School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stockton High	39686760119784	06/08/2022	01/24/2023

Purpose

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

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.

Description

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

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.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Meetings were held with all groups in order to review and disaggregate data in order to identify possible causes regarding problem areas. An extensive collection of data was gathered from research, counseling and administration in order to provide the most informed review possible. The priority problem statements were then used to inform and help with the writing of the answers to each prompt in the individual focus area.

School Site Council (SSC) met on September 30, 2021, October 26, 2021, January 26, 2022

- Reviewed SPSA goals and looked at data results from student and parent survey's (end of year survey's, WASC survey's)
- Discussion on extended day opportunities
- WASC Report and alignment with SPSA (Discussion and writing)
- Reviewed Attendance data

Staff met on September 7, 2021, October 19, 2021, November 9, 2021, December 7, 2021, January 11, 2022, February 8, 2022, March 29, 2022

- Reviewed SPSA goals and looked at data results from student and parent survey's
- Discussion on extended day opportunities and attendance concerns
- WASC focus groups and report writing
- Reviewed Attendance data
- Reviewed course completion data
- Reviewed assessment data

Clerical/Office Staff met on September 7, 2021, December 7, 2021, February 8, 2022

- Reviewed SPSA goals and looked at data results from student and parent survey's
- Reviewed Attendance data
- WASC Report and Focus Groups

Staffing and Professional Development

Staffing and Professional Development Summary

Need: Increase in meeting the ELA standard by 5%

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

Goal: The percentage of students in the 11th grade meeting standards in ELA will increase by 5% points as measured by CAASPP/SBAC.

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

- In a review of student survey responses, students identified not having the necessary skills to be successful in an Independent Study setting yet admitting the IS setting allowed them to learn at a slower pace
- Low number of students taking the assessment
- Professional Development opportunities, in the area of Independent Study, have been limited and are crucial to keeping up with best practices and up to date curriculum changes. Staff continues to seek opportunities for relevant PD.
- Students, parents and staff identified a need to provide additional intervention supports other than Saturday school per parent/student survey data and staff survey data
- Time for collaboration and observation of best practices was limited due to the lack of in person meetings

Staffing and Professional Development Strengths

Staffing and Professional Development strengths include:

- Stockton High is staffed with highly qualified teachers
- Stockton High Staff is consistent in it's use of District approved online curriculum (APEX)
- Stockton High Staff is consistent in its pursuit of the most up to date best educational strategies and practices
- Stockton High Staff pursues relevant Professional Development opportunities

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): 86% of 11th graders taking the assessment did not meet ELA standards **Root Cause/Why:** Due to the credit deficiency of a majority of students, not all 11th graders have taken the necessary English courses. Only 14 students took the assessment. Students lack Independent Study skills and grade level literacy skills when they enroll. Staff need additional Professional Development opportunities (with APEX online curriculum) to continue refining best practices and assessment strategy.

Needs Statement 2 (Prioritized): 0% of the students taking the assessment met the Math standards **Root Cause/Why:** Due to the credit deficiency of a majority of students, not all 11th graders have taken the necessary Math courses. Students lack Independent Study skills and grade level Math skills when they enroll. Staff need additional Professional Development opportunities (with APEX online curriculum) to continue refining best practices and assessment strategies. Only 12 students took the assessment

Teaching and Learning

Teaching and Learning Summary

Need: Increase in meeting the ELA standard by 5%

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

Goal: The percentage of students in the 11th grade meeting standards in ELA will increase by 5% points as measured by CAASPP/SBAC.

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

- Students identified not having the necessary skills to be successful in an Independent Study setting yet admitting the IS setting allowed them to learn at a slower pace
- Professional Development opportunities have been limited and are crucial to keeping up with best practices and up to date curriculum changes
- Students, parents and staff identified a need to provide additional intervention supports other than Saturday school
- Time for collaboration and observation of best practices was limited

Teaching and Learning Strengths

Teaching and Learning strengths include:

- Stockton High is staffed with highly qualified teachers who provide differentiation based on student needs
- Stockton High Staff is consistent in it's use of District approved online curriculum
- Stockton High Staff is consistent in its pursuit of the most up to date best educational strategies and practices
- Stockton High School is 100% appropriately staffed

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 86% of 11th graders taking the assessment did not meet ELA standards **Root Cause/Why:** Due to the credit deficiency of a majority of students, not all 11th graders have taken the necessary English courses Students lack Independent Study skills and grade level literacy skills when they enroll. Only 14 students took the assessment. Staff need additional Professional Development opportunities (with APEX online curriculum) to continue refining best practices and assessment strategies.

