04-Nov

05-Dec

06-Jan



counselors : coming soon!

| | | | | | | | | | |
|---|--|--|---|--|--|---|--|-----------------------|--|
| <div>Participation</div> <div><div>17%</div><div>0%</div><div></div></div> <div>FallWinterSpring</div> | | | <div>iReady Percent On-Track</div> | | | <div>F-W Growth</div> <div>(Blank)</div> <div>All</div> | | <div>F-S Growth</div> | |
| <div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level. 3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div> | | | <div>On Track</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div> | | | <div>iReady F-W Typical Growth</div> | | | |
| | | | <div>2+ Below</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div> | | | | | | |
| | | | <div>No Gro...</div> <div>(Bla...</div> <div>All</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div> | | | | | | |
| | | | <div>iReady Percent Two or More Years Below Grade Level</div> | | | | | | |
| | | | <div>iReady Percent No Growth (since Winter 2019)</div> | | | | | | |

| | | | | | | | | | | | | | | | |
|---------------|--------|--------|----------|--|--|-------------------------|--|--|--|---------------------------|--|------------|---------|------------|--|
| Participation | | | On Track | | | iReady Percent On-Track | | | | | | F-W Growth | | F-S Growth | |
| 0% | 0% | | (Bla... | | | | | | | | | (Blank) | | | |
| Fall | Winter | Spring | Fall | | | | | | | | | All | | | |
| | | | Winter | | | | | | | | | | | | |
| | | | Spring | iReady Percent Two or More Years Below Grade Level | | | | | | iReady F-W Typical Growth | | | | | |
| | | | 2+ Below | | | | | | | | | (Bla... | | | |
| | | | Fall | | | | | | | | | (Bla... | | | |
| | | | Winter | iReady Percent No Growth (since Winter 2019) | | | | | | | | | | | |
| | | | Spring | | | | | | | | | No Gro... | (Bla... | | |
| | | | | | | | | | | | | All | (Bla... | | |
| | | | Winter | | | | | | | | | | | | |
| | | | Spring | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

- * **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).
- * **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).
- * **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

- * 30 minutes: percent of students averaging 30 minutes per subject per week
- * Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; **Updated:** February 2021

| Feb 2021 | Ready Class | Saavas | Benchmark |
|------------------------|------------------|------------------|------------------|
| Curriculum Assessments | (Blank) | (Blank) | (Blank) |
| | Total Test Count | Total Test Count | Total Test Count |

| Curriculum: Test Count |
|------------------------|
| |

| Curriculum: Average Test Count |
|--------------------------------|
| |

| | |
|----------|----------------|
| Sequence | Reporting Week |
|----------|----------------|

| Online Instruction: 30+ minutes |
|---|
| |
| Online Instruction: Passed Lessons 70%+ |
| |

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

IFEP: Initial Fluent English Proficient
Intermediate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

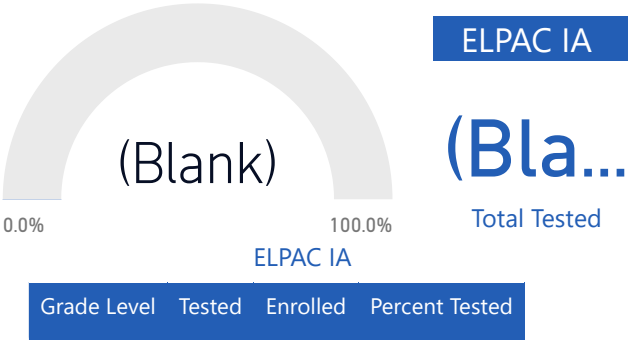
Navigation: NA

Source: Research; ELPAC; Illuminate

Frequency: Reports are updated periodically;

Updated: February 2021

Percent Initial ELPAC Completed



Overall Performance

● IFEP ● Intermediate ● Novice

Oral Language Performance

● Well ● Moderate ● Minimally

Written Language Performance

● Well ● Moderate ● Minimally

Reclassification

Reclassification by Grade Level

Overall Mean Scale Score by Grade Level

School Climate

school search

Stockton High

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP, CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question

Source: Student Support Services - PLUS program

Frequency: Reports are updated after administration (3x a year);

Updated: Win2021

Count

(Blank)

Grade 4-5

Count

(Blank)

Grades 6-8

Count

33

Grades 9-12

Count

33
All

All Responses

81.8%

72.7%

69.7%

66.7%

84.8%

At my school, there is a teacher or other adult who believes...

