2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: __Stockton Alternative 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 School 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:

    English Learner Advisory Committee   __11/09/2023__
    <div align="right">Date of Meeting</div>

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 __11/09/2023__.
<div align="center">Date of Meeting</div>

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Guiding Coalition	10/25/2023
Committee	Date of Meeting
Committee	Date of Meeting
Committee	Date of Meeting

Attested:

Tommy Mogan	_(signature)_	11/20/2023
Typed Named of School Principal	Signature of School Principal	Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stockton High	39686760119784	11/09/2023	12/12/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Stockton High is implementing a Comprehensive Support Improvement program. This plan will guide the instructional choices, school culture and climate, and community partneships for Stockton High School. The plan will inform decisions for purchases aligned to goals, provide data supported decisions, and align site expectations and procedures with district goals.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Stockton High will create and maintain a School Site Council in order to review, monitor, and assess the effectiveness of the School Plan. This team will be composed of teachers, school staff, parents, students and administration. Team will meet monthly, or as needed, to support the SPSA

Resource Inequities

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

Students at Stockton High use an online based program for curriculum and instruction. To support data collection a district assessment platform is used. Thsi assessment also aligns to a learning pathway directly linked to student need from the assessment. The pathway learning is no longer available, and Stockton High is in need of a program to support.

Students at Stockton High have not had any access to additional programs to support their learning.

Teachers have very little supplemental material to meet the needs of their students. Support in areas like, small group instruction, one on one intensive instruction, and use for instructional hands-on materials are needed.

Data shows students need intensive interventions in Math and English. With students in a constant change between courses, and not always in a Math or English class, a create appraoch is needed to support students in those focus areas, so when they do return to Math or English, there has been ongoing support for them to conitinue to acheive at higher levels.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Staff and Teachers:

At staff meetings during the start of the 2023-2024 School Year, all staff were part of ongoing discussions around the school Goals. Revising, revisiting, and analyzing data for alignment to goals.

Time was taken to discuss how we can support student learning and graduation rates, attendance and enrollment data, and parent and community involvement to support students. This discussion also runs in to collaborative teacher time, so staff is looking at data to support next steps.

Data from iReady Diagnostic assessments is used to support background knowledge of student current levels. Data shows, in general, students at Stockton High are far below their peers at comprehensive sites in Math and Reading.

Students:

Students complete a school climate and culture survey to provide data in supporting their needs. Data shows many students do not feel that they are connected to site or staff in a meaningful way. They also express they are missing out on school extracurricular events to support site culture and climate.

Parents:

Parents have also been surveyed in attempts to find how Stockton High can support their involvement. Parents expressed a need to increase their knowledge of how they can support students at home and have a better knowledge of the graduation and college/career pathways.

Staffing and Professional Development

Staffing and Professional Development Summary

Need: Increase in meeting the ELA and Math standard by 5% - Professional Learning is needed for Stockton High to find a solution.

Stockton High continues to search for ways to increase growth in meeting ELA and Math standards

Goal: The percentage of students meeting standards in ELA and Math will increase by 5% points as measured by the iReady Diagnostic Assessment.

School Site Council (SSC), consisting of teachers, staff, Admin, parents, students and community members conducted a Comprehensive Needs Assessment (CNA). The ELA concern was addressed and possible reasons were discussed utilizing testing data, student survey's, ELA Teacher observations as well as other sources of documents. Some reasons include:

In a review of student survey responses, students identified not having the necessary skills to be successful in an Independent Study setting yet admitting the IS setting allowed them to learn at a slower pace

Low number of students taking the assessment- This can be attributed to the flow of students coming and going from SHS, as well as the vital need to have attendance normalized for all students.

Professional Development opportunities in the area of Independent Study, have been limited and are crucial to keeping up with best practices and up to date curriculum changes. Staff continues to seek opportunities for relevant PD. Site is working with Curriculum in order to cater to the unique needs of its teachers and students.

Students, parents and staff identified a need to provide additional intervention supports, including supplemental programs and curriculum. Purchasing of an intervention program to run alongside APEX may be needed.

Time for collaboration has greatly increased, and meetings are now expectations and scheduled.

