School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Stockton High

Contents

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

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

Purpose and Description

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

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

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

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

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

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

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

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

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

2016: 9%

2017: 18.6%

2018: 5%

2019: 19%

Math:

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

2016: 2%

2017: 1.25%

2018: 0%

2019:0%

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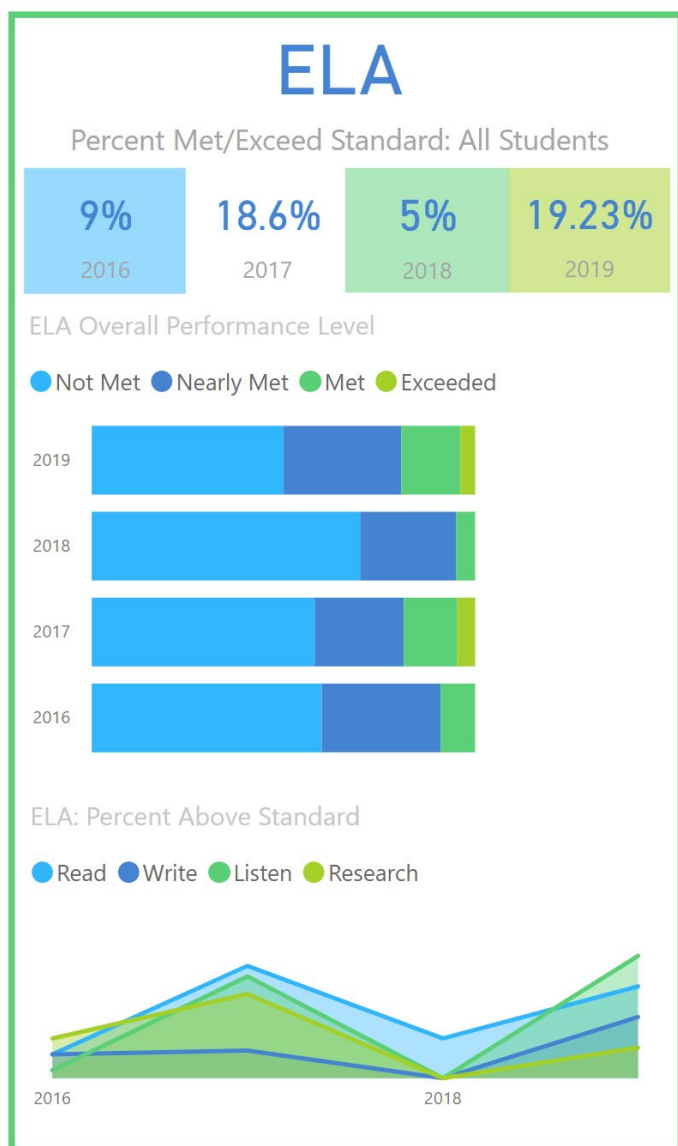
ELA

Percent Met/Exceed Standard: All Students

9% 2016	18.6% 2017	5% 2018	19.23% 2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
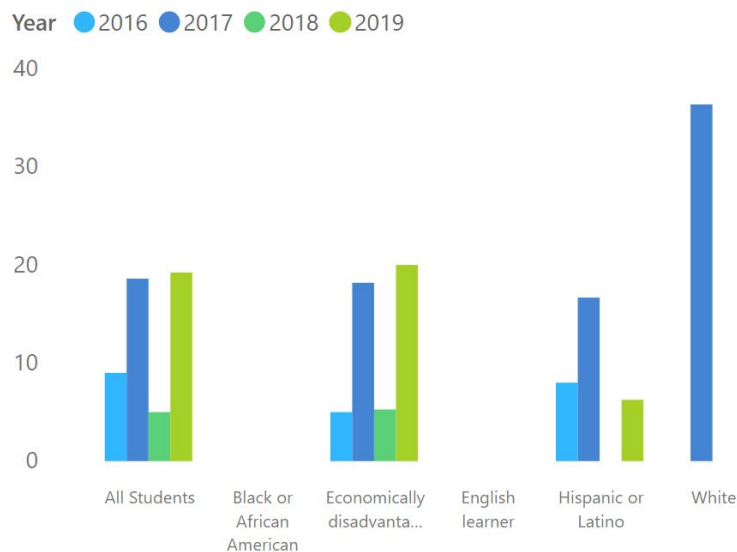
Year ● 2016 ● 2017 ● 2018 ● 2019
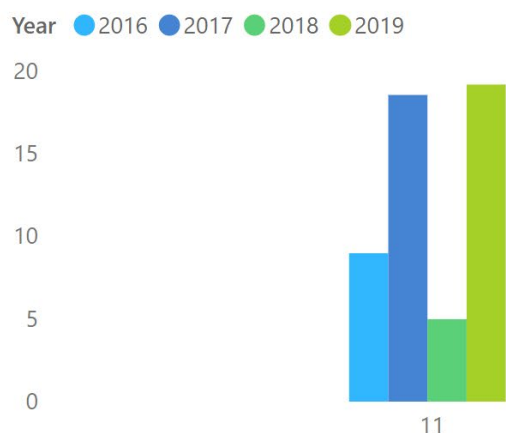
2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

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ELA
Distance from Standard

All Students - [points]