At my school, there is a teacher or other adult who really ca...

I feel like I am part of this school.

I feel like my voice matters to adults at my school.

I feel safe in my school.

I have been cyberbullied in the last 30 days.

There is a lot of tension at my school between di...

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

30.3%

69.7%

9-12

● Yes ● No

At my school, there is a teacher or other adult who believes that I will be a success.

18.2%

81.8%

9-12

● Yes ● No

SUSD RA v2.2

27.3%

72.7%

9-12

● Yes ● No

At my school, there is a teacher or other adult who really cares about me.

90.9%

9-12

● Yes ● No

I feel safe in my school.

15.2%

84.8%

9-12

● Yes ● No

33.3%

66.7%

9-12

● Yes ● No

There is a lot of tension at my school between different cultures, races, or ethnicities.

93.9%

9-12

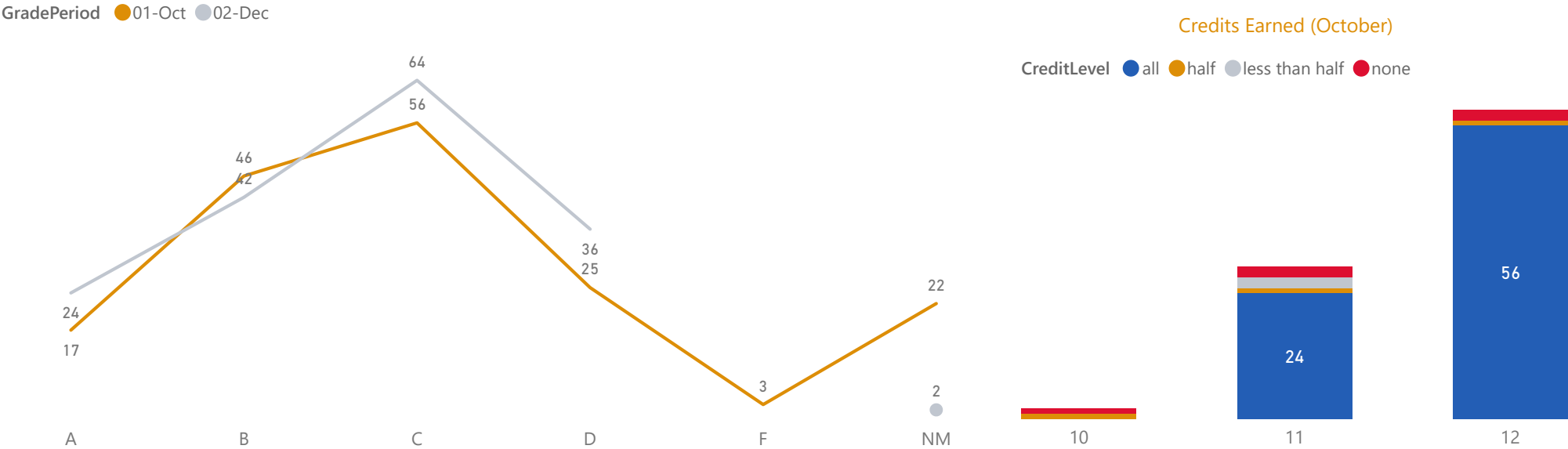
● Yes ● No

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

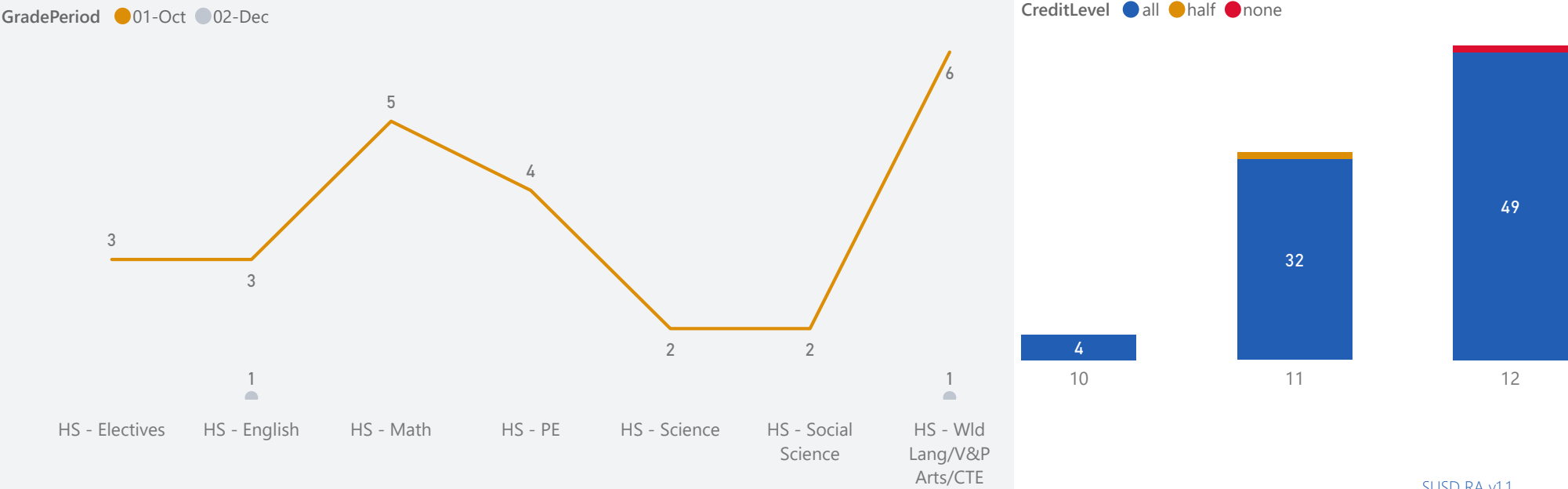
- Transcript Grades:
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
 - * Credits Earned: Credits earned as indicated on transcript
 - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
 - * All: all credits attempted were earned
 - * Half: more than half of credits attempted were earned
 - * Less than half: less than half of credits attempted were earned
 - * None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after end of term, test; Updated: January 2021

Grade Distribution and Term

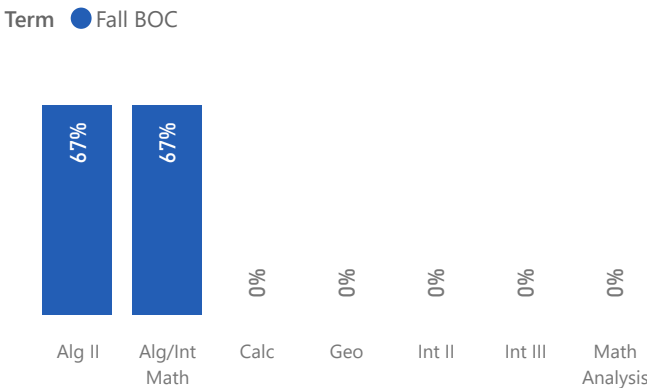
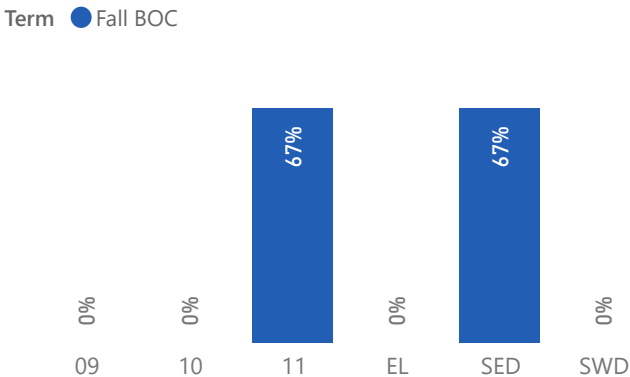
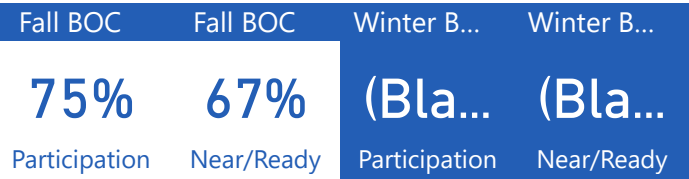