Staffing and Professional Development Strengths

Staffing and Professional Development strengths include:

Stockton High is staffed with highly qualified teachers

Stockton High Staff is consistent in it's use of District approved online curriculum (APEX)

Stockton High Staff is consistent in its pursuit of the most up to date best educational strategies and practices

Stockton High Staff pursues relevant Professional Development opportunities

Administration and Stockton High Staff have created a relationship with Curriculum Department in order to support teachers and students

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): The majority of Stockton High students are performing far below grade level in CORE standards. iReady Diagnosis Data reveals 3% of students in Reading and 4% in Math are on Grade Level. **Root Cause/Why:** Teachers need professional development and the support of supplemental program(s) to address student intervention needs. The current online curriculum does not offer tier 2 or 3 support for students who may not be understanding the content. Teachers need opportunities to collaborate and refine instructional strategies.

Teaching and Learning

Teaching and Learning Summary

Need: Increase student Achievement in ELA and Math.

Goal: The percentage of students meeting standards in ELA and Math will increase by 5% points as measured by the iReady Diagnostic Assessment.

School Site Council (SSC), consisting of teachers, staff, Admin, parents, students and community members conducted a Comprehensive Needs Assessment (CNA). The ELA concern was addressed and possible reasons were discussed utilizing testing data, student survey's, ELA Teacher observations as well as other sources of documents. Some reasons include:

In a review of student survey responses, students identified not having the necessary skills to be successful in an Independent Study setting yet admitting the IS setting allowed them to learn at a slower pace

Low number of students taking the assessment- This can be attributed to the flow of students coming and going from SHS, as well as the vital need to have attendance normalized for all students.

Professional Development opportunities in the area of Independent Study, have been limited and are crucial to keeping up with best practices and up to date curriculum changes. Staff continues to seek opportunities for relevant PD. Site is working with Curriculum in order to cater to the unique needs of its teachers and students.

Students, parents and staff identified a need to provide additional intervention supports, including supplemental programs and curriculum. Purchasing of an intervention program to run alongside APEX may be needed.

Time for collaboration has greatly increased, and meetings are now expectations and scheduled.

Teaching and Learning Strengths

Teaching and Learning strengths include:

Stockton High is staffed with highly qualified teachers who provide differentiation based on student needs

Stockton High Staff is consistent in it's use of District approved online curriculum 100%

Stockton High Staff is consistent in its pursuit of the most up to date best educational strategies and practices

Stockton High School is 100% appropriately staffed

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Additional Curricular Supports are needed to meet the needs of low performing students. Students are in need of targeted differentiation in Math and Reading. Stockton High subgroup, Hispanic, is performing even lower than the rest of the population. A supplemental curriculum could help meet these needs. **Root Cause/Why:** Students come to Stockton High, on average, highly credit deficient, with serious attendance issues, low levels of achievement in Math and Reading, and a lack of motivation. On the math diagnosis assessment, 83% of students were "Far From Ready" or "Not Ready" for Algebra concepts. On the reading diagnosis, 88% of students were at least 2 grade levels below overall.

Needs Statement 2: State test scores show that 91% of Stockton High students participating in CAST administration performed below grade level and lack mastery of NGSS standards needed to prepare for CTE pathways/careers. **Root Cause/Why:** Classroom environments unconducive to application of NGSS and CTE skill building. Scarce resources and materials available to apply NGSS standards and project based learning. Incapacity to apply supplemental program components due to obsolete instructional equipment and STEAM workspace.

Needs Statement 3: Over the past 3 years Stockton High's graduation rates have remained low. 30%, 35%, and 60% in 2021, 2022, 2023 respectively. **Root Cause/Why:** Opportunities for students to explore local colleges, learn about post secondary careers out of high school, and certification programs would support student's learning and motivation to graduate.

Parental Engagement

Parental Engagement Summary

Need: Address the lack of parental participation rates at school related events and meetings

Stockton High continues to search for opportunities to increase parent participation rates. We are changing things up and attempting to contact parents in different ways.

Goal: To increase parent participation rates by providing opportunities for parents to engage in school events and meetings to better assist their students through Independent learning

School Site Council (SSC), consisting of teachers, staff, Admin, parents, students and community members conducted a Comprehensive Needs Assessment (CNA). The parent participation concern was addressed and possible reasons were discussed utilizing various forms of data including student and parent survey's.

The following reasons were identified:

Parent work schedules

Transportation issues

Lack of Technology or issues with usage

Worry of stigma with not being knowledgeable of school content

Parental Engagement Strengths

Parental participation showed a slight increase during the 22-23 school year.

Some strengths that parents have communicated through the use of parent survey's include: Stockton High consistently communicates with parents through individual meetings, zoom meetings, Blackboard connect, Jupiter Grades

Stockton High consistently reaches out to parents, through all calls, meeting parents at their cars before and after school, calling for meetings, CWA home visits.

