



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

STAGG HIGH SCHOOL

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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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stagg High School	39686763937406	Original – 02/22/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

Stagg High School is implementing a Schoolwide Program.

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.

Stagg High School’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

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

Stagg High School developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on February 22, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Stagg High School and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the May 23, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Stagg High School initiated a needs assessment process that included a review of the schools mission and educational expectation, data, assessments and gaps. These meetings with stakeholders included the School Site Council. In summary, the needs assessment identified a gap in math with areas of focus such as foundational concepts.

In summary, it was determined that additional support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards.

As a result of the stakeholder involvement and data reviews, Stagg High School has been able to complete the Decision Making Model in March and April 2019. Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates.

Resource Inequities

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

This section is not applicable for Stagg High School.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, all 5th - 8th, and 11th grade students will demonstrate progress towards achieving college and career readiness as measured by 5% increase in students scoring at levels 3 or 4 on the California SBAC ELA assessment (11th grade data from 36% to 41%). This increase will be supported through the implementation of standards based curriculum and a full time ELA coach to support classroom instruction.

Math SMART Goal:

By June 2020, all 5th - 8th, and 11th grade students will demonstrate progress towards achieving college and career readiness as measured by 5% increase in students scoring at levels 3 or 4 on the California SBAC math assessment (11th grade data from 12% to 17%). This increase will be supported through the implementation of standards based curriculum and by providing professional development to classroom teachers.

Graduation SMART Goal:

By June 2020, the Graduation Rate will increase by 4.3% to move into Green on the CA Dashboard

College/Career SMART Goal:

By June 2020, the College/Career Readiness Rate will increase by 2.0% to move into Yellow on the CA Dashboard.

Identified Need

ELA/ELD:

The focus on the increase in ELA achievement is based on data on the CAASPP testing. Stagg had a 9 percent decrease for the CAASPP and a 7 percent decrease in AP passage rate (see data below) during the 2017-2018 school year. The school has had number of new ELA teachers over the last two years and has not had curriculum to support instruction. Additionally, Stagg has been without any instructional coaches for the past two years. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

Teacher Grades per semester F's

	2016-17	2017-18
Sem. 1	1475	1960
Sem. 2	1712	2134

Sem.1	2018-19
	1873

SBAC

	2016-17	2017-18
ELA	45%	36%

AP

	2016-17	2017-18
	23%	16%

MAP

	2016-17	2017-18
ELA	21%	20%

Graduation Rate

	2016-17	2017-18
	78%	75%

Current Dashboard:

Graduation Rate:

Orange/76.7% (Decline of 1.2%)

SUSD required credits for graduation (2019):

210

Student Enrollment:

1714

Current Sections

A-G

2016-17	2017-18
26%	25%

College/Career:

Orange/23.9% Prepared

(Maintained 1.4%)

ELA: Orange/45.5 points below standard (Decline of 19.5 points)

English Learner Progress

Level 4 - Well Developed - 16.5%

Level 3 - Moderately Developed - 27.8%

Level 2 - Somewhat Developed - 25.6%

Level 1 - Beginning Stage - 30.1%

Math:

The focus on the increase in Math achievement is based on data the CAASPP testing. Stagg had a 7 percent decrease in both the CAASPP and AP passage rate (see data below) in the 2017-2018 school year. Additionally, Stagg has been without any instructional coaches for the past two years. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction, differentiation, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

Teacher Grades per semester F's

	2016-17	2017-18
Sem. 1	1475	1960
Sem. 2	1712	2134
Sem.1	2018-19	

1873

SBAC

	2016-17	2017-18
Math	19%	12%

AP

	2016-17	2017-18
	23%	16%

MAP

	2016-17	2017-18
Math	13%	11%

Graduation Rate

	2016-17	2017-18
	78%	75%

Current Dashboard:

Graduation Rate:

Orange/76.7% (Decline of 1.2%)

SUSD required credits for graduation (2019):

210

Student Enrollment:

1714

Current Sections

A-G

	2016-17	2017-18
	26%	25%

College/Career:

Orange/23.9% Prepared

(Maintained 1.4%)

By June 2020, all students will work towards reducing the percentage of 2 or more F's by 10%.

