



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

Version 3 – 10/26/2021

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 2 – N/A Ver 3 – 08/21/2021	Ver 1 – 05/21/2020 Ver 2 – 11/18/2020 Ver 3 – 10/12/2021	Ver 1 – 07/28/2020 Ver 2 – 12/15/2020 Ver 3 – 10/26/2021

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.

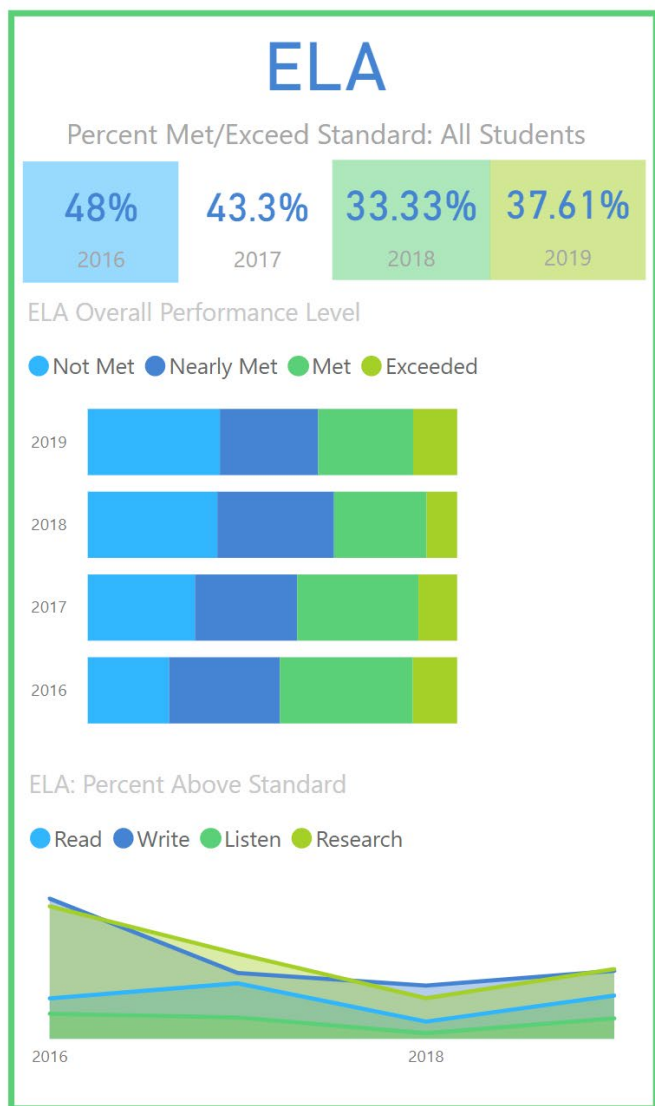
Indicator	2016-17		2017-18		2018-19		
CAASPP Math	17.67%		11.35%		12.02%		
Graduation Rate	78%		76.7%		73.3%		
AP Exam Passage	26%		16%		19%		
College and Career	22.4%		23.9%		16.7%		
Graduates meeting A-G	26.3%		30.70%		20.60%		
College Going Rate	69%		59%		64%		
EL Graduation Rate	71%		68.60%		68.80%		
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%.

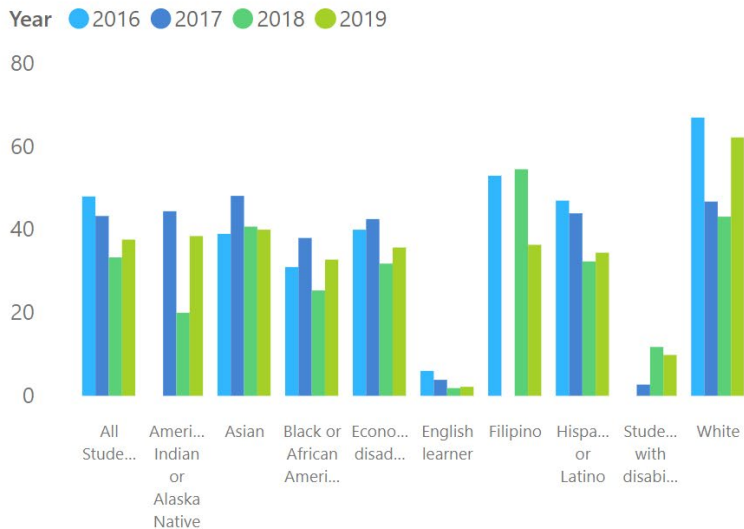
By the end of the 2020-21 school year, all 11th and 12th grade students who take the Advanced Placement exam will increase an overall Passage rate by 5%

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

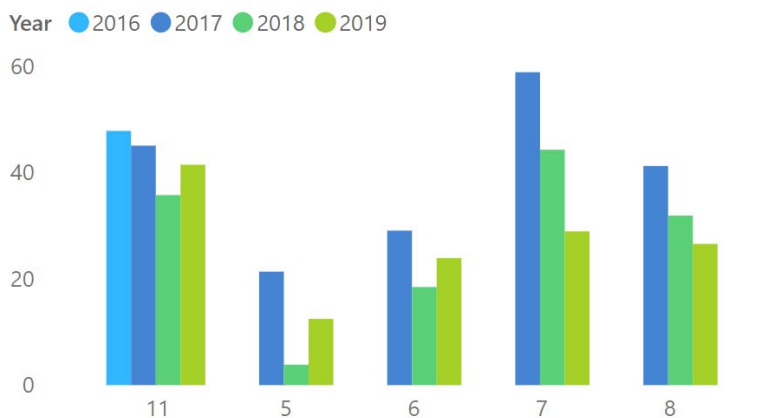
CA Dashboard Math: Red/124.6 points below standard (Decline of 15 points)



