



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 12/15/2020

Amos Alonzo Stagg High School

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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	School Site Council (SSC) Approval Date	Local Board Approval Date
Stagg High School	39686763937406	Ver 1 – 01/16/2020	Ver 1 – 05/21/2020 Ver 2 – 11/18/2020	Ver 1 – 07/28/2020 Ver 2 – 12/15/2020

## 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)

Stagg High School is implementing a Schoolwide Program. Stagg High School has been identified for Additional Targeted Support and Improvement (ATSI) for the English Learner subgroup.

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, 2018-19, and 2019-20 school years, 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 2019-20, Year 3, Stagg High School initiated a needs assessment process that included a review of the school's 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. Other areas identified were the need for Positive Behavioral Intervention and Supports (PBIS) and mentoring programs and increased allocations to support ELD learning and teacher professional development.

In summary, it was determined that additional support in Math, ELA/ELD, PBIS, 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.

In the school year 2019-20, the stakeholders continued to review the plan to meet the needs of the students.

In January of 2020 Stagg's English Language Advisory Committee (ELAC) reviewed the school SPSA and made recommendations to the School Site Council. In January and February of 2020, assessment, attendance, and discipline data were reviewed and discussed in creation of the Decision Making Model (DMM) to guide the site council team in creation the 2020-21 SPSA. Input from the English Language Advisory Committee was reviewed in May of 2020. The revised draft was reviewed and approved, with input from ELAC and SSC in an additional May 2020 meeting.

## Resource Inequities

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

A review of the comprehensive needs assessment determined that there remains a need to focus on support in the area of mathematics and ELA/ELD. There is also a great need for social emotional learning as indicated in PLUS surveys, LCAP data, and through the DMM process. Through addressing these combined areas, the needs of students who struggle to meet requirements for graduation will be addressed and students will experience improved outcomes as they move onto college, career, and community.

# 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:

ELA/ELD SMART Goal:

By the end of the 2020-21 school year, 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 42% to 47%). This increase will be supported through the implementation of standards based curriculum and a full time ELA coach to support classroom instruction.

Graduation SMART Goal:

By the end of the 2020-21 school year, the Graduation Rate will increase by 8% to move into Green on the CA Dashboard

College/Career SMART Goal:

By the end of the 2020-21 school year, the College/Career Readiness Rate will increase by 2.0% to move into Yellow on the CA Dashboard.

School Goal for Math:

Math SMART Goal:

By the end of the 2020-21 school year, 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.



## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA/ELD:

The focus on the increase in ELA achievement is based on data on the CAASPP testing. Stagg had a 4.2 percent increase for the CAASPP overall. It had a 5.74 percent increase for eleventh grade. Our AP Exam passage rate increased by 3% (see data below) during the 2018-19 school year. New curriculum was adopted District wide for English Language Arts. Teachers and administration attended various trainings throughout the school year to support instruction. The school has had number of new ELA teachers over the last two years. This school year, these teachers were supported through an instructional coach. 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.

Indicator	2016-17		2017-18		2018-19		
CAASPP ELA	45%		36%		37.61%		
Graduation Rate	78%		76.7%		73.3%		
AP Exam Passage	26%		16%		19%		
College and Career	22.4%		23.9%		16.7%		
Graduates meeting A-G	26.3%		30.70%		20.60%		
College Going Rate	69%		59%		64%		
Teacher Grades (per semester Fs)	Sem. 1 1475	Sem. 2 1712	Sem. 1 1960	Sem. 2 2134	T1/1 966	T1/2 1247	T2/1
EL Reclassification (53.1% making progress)	18.5%		27.80%		30.20%		
EL Graduation Rate	71%		68.60%		68.80%		

### Math:

The focus on the increase in Math achievement is based on data the CAASPP testing. Stagg had only a slight increase in math to 12.02 percent. This was an increase of 0.67%. Stagg did increase its AP Exam passage rate by 3% in the 2018-19 school year. New curriculum was adopted District wide for Mathematics. Teachers and administration attended various trainings throughout the school year to support instruction. An instructional coach was added and he supported all new teachers, but his main focus was ELA and an instructional coach was not provided for Mathematics. During the second half of the 2018-19 school year a MOU was created with the San Joaquin County Office of Education for mathematics support for teachers. This involved coaching and professional development. This MOU continued into the 2019-20 school year. 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.

Indicator	2016-17		2017-18		2018-19		
CAASPP Math	17.67%		11.35%		12.02%		
Graduation Rate	78%		76.7%		73.3%		
AP Exam Passage	26%		16%		19%		
College and Career	22.4%		23.9%		16.7%		
Graduates meeting A-G	26.3%		30.70%		20.60%		
College Going Rate	69%		59%		64%		
EL Graduation Rate	71%		68.60%		68.80%		
Teacher Grades (per semester Fs)	Sem. 1 1475	Sem. 2 1712	Sem. 1 1960	Sem. 2 2134	T1/1 966	T1/2 1247	T2/1

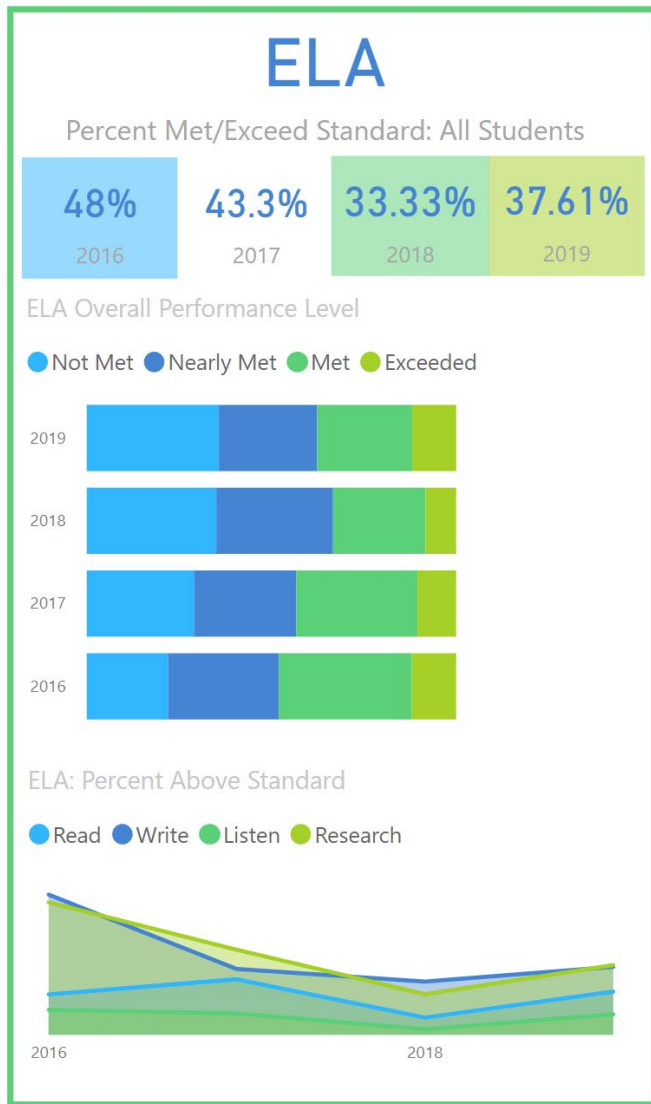
By the end of the 2020-21 school year, all students will work towards reducing the percentage of 2 or more F's by 10%.

By the end of the 2020-21 school year, all 11th and 12th grade students who take the Advanced Placement exam will increase an overall Passage rate by 5%

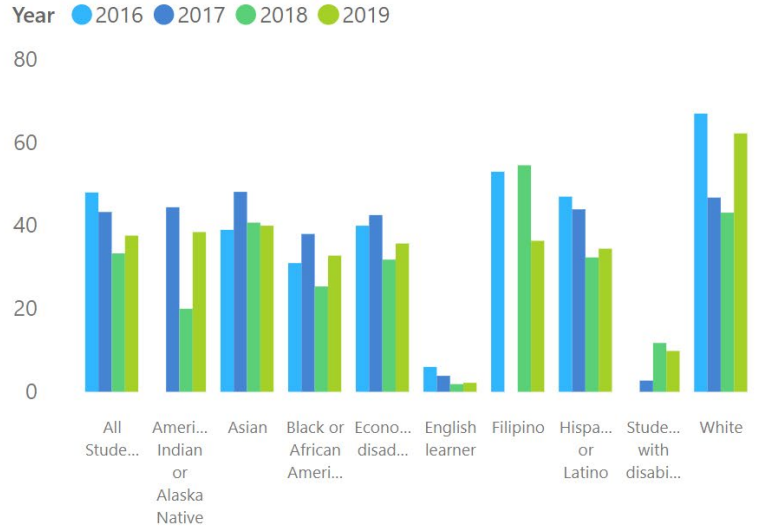
By the end of the 2020-21 school year, the number of students enrolled in A-G classes will increase by 5%.

CA Dashboard Math: Red/124.6 points below standard (Decline of 15 points)

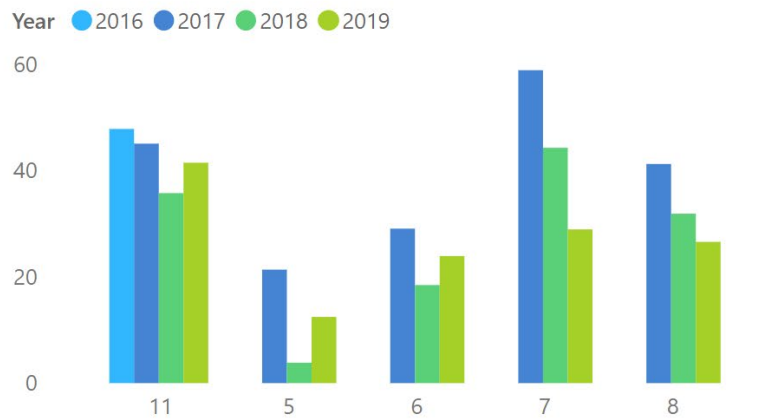
## Amos Alonzo Stagg High School – Goal 1