Needs Statement 2 (Prioritized): 0% of the students taking the assessment met the Math standards **Root Cause/Why:** Due to the credit deficiency of a majority of students, not all 11th graders have taken the necessary Math courses. Students lack Independent Study skills and grade level Math skills when they enroll. Staff need additional Professional Development opportunities (with APEX online curriculum) to continue refining best practices and assessment strategies. Only 12 students took the assessment.

Parental Engagement

Parental Engagement Summary

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

Stockton High continues to search for opportunities to increase parent participation rates

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

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

- Parent work schedules
- Transportation issues
- Lack of Technology or issues with usage
- COVID related issues and/or quarantine issues

Parental Engagement Strengths

Parental participation showed a slight increase during the 21-22 school year. Some strengths that parents have communicated through the use of parent survey's include:

Stockton High consistently communicates with parents through individual meetings, zoom meetings, Blackboard connect, Jupiter Grades

Stockton High consistently reaches out to parents, through parent surveys etc.. to address concerns, issues etc...

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Lack of parental involvement in school related events and meetings **Root Cause/Why:** Due to COVID restrictions, parent meetings were limited to zoom meetings and many parents did not have a comfort level with technology. Parents work schedules and transportation issues conflict with school related events and meetings. Lack of parental resources or time to attend meetings. A majority of our population come from socioeconomically disadvantage backgrounds.

School Culture and Climate

School Culture and Climate Summary

Need: Stockton High Attendance rates continue to be an area of concern while the suspension and discipline rates remain extremely low

Stockton High continues to search for ways to improve student attendance while maintaining low suspension and discipline rates

Goal: Decrease chronic absenteeism rate by 5%

School Site Council (SSC), consisting of teachers, staff, Admin, parents, students and community members conducted a Comprehensive Needs Assessment (CNA). The chronic absenteeism concern was addressed and possible reasons were discussed utilizing various forms of data including attendance reports, classroom data, course completions as well as student and parent survey's. The following reasons were identified:

- Increase in students Mental Health needs
- Transportation
- Family/Work obligations
- Lack of trust in the school system

School Culture and Climate Strengths

Stockton High School's attendance rates have slightly improved

Stockton High continues to have low suspension and discipline rates

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

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Chronic Absenteeism is at 65% **Root Cause/Why:** Students are so credit deficient that they lack confidence in the school system. Transportation is an issue for our students even though the school passes out bus passes. Due to familial obligations ie childcare, supplemental income needs. Increase in students experiencing Mental Health related concerns.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

School Goal for ELA/ELD: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 5 students. By June 2023, the percentage of EL students meeting SUSD reclassification criteria will increase by 10 percent of students. School Goal for Math: By June 2023, the percentage of all students (grades 9-12) meeting their expected MATH growth on the MDTP monitoring tool will increase by 10% from the fall of 2022 to the spring of 2023. School Goal for Science: By June 2023, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points. School Goal for College and Career Readiness: By June 2023, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent. By June 2023, the graduation rate will also increase by 10 percent.

Identified Need

86% of 11th graders taking the assessment did not meet ELA standards

0% of the students taking the assessment met the Math standards

86% of 11th graders taking the assessment did not meet ELA standards

0% of the students taking the assessment met the Math standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-Math	-233 points below standard	-228 points below standard
Distance from Standard-ELA	-80.77 points below standard	-70.77 points below standard

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

Strategy/Activity 1.1.1

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

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) - $9,812 - Title I: * Alternative Ed Conference - Mid November - Administrator, 2 teachers * APEX Training - TBD - virtual - All teachers * Trauma Informed Care focusing on instructional practices - TBD - Schoolwide (virtual) or Core teachers (physical) 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 - Title I 2 @ .5 FTE Instructional Coach - Centralized Service

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

Amount(s)	Source(s)
$9,812	50643 - Title I
$4,860	50643 - Title I

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

Strategy/Activity 1.1.2

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

All Students
English Learners

Strategy/Activity

One teacher per 4-hour session (2 Extended day 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-$1,634 - Title I Provide targeted resources to assist EL students in meeting the reclassification designation. License Agreement - $3,000 - LCFF: Using Jupiter grades, pre and post assessment data is collected on individual students, to determine growth and individual student learning in both ELA and Math. Teachers use this data to drive instruction for their individual students and provide modifications and differentiation based on this assessment data. Jupiter Grades provides both a parent and student communication portal. Teachers also use this portal to communicate to both parents and students.