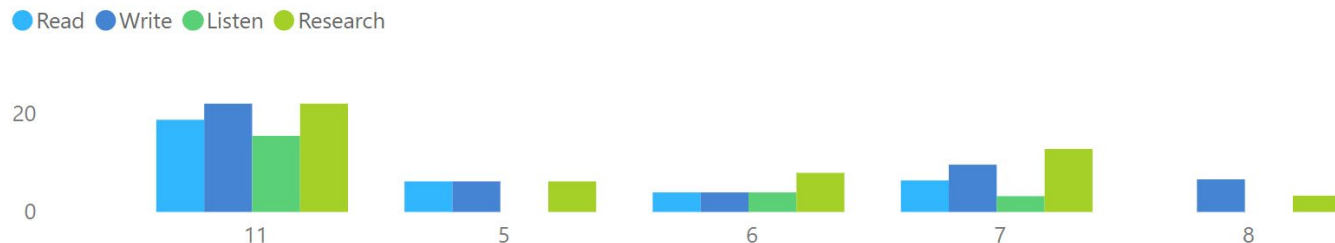
ELA CAASPP: Percent Met/Exceed Standard

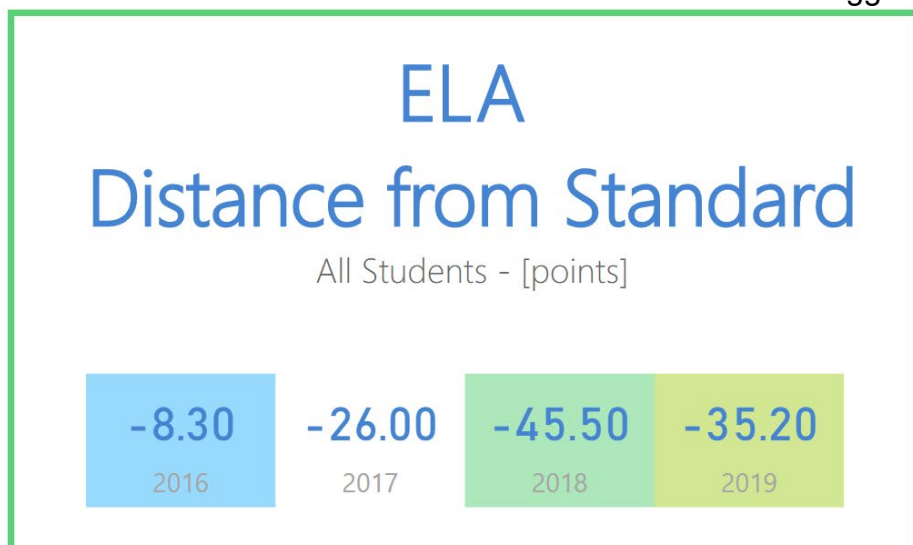


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



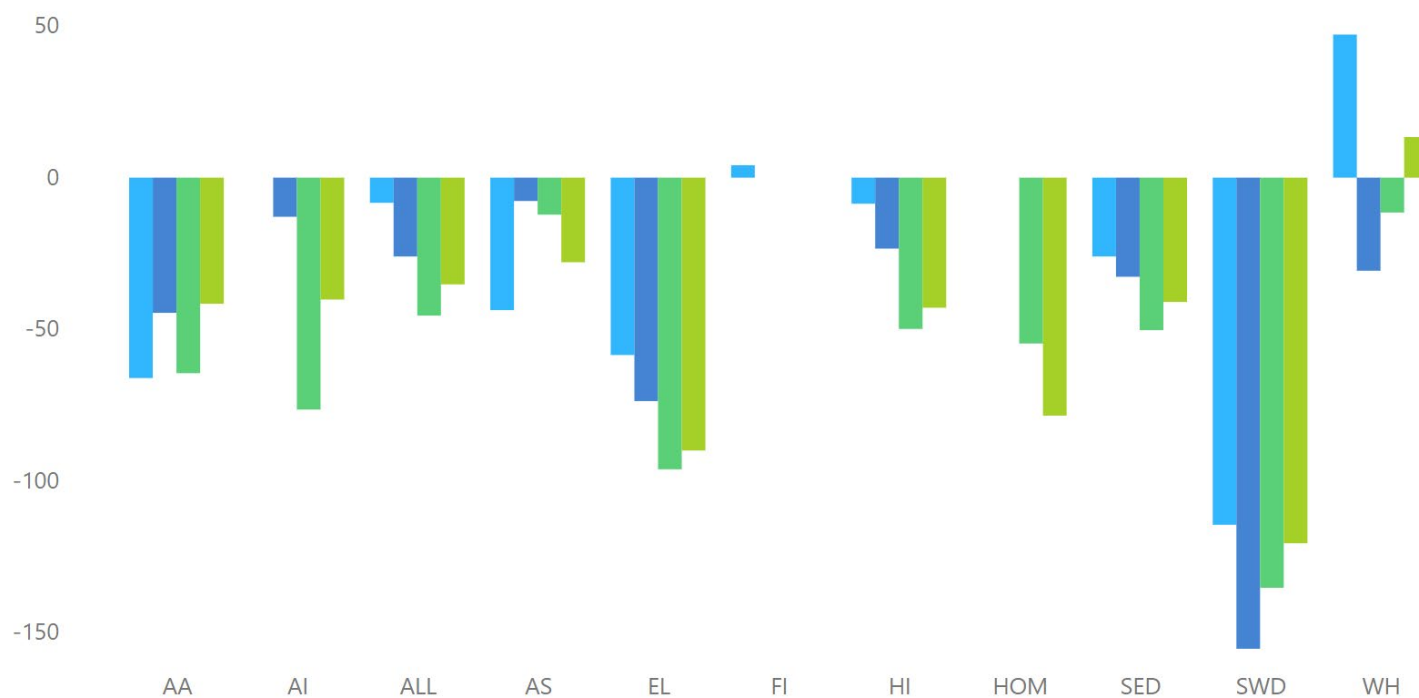
2019 Prelim ELA CAASPP: Area - Percent Above Standard