Stockton High is always looking for and inviting new ways for Parents to participate.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Stockton High parental involvement has, for years, been a low. With only 2% of parents attending events like Back to School Night, Open House, and Parent Coffee Hours. Stockton High parents have expressed in a survey, an interest for adult learning in the way of independent exploration, and then lead to group learning with classes.   **Root Cause/Why:** Stockton High needs a parental library to access supports for parents to become more knowledgeable in High School expectations, college and career preparedness, supporting student learning at home, and what they can do to engage and motivate their children.

School Culture and Climate

School Culture and Climate Summary

Need: Stockton High Attendance rates continue to be an area of concern while the suspension and discipline rates remain extremely low. Attendance rates can be related to student's culture and climate at site. Need improvement of site facilities and classrooms to capture and engage students.

Goal: Decrease chronic absenteeism rate by 5%

The chronic absenteeism concern was addressed and possible reasons were discussed utilizing various forms of data including attendance reports, classroom data, course completions as well as student and parent survey's.

The following reasons were identified:

Increase in students Mental Health needs

Transportation Family/Work obligations

Lack of trust in the school system

Improper placement in an Independent Setting - Student Needs direct instruction which leads to lack of motivation

School Culture and Climate Strengths

Stockton High School's attendance rates have slightly improved

Stockton High continues to have low suspension and discipline rates

Stockton High School demonstrates caring, concern and high expectations for students, as stated on parent surveys

Stockton High is developing site social events to support mental health

Stockton High is creating a student space, both indoors and outdoors to support lower anxiety and stress levels

Stockton High is partnering with local agencies to create a more modern and inviting campus

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Culture and Climate surveys indicate students, parents, and staff rate the school low in positive relationship building and fostering a healthy learning environment. SHS needs improved campus facilities, and classroom welcoming. Student data indicates students are not "connected" to an adult or have a feeling of inclusiveness.   **Root Cause/Why:** Stockton High has such a small budget that we do not have the funds to support site improvements. Outside agencies and community partnerships must be created to meet the needs of our site and 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 Goal

Goal 1: Student Achievement

SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

School Goal for ELA/ELD:
By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 points.

By June 2024, the percentage of EL students meeting SUSD reclassification criteria will increase by 10 percent of students.

School Goal for Math:
By June 2024, the percentage of all students (grades 9-12) meeting their expected MATH growth on the iReady Diagnostic tool will increase by 10% from the fall of 2023 to the spring of 2024.

School Goal for Science:
By June 2024, 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 2024, 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 2024, the graduation rate will also increase by 10 percent.

Identified Need

The majority of Stockton High students are performing far below grade level in CORE standards. iReady Diagnosis Data reveals 3% of students in Reading and 4% in Math are on Grade Level.

Additional Curricular Supports are needed to meet the needs of low performing students. Students are in need of targeted differentiation in Math and Reading. Stockton High subgroup, Hispanic, is performing even lower than the rest of the population. A supplemental curriculum could help meet these needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-Math	-202 points below standard	-192 points below standard
Distance from Standard-ELA	-103 points below standard	-93 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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/Training/Workshops (physical or virtual) - $10,000 (CSI)
* Alternative Ed Conference
* APEX Training
* Trauma Informed Care focusing on instructional practices

*Provide adequate materials to support teacher instruction as a result of training(s). Classroom intervention materials, student supports, other materials to be researched. - $5,000 (CSI)

*Provide Teachers with materials to support instruction. $5,000 (Title 1)
  -Science classroom instructional materials
  -Science student materials for lab work

Provide curricular and instructional support for teachers. Release time to observe and visit other Alt Ed programs in our area. Additional Compensation for Instructional coach 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.
9 teachers x 2 days of off site visits x 8 hours x $60 rate of pay = $5,000 (CSI)

1 @ .5 FTE Instructional Coach - Centralized Service

Proposed Expenditures for this Strategy/Activity
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.

Amount(s)	Source(s)
$10,000	50345 - CSI 2022/23
$5,000	50345 - CSI 2022/23
$5,000	50345 - CSI 2022/23
$5,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  Daily After School tutoring - $8,000 - (CSI)
Many Stockton High students come in credit deficient and are in need of catch-up time, credit recovery, attendance recovery, or additional direct instruction to support Independent Learning.   Current data shows absences greatly affect student's ability to earn credits, in a timely manner, for graduation. Providing additional time and supports for students needing assistance can help students gain more credits and clear absences.
3 teachers X 1 hours per day X 45 sessions X $60 rate of pay = $8,100

Books and Instructional Materials- $2,000 - (Title 1)
Provide targeted resources to assist EL students in meeting the reclassification designation.