By June 2020, all 11th and 12th grade students who take the Advanced Placement exam will increase an overall Passage rate by 5%

By June 2020, all students will work towards increasing their reading MAP scores by 5%.

By 2020, the number of students enrolled in A-G classes will increase by 5%.

Math: Red/119.8 points below standard (Decline of 16.5 points)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	45.5 points below	42.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	119.8 points below	116.8 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and subgroups: EL students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, academic conferences, etc.

Professional Development - Provide teachers with professional learning opportunities to supplement core instruction. District will provide teachers in depth training on- new curriculum, instructional strategies and ELA/math Common Core State Standards.

Instructional Coach - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. Instructional Coach will foster teacher collaboration, conduct action walks with teachers, and provide professional development relevant to teachers' subject matter. Instructional Coach will provide further support, such as co-teach, co-plan, and demo lessons in the classroom.

Targeted Professional Development - Teachers will learn new instructional techniques to engage students and increase rigor, as well as materials and supplies for students and staff will be provided.

AVID strategies - Students will be provided with planners, binders, and other needed materials.

Data Analysis- Teachers, administration, and instructional coach will meet to review assessment data and grades, calibrate instruction, and A2Z Learning and Coaching will be provided to Math and Science teachers.

Benchmark Assessments, Common Assessments, analysis of grades and credits earned, EL Assessment and Reclassification Data, SBAC, and Action Walk data will be used to monitor.

Instructional materials and resources include: novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc.

Conferences:

* PLC Conferences ~ Las Vegas or San Diego - Spring - 2 administrators, Instructional Coaches, 8-10 teachers

* AVID Summer Institute ~ Sacramento - Summer - administrator, AVID coordinator, 8 teachers

Consultants:

1. SJCOE Consultant ~ (Math) - Regular meetings with the teachers to examine data; Collaborating with each teacher and vertical teaching staff; Co-Planning lessons based on standards and differentiation; In Class support, Classroom Observations and Feedback as required. Professional Development focused on enhancing teacher practice and improving outcomes for all students. Approximately 20 days of a combination of co-teaching, demo lessons, observations, along with feedback, and lesson planning.

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)
\$40,000 - 58100 (SJCOE Consultants)	Title I - 50643
\$20,000 - 52150 (Conferences)	Title I - 50643
\$7,000 - 52150 (Conferences)	LCFF - 23030
\$10,000 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$10,000 - 11500 (Teacher Additional Hourly)	LCFF - 23030
\$50,000 - 11700 (Substitutes)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To continue implementation of a monitoring system for students to meet A-G requirements by developing a 4-year plan for students. Continuous monitoring of grades and courses, ensuring that students are on track to graduate by meeting A-G requirements.

Counselors will meet with students to discuss their goals and complete an Individual Graduation Plan along with yearly goals. Students will understand the importance of grades and their college expectations. Counselor will also work with student using the district’s college/career application to research and navigate possible career opportunities that meet the student’s interest.

Students will be provided an “academic folder” which allows them to have their A-G requirement documentation readily available for discussion and personal reminder. The counselors will maintain student portfolios and review as needed.

Counselor and teacher will use various equipment such as the laminator, copier, Duplo, scanner, posters, makers for students to have college/career materials as necessary. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000 - 43110 (Instructional Materials/Supplies)	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and subgroups: EL, Special Education, Low SES.

Strategy/Activity

Provide students with structured supplemental instruction techniques, using student and teacher feedback, reciprocal teaching, and academic vocabulary aligned with the District's ELA/ELD and Math curriculum.

Provide EL students with support and resources through targeted small group instruction, tutoring, etc. that honors the students primary language to increase foundational literacy skills.

Provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction.

Counselors will provide Academic Rescue strategies to ensure students who are receiving two or more D's or F's are provided added interventions to assist their academic growth towards mastery.

Assistant Principals - Oversee instructional supports and intervention programs, coordinate services and supports.

The Homework Center is open three days per week. Fully certificated, site-based teachers assist students by reteaching the necessary skills to help them complete homework.

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

AVID: Learning Objectives: Students will research the majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities. Students will compare and contrast the similarities and the differences (majors, degrees, cost, learning environment, admission rates...) associated with colleges in the CSU and UC system.

1. CSU San Jose - Fall 2019 - 12th - AVID Coordinator, teacher, counselor, 45 students
2. UC Merced & CSU Stanislaus - Fall 2019, Spring 2020 - AVID Coordinator, teacher, counselor, 50 students
3. UC Davis & CSU Sacramento - Spring 2020 - AVID Coordinator, teacher, counselor, 50 students
4. UC Berkeley & CSU East Bay - Spring 2020 - AVID Coordinator, teacher, counselor, 50 students
5. University of the Pacific - Fall 2019 - AVID Coordinator, teacher (no cost)
6. WACAC College Fair - Spring 2020 - AVID Coordinator, counselor, Guidance Tech (no cost)

Equipment: Smartboards to enhance instruction using blended learning strategies.

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)
\$11,886 - 21101 (.3126 FTE Bilingual Assistant)	LCFF - 23020
\$12,548 - 30000 (Statutory Benefits)	LCFF - 23020
\$192,403 - 13201 (1.5 FTE Assistant Principal)	LCFF - 23030
\$74,952 - 30000 (Statutory Benefits)	LCFF - 23030
\$10,000 - 11700 (Substitutes)	LCFF - 23030
\$6,700 - 58720 (Field Trips Non-District Trans)	Title I - 50643
\$40,388 - 43110 (Instructional Materials)	Title I - 50643
\$30,000 - 43110 (Instructional Materials)	LCFF - 23030
\$44,822 - 44000 (Equipment)	Title I - 50643
\$55,872 - 44000 (Equipment)	LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will enhance NGSS (science) standards instruction through hands-on science experiments.

A2Z Consultants will work alongside teachers of science as they instruct students who arrive ready to master grade skills and to also effectively instruct those students who are still struggling to master prerequisite skills and standards for earlier grade levels. Professional Development focused on enhancing teacher practice and improving outcomes for all students. Approximately 20 days of a combination of co-teaching, demo lessons, observations, along with feedback, lesson planning

Inner Orbit Science assessments will be purchased through an online clearing house. Assessments will provide data on student needs assessing what the students have learned to assist in focusing reteaching needs.

Stagg provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Agri-Science.

Applicable supplemental instructional materials include paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, copier, Duplo, posters, and markers. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Conferences:

California Science Teachers Association (CSTA) ~ San Jose, CA ~ October 18 - 20 ~ 3 teachers

The California Science Teachers Association (CSTA) hosts this conference to focus on what California science educators need to know to hone their craft, stay updated on standards, and apply best practices gleaned from experts throughout the state.

Agriculture

Delta Cal Section CATA meeting - August 2019 – 2 Ag teachers

Regional CATA meeting - November 2019 - 2 Ag Teachers

Regional CATA meeting - Merced - February 2020 – 2 Ag Teachers

Delta Cal Section CATA meeting - May 2020 - 2 Ag Teachers

CATA Summer Conference - San Luis Obispo - June 21 - 25, 2020 – 2 Ag teachers

Field Trips:

Physics Day ~ Exposure to STEM fields and College and Career Representatives.

1 San Jose - Spring 2020 - 2 teachers, 40 students

Applicable supplemental instructional materials include math manipulatives, lab graphic composition books, writing tools - whiteboards/chart paper/graph paper, TI 30x calculators, water distiller, and spectro vis.

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

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)
\$50,000 - 58100 (Consultants - A2Z science)	Title I - 50643
\$3,600 - 52150 (Conference)	Title I - 50643
\$30,000 - 43110 (Instructional Materials/Supplies)	Title I - 50643
\$3,000 - 58720 (Pupils Fees)	Title I - 58920

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

1.1a Stagg bought the prep of our ELA department chairperson to provide instructional coaching for the new teachers using the coaching cycle of co-teaching, demo lessons, and observation/feedback.

1.1b Teachers meet with their department monthly and then with their colleagues twice a month to plan and collaborate for assessments, lesson studies, and to discuss outcomes of action walks and professional development needs.

1.1c Conferences/training, including AVID, MAP, SBAC, Direct Instruction, Classroom Management, Student Engagement, Instructional Strategies

1.2 Teachers provide tutoring through the Homework Center to students three days per week for 1.5 hours a day in all core content areas

1.3a Material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.)

1.3b Technology/ equipment (e.g. computers, chromebooks, etc.), web-based programs, etc.

1.4 Provide EL students with resources and supports such as tutoring (Learning center), one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.

1.5 Counselors met with students for “Academic Rescue” for individuals with two or more D’s or F’s monthly. Counselors will review student data, adjust courses and instructors as needed, as well as implement needed interventions.

Effectiveness

1.1a The model was implemented with varied effectiveness. Although the coaching was effective, the fact of our coach only having one class period to visit classes, observe instruction provided some challenges in growth of our teachers.

1.1b The foundation of the model was implemented throughout the year. Three of the four core departments made further progress than others on common assessments and lesson planning. All departments need further refinement in assessment data analysis.

1.1c Teachers are utilizing faculty meetings and other PD opportunities to implement the strategies they have learned through AVID training, A2Z for math, collaboration with West Ed for our ninth grade ELA teachers. Additional support, training and follow through are still needed.

1.5 Although the counselors met with students at least once during the school year for Academic Rescue intervention, it did not materialize until after the progress reports were disseminated due to master schedule needs. However, we now have two additional counselors to manage student caseloads. Additional organization training and refinement is needed to complete the student cycle

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

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.

Future Changes

None.

Goal 2 – School Climate

By the end of the 19-20, Stagg High School will reduce suspension and expulsion rates by 5%; reduce chronic truancy by 3%, and increase school-wide attendance by 3%. As indicated through the PLUS student survey, Stagg HS will increase the number of students who report feeling safe on campus by 5%. Also, students will report they feel part of the Stagg High School campus by an increase of 5%. Stagg HS will reduce the number of teacher referred discipline referrals by 10%.

Identified Need

The increased focus on culture and climate is based on data from year-to-year suspension, expulsion and truancy rates, as well as survey responses. Stagg High School has had a high suspension and truancy rate as reported in the CA Dashboard, in addition to unfavorable results on the PLUS/PBIS surveys (see data below). The plan for improving data in this area includes a significant increase in the rigor of instruction in the classroom, trauma informed care, mental health clinicians, leadership and PLUS programs, and increased mentoring programs.

Suspension

Suspension Data

	17-18	18-19
Feb.	483.88	138.49

Expulsion

Expulsion Data

17-18	18-19
9	2

Attendance/Chronic Truancy –

Attendance Data

17-18
90.49%

Chronic Absenteeism Data

17-18	18-19
36.4%	19.83%
Feb 17-18	
29.65%	

School Climate –

PBIS/PLUS Survey Data

I feel safe at my school?

17-18

66%

I feel like I am part of this school?

17-18

62%

PLUS Survey Data

17-18

62% felt part of the school (PLUS) across each grade span.

70% of students reported there was at least one adult who cared about them (PLUS).