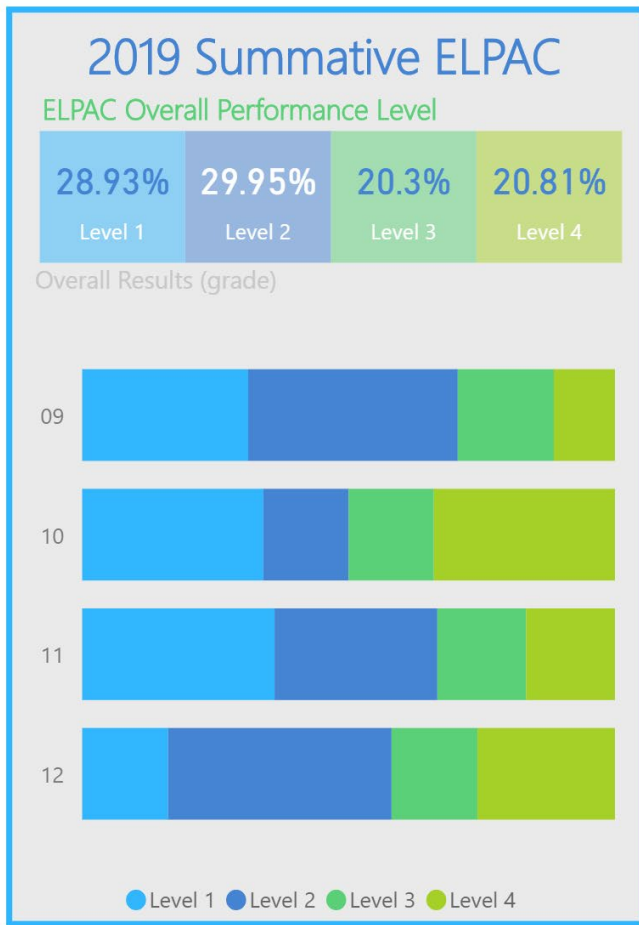




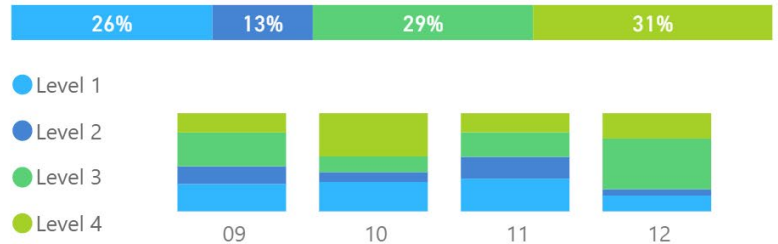
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

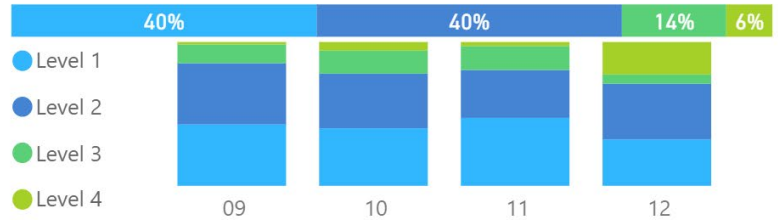




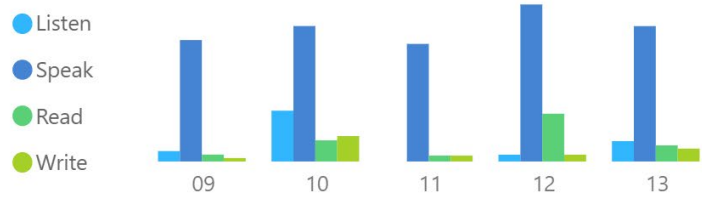
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



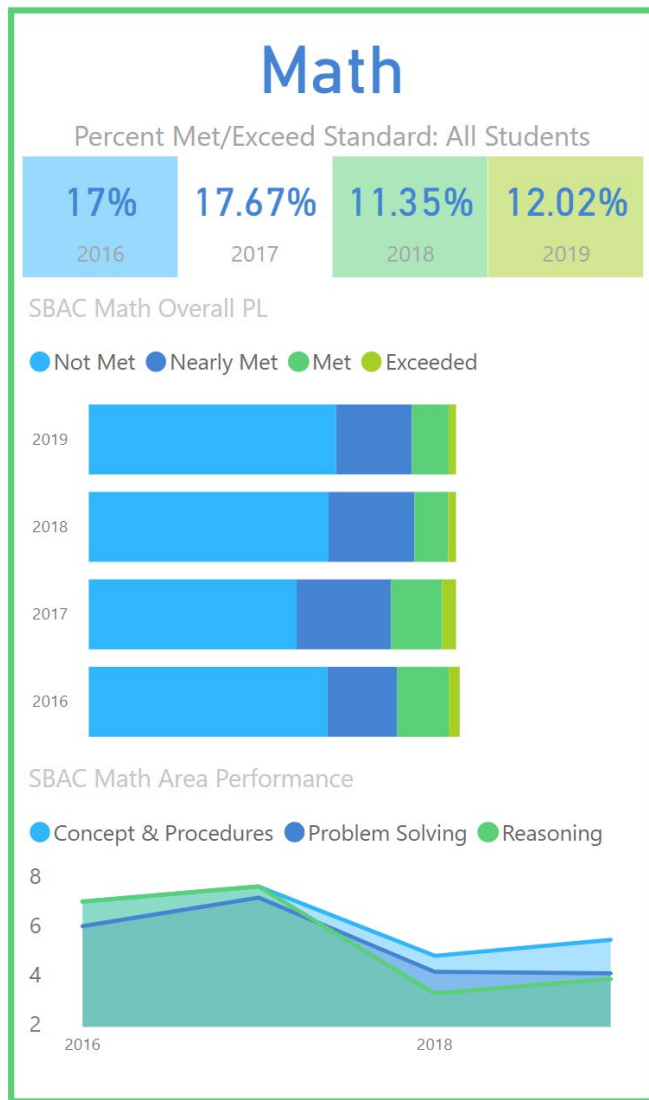
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)