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

Amount(s)	Source(s)
$3,000	23030 - LCFF (Site)
$4,800	50643 - Title I
$1,634	50643 - Title I

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

Strategy/Activity 1.1.3

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

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 - $9,400 - LCFF: Provide additional resources to assist students with their individual learning path. Resources include 10-key number pads, over the ear headphones, math manipulatives, graph paper, composition books, ink cartridges for printing papers, paper for both printing of papers as well as colored paper for class projects, student work folders and software to assist students with writing and writing strategies. Wireless keyboard to support blended learning using the SMART boards. Bus passes ($2,500) for students to visit local college campuses to visualize and be exposed to college classes and course work. Maintenance Agreement: $1,500 - LCFF: Teachers will use various equipment such as the laminator, copier, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Duplicating - $1,000 - LCFF: Duplicating services includes graphic organizers and note-taking forms for grade level support, EL support and specific project materials.

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

Amount(s)	Source(s)
$9,400	23030 - LCFF (Site)
$5,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Due to the continuing restrictions with COVID, the Alternative Ed conference did not take place. Staff was able to self select professional development resources provided by the District. The Mental Health Clinician provided zoom meetings to address mental health protocols. Due to the need for additional staff in a virtual program, coaches were not available during this school year. Jupiter Grades proved to be a vital communication piece for parents and teachers and information went out on a regular basis to keep parents informed of student progress or lack of. Due to COVID restrictions, the school did not open for Saturday School until the Spring Due to COVID restrictions, there were no planned field trips.

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

None

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 work with the Mental Health Clinician to meet individual student needs. Based on data collected this year, Saturday School will be changed to Extended day to better assist student needs. Students were more open to getting assistance in the evening rather than on a Saturday.

LCAP Goal

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

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 2022, maintain the 0% suspension rate. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2022, decrease the chronic absenteeism rate by 5%.

Identified Need

Chronic Absenteeism is at 65%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	68%	63%
Suspensions	0%	0%

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

Strategy/Activity 2.1.1

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

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 - $8,200 - LCFF (Not allowable using Title I or site LCFF funds. * Provide nutritional snacks for students attending Saturday Opportunity as there is no meal service on Saturdays. * Provide incentives throughout the year to encourage students to attend school daily.) Bus passes to assist students with transportation to campus on non-school days- $5000

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

Amount(s)	Source(s)
$8,200	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

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

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

The need for improved attendance and course completions are a necessary aspect of the Independent Study Program. Stockton High School will continue to

provide extended day opportunities for our students to ensure students get all the necessary assistance available to them. Staff will continue to seek avenues, including conferences, to help improve students attendance.

LCAP Goal

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

Goal 3.1

School Goal for Meaningful Partnerships: (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 2023, increase parent participation by 5 parents.

Identified Need

Lack of parental involvement in school related events and meetings

Annual Measurable Outcomes

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

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

Strategy/Activity 3.1.1

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

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: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Non-Instructional Materials: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. $393 for various consumables/materials including light snacks and refreshments for parent meetings. - Teacher compensation for Parent Informational Night presentations: 4 teachers X 3 hours per quarter X 4 quarters X $60 rate of pay = $2,880 (Allocating $2,880 - LCFF)

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

Amount(s)	Source(s)
$393	50647 - Title I - Parent
$2,880	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

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

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

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$325,505.00
Total Federal Funds Provided to the School from the LEA for CSI	$304,006.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$49,979.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
50344 - CSI 2020/21	$258,872.00
50643 - Title I	$21,106.00
50647 - Title I - Parent	$393.00
50345 - CSI 2021/22	$45,134.00

Subtotal of additional federal funds included for this school: $325,505.00

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

State or Local Programs	Allocation ($)
23030 - LCFF (Site)	$28,480.00

Subtotal of state or local funds included for this school: $28,480.00

Total of federal, state, and/or local funds for this school: $353,985.00