License Agreement - $1,500 - (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.

Intervention Curriculum and Equipment for use during After School Tutoring and Intervention time.
Supplemental resources may include Reading Plus, Beable, Get More Math, Project Lead the Way, and others.

Purchase instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of Common Core state standards. Instructional technology may include student laptops, tablet devices,

E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.
Equipment - $2060 (CSI)

Instructional Materials to support teacher organization and classroom instruction. $5,000 (Title 1)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$8,000	50345 - CSI 2022/23
$2,060	50345 - CSI 2022/23
$2,000	50643 - Title I
$1,500	23030 - LCFF (Site)
$5,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

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 - $12,000 - 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.

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.

Equipment - $10,000 - CSI: Students laptop set for implementation of intervention programs. Purchase 20 computers for students to engage in differentiated lessons and applications that address individual academic needs during intervention blocks or extended day.

Career Library - $1,000 - CSI: Our students work towards careers in which they need learning, study, and guidance materials in order to make the best decisions for their future. Library of materials will be stored in the Career Center for all students to access, and be referred to as needed. Money will support the continued efforts to build a career resource library.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$12,000	23030 - LCFF (Site)
$1,500	23030 - LCFF (Site)
$1,000	50345 - CSI 2022/23
$10,000	50345 - CSI 2022/23
$1,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Stockton High worked to implement the strategies and learning we set out to accomplish. Due to late attempts to make purchases many of the items were not purchased in time. Learning from this mistake, site is working hard to ensure all promised improvements are made in a timely fashion. Formation of a full and supportive school site council will be needed to achieve the high goals we have set for ourselves.

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

More focus around the area of interventions for student support in ELA and Math. The start of building a parent resource library and professional learning opportunities. More opportunities for teachers to attend professional learnings, and conferences.

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.

We will continue to work to meet high expectations for student learning, teacher professional developments, and parent involvement. The Alternative Ed conference plays a key role in identifying the needs of Alternative Ed students. Stockton High will keep this goal as well as identifying additional Professional Development opportunities in the Alternative setting. Stockton High will continue to work with the Mental Health Clinician to meet individual student needs. Based on data collected this year, Saturday School will be changed to Extended day to better assist student needs. Students were more open to getting assistance in the evening rather than on a Saturday.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments
SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal)
By June 2024, maintain the 0% suspension rate.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)
By June 2024, decrease the chronic absenteeism rate by 10%.

Identified Need

The majority of Stockton High students are performing far below grade level in CORE standards. iReady Diagnosis Data reveals 3% of students in Reading and 4% in Math are on Grade Level.

Additional Curricular Supports are needed to meet the needs of low performing students. Students are in need of targeted differentiation in Math and Reading. Stockton High subgroup, Hispanic, is performing even lower than the rest of the population. A supplemental curriculum could help meet these needs.

Culture and Climate surveys indicate students, parents, and staff rate the school low in positive relationship building and fostering a healthy learning environment. SHS needs improved campus facilities, and classroom welcoming. Student data indicates students are not "connected" to an adult or have a feeling of inclusiveness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	82%	72%
Suspensions	0%	0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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. Educating and empowering parents to be a part of the conversation and teaching them how to support their students at home.

Non-Instructional Materials - $3,600 - LCFF
Increase the pull to return and remain at Stockton High with activities, games, and events which support student motivation for attendance. School activities.

Extended School Year Program- For 6 weeks SHS will support students with a 4 hour Summer School program. 4 Teachers, 2 during the day, and 2 in the afternoon, will be chosen to support all students who attend as an opportunity to catch up/get ahead on their courses and high school credits. $6,000 - LCFF

Provide students with a high quality Library / Media Center - Books and Supplies for the start-up of this center. Stockton High Students have not had a library or media center before. Initial costs of starting this were largely covered by a grant.   Site funds would support the instructional materials and events that will happen in the space: Student Career Library, Parent Lending Library Section, Books for Parent Book Studies, Parent Education Sessions to support parent knowledge and confidence in supporting their students: $12,020 (Title 1)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$3,600	23030 - LCFF (Site)
$6,000	23030 - LCFF (Site)
$10,000	50643 - Title I
$2,020	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Due to COVID restrictions still in place in the Fall of '21, the Attendance Conference was not available to staff. Staff was not able to locate a conference specifically dealing with Attendance in the Independent Study setting. Staff collaborated to review and revise our Attendance requirements to better address the needs of our students during COVID restrictions. Extended day opportunities were done individually and virtually based on student needs. Attendance slightly increased when students were able to return to the classroom and staff adjusted and modified individual needs of the students ie...hybrid offering.