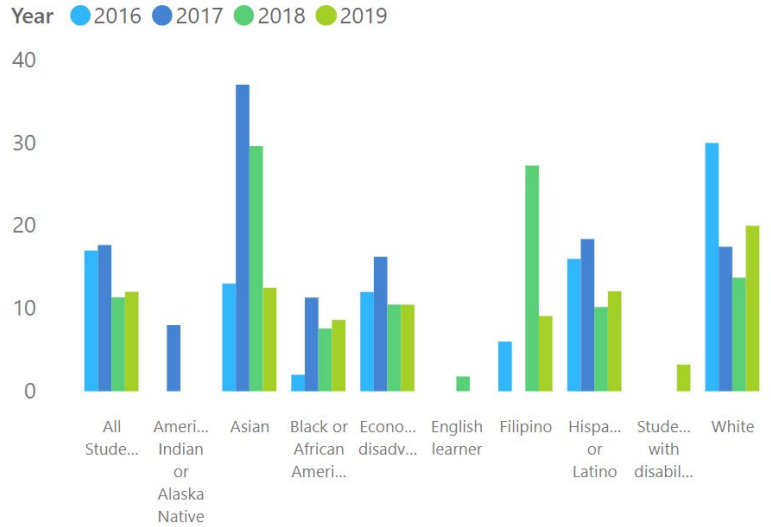


53.1%

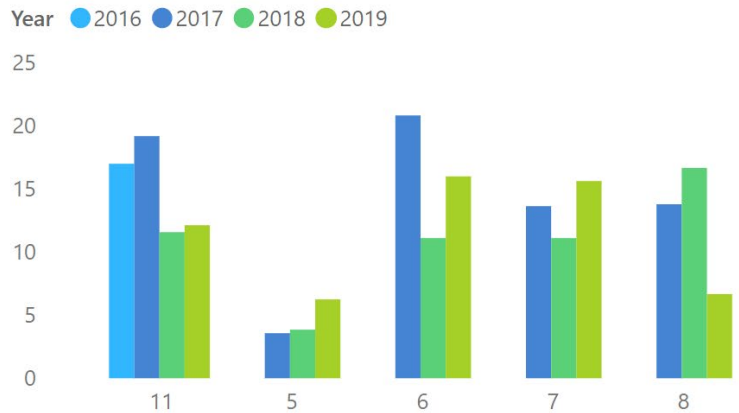
ELPI 2019



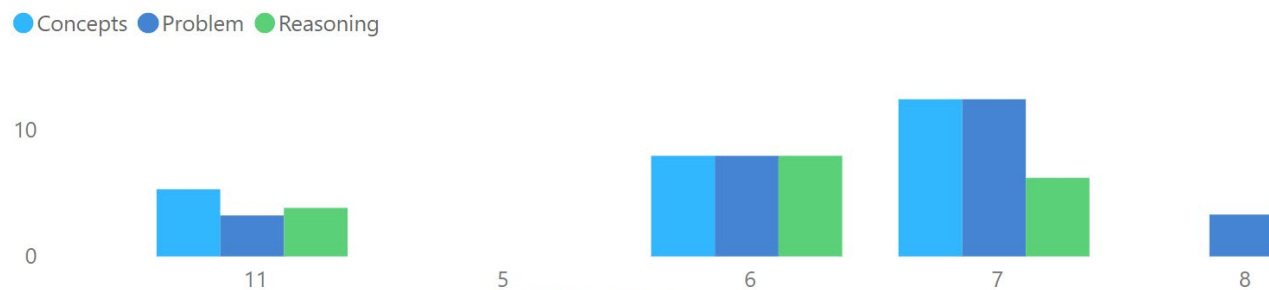
Math CAASPP: Percent Met/Exceed Standard

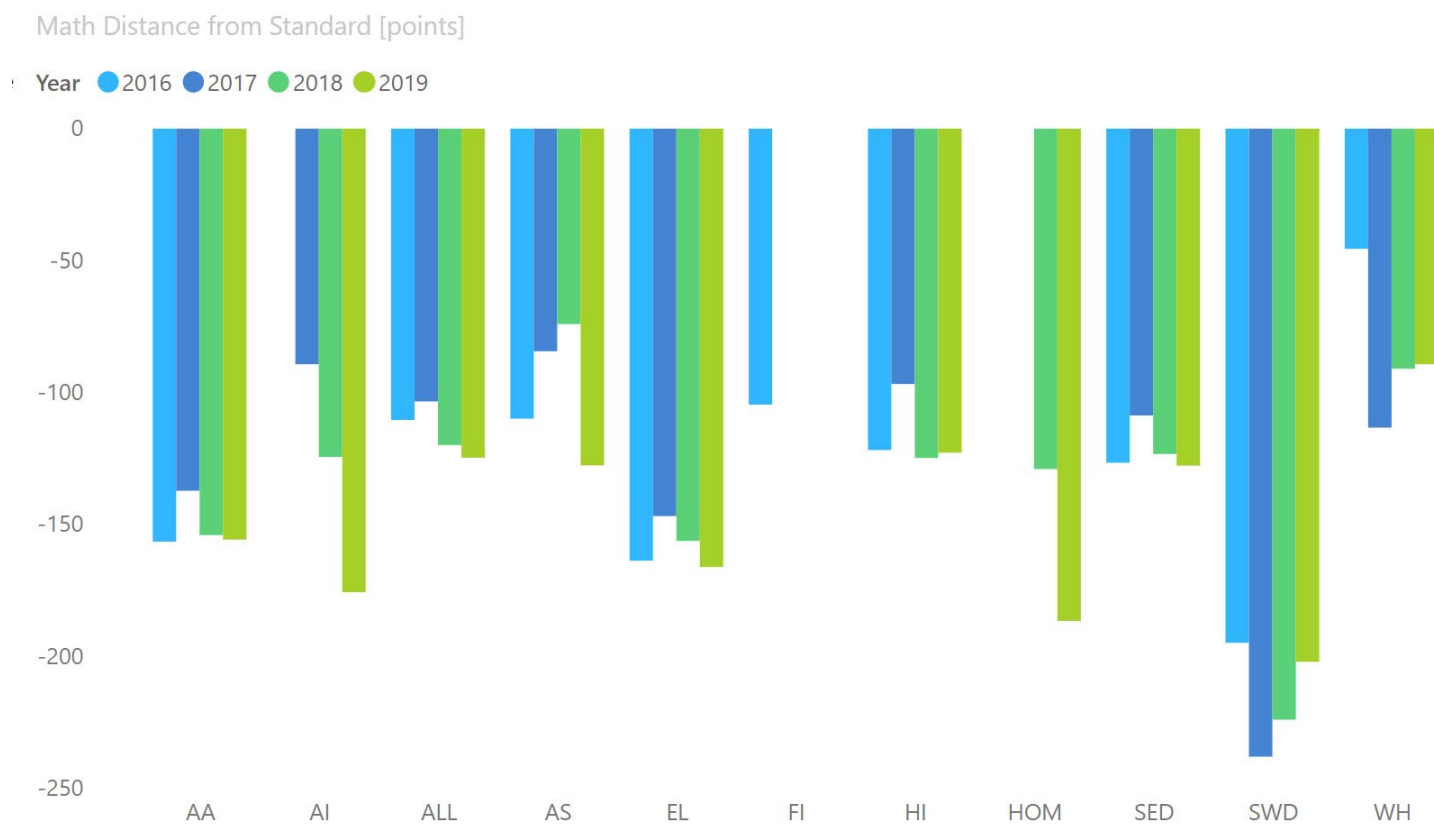
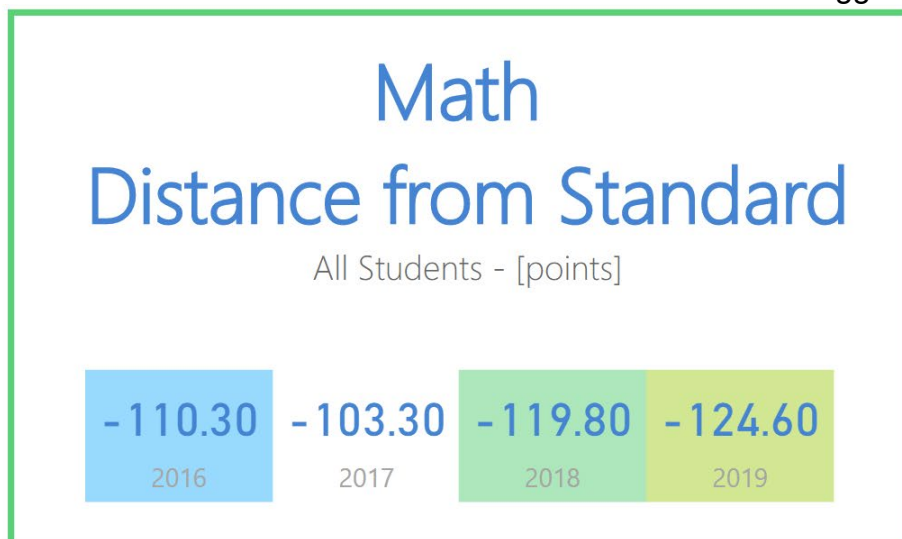