-98.20	-104.70	-153.40	-93.30
2016	2017	2018	2019
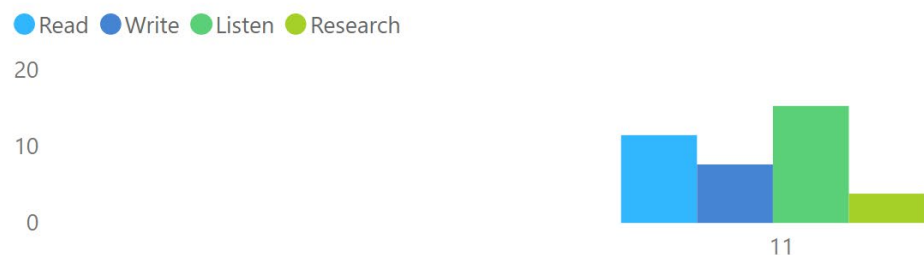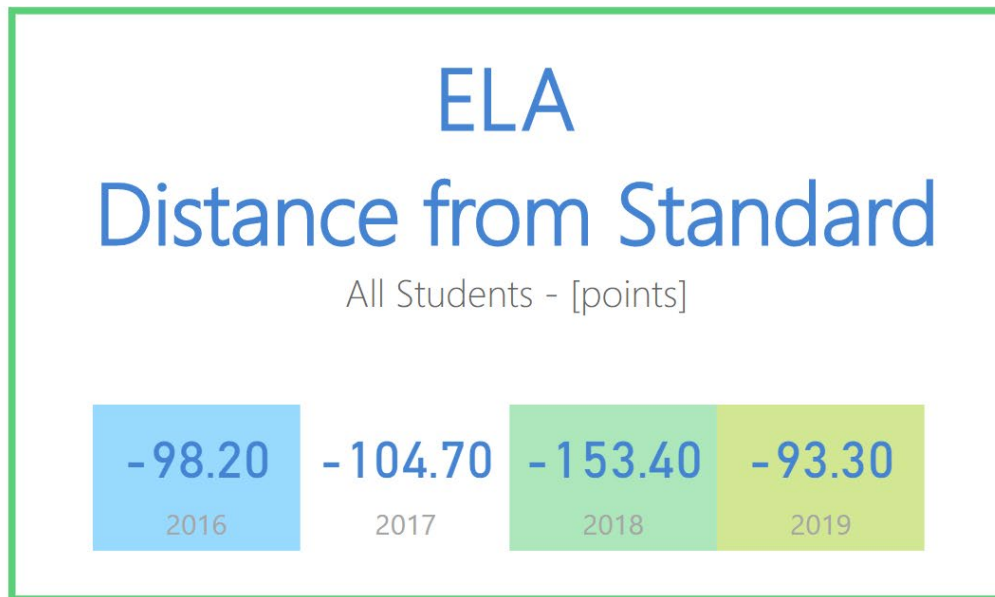
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