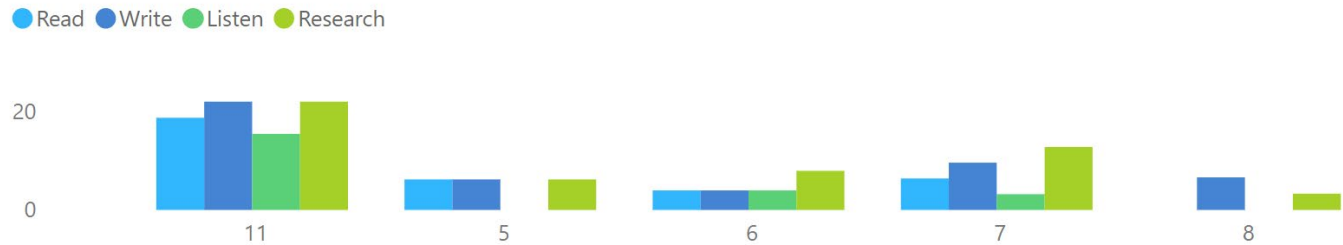
ELA CAASPP: Percent Met/Exceed Standard

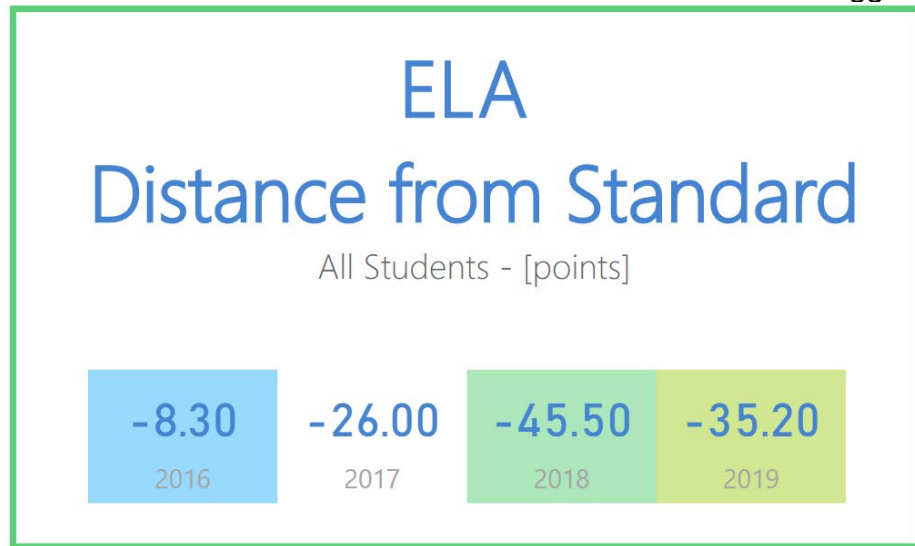


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



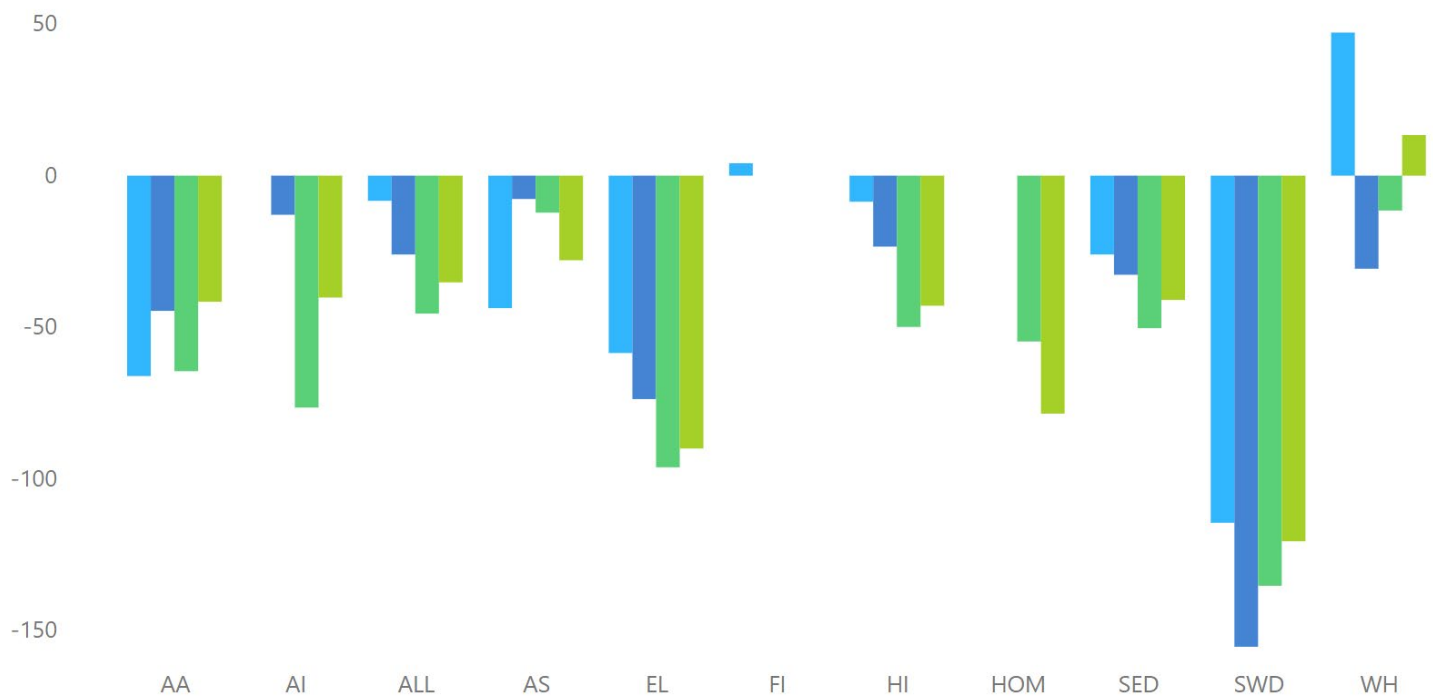
2019 Prelim ELA CAASPP: Area - Percent Above Standard

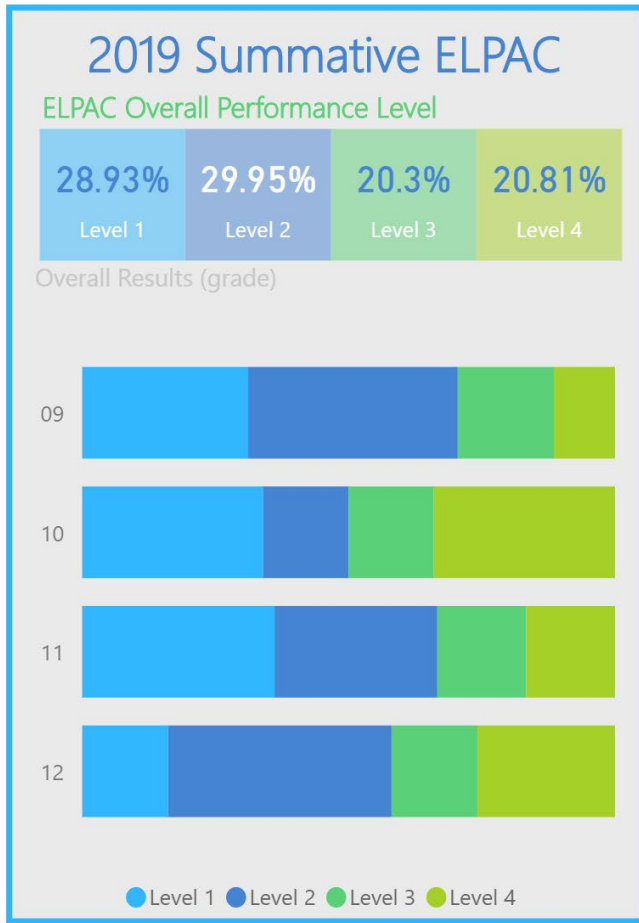




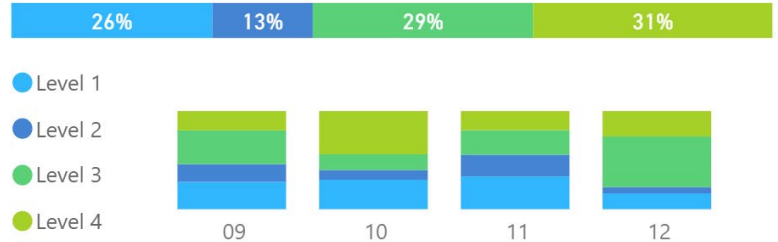
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

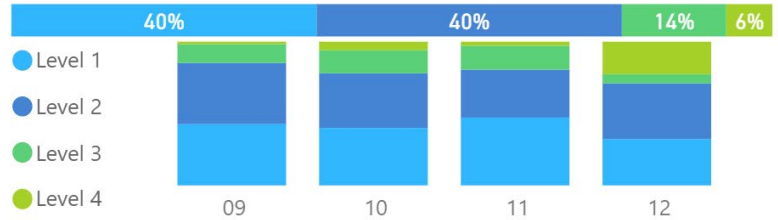




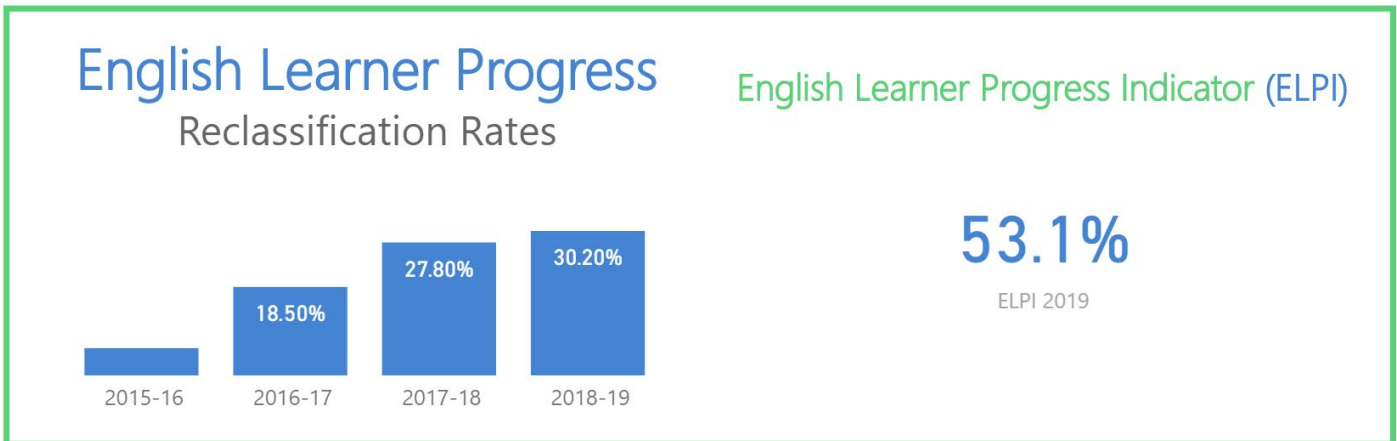
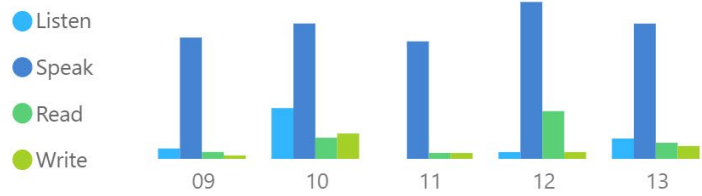
#### Oral Language Overall Performance Level

