



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Stockton High School
Address:	22 S. Van Buren St, Stockton, CA
CDS Code:	39686760119784
District:	Stockton Unified School District
Principal:	Maryann Santella
Revision Date:	January 31, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Maryann Santella
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances
Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee _____
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list): _____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 31, 2018.

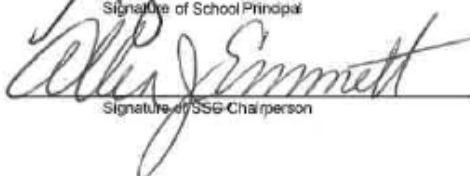
Attested:

Maryann Santella
 Typed Name of School Principal


 Signature of School Principal

January 31, 2018
 Date

Allen Emmett
 Typed Name of SSC Chairperson


 Signature of SSC Chairperson

January 31, 2018
 Date

Mission

Insert the school site's mission.

Stockton High School will provide individualized, standards-based education to a diverse student population.

Vision

Insert the school site's vision.

Our vision is to educate and graduate our students with (them having) the tools necessary to be productive members of society.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Stockton High School operates as an Independent Study Program within Stockton Unified School District. Stockton High School is a school of choice and an additional educational option for students who reside within the SUSD boundaries. Parents and students must attend the school's Orientation in order to obtain an application for enrollment. A majority, but not all, of Stockton High's students come to Stockton High deficient in credits with some being 2-3 years behind. The school houses a 5th year program for students needing additional time to complete their high school graduation requirements. Students physically attend school daily for 2 hours and 20 minutes so they can get assistance from the teacher. The larger portion of work must be completed outside of school. Students take and focus on 1 class at a time, once the class is completed, the student receives their credit and immediately enrolled into a new class. Over 66% of the students are Hispanic, 84% are socio-economically disadvantaged and over 71% are 12th graders. Stockton High School has a 14% English Language Learner population.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Increase parent and community involvement.

Increase Graduation rate.

Increase Attendance rate.

A large portion of the expenditures were dedicated to providing additional pay to teachers for extra hours of 1:1 student engagement. Money was also allocated for Staff Development and collaboration.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.

Technology resources (Chromebooks) were provided for students at a 1:1 ratio.

PLC Conference attended by 3 teachers to increase capacity for the PLC process.

Site technology is supported and used effectively.

Parent involvement activities have been increased due to out of the box engagement opportunities.

Students have received informational and hands on experiential college/career related activities, including guest attendance from local colleges.

Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

Professional Development was implemented in the teachers rooms vs. all staff.

ELA and Math workshops were not as successful with student driven attendance.

ELD strategies were limited to the ELA instructor.

What specific actions related to those strategies were eliminated or modified during the year?

ELA and Math workshops will be targeted student placement/attendance.

ELD strategies will be focused as integrated across the subjects.

Identify barriers to full or timely implementation of the strategies identified above.

Lack of substitutes

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Professional development opportunities were cancelled or rescheduled to weekends/evenings.

What impact did the lack of full or timely implementation of these strategies have on student outcomes?

The impact related to teachers not having a wider base of instructional strategies/best practices for 21st century student learning.

What data did you use to come to this conclusion?

Administrator observations.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Providing student and teacher technology to use online, web-based credit recovery programs is linked to improving student achievement. For example, Stockton High utilizes APEX for most all curriculum needs. Teachers provide modifications, including rigor, within the APEX course modules to help students gain knowledge of the tasks at hand as well as based on individual needs. APEX is accessible 24 hours a day 7 days a week which makes it an appropriate option for our students. Students with no internet at home are given printouts of the APEX work that can be completed at home as well as additional activities directly correlated with the course and coursework.

Course completion rates have increased due to the increased number of students on campus which is increasing the number of courses completed. In addition, more independent study students are being enrolled and positively impacting the course completion rates as students have the flexibility to graduation early.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

School Site Council (SSC) has an opportunity to review and add input into the plan prior to bringing the plan forward for a vote. The plan is monitored and adjusted on an ongoing basis due to the transiency of our students. All plans must be continually monitored on an ongoing basis as the student population often changes year to year and sometimes even month to month. New students are enrolled weekly adding to the need to review plans more frequently.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

The graduation rate at Stockton High has increased from year to year.

Stockton High continues to work towards increasing parent involvement. Back to School Night was set up as more of a social environment where teachers and parents can mingle and talk about their classes in general. Feedback from parents was positive. Increasing parent involvement separate of Back to School Nights continue to be looked at and addressed by staff.

Future discussions include family movie night and BBQ social.

SCHOOL GOAL #1:

By July 2017, the percentage of all students (grade 11) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. - MET with a 20% increase

By July 2017, the percentage of all students (grades 9-11) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA. -MET with 29 percent proficient in ELA.