66% of students felt safe (PLUS)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	10.2%	9.9%
Chronic Absenteeism (All Student)	13.8%	13.3%

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 support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Stagg High School will provide students with social and emotional support systems. These systems will include, but not be limited to, Healthy Start programs of trauma counseling, substance abuse counseling, anger management, LGBTQ support, gang intervention, suicide prevention, and other mental health issues. District and Site based programs to support students are PBIS, PLUS and PLUS forums, and mentoring programs such as the Willie B. Atkins Scholar Program, My Brother's Keeper, and Girl Empowerment. Students may also participate in structured student engagement activities through clubs, ASB, PLUS, and sports.

Continue the implementation of standards based curriculum and instructional coaching to increase student learning and engagement, in addition to mental health/trauma counselors and increased mentoring programs.

Conferences:

California PBIS Coalition: California Conference on Positive Behavioral Interventions and Supports. - October 28 - 29, 2019 - Attendees: Kathryn Byers, Assistant Principal; David D'Morias, PLUS Teacher

California PBIS Coalition: High School PBIS Symposium - February 20, 2020 - Attendees: Kathryn Byers, Assistant Principal; David D'Morias, PLUS Teacher

PBIS: Supporting Our Most Vulnerable Children & Youth - October 3 - 4, 2019 - Attendees: Kathryn Byers, Assistant Principal

School Climate Conference - April 5 - 7, 2020 - Attendees: Kathryn Byers, Assistant Principal; David D'Morias, PLUS Teacher

License agreement purchase to continue implementation of the Plasco "Hero" program to redirect students' negative behavior through positive behavior implementations and supports.

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)
\$3,100 - 52150 (Conferences) \$4,500 - 52150 (Conferences)	Title I - 50671 LCFF - 23034
\$10,000 - 43110 (Instructional Materials)	Title I - 50671
\$7,400 - 58450 (License Agreement Plasco "Hero")	LCFF - 2304

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

1.1 PBIS programs are used to improve campus climate and safety; PLUS and PLUS forums to increase student leadership in school culture and ownership. Healthy Start programs are used to assist students with mental health issues through a full-time trauma counselor provided by a Kaiser Permanente grant and mental health clinicians; drug and violence prevention classes; and other health issues and concerns with a full-time registered nurse.

Effectiveness

1.2 Attendance rates have increased and chronic absenteeism and suspension rates have decreased significantly. Stagg has had two expulsions to date.

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

We have incorporated two additional Mentoring Programs (My Brother's Keeper and Willie B. Adkins Scholars Program), elevated our "HERO" student incentives for academic achievement, positive behavior and improved attendance. School culture and student connection to the campus has improved through increased lunch-time activities, after school activities such as movie nights, student rallies, school club membership and sports teams.

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

1.1 The Stagg High School Healthy Start Center will be increasing student support services by providing a full time nurse, an additional mental health clinician in addition to the trauma therapist provided through a Kaiser Permanente grant. Stagg HS has been successful in renewing its Kaiser grant three years in a row.

Goal 3 – Meaningful Partnerships

By the end of the 19-20, Stagg High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

Identified Need

Historically Stagg has had difficulty motivating parents to attend back to school night, parent/teacher conferences, ELAC, and SSC meetings based on sign-in sheets even though communication school messengers, emails, and flyers have been sent home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting - Sign-in sheets	Establish baseline	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Parents

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc.

of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events

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)

\$6,460 - 43400 (Parent Meeting)

Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

1.1 Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, and monthly coffee hours,

Effectiveness

1.2 The number of parents attending college presentations, scholarship nights, and general information sessions has maintained and has not increased.

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

1.1 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.

Future Changes

1.1 Utilize all social media avenues to garner more parent support. Additionally, we will provide opportunities for parents to be actively involved in assisting their children be successful in preparing for College and Career.

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	\$332,770
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	\$749,331

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	\$332,770

Subtotal of additional federal funds included for this school: \$332,770

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	\$416,561

Subtotal of state or local funds included for this school: \$416,561

Total of federal, state, and/or local funds for this school: \$749,331