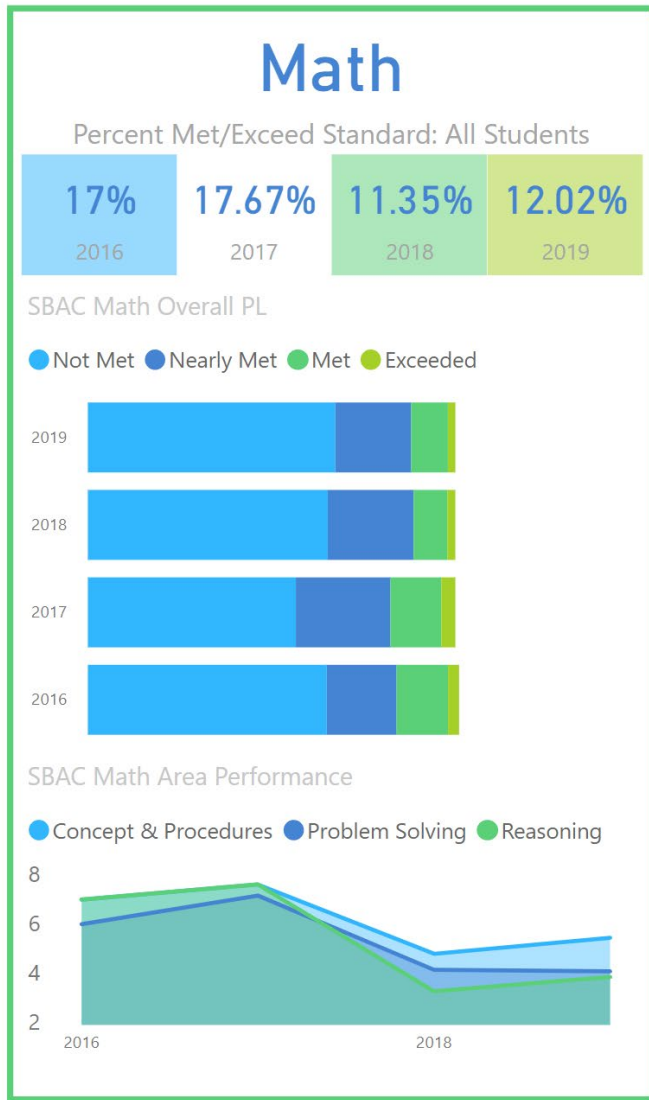


#### Written Language Overall Performance Level

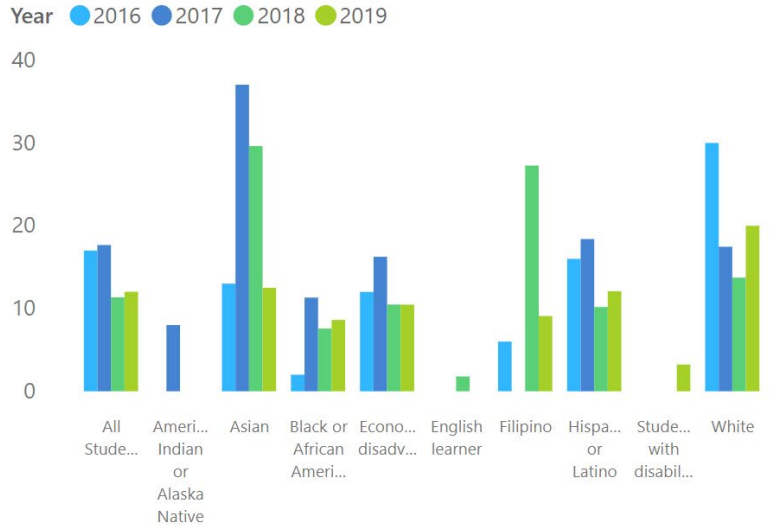


#### Performance Area: Percent Well Developed

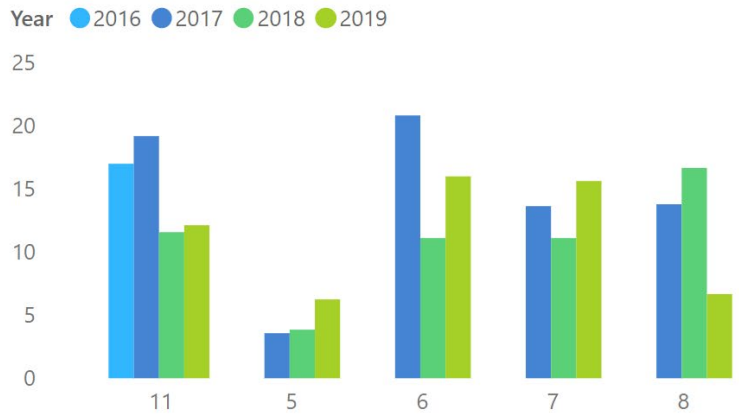




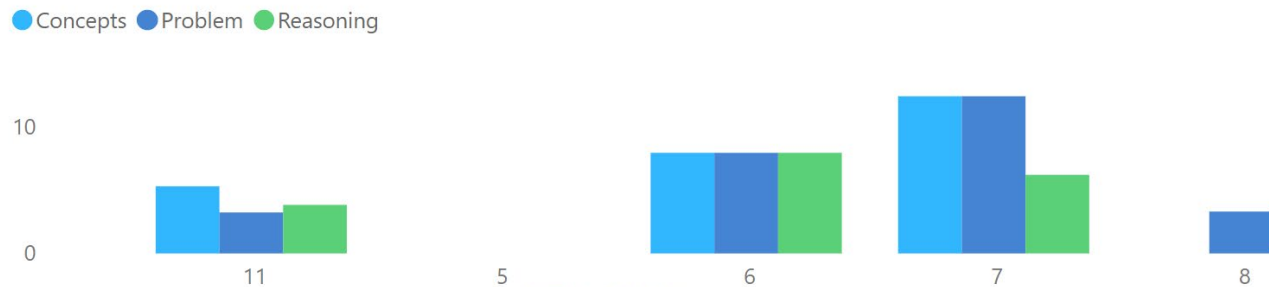
Math CAASPP: Percent Met/Exceed Standard

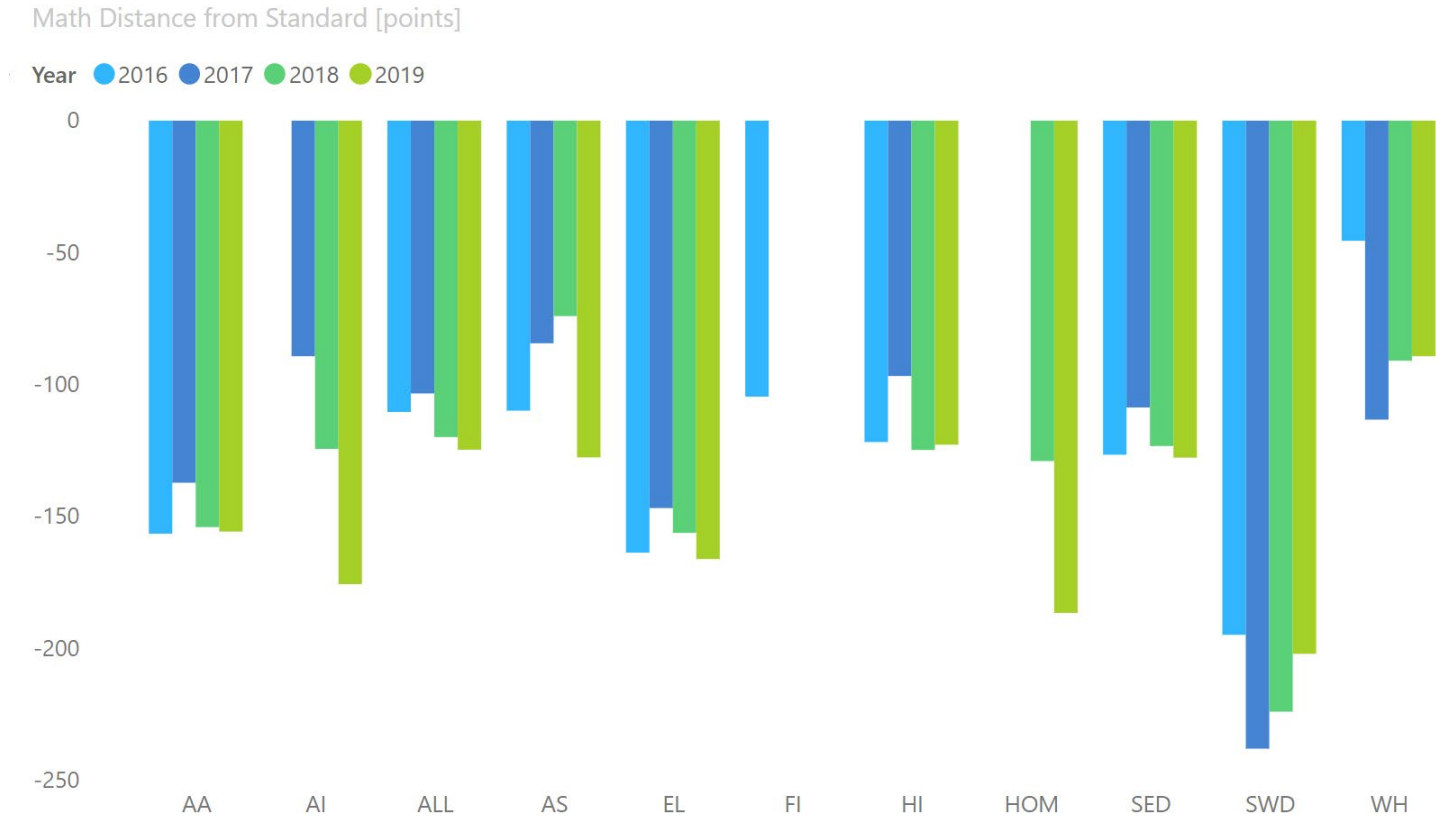
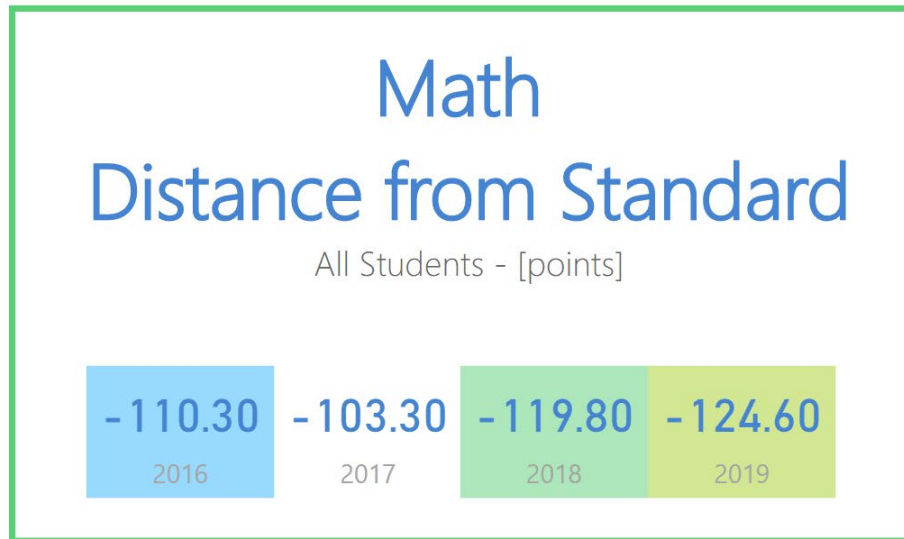