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

There were no major changes, opportunities were provided both on site and virtually. Due to COVID restrictions, staff was not able to attend a Fall conference

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.

The need for improved attendance and course completions are a necessary aspect of the Independent Study Program. Stockton High School will continue to provide extended day opportunities for our students to ensure students get all the necessary assistance available to them. Staff will continue to seek avenues, including conferences, to help improve students attendance.

LCAP Goal

Goal 3: Meaningful Partnerships
Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

School Goal for Meaningful Partnerships:
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 2024 Stockton High will increase parent participation by 5 parents as evidenced by school events, Back to School Night, and members of the School Site Council.

Identified Need

Stockton High parental involvement has, for years, been a low. With only 2% of parents attending events like Back to School Night, Open House, and Parent Coffee Hours. Stockton High parents have expressed in a survey, an interest for adult learning in the way of independent exploration, and then lead to group learning with classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation (via sign-in sheets)	5	10

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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: 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.

$612 for various consumables/materials including light snacks and refreshments for parent meetings. -

Teacher and staff professional learning at a conference to engage in strategies to support foster youth, low social economic status, and historically disadvantages students. $10,000 (Title 1)

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 $2,880 - LCFF)

Office Supplies to support the work teachers are doing in the classrooms - $2,500

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$612	50647 - Title I - Parent
$2,880	23030 - LCFF (Site)
$10,000	50643 - Title I
$2,500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Due to COVID restrictions, we were not able to invite parents to campus for various activities that were planned. Communication outreach was delivered through Blackboard Connect Messaging, Jupiter Grades, email, school website as well as zoom meetings. Staff reached out, individually with parents to provide 1:1 meetings, including zoom meetings, which proved to be the most successful during this time. Parents expressed stress and concern with COVID but attended any individual meetings pertaining to their student.

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

The major difference was that Stockton High had to shift gears to provide information via individual meetings due to the lack of participation in the larger setting.

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.

The importance of parents being informed regarding school related items is crucial in understanding opportunities and options for students. Parent receiving school information as well as other important information regarding school concerns, post graduate info etc..is an important piece to helping students connect with post graduate opportunities. Stockton High will provide information to parents in this format next year as COVID restrictions have lifted.

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	$78,192.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$106,672.00

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 ($)
50643 - Title I	$36,520.00
50647 - Title I - Parent	$612.00
50345 - CSI 2022/23	$41,060.00

Subtotal of additional federal funds included for this school: $78,192.00

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 ($)
23030 - LCFF (Site)	$28,480.00
50345 - CSI 2021/22	$45,134.00

Subtotal of state or local funds included for this school: $73,614.00

Total of federal, state, and/or local funds for this school: $151,806.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Graham Weiss	School Site Council
Brianna Brooks	School Site Council
Chad March	School Site Council
Alexandria Flores	School Site Council

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. 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 11/09/2023.

Attested:

Principal, Tommy Mogan on 11/09/2023

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	[Child Nutrition Information Payment System](#)
COE	County Office of Education
CPS	Child Protection Services
CSB	[California School for the Blind](#)
CSBA	[California School Boards Association](#) (Outside CDE Source)
CSEA	[California State Employees Association](#) (Outside CDE Source)
CSI	[Comprehensive Support and Improvement](#)
21CSLA	[21st Century California School Leadership Academy](#)
CSU	[California State University](#) (Outside CDE Source)
CTA	[California Teachers Association](#) (Outside CDE Source)
CTC	[Commission on Teacher Credentialing](#) (Outside CDE Source)
CTE	[Career Technical Education](#)
CYA	[California Youth Authority](#) (Outside CDE Source)

D

Acronym	Description
Dashboard	[California School Dashboard](#)
DASS	[Dashboard Alternative School Status](#)
DHCS	[Department of Health Care Services](#)
DOF	[Department of Finance](#) (Outside CDE Source)
DOL	[U.S. Department of Labor](#) (Outside CDE Source)
DSS	[Department of Social Services](#) (Outside CDE Source)

E

Acronym	Description
EANS	[Emergency Assistance to Non-public schools](#)
EC	[Education Code](#) (Outside CDE Source)
ED	[U.S. Department of Education](#) (Outside CDE Source)
EDGAR	[Education Department General Administrative Regulations](#) (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	[Educator Excellence and Equity Division](#) – CDE
EL	[English learner](#)

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov