



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stockton High	39686760119784		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Stockton's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Stockton High's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

September 25th: Title 1 Required Activities - Overview of Progress Monitoring on Strategies

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting last year: August 6, 2023
- Title 1 Parent Meeting this year: August 21, 2024
- Monthly "Coffee in your Car" on September 10, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on September 17, 2024
- Leadership Meeting on October 15, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Stockton High, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	population too small, no indicator	population too small, no indicator	X	X	X	population too small, no indicator
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
Homeless Youth	X	X	population too small, no indicator	X	X	population too small, no indicator
Students with Disabilities	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator

Data shows our students are falling short in graduation, and college/career readiness areas.

Some barriers exist for our students in these areas, including but not limited to:

*Limited knowledge at home of post graduation options.

*Transportation to and from school.

- *Managing school with personal life restrictions.

- *Home language of parents and family - Students may have no support.

- *Many students are designated as Family In Transition or Homeless.

To better support students we plan to:

- *Increase College visitation Field Trips.

- *Increase partnership with Delta College to directly support student transition to College.

- *Support students in creating a robust CTE Business program to educate them on "what's next"

- *Create a bridge between home and school to support parents of all educational and language backgrounds.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students					42.2% graduated (red)	3.1% prepared (very low)
Foster Youth						
English Learner						
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged					42.6% graduated (red)	3.4% prepared (very low)
Student with Disabilities						
African American						
American Indian/Alaskan Native						
Asian						
Filipino						
Hispanic					46.5% graduated (red)	4.6% prepared (very low)
Two or More Races						
Pacific Islander/Native Hawaiian						
White						

Graduation Rates, and Students being College and Career Ready are major gaps were observed between student groups on the CA Dashboard Indicators for Stockton Alternative High School.

Trend data was also reviewed year over year which resulted in observing these two areas have been an ongoing area of need for Stockton High.

The school Leadership Team (teachers, administration, and staff) met to review data from I-Ready, State Assessment Data, Reading Plus (in sight Assessment), and Dreambox. This data was reviewed looking for trends within significant subgroups. The team created a presentation which was taken to School Site Council (parents, teachers, admin and staff). SSC Met and reviewed the data as well and concurred with the Leadership Team findings.

Actions to Support:

- *Increase College visitation Field Trips.

- *Increase partnership with Delta College to directly support student transition to College.

- *Support students in creating a robust CTE Business program to educate them on "what's next"

- *Create a bridge between home and school to support parents of all educational and language backgrounds.

- *Implementing Intervention and Enrichment times for all students.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>School Goal for ELA/ELD: By June 2025, the percentage of all students (grades 9-12) meeting their expected English growth on the I-Ready Diagnostic tool will increase by 10% from the fall of 2024 to the spring of 2025.</p> <p>By June 2025, the percentage of EL students meeting SUSL reclassification criteria will increase by 10 percent of students.</p> <p>School Goal for Math: By June 2025, the percentage of all students (grades 9-12) meeting their expected MATH growth on the I-Ready Diagnostic tool will increase by 10% from the fall of 2024 to the spring of 2025.</p> <p>School Goal for Science: By June 2025, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p>School Goal for College and Career Readiness: By June 2025, 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.</p> <p>By June 2025, the graduation rate will also increase by 10 percent.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students lack access to high quality first instruction and effective instructional practices in an alternative education setting.

Students need intervention supports to help makeup the difference in what they currently know, and where they should be. Being able to catch up on some basics will help them complete grade level coursework more readily.

Stockton High needs a high quality, well-rounded CTE program to better prepare students for their post graduation goals.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Percent on Grade Level-ELA	2023-2024: 3%	13%
iReady Percent on Grade Level-Math	2023-2024: 3.5%	13.5%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Career Technical Education (CTE) pathway participation and completion, student apprenticeships with local businesses, increased dual enrollment course offerings. CTE provides 2 pathways to supplement English instruction:</p> <ol style="list-style-type: none"> 1. Community College pathway will ensure students going to the community college post-graduation will receive instruction to prepare them for college level English. 2. Career Technical Education (Business focus) pathway will ensure students are prepared to enter various CTE programs post-graduation. <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Stockton High School will provide financial supports for the implementation of Career Technological Education (CTE) Business at Stockton High School. These support include by are not limited to, certification for students and staff, materials needed for the course, appropriate clothing and apparel for internship access, and equipment purchases to implement a fully functioning "kitchen." Additionally, Stockton High will provide duplicating services includes graphic organizers and note-taking forms for grade level support, EL support and specific project materials. Supporting CTE program and needs for promotion, menus, business cards etc.</p> <p>Title I Funding Allocation: Instructional Materials: \$1,000</p> <p>LCAP 1.1 Career & Technical Education: Equipment: \$12,000 Duplicating - \$2,991</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students	<p>\$12,000</p> <p>\$1,000</p> <p>\$2,991</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>