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard

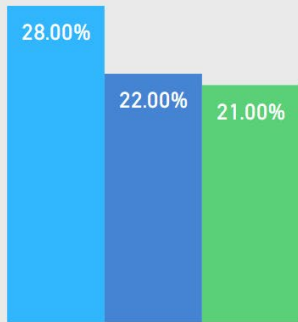




PSAT NMSQT Grade 10

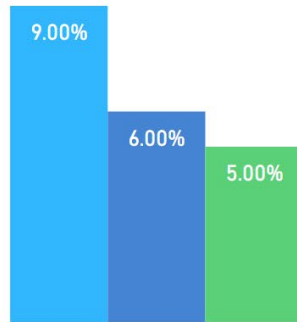
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

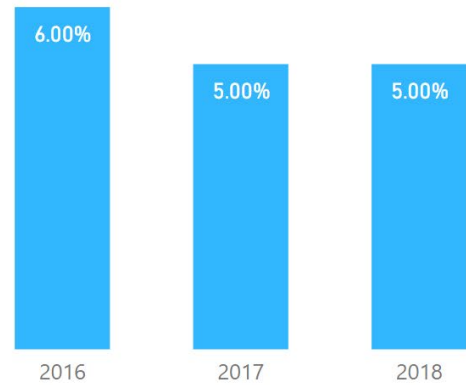


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



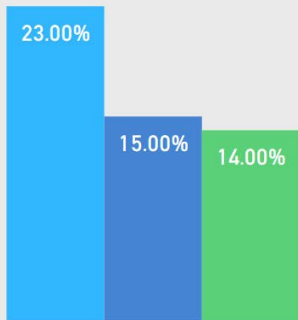
Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

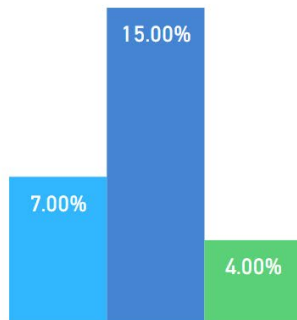
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

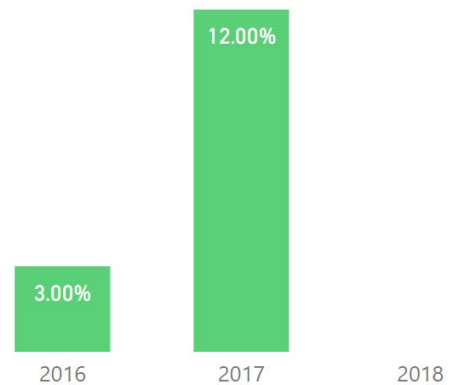


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



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Graduation Rate

Four Year Cohort - All Students



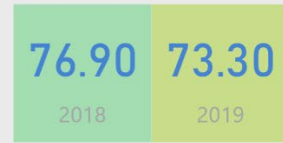
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



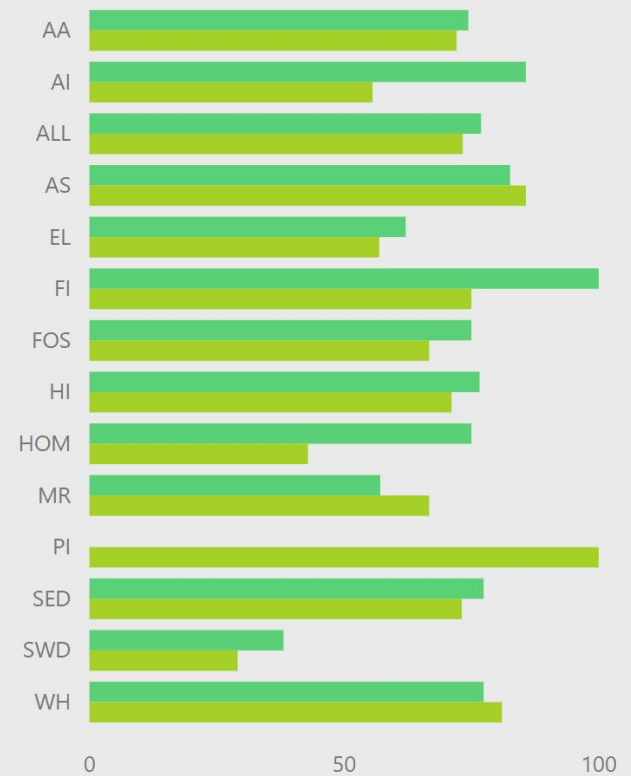
Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



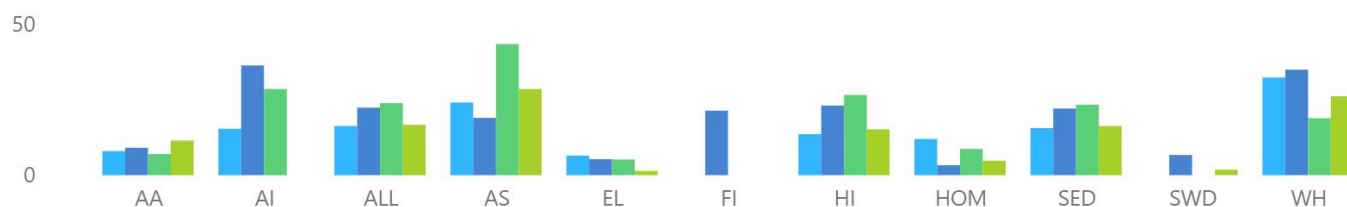
2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



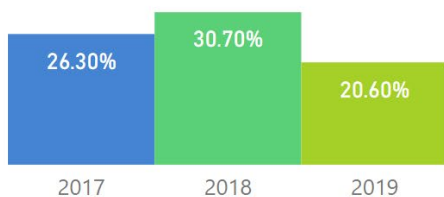
2019 CCI Percent Prepared by CCI criteria

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

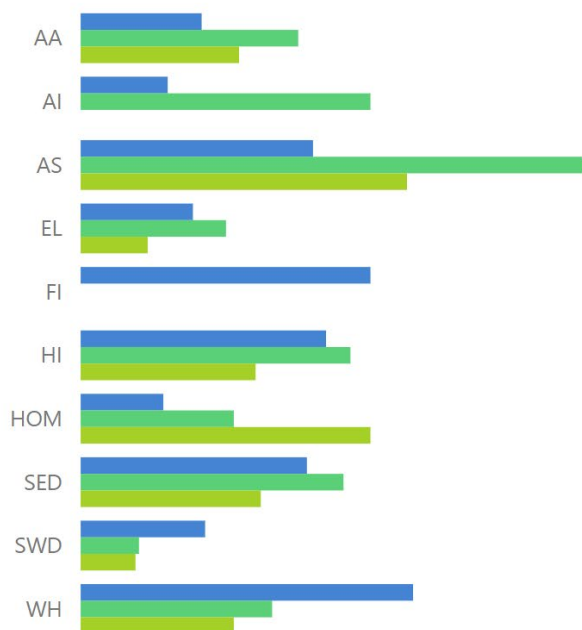
UC/CSU

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

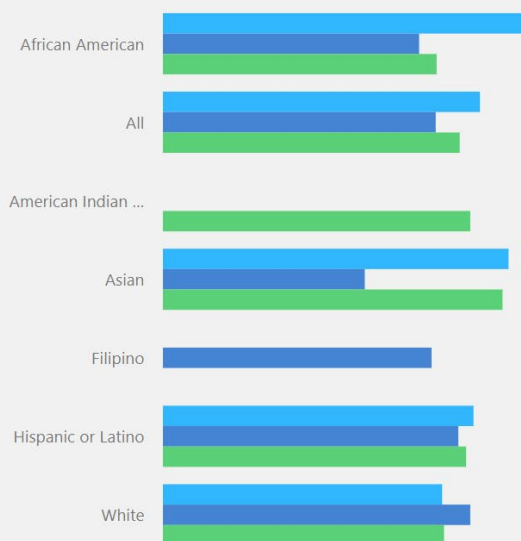
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



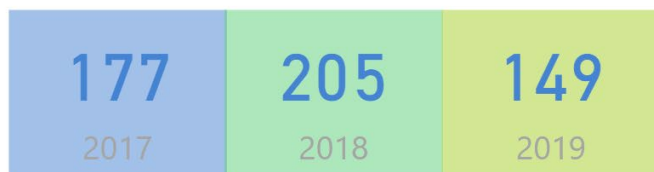
Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement

Count of AP Course Passed

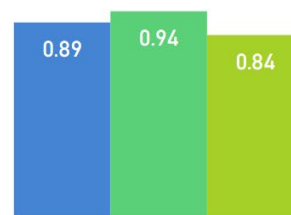


Count of AP Course Taken

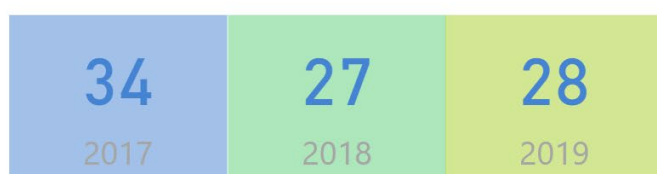


Percent of AP Courses Passed

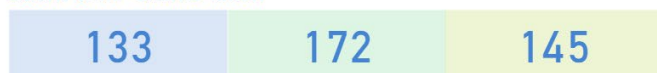
Year ● 2017 ● 2018 ● 2019



Count of AP Exams Passed

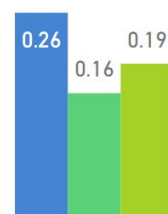


Count of AP Exams Taken



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

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

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

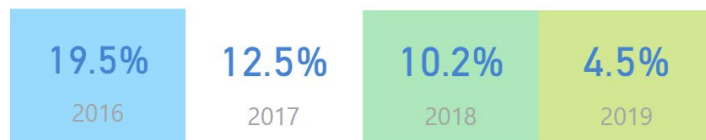
The increased focus on culture and climate is based on data from year-to-year suspension, expulsion and truancy rates, as well as survey responses. Traditionally, Stagg High School has had a high suspension and truancy rate as reported in the CA Dashboard. The school's suspension rate did decrease by 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



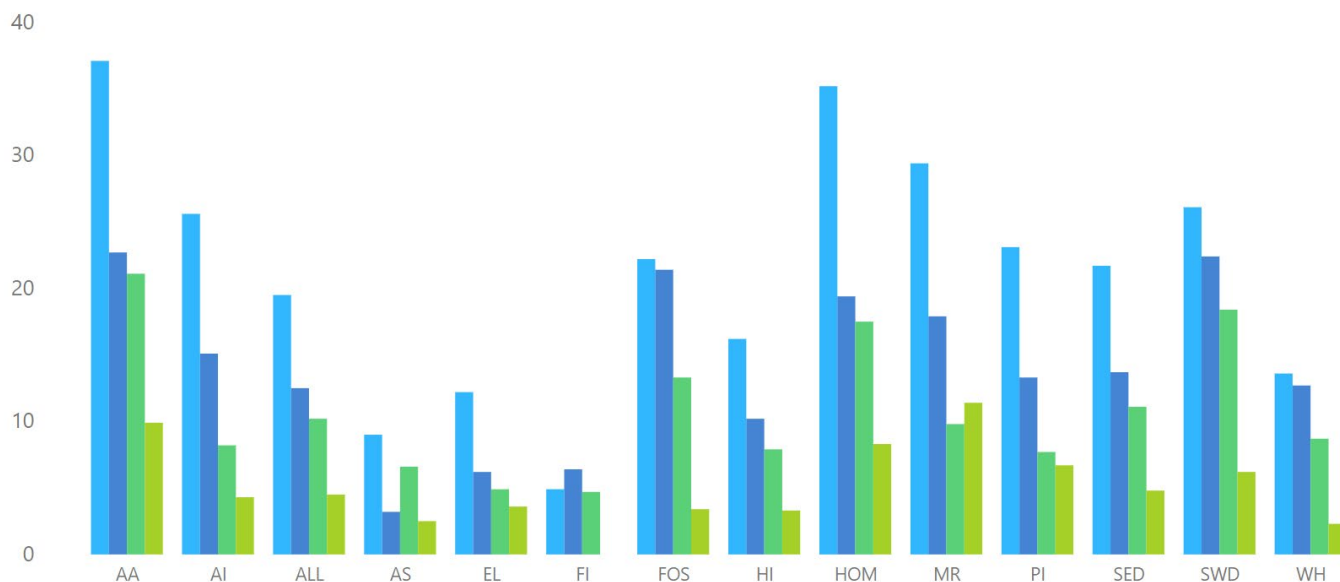
Expulsion

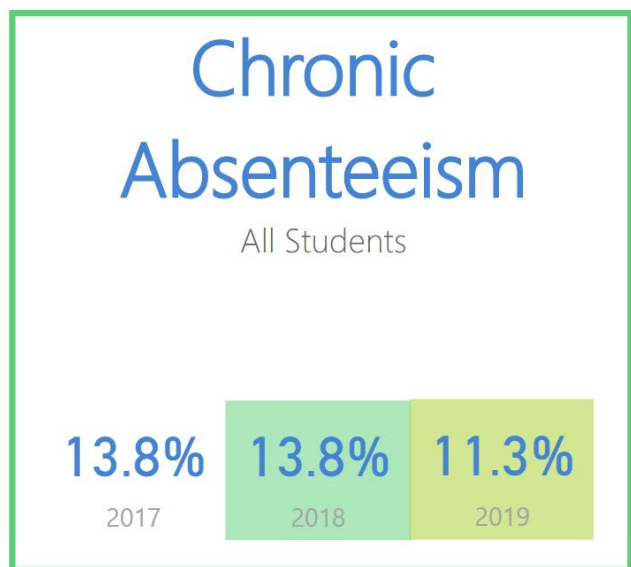
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



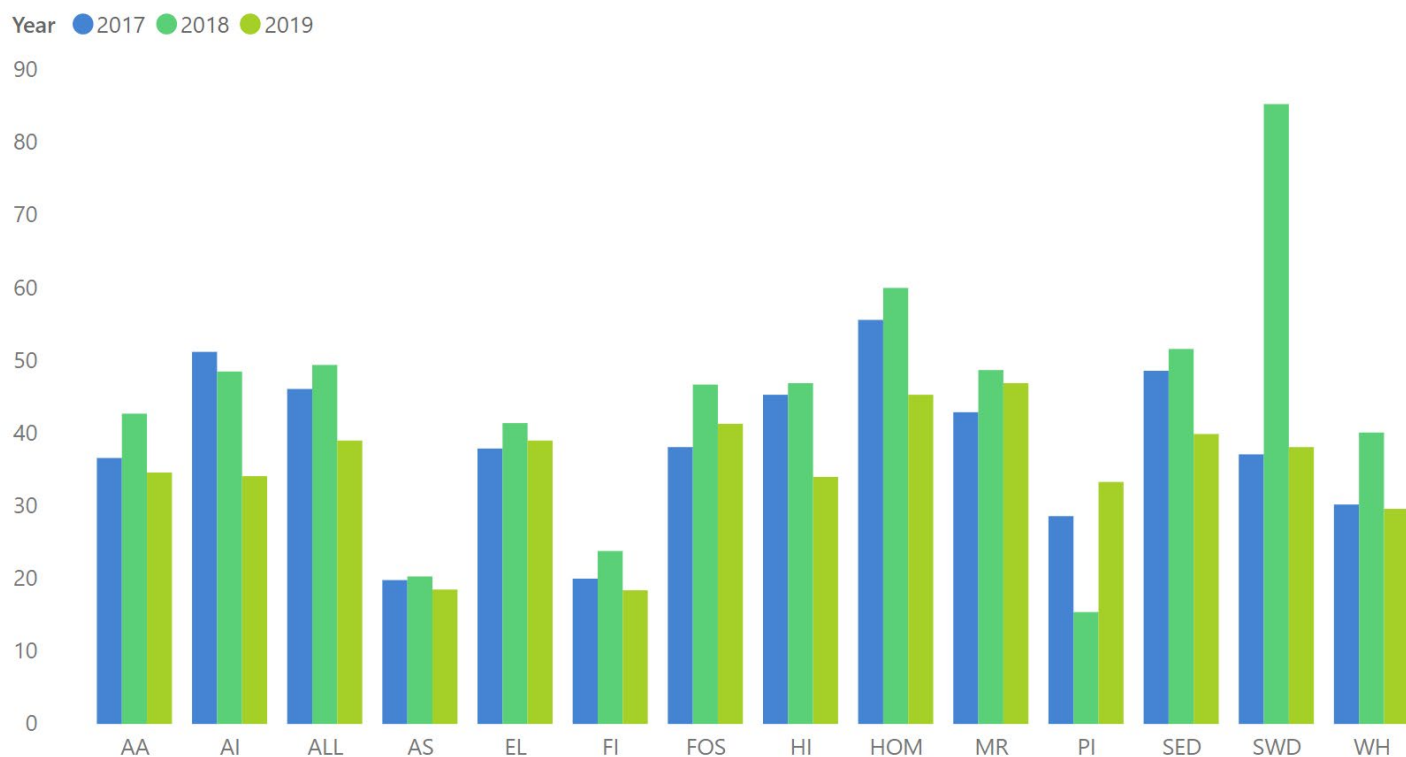
Suspension Rate: Student Group

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.

Metric/Indicator	2019-20	2020-21
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

						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"> • Expansion of Raising Youth Resilience Mentoring Program • Development of multi-use, multimedia recording studio 	<ul style="list-style-type: none"> • <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> • <i>Due to Covid 19, conferences are off the table and all expenses that are related, and other such activities.</i> • Suggestion for reallocation of funds to Raising Youth Resilience Mentoring Program <ul style="list-style-type: none"> -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. -Silver Castillo moves to approve budget transfer from conferences to RYR -Shoual Chang seconds -All in favor, No Opposed • Development of multi-use, multimedia recording studio <ul style="list-style-type: none"> -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. -Shoual Chang moves to approve budget transfer to the multimedia studio -Silver Castillo seconds -All in favor, No Opposed <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	\$	10,573	0.000		0.000		0.000		0.000		0.000		0.750	\$	10,573				
30000	Statutory Benefits	0.000			0.000			0.000	\$	13,861	0.000		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		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							

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA/ELD:

By June 2022, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2022, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

Math:

By June 2022, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points.

By June 2022, the percentage of EL students meeting or exceeding the standards in Math will also increase by 5 percentage points.

Science:

By June 2022, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.

College and Career Readiness:

By June 2022, the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 5 percent.

Graduation:

By June 2022, the graduation rate will also increase by 5 percent.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds

capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

AVID Digital XP - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration – 42 teachers X \$850 = \$35,700

Training Attendance – 42 teachers X 20 hours X \$60 = \$50,400

Post Conference Collaboration – 42 teachers X 18 hours X \$60 = \$45,360 (Allocating \$43,059)

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning.

2021-2022 Strategy Update

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 (2 @ .5 FTE Instructional Coaches – Centralized Service) - 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.