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2019 Summative ELPAC

ELPAC Overall Performance Level

%	%	%	%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)
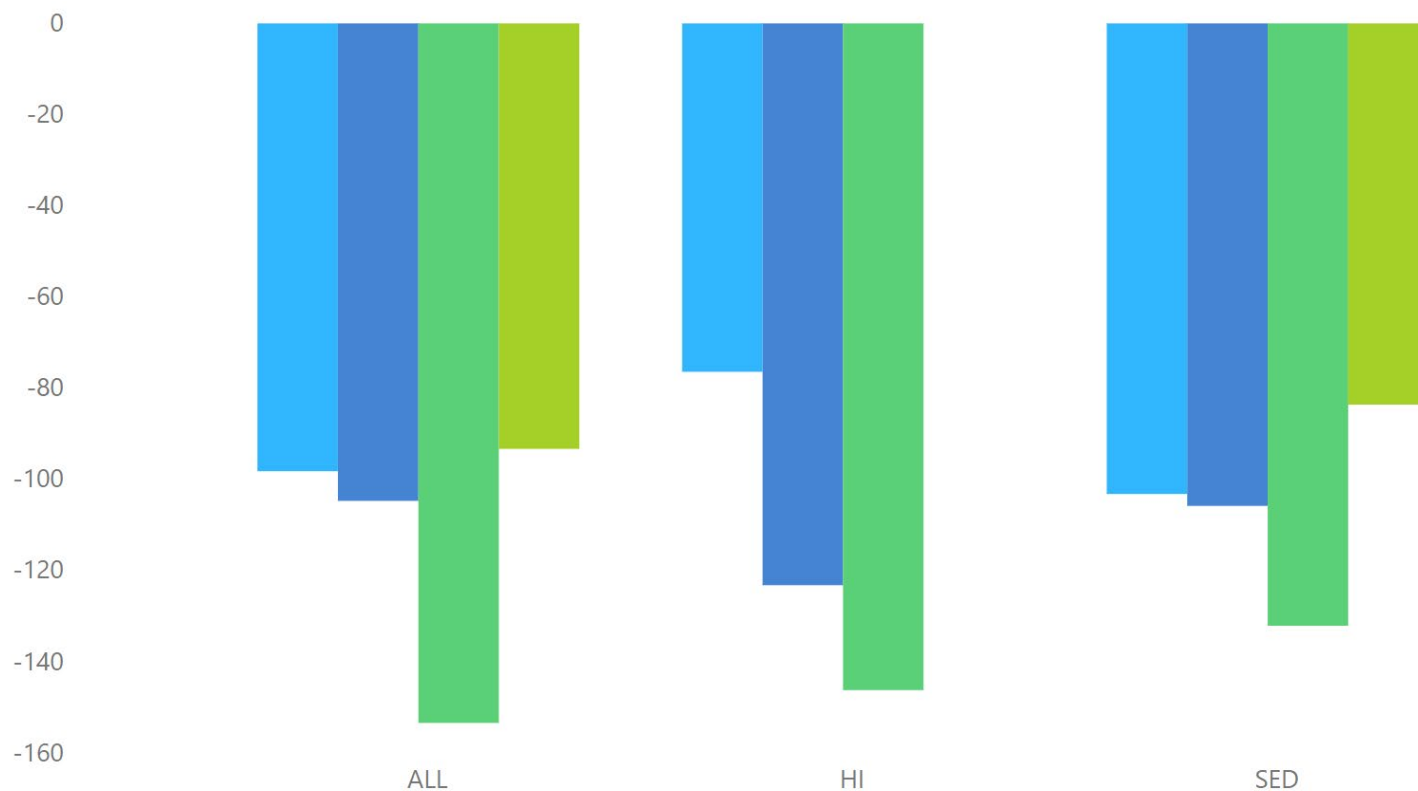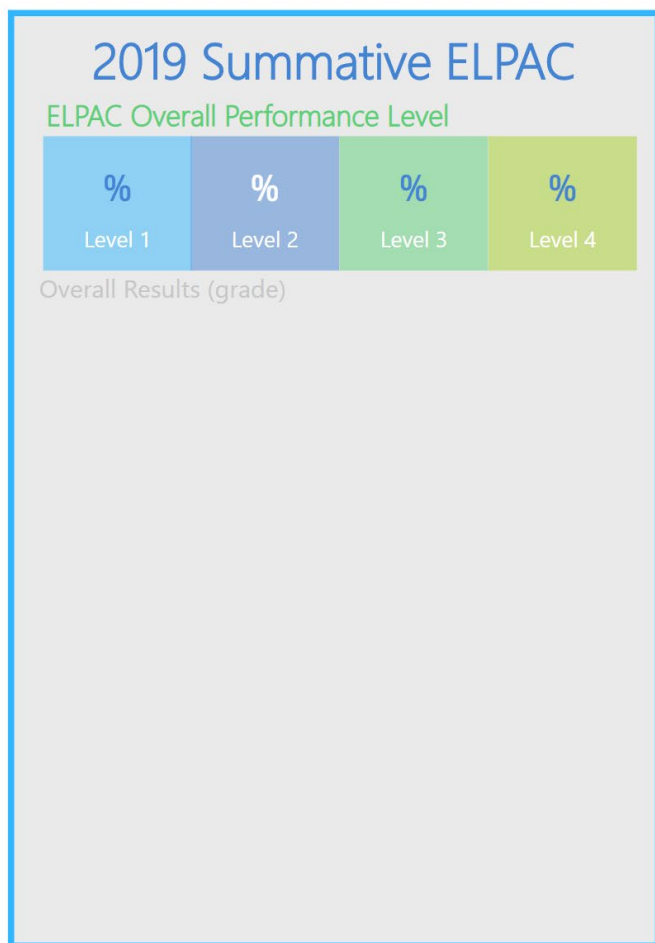
Oral Language Overall Performance Level