1.1.2	<p>College Readiness</p> <p>Stockton High will offer a high level of college and career exploration Field Trips to its students. These field trips will explore college campus, school offerings, and majors. which provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Transportation: \$5,000</p>	All Students	\$5,000	3182 - CSI 2023/24
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.4	<p>Bilingual Instructional Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.6	<p>English Learner Programs and Supports</p> <p>Stockton High School will provide "Write Brain" EL Writing Support Program to its English learning students. Write Brain Books align with literacy goals and are innovative, project-based, writing curricula & programs in the fun and academic art of children's book authoring. Students write thoughtfully crafted storybooks that are published which not only addresses English and Literacy Goals and expectations but also boost student self esteem, self-expression and test readiness is elevated as the students develop vital academics and social skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Instructional Program Materials: \$10,000</p>	English Learners	\$10,000	3182 - CSI 2023/24

1.1.7	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <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. Provide APEX Training designed towards modifications and differentiation within the curriculum.</p> <p>Conferences/Training/Workshops (physical or virtual):</p> <ul style="list-style-type: none"> * Alternative Ed Conference * APEX Training * Trauma Informed Care focusing on instructional practices *CTE Business <p>Teacher Training, Collaboration, and Testing Support - Release time, Substitute Pay, and teachers working during their prep time. Teachers will continue to receive in depth training and provided collaboration time focused on curriculum, instructional strategies and standards through the district in ELA, Math, Social Studies, Science, World Language and ELD to continuously improve rigor and engagement in high quality instruction. Teachers may be paid for additional time beyond their contract hours or may be released from their classroom duties during their work day. (WASC A4 Staff: Qualified and Professional Development, A5 Resources that supports high achievement for all students, B1 Rigorous and Relevant Standards Based Curriculum, B2 Equity and Access to Curriculum, and E2 School Culture and Environment that supports high achievement for all students).</p> <p>Title I Funding Allocation: Teacher Conferences and Workshops: \$5,961</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: Teacher Conferences and Workshops: \$1,000 Additional Substitute Teacher Compensation: \$5,000</p> <p>Comprehensive School Improvement (CSI): Conferences and Workshops: \$10,000 Additional Substitute Teacher Compensation: \$5,000</p>	Low Income	<p>\$5,961</p> <p>\$1,000</p> <p>\$5,000</p> <p>\$10,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.12	<p>Acceleration of Learning</p> <p>Stockton High School has implemented intervention ELA and Math programs to support its English Learners, Foster Youth, Low Income and Students with Disabilities. These programs will enhance Stockton High School's already existing programs while aiding student success in increasing graduation rates and college career readiness. In order to make these intervention programs accessible to all students with the necessary programs, iPads are needed for each student.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Equipment: \$106,058</p>		\$106,058	3182 - CSI 2023/24

1.1.13	<p>Literacy and Library Supports</p> <p>Stockton High School will provide targeted resources to assist EL students in meeting the reclassification designation. 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.</p> <p>Title I Funding Allocation: Books and Instructional Materials: \$5,000 CTE Books and Instructional Materials: \$2,000</p> <p>LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students	<p>\$2,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students		

1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF funding has been allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education / Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education /Science Camp: No additional site LCFF funding has been allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

During the 23-24 School Year, SUSD implemented district wide Professional Learning and site visits based around the PLC Process. Due to this change of focus,

the site spent time and planning around the focus areas of: -Improving School Climate and Culture - to support student attendance -Student Monitoring Systems - school-side use of a student facing data support system -Implementation of Intervention Programs - English and Math. This year an English (Reading focus) was implemented, with Math focus next year.

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

Funds for off site Alternative Site Visits/ Alt Ed Conferences were not effective this year. Teacher interest was not there, however, discussions based on PLC Work and focus have invigorated the possibilities for the upcoming year. Funds for tutoring were also rarely, if ever, touched. Having students generate the interest in the tutoring was not enough to build after school tutoring as a 'norm' for students and teachers to access regularly.

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 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 purchase instruction equipment to support student learning and keep students up to date with the most recent technology available to them. Due to not being touched, After School Tutoring will be split to a small amount in After School Tutoring and creation of evening digital Office Hours to better assist student needs. Students were more open to getting assistance in the evening rather than right after school.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: By June 2025, reduce to a 0% suspension rate by putting in place actions to support a positive school climate. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2024, decrease the chronic absenteeism rate by 20% by implementing stricter expectations from the start of the year, using a full time CWA support person, and providing additional site hours to makeup missed attendance days.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students lack access to high quality first instruction and effective instructional practices in an alternative education setting.

Students need intervention supports to help makeup the difference in what they currently know, and where they should be. Being able to catch up on some basics will help them complete grade level coursework more readily.

Attention needs to be focused on opportunities for parents to feel supported, and needed.

Stockton High needs events, campus beautification, policies and expectations for all staff and students to feel more comfortable and connected to the site.

Students need to feel supported by site teachers and staff, and breakdown the divide between home and school. The connection must overlap and students must see that staff is willing to meet them halfway.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	<1%	0%
Chronic Absenteeism	82%	62%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Continue and increase programs to promote a positive school culture, increase attendance, and grades, as well as reduce behaviors. PBIS is used to increase campus climate and safety, PLUS is used to increase student leadership and ownership in school culture, Anger Management, TUPE Smoking and Drug Cessation, mental health clinicians and mentoring services provide individual supports and services to those who need. Services are coordinated through the counseling department. (WASC E2 School Culture). Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being. Stockton High School will provide materials and supplies for maintaining a site PBIS program to support student attendance and school climate.</p> <p>Title I Funding Allocation: Materials and Supplies: \$5,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students	\$5,000	3010 - Title I

2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students		
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.11	<p>Student Attendance and Truancy</p> <p>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.</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism. Increase the pull to return and remain at Stockton High with activities, games, and events which support student motivation for attendance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: Non-Instructional Materials: \$2,500</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students	\$2,500	0100 - LCFF/S&C (site)
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. Assistant Principal provides support for student learning environment through direct student contact, supervision, instructional support, conflict mediation, referrals to academic and social services, mental health services, and health services. Professional Development on Trauma Informed Care, Social Emotional Learning, and/or English Language Learner Instructional Strategies to be provided for teachers, counselors and admin through district and outside consultants.</p> <p>Two Counselors (Centralized Funding): School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Mental Health Clinicians(Centralized Funding): Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):</p>	<p>All Students</p>	<p>\$10,000</p>	<p>3182 - CSI 2023/24</p>
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	Counselors Additional Compensation: \$10,000			
2.1.15	<p>School Connectedness</p> <p>Students are often missing school due to ongoing issues at home. Whether it be, transportation, motivation, difficulties at home, or even working a full time job while trying to attend school. Funding will be set aside to pay teachers to complete home visits for students they have in their advisory classes, to create a connection and rapport with the parents and student in their classes. Money will be reserved for teachers to complete home visits weekly, to reach the most attendance deficient students in their classes.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: Additional Teacher Compensation: \$14,480</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students	\$14,480	0100 - LCFF/S&C (site) Account Code: 1150 Teacher Salaries - Add Comp
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.17	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.20	<p data-bbox="254 159 548 191">Instructional Technology</p> <p data-bbox="254 224 1215 342">Intervention Program for both English and Math for the school year. Intervention Curriculum and Equipment for use during After School Tutoring and Intervention time. Supplemental resources may include Reading Plus, Get More Math, Project Lead the Way, and others.</p> <p data-bbox="254 375 1215 558">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.</p> <p data-bbox="254 591 1215 867">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. 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 data-bbox="254 899 1215 1297">Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p data-bbox="254 1330 821 1386">Title I Funding Allocation: Intervention Curriculum & Equipment: \$10,000</p> <p data-bbox="254 1419 690 1477">LCAP 2.20 Instructional Technology: License Agreements: \$1,500</p>		<p data-bbox="1539 159 1638 191">\$10,000</p> <p data-bbox="1539 224 1631 256">\$1,500</p> <p data-bbox="1539 313 1631 345">\$8,000</p> <p data-bbox="1539 402 1631 435">\$1,500</p> <p data-bbox="1539 492 1631 524">\$3,000</p>	<p data-bbox="1808 159 1961 191">3010 - Title I</p> <p data-bbox="1772 224 1997 280">0100 - LCFF/S&C (site)</p> <p data-bbox="1772 313 1997 370">0100 - LCFF/S&C (site)</p> <p data-bbox="1772 402 1997 459">0100 - LCFF/S&C (site)</p> <p data-bbox="1766 492 2003 524">3182 - CSI 2023/24</p>
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	Instructional Materials/Supplies : \$8,000 Maintenance Agreement: \$1,500 Comprehensive School Improvement (CSI): Equipment: \$3,000			
2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

This year we were able to setup and run a school library, have new and exciting resources for students in Career learning, as well as parent resources to support them at home as well. Extended year is planned, individualized for our school site and based on student need. We will continue with a morning session, and evening virtual session for students who are working during the day.

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

While the implementation of the library was successful, the district ended up funding a large portion of the book needs. We had allocated funds to do this as well, so we were not able to spend the money, as we did not need additional books at the time. Next year, funding will be lessened in order to still support the library, but not in the same extent.

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. Additional funds will be needed each year to support an ever growing library / media center. Initial funds covered the library startup, next year the funds will be to maintain and grow specific areas of the library based on student interest, and space needs. We will continue to fund the improvement of our student yard game center which will support our student' climate and culture improvement. This allows students and staff to come together during free time, or Club Time to plan for school events with age appropriate resources. Additional funds will be given towards site CTE Business plans. This will be a new strategy in this area, to support students drive for attendance and need to be on campus to participate in the CTE program.

Goal 3.1

Goal #	Description
Goal 3.1	<p>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.</p> <p>By June 2025 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.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need intervention supports to help makeup the difference in what they currently know, and where they should be. Being able to catch up on some basics will help them complete grade level coursework more readily.