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard

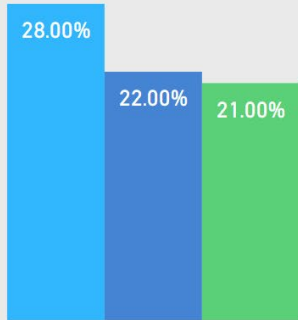




## PSAT NMSQT Grade 10

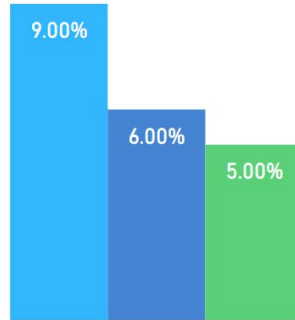
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

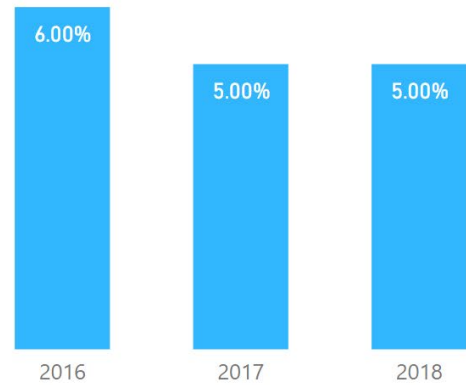


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



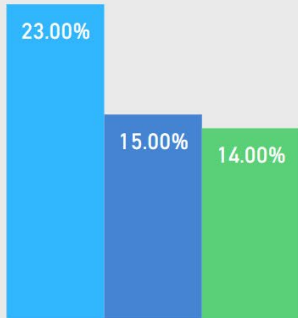
Percent Met ERW & Math Benchmark



## PSAT 8/9 Grade 8

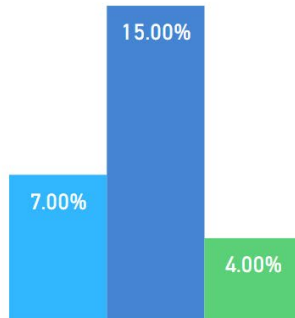
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

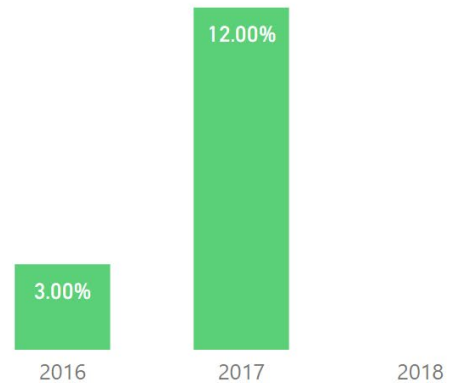


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



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# Graduation Rate

Four Year Cohort - All Students



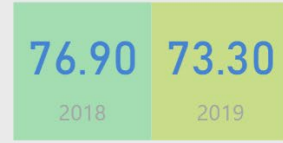
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



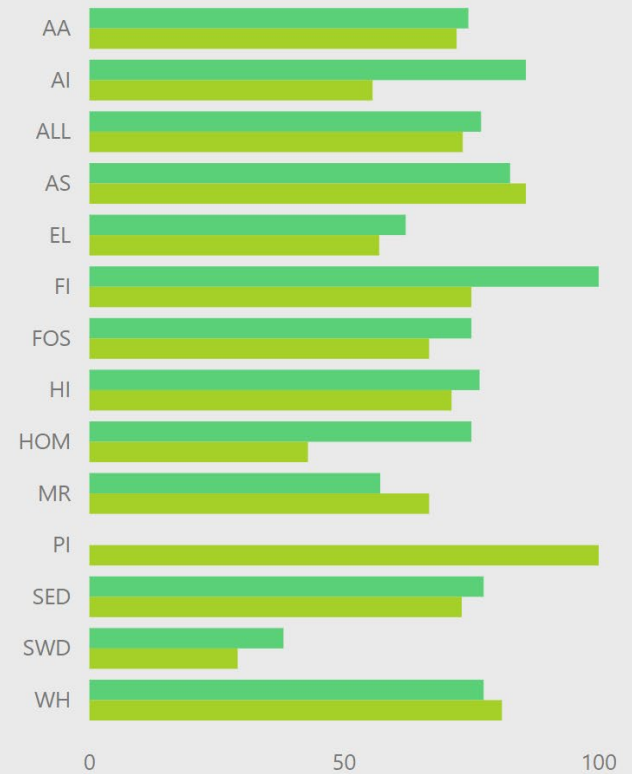
# Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



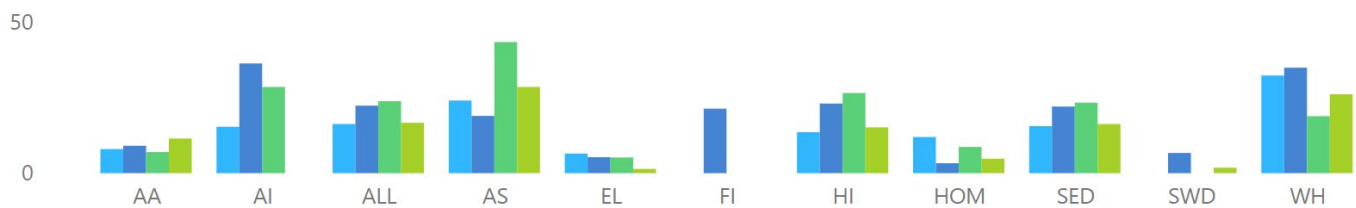
## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



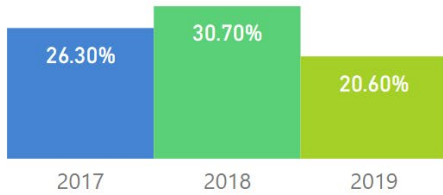
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
AA	2019	85.70	0	0.00	0.00	0.00	57.10	0.00	0.00
ALL	2019	71.70	0	3.30	0.00	1.70	60.00	1.70	10.00
AS	2019	87.50	0	0.00	0.00	0.00	75.00	0.00	0.00
EL	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
HI	2019	80.00	0	3.30	0.00	0.00	53.30	3.30	16.70
HOM	2019	100.00	0	0.00	0.00	0.00	100.00	0.00	0.00
SED	2019	73.10	0	3.80	0.00	1.90	57.70	1.90	9.60
SWD	2019	100.00	0	0.00	0.00	0.00	0.00	0.00	0.00
WH	2019	45.50	0	9.10	0.00	0.00	63.60	0.00	9.10

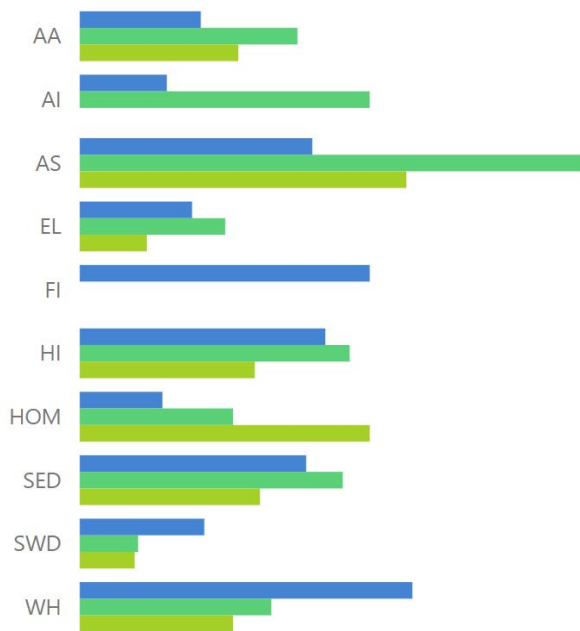
## UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



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## College-Going Rate

High School Completers

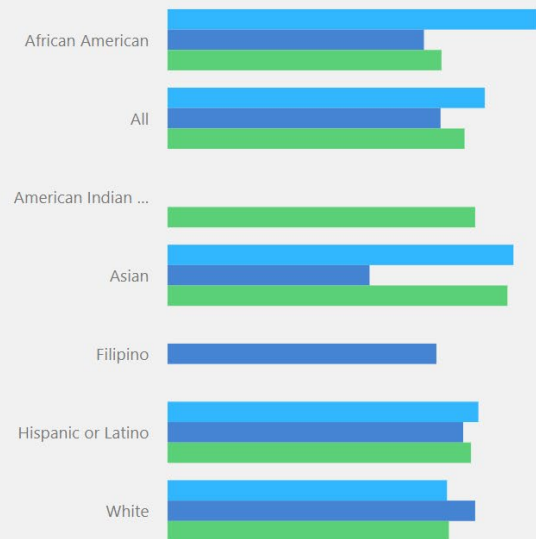
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