SCHOOL GOAL #2:

By July of 2017, the percentage of all students (grade 11) meeting their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math. - NOT MET with a 1% decrease

By July 2017, the percentage of all students (grades 9-11) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math. -MET with 32 percent proficient in Math.

SCHOOL GOAL #3:

By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year. - Data was not available to include in this evaluation.

By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year. - Not Applicable

By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent. - MET with a 28.4% increase

SCHOOL GOAL #4:

By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.

By July 2017, attendance rates will grow by 2 percent. -NOT MET with a decrease by 3 percent.

By July 2017, suspension rates will continue to decrease. - Not Applicable

By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease. - Not Applicable

By July 2017, expulsion rates will continue to decrease. - Not Applicable

By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease. - Not Applicable

SCHOOL GOAL #5:

Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children. -MET based on the number of parent attending functions

SCHOOL GOAL #6:

By June 2017, increase the percentage of students graduating high school. - MET with an increase of 11.5 percent.

By June 2017, decrease the percentage of students who dropout of high school. - Data was not available for the time period to include in this evaluation.

By June 2017, increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of student that align with state board approved career technical educational standards and framework by 10 percentage points from prior year. - Not Applicable

By June 2017, increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher by 5 percentage point from prior year. - Not Applicable

By June 2017, increase the percentage of students (grade 11) who will demonstrate complete preparedness in ELA and Mathematics pursuant to SBAC's Early Assessment Program assessment by 5 percentage points from prior year. - NOT MET

By June 2017, increase the percentage of students (grade 9) meeting grade level proficiency in Algebra concepts from prior year. - Not Applicable

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

There are 2 areas of progress to focus on, graduation rates and suspension rates:

- According to the California Dashboard the Graduation Rate state indicator is an area of great progress even though the color category is “Red”, because the graduation rate increased significantly by 11.5%.
- Stockton High produces many more graduates from this school; however, they are considered “5th year” seniors and are excluded from this calculation.
- Suspension data is at 0 percent. Staff at Stockton High work diligently with students and their families to provide a positive learning environment where all students feel safe. Students and parents attend an Orientation prior to enrollment outlining the rules and policies of the school. Staff follow up through student and parent conferences and phone calls home.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Attendance and Graduation rates were areas of greatest need based on the California School Dashboard.

Stockton High houses a large number of students who are anywhere from 1-3 years behind in credits. The school has developed a 5th year program to give students additional time to complete their credits. A majority of these students are completing high school in their 5th year but unfortunately these students do not count as graduates on the school’s dashboard data.

Stockton High is looking at creating a Saturday program where students can come to clear absences that they have accumulated. Currently the school allows students to come to the Career Center outside of their regular class session to clear an absence.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the California Dashboard, we do not have any performance gaps that meet the criteria.

We will continue to provide student supports and resources to move them to graduation and possibly college and/or career ready.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

Stockton High has developed this plan with both parent and student input. School Site Council met on several occasions and received input from all members including: parents, students, teachers, paraprofessionals and principal. All members had opportunities for input and discussion on all items/issues brought to the table. SSC meets bi-monthly unless a meeting is necessary for discussion/voting items.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Student Intervention - Credit Recovery	Provide 4 hours on 2 Saturdays a month for students to improve credit/attendance recovery	Student Attendance Course completion data	Monthly	\$10,000 (Teacher Additional Comp) \$5,000 (Books) \$6,422 (Instructional Materials) \$5,000 (Non-Instructional Materials)	Title I	11500 42000 43110 43200

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Student Intervention - Credit Recovery	Provide 4 hours on 2 Saturdays a month for students to improve credit/attendance recovery	Student Attendance Course completion data	Monthly	\$10,000 (Teacher Additional Comp) \$5,000 (Books) \$6,422 (Instructional Materials) \$5,000 (Non-Instructional Materials)	Title I	11500 42000 43110 43200

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Student Intervention - Credit Recovery	Provide 4 hours on 2 Saturdays a month for students to improve credit/attendance recovery	Student Attendance Course completion data	Monthly	\$10,000 (Teacher Additional Comp) \$5,000 (Books) \$6,422 (Instructional Materials) \$5,000 (Non-Instructional Materials)	Title I	11500 42000 43110 43200

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	To provide students with supports (e.g., attendance recovery/Saturday school, bus passes, etc.) to improve school attendance.	Attendance Data	At the end of each term (7 times a year)	\$15,000 (Non-District Trans) \$49,355 (Non-Instructional Materials)	Title I LCFF	58720 43200

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	To provide students with supports (e.g., attendance recovery/Saturday school, bus passes, etc.) to improve school attendance.	Attendance Data	At the end of each term (7 times a year)	\$15,000 (Non-District Trans) \$49,355 (Non-Instructional Materials)	Title I LCFF	58720 43200

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	To provide students with supports (e.g., attendance recovery/Saturday school, bus passes, etc.) to improve school attendance.	Attendance Data	At the end of each term (7 times a year)	\$15,000 (Non-District Trans) \$49,355 (Non-Instructional Materials)	Title I LCFF	58720 43200

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Bring parents on campus to learn more about the school and connect with other parents through Parent Coffee Hour, trades fairs, college admission workshops (e.g., financial aid, scholarships, etc.), etc.	# of parent events # of parents attending	Quarterly	\$832 \$8 (Parent Meeting)	Title I	43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Bring parents on campus to learn more about the school and connect with other parents through Parent Coffee Hour, trades fairs, college admission workshops (e.g., financial aid, scholarships, etc.), etc.	# of parent events # of parents attending	Quarterly	\$832 \$8 (Parent Meeting)	Title I	43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Bring parents on campus to learn more about the school and connect with other parents through Parent Coffee Hour, trades fairs, college admission workshops (e.g., financial aid, scholarships, etc.), etc.	# of parent events # of parents attending	Quarterly	\$832 \$8 (Parent Meeting)	Title I	43400

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Elijah Turner	2017-2018	2018-2019					X
Rozlynn Tapia	2017-2018	2017-2018					X
Maryann Santella	2016-2017	2018-2019	X				
Allen Emmett	2016-2017	2018-2019		X			
Esther Vargas	2017-2018	2018-2019			X		
David Woodford	2017-2018	2018-2019		X			
Brandon Vicente	2017-2018	2017-2018					X
Resurrecion Elias	2017-2018	2017-2018				X	
Magdalena Bocar	2017-2018	2017-2018				X	
Kila Johnson	2017-2018	2018-2019		X			
Wendy Hightower	2017-2018	2017-2018				X	
JD Burrise	2017-2018	2018-2019		X			
Numbers of members of each category:			1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: STOCKTON HIGH SCHOOL
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			10,000		\$ 10,000.00	Goal 1 - 1
11700	Teacher Substitute					\$ -	
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 10,000.00	\$ -	\$ 10,000.00	
Books & Supplies							
42000	Books			5,000		\$ 5,000.00	Goal 1 - 1
43110	Instructional Materials			6,422		\$ 6,422.00	Goal 1 - 1
43200	Non-Instructional Materials			5,000		\$ 5,000.00	Goal 1 - 1
43400	Parent Meeting		840			\$ 840.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 840.00	\$ 16,422.00	\$ -	\$ 17,262.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference					\$ -	
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans			15,000		\$ 15,000.00	Goal 2 - 1
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 15,000.00	\$ -	\$ 15,000.00	
	Total		\$ 840.00	\$ 41,422.00	\$ -	\$ 42,262.00	
	Differential		-	-		-	
	2016-17 Carryover		8	11,259		11,267	
	Revised 2017-18 Allocation		832	30,163		30,995	
			840	41,422		42,262	

SCHOOL NAME: STOCKTON HIGH SCHOOL
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET
			23030	23031	
			Instructional-SC E/General	Extended Day/Year	
Personnel Cost-Including Benefits					
11500	Teacher - Add Comp				\$ -
11700	Teacher Substitute				\$ -
12151	Counselor				\$ -
13201	Assistant Principal				\$ -
19101	Program Specialist				\$ -
19101	Instructional Coach				\$ -
19500	Instr. Coach-Add Comp				\$ -
21101	Instructional Assistant				\$ -
21101	CAI Assistant				\$ -
21101	Bilingual Assistant				\$ -
24101	Library Media Clerk				\$ -
29101	Community Assistant				\$ -
	Additional Comp/Hourly				\$ -
					\$ -
	TOTAL PERSONNEL COST		\$ -	\$ -	\$ -
Books & Supplies					
42000	Books				\$ -
43110	Instructional Materials				\$ -
43200	Non-Instructional Materials		49,355		\$ 49,355.00
43400	Parent Meeting				\$ -
44000	Equipment				\$ -
43150	Software				\$ -
	Sub-Total-Supplies		\$ 49,355.00	\$ -	\$ 49,355.00
Services					
57150	Duplicating				\$ -
57250	Field Trip-District Trans				\$ -
57160	Nurses				\$ -
57400	CorpYard				\$ -
56590	Maintenance Agreement				\$ -
56530	Equipment Repair				\$ -
52150	Conference				\$ -
59140	Telephone				\$ -
58450	License Agreement				\$ -
58720	Field Trip-Non-District Trans				\$ -
58920	Pupil Fees				\$ -
58100	Consultants-instructional				\$ -
58320	Consultants-Noninstructional				\$ -
	Sub-total-Services		\$ -	\$ -	\$ -
	Total		\$ 49,355.00	\$ -	\$ 49,355.00
	Differential		-		-
	Allocations		49,355		49,355

SPSA Alignment
(Goal - Line)

Goal 2 - 1