Students need to feel supported by site teachers and staff, and breakdown the divide between home and school. The connection must overlap and students must see that staff is willing to meet them halfway.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Extended Day/Year Programs (Centralized Funding) to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement.</p> <p>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.</p> <p>In order to capture students at times when they need the most help, and to support their schedules which are leading them to not attend, an evening tutoring hour will be offered to any students who need to 1. Get additional support, 2. Makeup time for missed school time, 3. Have assessments unlocked so they can test from home.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: Additional Teacher Compensation) Evening Office Hour & One-On-One Tutoring Sessions: \$16,000</p> <p>Comprehensive School Improvement (CSI): Additional Teacher Compensation (After School Tutoring): \$8,000</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$16,000</p> <p>\$8,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3182 - CSI 2023/24</p>
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Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Stockton High has established, refined and revisited our process for reaching out to parents in a more regular manner. This year we were able to come to an agreed on process that will continue in to the following years. Calls home, flyers, and one to one calls were made during the year, and continue to be the best ways to reach parents. Attempts to hold parent coffee hours, parent informational meetings, and open principal discussion hours did not prove to be what parents are looking for. Our most successful parent participation events are Coffee in Cars. During these times we meet parents at pickup and drop off to talk to them about site initiatives and events. That way parents do not need to come on to campus if they don't feel comfortable but can still know what is happening at our school. A new survey is being utilized to attempt to reach out to parents to decide what route we need to go down to reach more parents.

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

Teachers did not choose to attend conferences around students and parent engagement strategies. Funds could be reallocated to bring in a presenter, or parent support team to help us get started in becoming more successful with parent outreach.

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.

Money will continue to be set aside for a parent resource library. A place where parents can feel free to borrow books, as well as talk to support staff or other parents. Funding for Teacher PD will be moved to support on site initiatives and outside supports for parent meetings and learning options. Parents will be surveyed to determine the best options to fit their needs and wants.

Goal 4.1

Goal #	Description
Goal 4.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Attention needs to be focused on opportunities for parents to feel supported, and needed.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>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.</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Teacher and staff professional learning conferences are needed in order to engage in strategies to support foster youth, low social economic status, and historically disadvantages students. Additional teacher compensation is needed for Parent Information Night presentations.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/</p>	Students with Disabilities, Low Income, Foster Youth, English Learners	<p>\$5,769</p> <p>\$634</p> <p>\$10,000</p> <p>\$2,500</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I</p> <p>3010 - Title I</p>

	<p>guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Parent Meeting: Non-Instructional Materials such as 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.</p> <p>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.</p> <p>Title I Funding Allocation: Non-Instructional Materials: \$634 - Title 1 Parent Instructional Materials: \$2,500 Conferences: \$10,000</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Additional Teachers Compensation: \$5,769</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need to feel supported by site teachers and staff, and breakdown the divide between home and school. The connection must overlap and students must see that staff is willing to meet them halfway.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Stockton High School will provide culturally responsive books and classroom sets to include within the library and in classrooms that represent the diverse population of students on Campus.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Books and Resources: \$750</p>	Foster Youth, Low Income	\$750	3182 - CSI 2023/24

6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$42,095.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$270,643.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$41,461.00
3010 - Title I - Parent	\$634.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$199,903.00

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 (\$)
0100 - LCFF/S&C (site)	\$70,740.00

Subtotal of state or local funds included for this school: \$70,740.00

Total of federal, state, and/or local funds for this school: \$270,643.00

Addendums

2024-25 School Plan for Student Achievement

Recommendations and Assurances

Site Name: _____

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Date of Meeting

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

English Learner Advisory Committee

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
Date of Meeting

(Optional)

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

Committee

Date of Meeting

Attested:

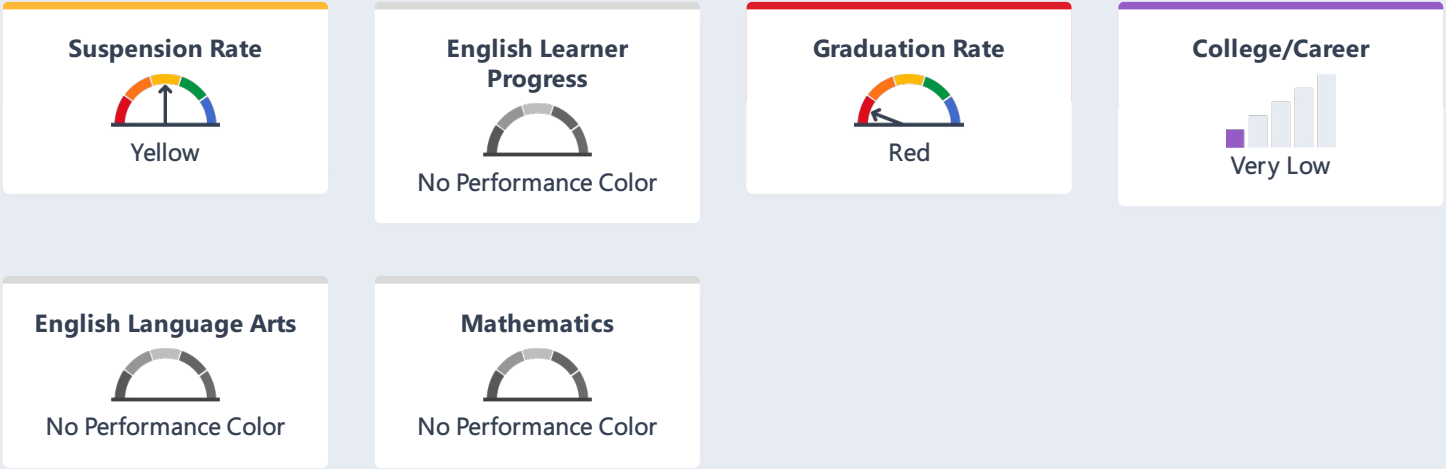
Typed Name of School Principal

Signature of School Principal

Date

Stockton High

Explore the performance of Stockton High under California's Accountability System.



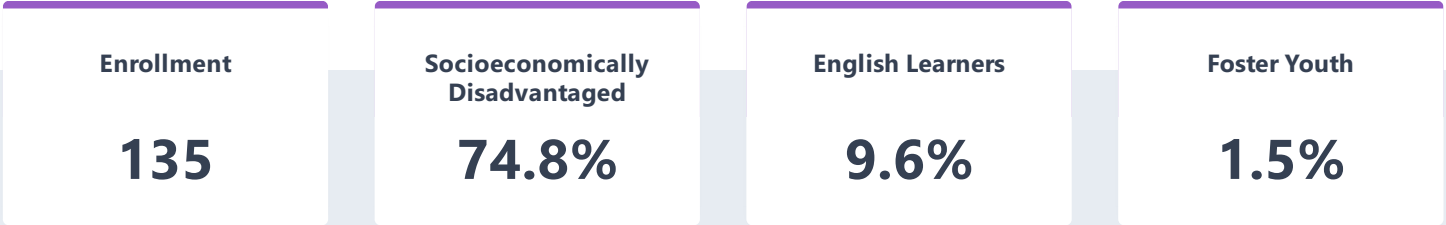
School Details

NAME Stockton High	ADDRESS 22 South Van Buren Street Stockton, CA 95202-3118	WEBSITE http://www.stocktonusd...	GRADES SERVED 9-12
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS Yes		

STOCKTON HIGH

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



No Performance Color

240.9 points below standard

Increased 5.9 Points ▲


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



No Performance Color

307.5 points below standard

Declined 25.6 Points ▼


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

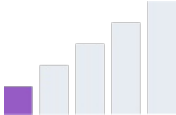


No Performance Color

Less than 11 students - data not displayed for privacy

LEARN MORE

College/Career



Very Low

3.1% prepared

EQUITY REPORT

Number of Student Groups in Each Level


2 Very Low	0 Low	0 Medium
0 High	0 Very High	

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate



Red

42.2% graduated

Declined 3.8% ▼

EQUITY REPORT

Number of Student Groups in Each Level

2 Red	0 Orange	0 Yellow

0

Green

0

Blue

STOCKTON HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



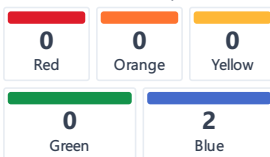
Yellow

0.7% suspended at least
one day

Increased 0.7% ▲

EQUITY REPORT

Number of Student Groups in Each Level



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



No Performance Color

240.9 points below standard






Increased 5.9 Points ▲

Number of Students: 54

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups

<div></div> <div>Red</div> <div>No Student Groups</div>	<div></div> <div>Orange</div> <div>No Student Groups</div>	<div></div> <div>Yellow</div> <div>No Student Groups</div>
<div></div> <div>Green</div> <div>No Student Groups</div>	<div></div> <div>Blue</div> <div>No Student Groups</div>	<div><div>No Performance Color</div><div>African American</div><div>Asian</div><div>English Learners</div><div>Filipino</div><div>Foster Youth</div><div>Hispanic</div><div>Homeless</div><div>Two or More Races</div><div>Pacific Islander</div><div>Socioeconomically Disadvantaged</div><div>Students with Disabilities</div><div>White</div></div>

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

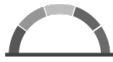
Number of Students: 3

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic

No Performance Color

229.3 points below standard

Declined 25.3 Points ▼

Number of Students: 35

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged

No Performance Color

256.2 points below standard

Declined 9.4 Points ▼

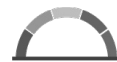
Number of Students: 43

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022**2023**

All Students

246.8 points below standard

240.9 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
<div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 7</div>	<div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 3</div>	<div>230.1 points below standard</div> <div>Increased 45.1 Points ▲</div> <div>Number of Students: 37</div>

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



No Performance Color

307.5 points below standard






Declined 25.6 Points ▼

Number of Students: 58

Student Group Details













All Student Groups by Performance Level

12 Total Student Groups

<div></div> <div>Red</div> <div>No Student Groups</div>	<div></div> <div>Orange</div> <div>No Student Groups</div>	<div></div> <div>Yellow</div> <div>No Student Groups</div>
<div></div> <div>Green</div> <div>No Student Groups</div>	<div></div> <div>Blue</div> <div>No Student Groups</div>	<div>No Performance Color</div> <div>African American</div> <div>Asian</div> <div>English Learners</div> <div>Filipino</div> <div>Foster Youth</div>

Hispanic
Homeless
Two or More Races
Pacific Islander
Socioeconomically Disadvantaged
Students with Disabilities
White

○ ○ ○ ○ ○ ●

<div>African American</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 6</div>	<div>Asian</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 3</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>342.7 points below standard</div> <div>Number of Students: 11</div>
<div>Filipino</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 1</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 2</div>	<div>Hispanic</div> <div></div> <div>No Performance Color</div> <div>309 points below standard</div> <div>Declined 64.9 Points ▼</div> <div>Number of Students: 38</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 9</div>	<div>Two or More Races</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 8</div>	<div>Pacific Islander</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 1</div>
<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>305.5 points below standard</div> <div>Declined 26.9 Points ▼</div> <div>Number of Students: 47</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 5</div>	<div>White</div> <div></div> <div>No Performance Color</div> <div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 3</div>

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	281.9 points below standard	307.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 7

Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Only

298.4 points below standard

Increased 12.5 Points ▲

Number of Students: 40


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE

English Learner Progress



No Performance Color

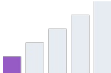
Less than 11 students - data not displayed for privacy

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



Very Low

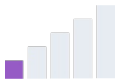
3.1% prepared

Number of Students: 96

Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



Very Low

Hispanic

Socioeconomically Disadvantaged



Low

No Student Groups



Medium

No Student Groups



High

No Student Groups



Very High

No Student Groups



No Performance Level

African American

Asian

English Learners

Filipino

Foster Youth

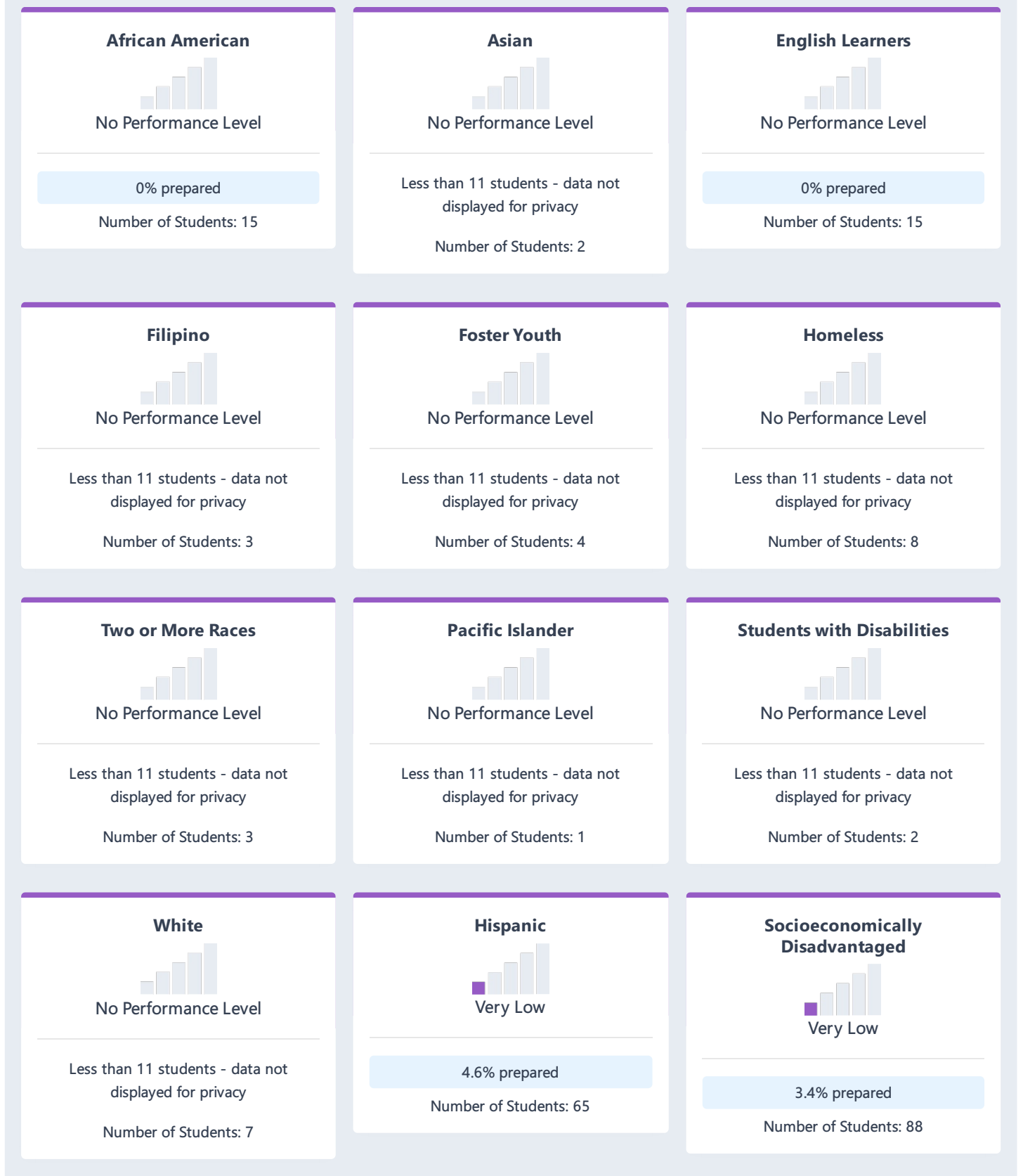
Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White



College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.

Class of 2023	
Not Prepared	90.6%
Approaching Prepared	6.3%

Prepared

3.1%

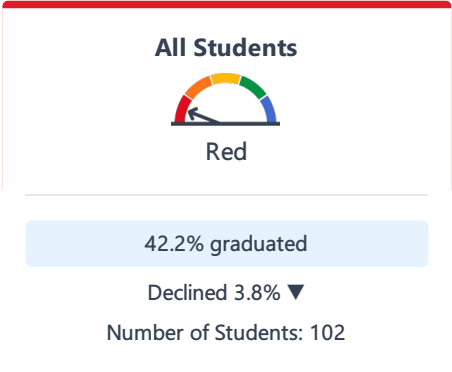
Academic Engagement

View data about academic participation.

Graduation Rate

All Students

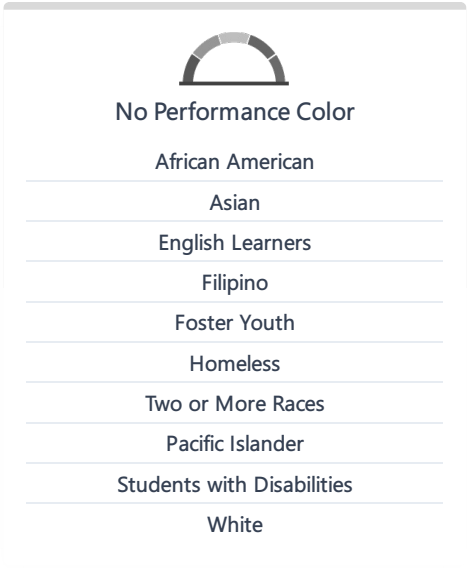
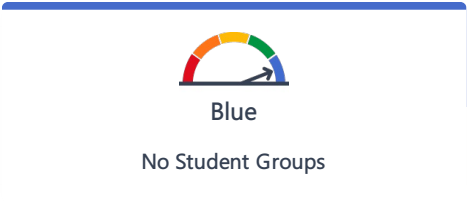
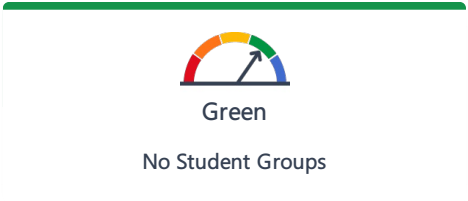
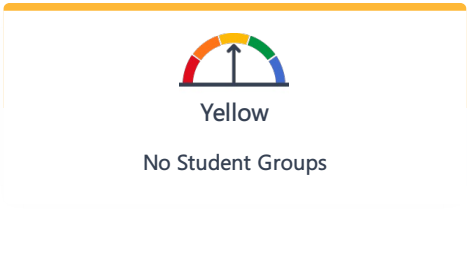
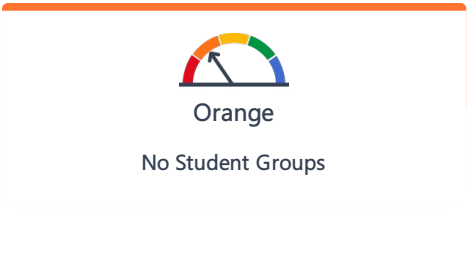
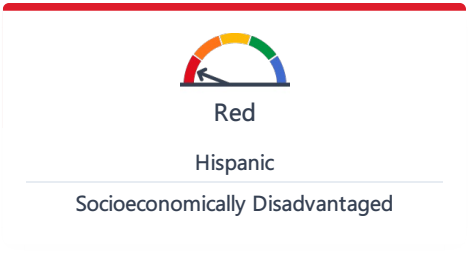
Explore information about students completing high school, which includes students who receive a standard high school diploma.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



African American



No Performance Color

20% graduated

Number of Students: 15

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

43.8% graduated

Increased 18.8% ▲

Number of Students: 16

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Hispanic



Red

46.5% graduated

Increased 2.2% ▲

Number of Students: 71

Socioeconomically Disadvantaged



Red

42.6% graduated

Declined 1.3% ▼

Number of Students: 94

Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

	2022	2023
Graduation Rate	46%	42.2%

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	36.3%	5.9%	57.8%	42.2%	6
African American	20%	0%	80%	20%	0
English Learners	37.5%	6.3%	56.3%	43.8%	1
Hispanic	38%	8.5%	53.5%	46.5%	6
Socioeconomically Disadvantaged	36.2%	6.4%	57.4%	42.6%	6

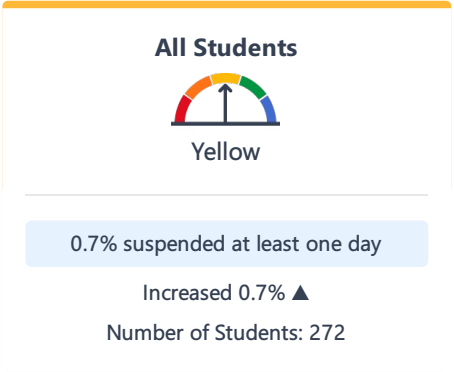
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

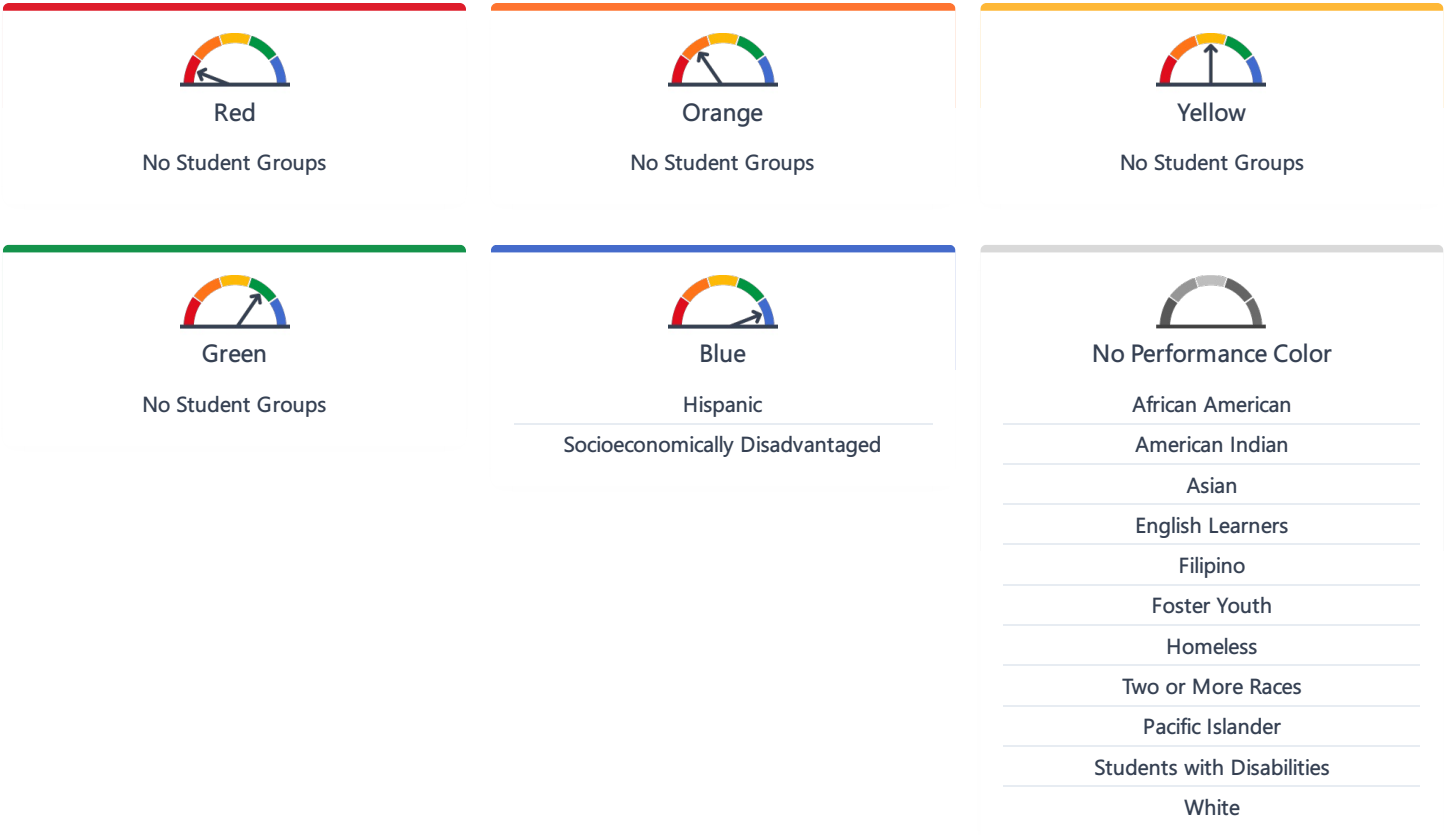
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



African American



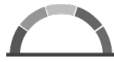
No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 38

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 30

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless



No Performance Color

0% suspended at least one day

Number of Students: 25

Two or More Races



No Performance Color

5.3% suspended at least one day

Number of Students: 19

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 16

White



No Performance Color

0% suspended at least one day

Number of Students: 15

Hispanic



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 180

Socioeconomically Disadvantaged



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 222

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	N/A	0.7%

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
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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
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K

Acronym	Description
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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
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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
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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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

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