Written Language Overall Performance Level

Performance Area: Percent Well Developed
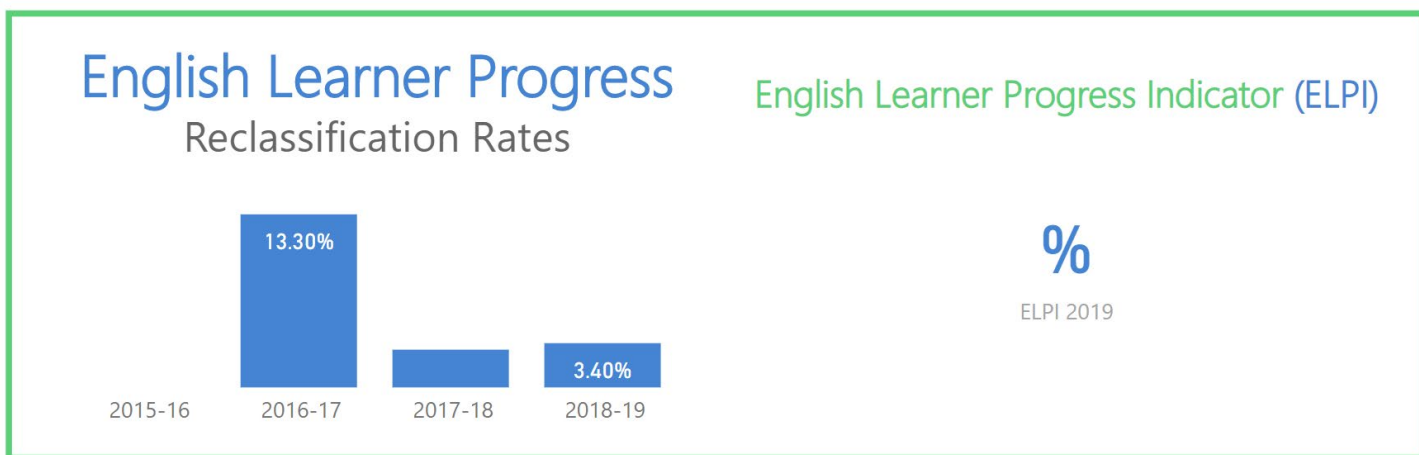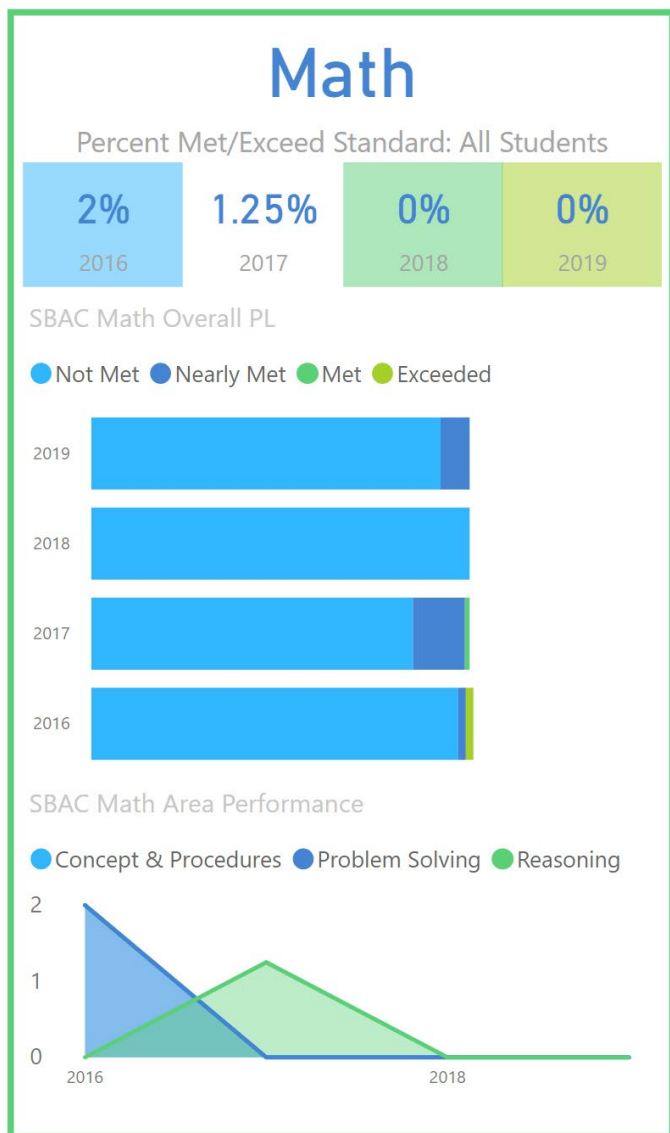
English Learner Progress
Reclassification Rates

English Learner Progress Indicator (ELPI)

%

ELPI 2019

13.30%

3.40%

2015-16   2016-17   2017-18   2018-19

Math

Percent Met/Exceed Standard: All Students

2%	1.25%	0%	0%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning
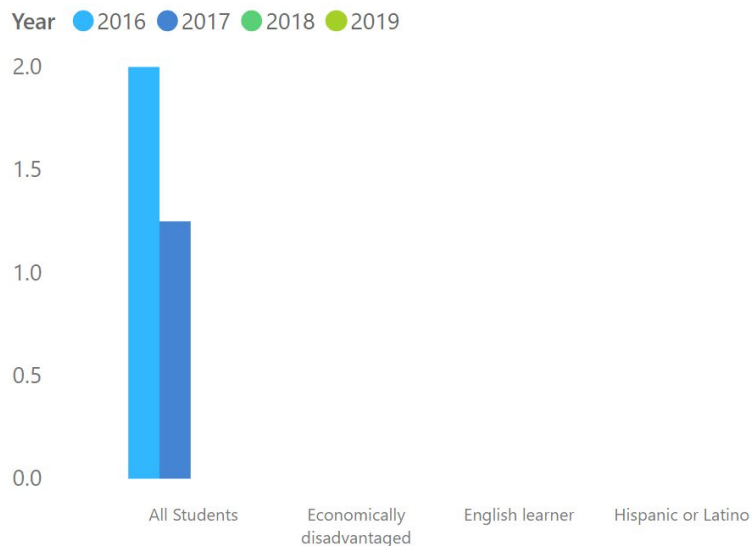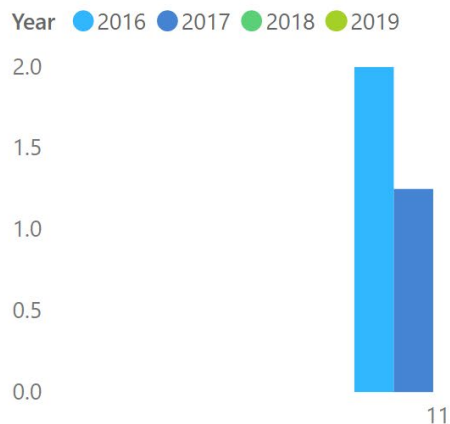
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

All Students   Economically disadvantaged   English learner   Hispanic or Latino

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

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PSAT NMSQT Grade 10

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

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Percent Met ERW & Math Benchmark

Graduation Rate

Four Year Cohort - All Students

29.80	26.50	38.40	18.30	26.37
2016	2017	2018	2019	Prelim2020*
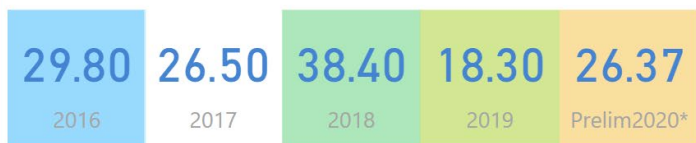
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019 ● 2020
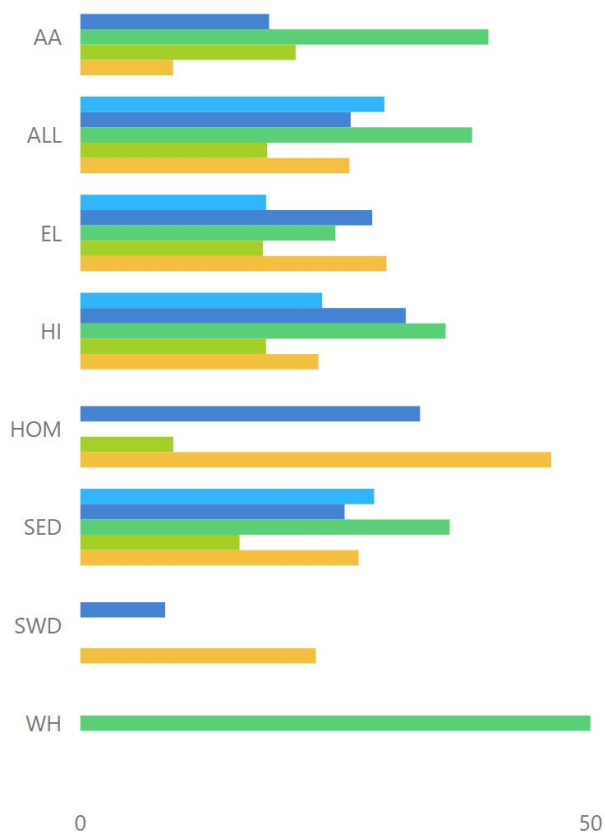
Graduation Rate

Four-Five Year Combined - All Students

38.40	30.30
2018	2019
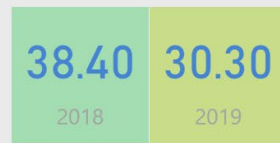
Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019

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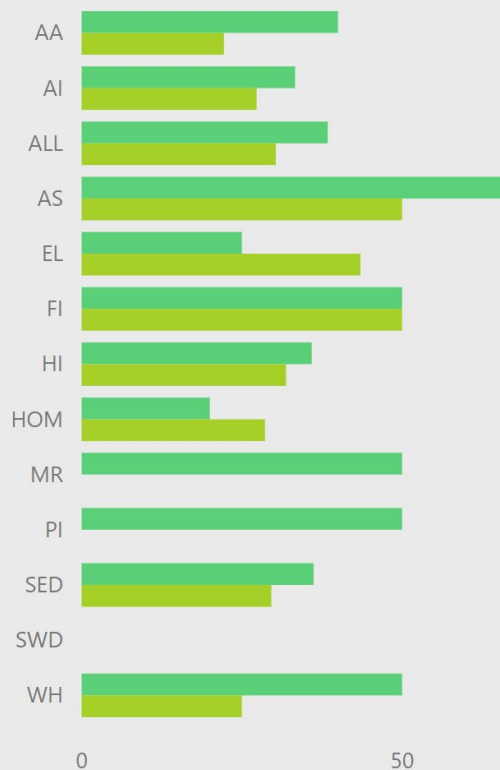
2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

4.8%	0.6%	2%	0%
2016	2017	2018	2019

Year	Not Prepared	Approach	Prepared
2019	95.7		4.3
2018	94.0		4.0
2017	97.1		
2016	91.9		4.8
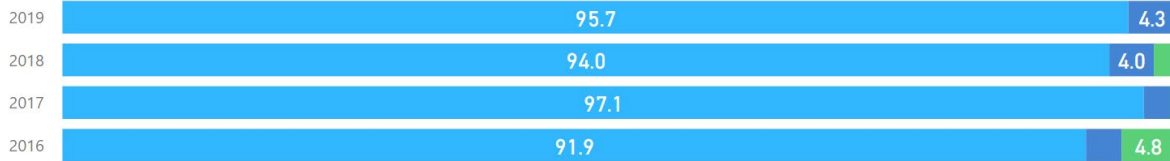
Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

2019 CCI Percent Prepared by CCI criteria

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

UC/CSU
Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)

		4.30%
2017	2018	2019

Year ● 2017 ● 2018 ● 2019

AA

EL

HI

HOM

SED

SWD

WH
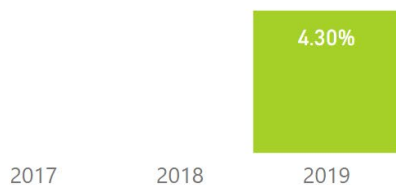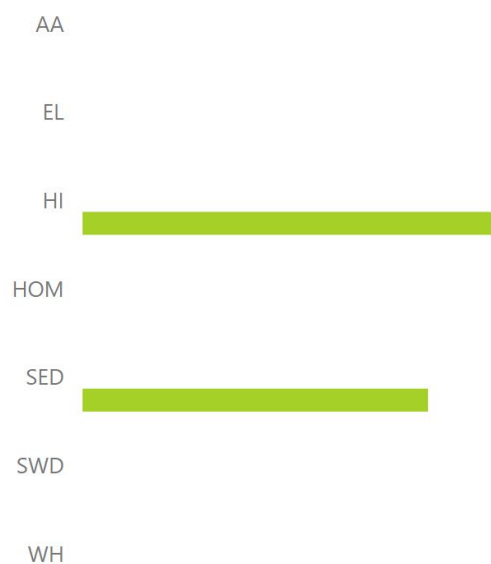
College-Going Rate
High School Completers

Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

0.6	0.6	0.6
0.4	0.4	0.4
2015-16	2016-17	2017-18
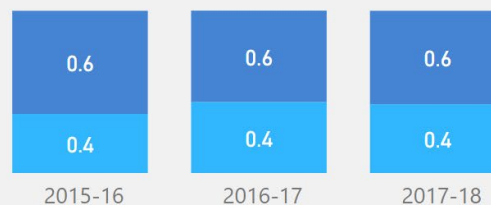
Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18

All

Hispanic or Latino

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Advanced Placement

Count of AP Course Passed

Percent of AP Courses Passed

(Blan...	(Blan...	(Blan...
2017	2018	2019

Count of AP Course Taken

(Blank)	(Blank)	(Blank)

Count of AP Exams Passed

Percent of AP Exams Passed

(Blan...	(Blan...	(Blan...
2017	2018	2019

Count of AP Exams Taken

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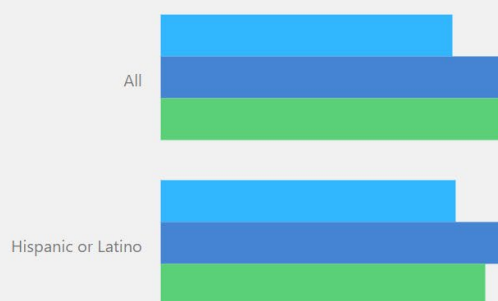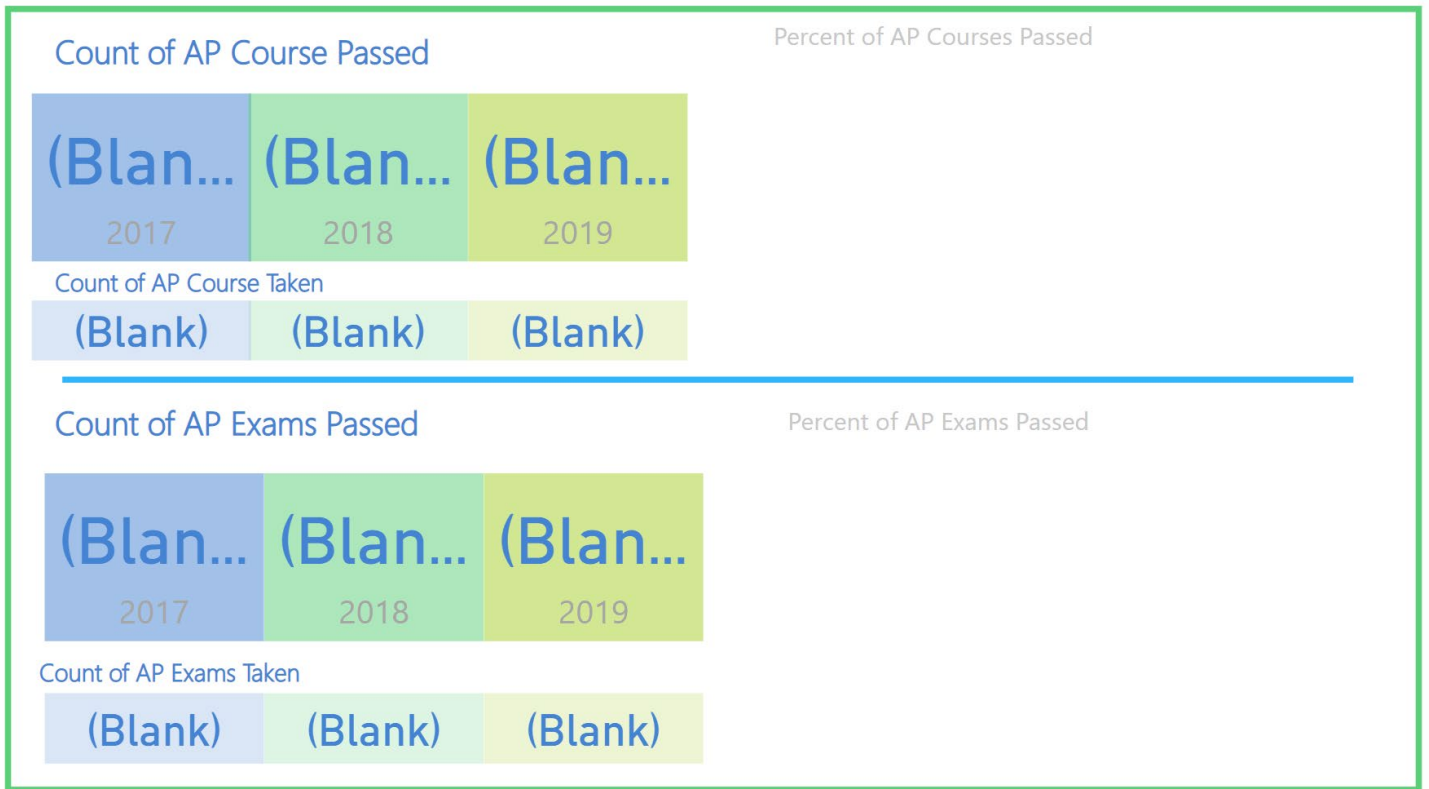
AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C.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

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Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

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

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

* APEX Training - TBD - virtual - All teachers

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

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

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

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

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

Fund Source – LCFF:

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students/EL students

Strategy/Activity

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

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

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

Books and Instructional Materials- $6,057

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

License Agreement - $3,000:

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

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

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

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

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

Fund Source – site LCFF:

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide 2 pathways to supplement English instruction.

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

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

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

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

Maintenance Agreement: $1,500:

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

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

Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

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

Fund Source – site LCFF:

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

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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

Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

SPSA Year Reviewed: 2019-2020 (Year 3)

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

Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

Goal 2 – School Climate

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

By June 2021, maintain the 0% suspension rate.

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

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

Identified Need

Suspension –

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

Attendance/Chronic Truancy –

Chronic Absenteeism rates have increased over the years.

2017: 65.8%

2018: 71.1%

2019: 78.2%

Absenteeism is an indication of the student population served.

Increase the attendance rate by 5%.

Suspension Rate

All Students

percent of unduplicated suspension

| 0%	0%	0%	0.3%
2016	2017	2018	2019

Explusion

All Students - Count *2019 Preliminary count

Expulsion Count by Year - if available

Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019

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Chronic Absenteeism
All Students

65.8% 71.1% 78.2%
2017   2018   2019
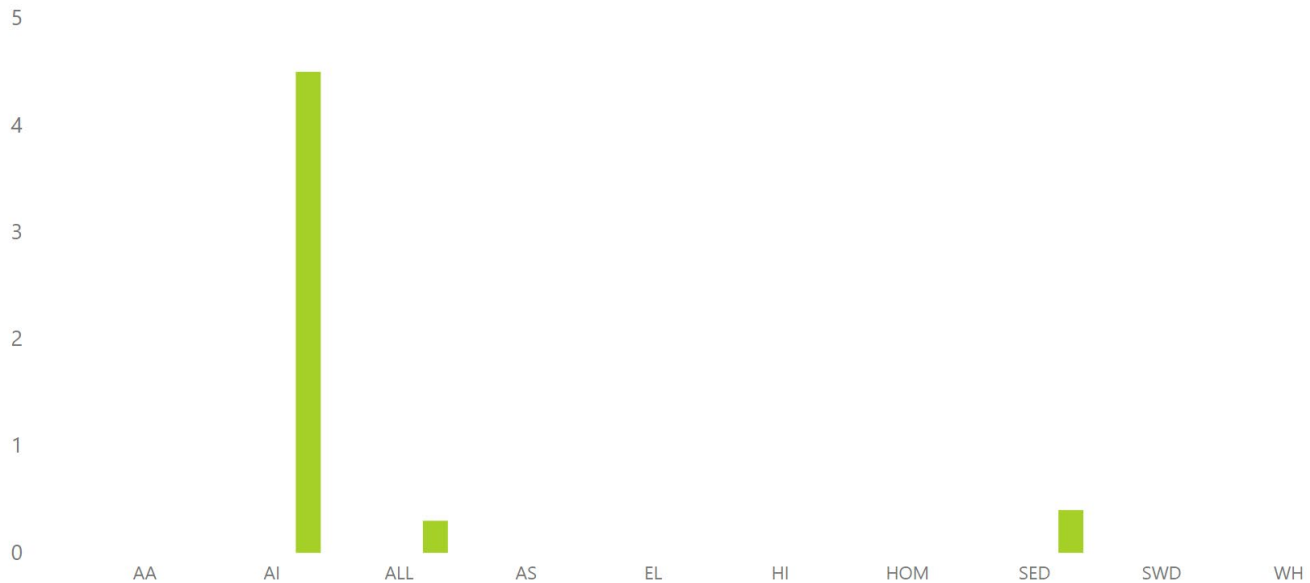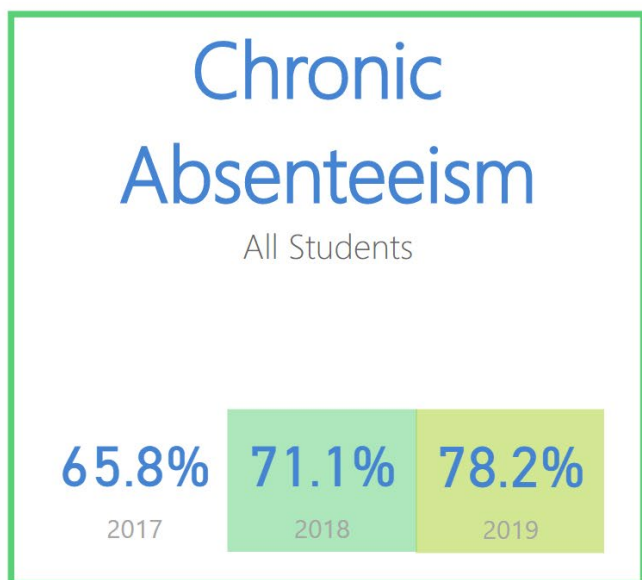
Chronic Absenteeism Rate by Student Group and Year