Subject and Non-Passing Grades

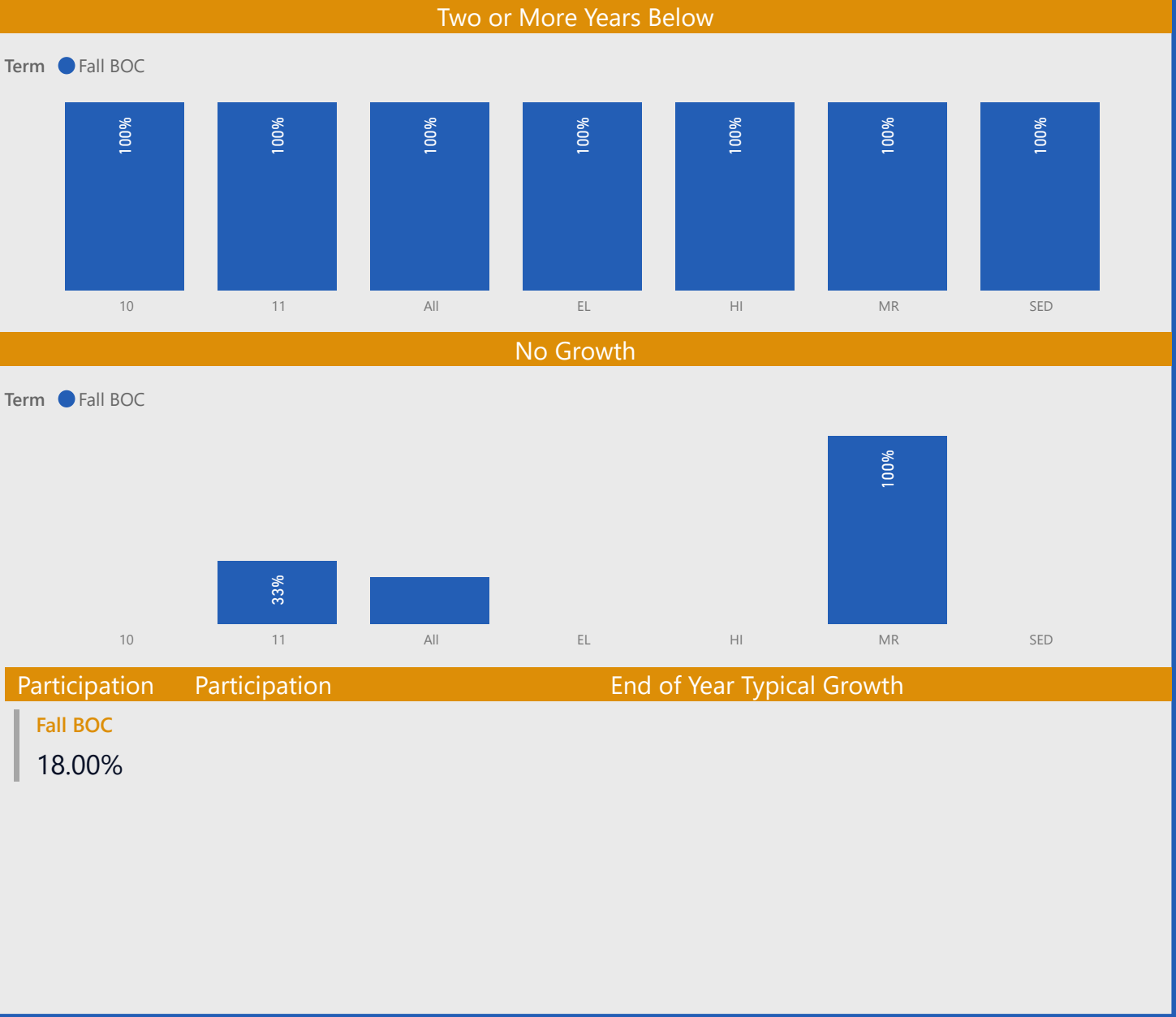


MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021



iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021



Math HS Course Exams: midterm and end of course exams. [Navigation](#): NA; [Source](#): Illuminate; Updated: February 2021

Math Assessment Administered b...

Average Math Assessment by Co...

Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published
- * v2 020521 update: Enrollment; Engagement, English Learners
- * v2.2 021821 update: Curriculum Assessment; PLUS winter;
- * v2.3 022521 redesigned HS grades/test

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)
- * HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

Acronyms

Student Groups

ALL – all students
 AA – Black/African American
 AI-American Indian/Native Alaskan
 AS-Asian
 FI-Filipino
 HI-Hispanic
 MR-Two or More
 PI-Pacific Islander/Native Hawaiian
 WH-White
 EL-English Learner
 FOS-Foster Youth
 HOM-Homeless Youth
 SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Recommendations and Assurances:

Site Name: Stockton High School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

N/A

Date of Meeting

Other committees established by the school or district (list):

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/30/21
Date of Meeting

Attested:

Maryann Santella

Typed Name of School Principal



Signature of School Principal

9/30/21

Date