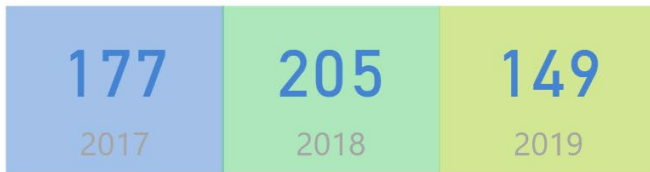
Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



# Advanced Placement

Count of AP Course Passed

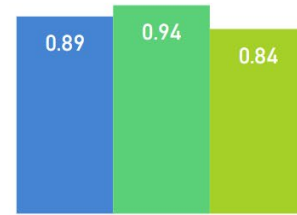


Count of AP Course Taken

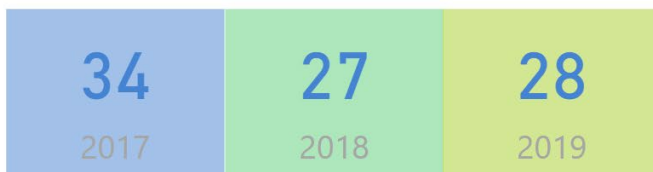


Percent of AP Courses Passed

Year ● 2017 ● 2018 ● 2019



Count of AP Exams Passed

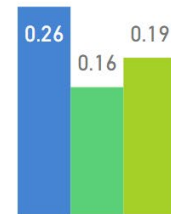


Count of AP Exams Taken



Percent of AP Exams Passed

Year ● 2017 ● 2018 ● 2019



## 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	•		•	•		•	•	•	•	•		•			

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-35.2 points below standard	-20.2 points below standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-124.6 points below standard	-109.6 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 and subgroups: EL students

### Strategy/Activity

**Teacher Training** – Teachers will continue to receive in depth training on new curriculum, instructional strategies, and standards through ELA and Math. They will be provided 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.

**Instructional Coach** - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. The Instructional Coach(es) 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.

**Data Analysis**- Teachers, administration, and instructional coach will meet to review assessment data and grades, and to calibrate instruction.

**A2Z Consultants** - A2Z Consultants will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. \$10,000 – Title I

**Data Dives** - 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.

**PLC Conferences** ~ Las Vegas or San Diego - Spring - 2 administrators, Instructional Coaches, 8-10 teachers \$22,000 - Title I

**ELD Professional Development** – Professional development to support increased achievement and the goal of increased reclassification of English learners to RFEP. \$8,000 - Title I

**AVID Institutes, Conferences, and Pathway Trainings** ~ AVID Teachers, Administrators, Leadership Team members, and Stagg teacher will continue with training and Professional Development to learn new instructional techniques to engage students and increase rigor \$10,000 - Title I

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

**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. \$20,000 – Title I

**Release and Collaboration Time for Teachers - \$85,000 (\$65,000 – Title I, \$20,000 – LCFF)**

### 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
\$35,000	58100	Consultants Instructional (A2Z, SJCOE Mathematics
\$40,000	52150	Conferences
\$15,000	11500	Teacher Additional Comp
\$50,000	11700	Teacher Substitute
		2 @ .5 FTE Instructional Coaches – Centralized Service

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$10,000	11500	Teacher Additional Comp
\$10,000	11700	Teacher Substitute

## 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

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

Counselors will continue to 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 students 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.

\$10,000 – Title I

### 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
\$10,000	43110	Instructional Material and Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description



\$ Amount(s)	Object Code	Description

## 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.

**Primary Language Support** - Provide EL students with support and resources through targeted small group instruction, tutoring, primary language novels, etc. that honors the student's primary language to increase foundational literacy skills. \$2,000 – Title I

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

**Bilingual Assistant (.3126 FTE)** - Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter. \$24,434 - LCFF

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 (1.5 FTE)** - Oversee instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity. \$267,355 - LCFF

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

**Resources, materials, supplies for instruction** - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. \$122,381 – Title I

**Maintenance Agreements** - Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. \$4,700 – Title I

**Equipment** – Equipment required by team members to evaluate data, strengthen PLC practices, and record evidence of learning from classrooms. \$8,301 – Title I & LCFF

**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. \$6,700 – Title I

1. SU 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)

### 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
\$93,181	43110	Instructional Materials and Supplies
\$4,700	56590	Maintenance Agreements
\$2,000	44000	Equipment
\$6,700	58720	Field Trips Non-District Transportation (AVID)

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$24,434	21101	.3126 FTE Bilingual Assistant (salary & benefits)
\$267,355	13201	1.5 FTE Assistant Principals (salary & benefits)
\$6,301	44000	Equipment

## 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. The District is currently in the adoption process for a new District wide science curriculum. Teachers began piloting the two curriculum choices during second term in January 2020. The District has provided consistent staff development for science teachers in the areas of NGSS standards, biology, chemistry, and physics. During the 2020-21 school year the District will likely provide curriculum trainings for the new science adoption.

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 re-teaching needs.

**Software** – Stagg High School will obtain software licensing to use Code HS – Web Design. This course may be utilized as the third year lab science requirement or elective course. \$7,500 – LCFF

**Conference/PD** – A Stagg teacher will participate in a 40 hour online professional development to prepare them to use Code HS – Web Design. \$1,750 - LCFF

**Biology Lab Supplies** – Purchase of genetics and biotech experiment laps, which is a NGSS standard. These laps will allow Biology classes to run experiments. \$1,200 – Title I

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

**Instructional Materials and Supplies** - 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 ~ 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 – 3 Ag teachers

Regional CATA meeting - 3 Ag Teachers

Regional CATA meeting – 3 Ag Teachers

## Delta Cal Section CATA meeting - 3 Ag Teachers

**Agriculture Continued:**

CATA Summer Conference - San Luis Obispo - 3 Ag teachers

\$4,000 – Title I

**Field Trips:****Physics Day** ~ Exposure to STEM fields and College and Career Representatives. 1 San Jose - Spring 2021 - 2 teachers, 40 students

\$3,000 – Title I

**Instructional Material and Supplies**

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.

\$30,000 – Title I

**Proposed Expenditures for this Strategy/Activity 4**

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
\$6,000	52150	Conferences
\$31,200	43110	Instructional Materials and Supplies
\$3,000	58720	Pupil Fees

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$7,500	43150	Software License for Code HS Web Design
\$1,750	52150	Conference/PD for teacher training on Code HS Web Design

\$ Amount(s)	Object Code	Description

# 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

1.1a Stagg was provided instructional coaches through its staffing plan. One coach was provided for Stagg High with a focus on ELA and one coach was provided for the elementary PSA program. The Stagg coach provided a high level of support for new teacher and teachers within their first few years of teaching. He met with new teachers on a weekly basis and visited classrooms on a daily basis. The elementary coach was injured just prior to the school year and never returned. She was not replaced by another coach and very little support was provided through other elementary coaches and specialist. The Stagg coached worked with PSA teacher in the absence of the elementary coach.

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: AVID Pathway training, AVID National Conference, iReady, SBAC, Direct Instruction, Classroom Management, Distance Learning, CORE ELA and Mathematics training.

1.1 d A SJCOE Consultant worked with the mathematics department throughout the year. She provided them with model lessons, coaching, curriculum mapping, curriculum pacing, observation, and feedback.

#### Engagement, Instructional Strategies

1.2 Counselors continued using a monitoring system for student to meet A-G requirements. They maintain a 4-year plan for students and monitored grades and courses throughout the school year. Student goals were discussed and provided an “academic folder”

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

1.3b Technology/ equipment (e.g. computers, Chromebook, 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 coaching model worked effectively, especially for new teachers. An additional coach is needed for mathematics, and the PSA 5-8 program.

1.1b More structure and data analysis is needed for some departments. There needs to be a focus on what data is most impactful to drive instruction.

1.1c Conferences/training: The AVID pathway training was attended by nine teachers and the AVID National Conference was attended by two teachers and the principal. The pathway training was found to be the most valuable. All admin and teachers attended CORE ELA and CORE training for the principal continued throughout the year. Mathematics teachers received additional PD and support. Science teachers worked weekly with the District Science specialist based on their credentialed area (biology, chemistry, physics). Additional support was provided to the science department through A2Z. The science department was found to be working effectively toward implementing NGSS standards and participated in piloting curriculum for a 2020-21 science adoption.

1.1 d A SJCOE Consultant worked with the mathematics department throughout the year. She provided them with model lessons, coaching, curriculum mapping, curriculum pacing, observation, and feedback. Teachers found the support to be very helpful and needed in the absence of a mathematics coach.

## Engagement, Instructional Strategies

1.2 Counselors continued using a monitoring system for student to meet A-G requirements. They maintain a 4-year plan for students and monitored grades and courses throughout the school year. Student goals were discussed and provided an “academic folder.” This was done for seniors during iReady testing at the beginning of the year and additional information for seniors was provided during the second iReady administration.

1.3a The teachers and students have well utilized additional resources and materials for projects and to increase student engagement.

1.3b Technology/ equipment was used to increase student engagement. The number of teachers utilizing Google classroom increased during Distance learning and many teachers provided support to their colleagues. Additional training is needed for the ViewSonic Smart Monitor for teachers to utilized it to its full potential.

1.4 Many EL students utilized tutoring through Mr. Juarez. Very few attended tutoring in The Spot, which will need to be revamped to increase attendance.

1.5 There continued to be a substantial amount of Ds and Fs. Many below standard grades are directly related to student attendance. Additional interventions are needed for Stagg “at-risk” students and over represented populations.

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

1.1a A full time coach was added for English, but he ended up supporting all departments. The PSA 5-8 coach was injured and the position was never filled.

1.1b Departments continue to struggle with Stagg's established norms. A greater focus needs to be placed on the use of learning objectives, checking for understanding, and increased peer to peer interaction.

1.1c Conferences/training: AVID summer institute was cancelled due to COVID-19. School Admin, coach, and teachers were not able to attend the Solution Tree conference due to school closures and its cancellation. There were also PBIS conferences that were cancelled as well. These opportunities for PD will remain in the plan for the 2020-21 school year.

1.1 d The SCJOE mathematics consultant had completed a majority of her work with the math department prior to the school closure. She will continue to work with the Stagg mathematics department during the 2020-21 school year.

### Engagement, Instructional Strategies

1.2 Counselors continued using a monitoring system for student to meet A-G requirements. Counselors will continue to monitor student progress and meet with students, who need support due to poor grades.

1.3a Teachers continued to utilized resources to support learning. Additional materials and supplies were allotted for AVID and the mathematics department.

1.3b Students and teachers have expanded their use of technology in support of learning and engagement. Additional training is needed in the use of ViewSonic, which was purchased for the 2029-20 school year.

1.4 Many EL students utilized tutoring after school through Stagg EL Coordinator. Very few attended tutoring in The Spot, which will need to be revamped to increase attendance.

1.5 There continued to be a substantial amount of Ds and Fs. Many below standard grades are directly related to student attendance. Additional interventions are needed for Stagg "at-risk" students and over represented populations. There is a great need to improved attendance. These areas will be closely monitored.

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

1.1a Stagg will continue to utilize a coach to support all teacher, with a focus on new teachers. An additional coach is planned for PSA 5-8. The science department will receive additional supports due to the new science adoption. The plans science PD has yet to be determined.

1.1b The English and Mathematics Departments will be in the second year of their adoption. Departments will focus on refining practices and using curriculum based data to support instruction and increase student engagement.

1.1c There is still a great need for Leadership training in the area of AVID. Stagg will send members of the leadership team to additional AVID trainings offered throughout the school year. AVID strategies will continue to be taught during Factually meetings and site based professional development.

1.1 d The Stagg Mathematics Department will continue to work with the San Joaquin County Office of Education (SJCOE). The focus of the support will be collaborative lesson planning in course teams, lesson study in course teams, and instructional coaching support.

#### Engagement, Instructional Strategies

1.2 Counselors continued using a monitoring system for student to meet A-G requirements. Counselors will continue to monitor student progress and meet with students, who need support due to poor grades.

1.3a Teachers continued to seek additional resources to support teaching and learning.

1.3b Students and teachers have expanded their use of technology in support of learning and engagement. Additional training is needed in the use of ViewSonic, which was purchased for the 2029-20 school year.

1.4 Additional funds were allotted within the SPSA to support the progress of English Learners and training for ELD teachers.

1.5 Additional interventions are needed for Stagg “at-risk” students and over represented populations. There is a great need to improved attendance. Counselors, CWA, and admin will closely monitor and evaluate data pertaining to grades and attendance.

## Goal 2 – School Climate

By the end of the 2020-21 school year, Stagg High School will reduce the total number of days of suspensions to less than 300 with no expulsions, and reduce chronic absenteeism to 10% or less.

Stagg will increase the percentage of student who report feeling safe on campus by 5% 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%. This increase will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.

School Goal for Attendance/Chronic Truancy:

By the end of the 2020-21 school year, Stagg High School will reduce the total number of days of suspensions to less than 300 with no expulsions, and reduce chronic truancy to 20% or less.

Stagg will increase the percentage of student who report feeling safe on campus by 5% 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

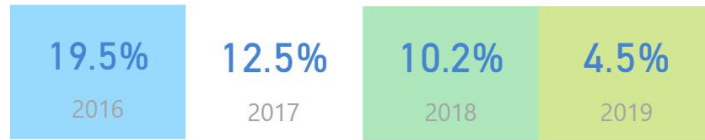
The increased focus on culture and climate is based on data from year-to-year suspension, expulsion and truancy rates, as well as survey responses. Traditionally, Stagg High School has had a high suspension and truancy rate as reported in the CA Dashboard. The school's suspension rate did decrease by 4.5% and its Chronic Absenteeism decreased by 2.5% during the 2018-19 school year. 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, an advisory period to build student connections and foster culture and increased mentoring programs.

Indicator	2017-18	2018-19	2019-20
Suspension Rate	483.88	138.49	512.91 (Feb.)
Expulsion Data	9	2	5 (March)
Chronic Absenteeism	36.4%	26.16%	23.53% (March)
PLUS "I feel my school is safe."	66%	47%	45% (winter)
PLUS "I feel like I am part of this school."	62%	51%	49% (winter)

Attendance/Chronic Truancy – By the end of the 2020-21 school year, Stagg High School will have less than 300 days of suspension, no expulsions, and less than 10% chronic absenteeism.

## Suspension Rate

All Students  
percent of unduplicated suspension



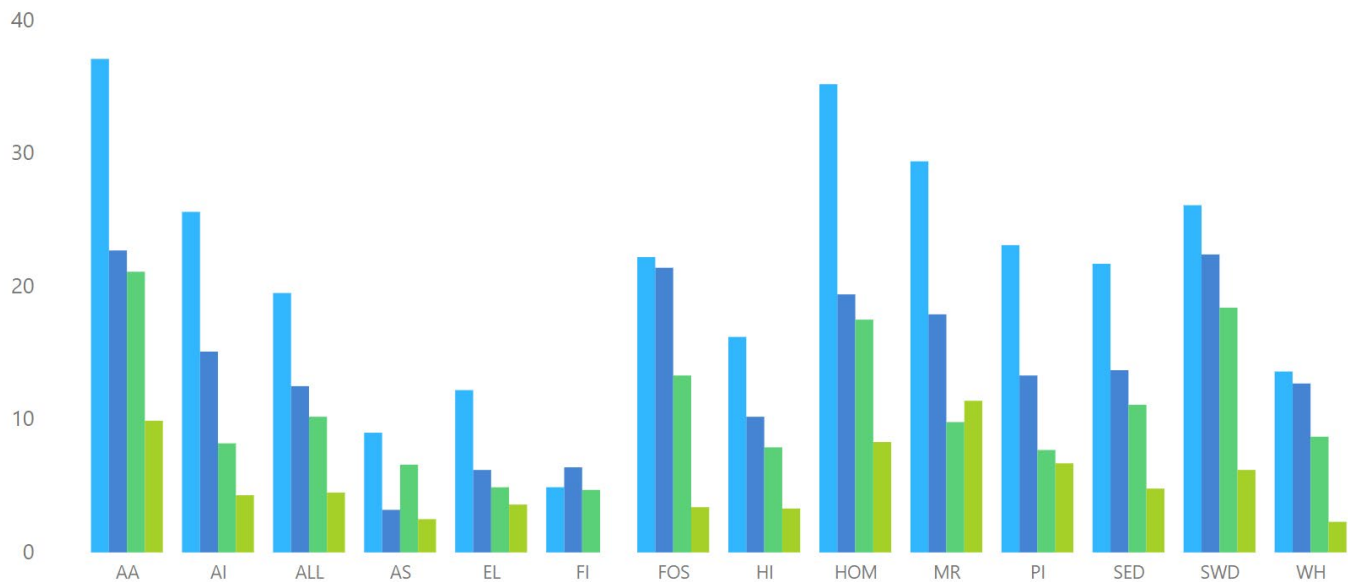
## Expulsion

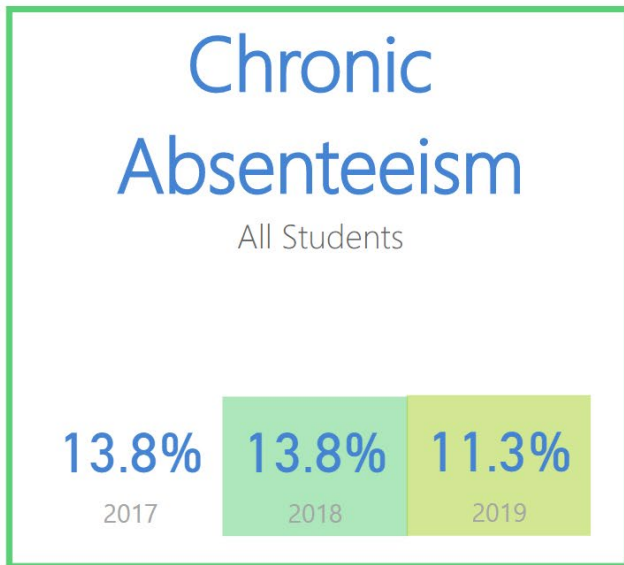
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



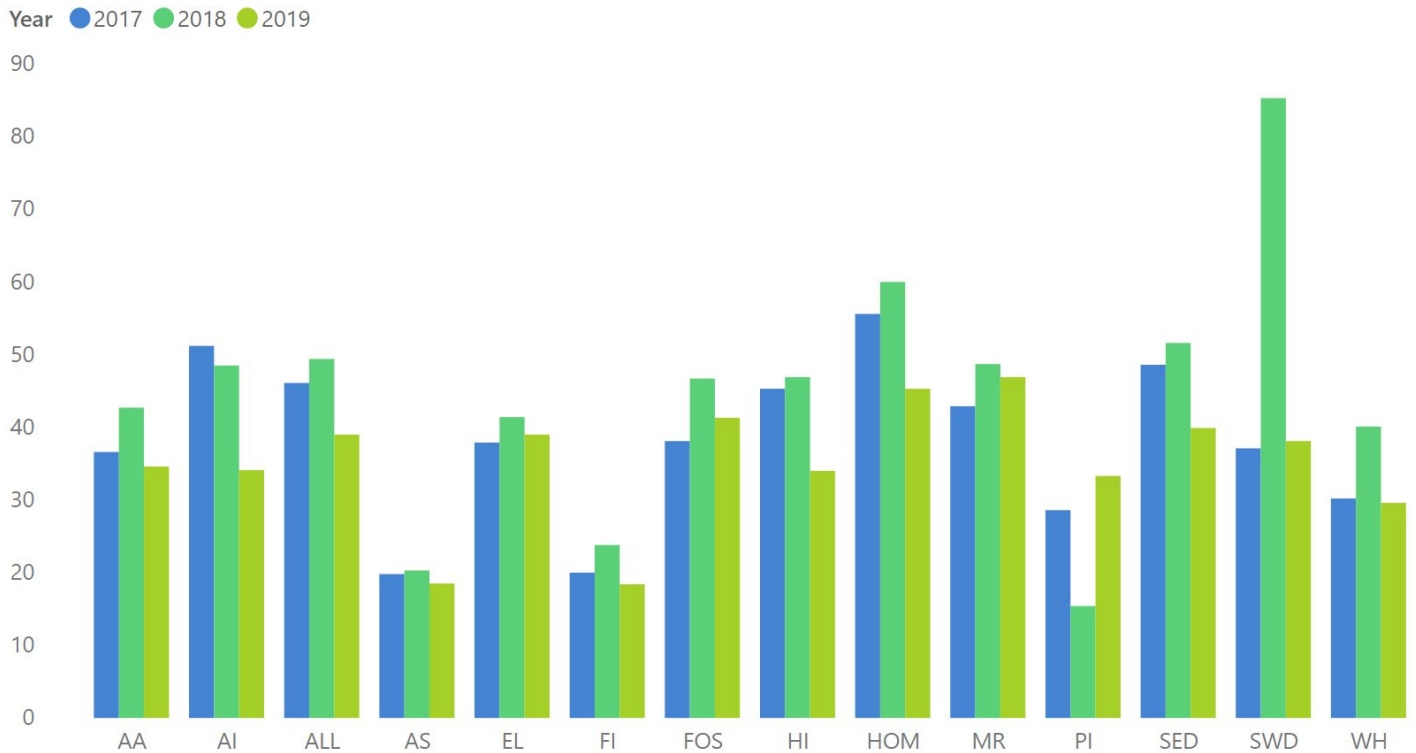
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	4.5%	>4.5%
Chronic Absenteeism (All Students)	11.3%	9%

## 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, Wellness Center 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, Raising Youth Resilience Mentor Me Program, and Faces of Resilience through Public Health Advocates. Stagg will also be adding an Advisory Period one day per week to facilitate positive student to teacher relationships, encourage students to make sound academic choices, and plan for their future. 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.

**Youth Mentorship Program** – Raising Youth Resilience \$35,000 – Title I

**Instructional Material and Supplies** - \$10,000 – Title I

**Conferences:** \$10,000 – Title I

California PBIS Coalition: California Conference on Positive Behavioral Interventions and Supports. - September 21-23 in Sacramento – One administrator, PLUS Teacher, ASB Teacher, Wellness Center Coordinator, and one additional teacher

School Climate Conference – October 25-27, 2020, Temecula, CA – Attendees: One administrator, PLUS Teacher, ASB Teacher, Wellness Center Coordinator, and one additional teacher

CADA State Convention – March 2021 in Reno, Nevada – Attendees: PLUS Teacher, ASB Teacher, One Administrator to further develop campus climate and culture strategies, activities, and programs

**License agreement** - purchase to continue implementation of the SchoolMint “Hero” program to redirect students’ negative behavior through positive behavior implementations and supports.  
\$7,800 - LCFF

### Proposed Expenditures for this Strategy/Activity 1

School Plan for Student Achievement| SY 2020-2021

Version 1 – Board Approval 07/28/2020



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
\$35,000	58320	Consultant – Non-Instructional
\$10,000	52150	Conferences
\$10,000	43110	Instructional Materials and Supplies

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$7,800	58450	License Agreement for (SchoolMint “Hero”)

## 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

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 There was a slight increase in attendance rates and decrease in chronic absenteeism. Suspension rates increase significantly. Stagg has had five expulsions to date, which is an increase of three. The percentage of students reporting through the PLUS survey that they “Feel Safe at School” and “Feel that I am Part of My School” decreased slightly.

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

Point Break, which provided anger management, gang awareness, and drug awareness counseling was cut by the District prior to the beginning of the school year. These services were not replaced until January of 2020.

My Brother’s Keeper, a mentoring program through Mary Magdalene Children Services, was cut by the District in February. This program provided mostly after school mentoring and support to male Stagg students. Willie B. Adkins moved to Chavez for the 2019-2020 school year. Stagg students continued to be eligible to attend, but meetings were no longer held at Stagg. The San Joaquin PRIDE Center, which had provided two part time counselors to support Stagg LGBTQ+ population did not have a MOU with the District to begin the school year, and was not established until almost December. Counselors did not return as part of the MOU.

The “HERO” student incentive program was heavily tied into using “The Spot” (Library) for student activities and a student store. The Spot was not usable until January due to delays in the cafeteria renovation. The “HERO” program provided incentives for academic achievement, positive behavior and improved attendance.

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 Stagg High School will be providing an additional Therapist through a Kaiser Grant, but this grant will end as of October 2020.

The Stagg PLUS program will have a new teacher for 2020-21. This teacher has been a member of the Stagg teaching staff for four years and will bring new perspectives and ideas. Training will be required during the summer and throughout the school year.

Stagg will be working with a non-profit agency called Raising Youth Resilience. This agency will provide mentoring and restorative practices during the school day, which will lead to better outcomes academically and socially for Stagg youth and overrepresented populations.

## Goal 3 – Meaningful Partnerships

By the end of the 2020-21 school year, Stagg High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

## Identified Need

### Meaningful Partnerships:

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, social media posts (Facebook, Instagram, and Twitter), and flyers have been sent home.

<b>Metric/Indicator</b>	<b>2019-20</b>	<b>2020-21</b>
Parent Coffee Hour Attendance	Average 6-8 Parents	10-15 Parents attend
Mitigation Meeting Attendance	Average 25-50	50-100 Parents attend
AVID Parent Meeting Attendance	Average 5-8	10-15 Parents attend
ELAC Meetings	Average 4-6	10-12 Parents attend
Parent LCAP Survey Participation	17	>100

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Coffee Hour Attendance	Average 6-8 Parents	10-15 Parents attend
Mitigation Meeting Attendance	Average 25-50	50-100 Parents attend
AVID Parent Meeting Attendance	Average 5-8	10-15 Parents attend
ELAC Meetings	Average 4-6	10-15 Parents attend
Parent LCAP Survey Participation	17	>100

**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, Parent Coffee Hours, ELAC Meetings, etc. \$7,012 – Title I

# 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 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
\$7,012	43400	Parent Meeting Expenses

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description

## 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

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. Increase the amount and manner in which information goes out to parents, students, and staff. Weekly Blackboard messages (email and voice) were sent to parents, students, and staff. Stagg social media accounts (Facebook, Instagram, and Twitter) were actively used to post messages about school events and activities.

#### Effectiveness

1.2 The number of parents attending college presentations, scholarship nights, and general information sessions has maintained and has not increased. Despite an increased amount of contact through Blackboard (Parent/Student/Staff messaging system) and social media (Instagram, Facebook, Twitter) the number of parents completing the LCAP survey went down. Stagg social media accounts gained followers during the course of the 2019-20 school year. Instagram currently has over 800 followers.

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 Not all funds were utilized due to the COVID-19 crisis.

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 Continue to 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 through coffee hours and AVID meetings. We will increase LCAP



participation by setting up Chromebook stations during events that garner a large parent attendance (Back-to-School Nights, Sports Information Nights, Sports Awards Nights, Sporting Events).

## 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	\$358,793
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	\$693,933

## 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	\$351,781

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

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	\$335,140

Subtotal of state or local funds included for this school: \$335,140

Total of federal, state, and/or local funds for this school: \$693,933

## Budget Spreadsheet Overview – Title I

STAGG								TOTAL ALLOCATION		\$	351,781			
Preliminary Budget Allocation - TITLE I								TOTAL BUDGET DISTRIBUTED BELOW		\$	351,781			
FISCAL YEAR 2020-21								TO BE BUDGETED (Should be \$0.)			0			
								50647		TOTAL ALLOCATION		\$	7,012	
										TOTAL BUDGET DISTRIBUTED BELOW		\$	7,012	
										TO BE BUDGETED (Should be \$0.)			0	
Object	Description	FTE	TITLE I					TOTAL BUDGET						
			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							
Personnel Cost-Including Benefits														
11500	Teacher - Add Comp		\$	15,000					\$	15,000				
11700	Teacher Substitute		\$	50,000					\$	50,000				
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			\$	65,000	\$	-	\$	-	\$	-	\$	65,000		
Books & Supplies														
42000	Books								\$	-				
43110	Instructional Materials		\$	132,381	\$	2,000	\$	10,000		\$	144,381			
43200	Non-Instructional Materials								\$	-				
43400	Parent Meeting								\$	7,012	\$	7,012		
44000	Equipment		\$	2,000						\$	2,000			
43150	Software									\$	-			
	OTHER									\$	-			
	OTHER									\$	-			
Sub Total-Supplies			\$	134,381	\$	2,000	\$	10,000	\$	-	\$	7,012	\$	153,393
Services														
57150	Duplicating									\$	-			
57250	Field Trip-District Trans									\$	-			
57160	Nurses									\$	-			
56590	Maintenance Agreement		\$	4,700						\$	4,700			
56530	Equipment Repair									\$	-			
52150	Conference		\$	38,000	\$	8,000	\$	10,000			\$	56,000		
58450	License Agreement									\$	-			
58720	Field Trip-Non-District Trans		\$	6,700						\$	6,700			
58920	Pupil Fees		\$	3,000						\$	3,000			
58100	Consultants-instructional		\$	35,000						\$	35,000			
58320	Consultants-Noninstructional							\$	35,000		\$	35,000		
	OTHER									\$	-			
	OTHER									\$	-			
Sub Total-Services			\$	87,400	\$	8,000	\$	10,000	\$	35,000	\$	-	\$	140,400
GRAND TOTAL			\$	286,781	\$	10,000	\$	20,000	\$	35,000	\$	7,012		

**Budget Spreadsheet Overview – LCFF****STAGG****Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21**

				TOTAL ALLOCATION	\$	335,140
				TOTAL BUDGET DISTRIBUTED BELOW	\$	335,140
				TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 10,000				\$ 10,000
11700	Teacher Substitute		\$ 10,000				\$ 10,000
12151	Counselor						\$ -
13201	Assistant Principal	1.5000	\$ 267,355				\$ 267,355
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.3126		\$ 24,434			\$ 24,434
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 287,355	\$ 24,434	\$ -	\$ -	\$ 311,789
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment		\$ 6,301				\$ 6,301
43150	Software		\$ 7,800				\$ 7,800
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 14,101	\$ -	\$ -	\$ -	\$ 14,101
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 1,750				\$ 1,750
58450	License Agreement				\$ 7,500		\$ 7,500
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 1,750	\$ -	\$ 7,500	\$ -	\$ 9,250
GRAND TOTAL			\$ 303,206	\$ 24,434	\$ 7,500	\$ -	\$ 335,140

# Amendments

## Version 2

The purpose of this amendment adjusts the funding is to expand the consultant mentoring services and enhance the multi-media CTE pathway. This adjustment required the movement of expenditures and allocations. Stagg's School Site Council (SSC) reviewed and approved the changes on November 18, 2020, which have been detailed in their minutes as shown below:

<p>Review and update SPSA budget reallocations</p> <ul style="list-style-type: none"> <li>• Expansion of Raising Youth Resilience Mentoring Program</li> <li>• Development of multi-use, multimedia recording studio</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We have received \$350,000 in Title I funds for this school year. This funding is specific to usage, but we must approve any alterations to the SPSA in order to change our spending.</i></li> <li>• <i>Due to Covid 19, conferences are off the table and all expenses that are related, and other such activities.</i></li> <li>• <b>Suggestion for reallocation of funds to Raising Youth Resilience Mentoring Program</b> <ul style="list-style-type: none"> <li>-Possibility of adding three new youth mentors for \$35,000 per person. This would be an additional \$105,000 reallocation from Title I funding. Members and representatives will come to the next School Site Council to present data and information about the program. This will be sent to SUSD board for approval.</li> <li>-Silver Castillo moves to approve budget transfer from conferences to RYR</li> <li>-Shoual Chang seconds</li> <li>-All in favor, No Opposed</li> </ul> </li> <li>• <b>Development of multi-use, multimedia recording studio</b> <ul style="list-style-type: none"> <li>-This will be accessible to all programs for social media or projects, including individual use for class projects. \$14,999 reallocation to a multimedia recording studio. This is the maximum amount, and we will still need CDE approval, and the alumni association will give a grant of up to \$10,000. A graphic design pathway and a multi-media production CTE pathway are in the works, but we need to achieve certain requirements both physically and in terms of running the program. Eventually, it would go through the VAPA department, then eventually as its own pathway.</li> <li>-Shoual Chang moves to approve budget transfer to the multimedia studio</li> <li>-Silver Castillo seconds</li> <li>-All in favor, No Opposed</li> </ul> </li> </ul> <p>December 16, 2020 @ 4:30</p>
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SPSA: Goal 1, Strategy 5 was added to reflect the CTE pathways including the new multi-media pathway in development.