Year ● 2017 ● 2018 ● 2019

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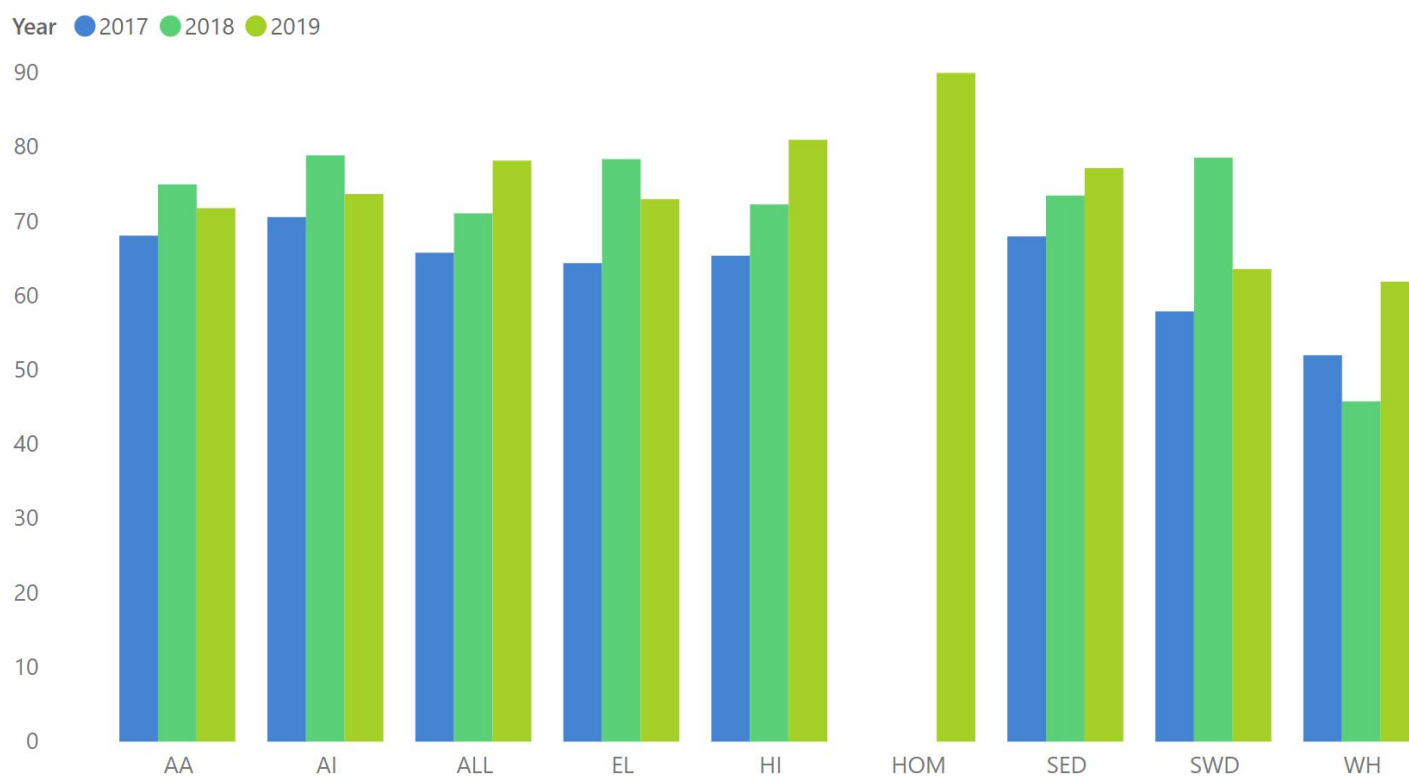
Annual Measurable Outcomes

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

Strategy/Activity 1

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

All Students

Strategy/Activity

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

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

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

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

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

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

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

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

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

Fund Source – LCFF:

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

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2)

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

Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

SPSA Year Reviewed: 2019-2020 (Year 3)

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

Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

Goal 3 – Meaningful Partnerships

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

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

By June 2021, increase parent participation by 5 parents.

Identified Need

Meaningful Partnerships:

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

Parent Participation by school year:

2019 - 1

2018 - 1

2017 - 3

2016 – 5

Annual Measurable Outcomes

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

Strategy/Activity 1

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

All Students

Strategy/Activity

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

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

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

Duplicating $1000 for various consumables for parent meetings.

Teacher compensation for Parent Informational Night presentations:

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

Campus Security Monitor compensation for Parent Informational Night:

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

Custodial compensation for Parent Informational Nights:

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

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

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

Fund Source – LCFF:

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

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2)

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

Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

SPSA Year Reviewed: 2019-2020 (Year 3)

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

Analysis

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

Implementation

Effectiveness

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

Material Changes

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

Future Changes

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$40,937

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

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

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

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

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

Budget Spreadsheet Overview – Title I

					TOTAL ALLOCATION	$ 40,937
STOCKTON ALT HS					TOTAL BUDGET DISTRIBUTED BELOW	$ 40,937
Preliminary Budget Allocation - TITLE I					TO BE BUDGETED (Should be $0.)	0
FISCAL YEAR 2020-21						

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

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

Budget Spreadsheet Overview – LCFF

STOCKTON ALT HS			REVISED March 30, 2020			
Preliminary Budget Allocation - LCFF				TOTAL ALLOCATION		$ 48,000
FISCAL YEAR 2020-21				TOTAL BUDGET DISTRIBUTED BELOW		$ 48,000
				TO BE BUDGETED (Should be $0.)		0

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