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

Strategy/Activity: Career Technical Pathways -

Stagg High currently offers 4 CTE pathways; Agriscience, Ornamental Horticulture, Ornamental Floriculture, and Public Safety. The three agriculture pathways are staffed by 3 Ag CTE teachers. These pathways will have close to 500 of Stagg's 1700 students. The public safety pathway is seated within the Public Safety Academy (PSA) and currently functions as a pathway exclusive to the students within the academy.

To meet our district mission of graduating all students college, career, and community ready along with our new graduation requirements suggesting the completion of a CTE pathway, we must increase the CTE pathway options available to Staff High students as they are currently underserved and lack diversity in the options available. To meet this demand Stagg High in cooperation with the district CTE department will establish a new pathway in Design Visual and Media Arts for the 2020-21 school year. This pathway has proved to be highly successful within this district at both Chavez and Merlo, and will tie in seamlessly with Stagg High's reputable journalism program.

Upon completion of this 3 course pathway, students will be provided with an in-depth understanding of digital design tools, processes and systems common to careers in graphic arts and digital production. Close examination of topics include printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production.

To start this pathway a computer lab, cameras, and Adobe software will need to be installed. This will equate to roughly \$70,000 in startup costs.

SPSA: Goal 2, Strategy 1 was modified to justify the increase in mentorship and multi-media activities. (Red font identifies the specific changes.)

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, Wellness Center 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, Raising Youth Resilience Mentor Me Program, and Faces of Resilience through Public Health Advocates. Stagg will also be adding an Advisory Period one day per week to facilitate positive student to teacher relationships, encourage students to make sound academic choices, and plan for their future. 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.

Youth Mentorship Program – Raising Youth Resilience \$35,000 – Title I [Proposed increase from \$35,000 to an additional \$105,000]

Based on an increased need for mentorship and individualized academic, social-emotional and career support due to challenges of distance learning and the challenges of living through a pandemic, we would like to expand our Youth Mentorship Program with Raising Youth Resilience from one full-time mentor to four full-time mentors. This will equate to 1 mentor per grade level so that supports and services to our students most in-need have the opportunity to receive mentorship.

#### Multimedia Recording Studio

Conferences –\$14,999 –Title I [budget transfer \$14,999 from conferences to Multimedia Recording Studio]

In response to our students' demonstrated interest in multimedia production and the arts, and also in the relevance and integration of new & emerging technologies, we will create a multimedia recording

studio. The creation and inclusive oversight of the studio will increase student engagement on campus. It will help foster a sense of connection to school. In our PLUS survey this past year nearly 50% of our students surveyed provided a “disagree” response to the following question: “I feel like I am part of this school.” With half of our students feeling that they are not part of the school, a basic adolescent need of “belonging” is not being met. As a result, students look for a sense of belonging in outlets outside of school. This in turn, contributes to the following risk factors: chronic absenteeism, dropping out, substance abuse, illegal activity and gang affiliation.” While there is no one single

measure to solve the complex issue of low attendance rates and high chronic absenteeism rates, we know that students attend school, engage in classes and perform at high academic levels when they feel connected and participate in classes/programs that are of relevance to them. Students have demonstrated a high interest in all things related to multimedia especially as it relates to new & emerging technology platforms and the creative arts.

Instructional Material and Supplies - \$10,000 – Title I

Conferences: \$10,000 – Title I

California PBIS Coalition: California Conference on Positive Behavioral Interventions and Supports. - September 21-23 in Sacramento – One administrator, PLUS Teacher, ASB Teacher, Wellness Center Coordinator, and one additional teacher

School Climate Conference – October 25-27, 2020, Temecula, CA – Attendees: One administrator, PLUS Teacher, ASB Teacher, Wellness Center Coordinator, and one additional teacher

CADA State Convention – March 2021 in Reno, Nevada – Attendees: PLUS Teacher, ASB Teacher, One Administrator to further develop campus climate and culture strategies, activities, and programs

License agreement - purchase to continue implementation of the SchoolMint “Hero” program to redirect students’ negative behavior through positive behavior implementations and supports. \$7,800 - LCFF



# Amos Alonzo Stagg High School – Budget Summary

STAGG

July 28, 2020

INITIAL BUDGET/DATE

12/15/2020

REVISED BUDGET/DATE

TITLE I		TOTAL ALLOCATION				\$ 351,781		LCFF		TOTAL ALLOCATION				\$ 335,140		TITLE I - PARENT - 50647				TOTAL ALLOCATION				\$ 7,012			
		TOTAL BUDGET DISTRIBUTED BELOW				\$ 351,781						TOTAL BUDGET DISTRIBUTED BELOW				\$ 335,140						TOTAL BUDGET DISTRIBUTED BELOW				\$ 7,012	
		TO BE BUDGETED (Should be \$0.)				0						TO BE BUDGETED (Should be \$0.)				0						TO BE BUDGETED (Should be \$0.)				0	
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET											
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS						
Personnel Cost-Including Benefits																											
11500	Teacher - Add Comp (incl benefits)	0.000	\$	15,000	0.000	\$	5,001	0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$	20,001				
11700	Teacher Substitute (incl benefits)	0.000	\$	35,903	0.000			0.000	\$	-	0.000		0.000		0.000		0.000		0.000		0.000	\$	35,903				
12151	Counselor	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$	-				
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$	-				
12500	Counselor-add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$	-				
13201	Assistant Principal	1.500	\$	-	0.000	\$	218,152	0.000		0.000		0.000		0.000		0.000		0.000		1.500	\$	218,152					
30000	Statutory Benefits	0.000	\$	-	0.000	\$	49,203	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	49,203					
19101	Program Specialist	0.000	\$	-	0.000	\$	-	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
19500	Prog Spec-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
19101	Instructional Coach	0.000	\$	-	0.000			0.000	\$	-	0.000		0.000		0.000		0.000		0.000		0.000	\$	-				
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
19500	Instr Coach-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
21101	Instructional Asst/CAI	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
21101	Bilingual Assistant	0.750			0.000			0.000		0.000	\$	10,573	0.000		0.000		0.000		0.000		0.750	\$	10,573				
30000	Statutory Benefits	0.000			0.000			0.000		0.000	\$	13,861	0.000		0.000		0.000		0.000		0.000	\$	13,861				
21500	Bl Asst-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
22601	Library Media Assistant	0.000			\$	-	0.000		0.000	\$	-	0.000		0.000		0.000		0.000		0.000	\$	-					
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
22901	Community Assistant	0.000			0.000			0.000		0.000	\$	-	0.000		0.000		0.000		0.000		0.000	\$	-				
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
22500	Comm Asst-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
29101	Parent Liaison	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$	-					
29500	Par Lia-Add Comp (incl benefits)	0.000	\$	-	0.000	\$	-	0.000		0.000	\$	-	0.000		0.000		0.000		0.000		0.000	\$	-				
Sub Total - Personnel/Benefits				\$ 50,903		\$ 272,356		\$ -		\$ 24,434		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 347,693					
Books & Supplies																											
42000	Books				\$	-			\$	-									\$	-		\$ -					
43110	Instructional Materials		\$	62,381		\$	-		\$	2,000		\$	10,000		\$	-		\$	-		\$	74,381					
43150	Software		\$	-		\$	7,500		\$	-		\$	-		\$	-		\$	-		\$	7,500					
43400	Parent Meeting																		\$	7,012		\$ 7,012					
44000	Equipment		\$	72,000		\$	21,300		\$	-		\$	-		\$	-		\$	-		\$	93,300					
Sub Total - Books & Supplies				\$ 134,381		\$ 28,800		\$ 2,000		\$ -		\$ 10,000		\$ -		\$ -		\$ -		\$ 7,012		\$ 182,193					
Services																											
57150	Duplicating																				\$	-					
57250	Field Trip-District Trans																				\$	-					
56590	Maintenance Agreement		\$	4,700		\$	-		\$	-		\$	-		\$	-		\$	-		\$	4,700					
52150	Conference		\$	-		\$	1,750		\$	-		\$	-		\$	-		\$	-		\$	1,750					
52170	Web Training		\$	97		\$	-		\$	-		\$	-		\$	-		\$	-		\$	97					
58450	License Agreement		\$	-		\$	-		\$	-		\$	7,800		\$	-		\$	-		\$	7,800					
58720	Field Trip-Non-District Trans		\$	6,700																	\$	6,700					
58920	Pupil Fees		\$	3,000																	\$	3,000					
58100	Consultants-Instructional		\$	35,000											\$	105,000					\$	140,000					
58320	Consultants-Noninstructional																				\$	-					
Sub Total - Services				\$ 49,497		\$ 1,750		\$ -		\$ -		\$ 7,800		\$ 105,000		\$ -		\$ -		\$ -		\$ 164,047					
GRAND TOTAL				\$ 234,781		\$ 302,906		\$ 2,000		\$ 24,434		\$ 10,000		\$ 7,800		\$ 105,000		\$ -		\$ 7,012							