Consultants - Consultants will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. 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. Consultant \$25,000 – LCFF

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

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

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

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

Additional Compensation and Collaboration Time for Teachers -

118 teachers X 23 hours X \$60 rate of pay = \$162,840 (Allocating \$165,147) – Title I

Release Time for Teachers -

118 substitutes X 4 days X \$200 rate of pay = \$94,400 (Allocating \$100,000) – Title I

*In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
265,147	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
33,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 (JupiterEd).

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.

License Agreement: \$30,000 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
30,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

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

Bilingual Assistant (.6250 FTE) - Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter. \$52,116 - 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. \$203,786 - 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. \$3,961 – Title I; \$115,668 - LCFF

Maintenance Agreements - Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Equipment – Equipment required by team members to evaluate data, strengthen PLC practices, and record evidence of learning from classrooms.

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. \$12,164 – Title I

7. SU San Jose - Fall 2021 - 12th - AVID Coordinator, teacher, counselor, 45 students
8. UC Merced & CSU Stanislaus - Fall 2021, Spring 2022 - AVID Coordinator, teacher, counselor, 50 students
9. UC Davis & CSU Sacramento - Spring 2022 - AVID Coordinator, teacher, counselor, 50 students
10. UC Berkeley & CSU East Bay - Spring 2022 - AVID Coordinator, teacher, counselor, 50 students
11. University of the Pacific - Fall 2021 - AVID Coordinator, teacher (no cost)
12. WACAC College Fair - Spring 2022 - AVID Coordinator, counselor, Guidance Tech (no cost)

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,961	4000 Series	Books & Supplies
12,164	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
203,786	1000 Series	Certificated Personnel Costs (including benefits)
52,116	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. 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.

Biology Lap 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 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. \$99,568 – Title I

****General supplies are unallowable using State & Federal funds.****

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

CATA Summer Conference - San Luis Obispo - 3 Ag teachers

Field Trips:

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

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
100,768	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
9,550	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 2021-22 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.

License Agreement/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. \$7,800 – 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

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
7,800	4000 Series	Books & Supplies
1,750	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By the end of the 2021-22 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: (Must be a SMART Goal)

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%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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, LBGTQ 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 Programs – \$50,000 – Title I

Conferences: \$10,000 – Title I

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

School Climate Conference — Attendees: One administrator, PLUS Teacher, ASB Teacher, Wellness Center Coordinator, and one additional teacher

CADA State Convention – 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.
\$8,900 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
68,900	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By the end of the 2021-22 school year, Stagg High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$8,961.

2021-2022 Strategy Adjustment

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.

Parent Meeting - \$1,000 (50647 – Title I): Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Non-Instructional Materials/Supplies - \$7,961 (50647 – Title I): Materials for parent and student involvement activities such as FAFSA Night, College/A-G/Graduation Awareness Night, Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
8,961	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

STAGG

INITIAL BUDGET/DATE

July 28, 2020

REVISED BUDGET/DATE

12/15/2020

TITLE I		TOTAL ALLOCATION		\$	480,940	LCFF	TOTAL ALLOCATION		\$	335,140	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	8,961	Print Formatted for 11 x 17				
TOTAL BUDGET DISTRIBUTED BELOW				\$	480,940	TOTAL BUDGET DISTRIBUTED BELOW				\$	335,140	TOTAL BUDGET DISTRIBUTED BELOW				\$		8,961			
TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)						0			
Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PA RENTS		GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PA RENTS		GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefit)	0.000	\$ 108,459	0.000	\$ 5,001	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 113,460
11700	Teacher Substitute (incl benefit)	0.000	\$ 35,903	0.000		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		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefit)	0.000		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		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		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		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefit)	0.000		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		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefit)	0.000		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		0.000	\$ -
30000	Statutory Benefits	0.000		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 benefit)	0.000		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		0.000		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		0.000	\$ 13,861
21500	Bi Asst-Add Comp (incl benefit)	0.000		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		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		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefit)	0.000		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		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefit)	0.000		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		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Par Lia-Add Comp (incl benefit)	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 144,362		\$ 272,356		\$ -		\$ 24,434		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 441,152
Books & Supplies																					
42000	Books																				\$ -
43110	Instructional Materials		\$ 62,381				\$ 2,000				\$ 10,000										\$ 74,381
43150	Software				\$ 7,500																\$ 7,500
43400	Parent Meeting																	\$ 8,961			\$ 8,961
44000	Equipment		\$ 72,000		\$ 21,300																\$ 93,300
Sub Total - Books & Supplies			\$ 134,381		\$ 28,800		\$ 2,000		\$ -		\$ 10,000		\$ -		\$ -		\$ -		\$ 8,961		\$ 184,142
Services																					
57150	Duplicating																				\$ -
57250	Field Trip-District Trans																				\$ -
56590	Maintenance Agreement		\$ 4,700																		\$ 4,700
52150	Conference				\$ 1,750																\$ 1,750
52170	Web Training		\$ 35,797																		\$ 35,797
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			\$ 85,197		\$ 1,750		\$ -		\$ -		\$ -		\$ 7,800		\$ 105,000		\$ -		\$ -		\$ 199,747
GRAND TOTAL			\$ 363,940		\$ 302,906		\$ 2,000		\$ 24,434		\$ 10,000		\$ 7,800		\$ 105,000		\$ -		\$ 8,961		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
STAGG (9-12) - 525 - 65
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		LCFF		TOTAL ALLOCATION		TITLE I - PARENT - 50647		TOTAL ALLOCATION											
TOTAL BUDGET DISTRIBUTED BELOW		\$ 480,940				TOTAL BUDGET DISTRIBUTED BELOW		\$ 414,120		TOTAL BUDGET DISTRIBUTED BELOW											
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)											
		ACHIEVEMENT						LEARNING ENVIRONMENT		PARTNERSHIPS											
Object	Description	FTE	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/PAR ENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PAR ENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	L FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 165,147	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 165,147
11700	Teacher Substitute (incl benefits)	0.000	\$ 100,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 100,000
12151	Counselor (incl benefits)	0.000		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		0.000	\$ -
13201	Assistant Principal (incl benefits)			1.500	\$ 203,786			0.000		1.500		0.000				0.000		1.500		\$ 203,786	
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000		0.000		0.000				0.000		0.000		0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		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		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		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		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Instr Asst/CAI -Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.625	\$ 52,116			0.000		0.000		0.000				0.000		0.625		\$ 52,116	
21500	Bit Asst-Add Comp (incl benefits)			0.000				0.000		0.000		0.000				0.000		0.000		0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000		0.000		0.000		0.000		0.000				0.000		0.000		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)			0.000		0.000		0.000		0.000		0.000				0.000		0.000		0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		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		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 265,147		\$ 255,902		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 521,049
Books & Supplies																					
43110	Books/Supplies/Materials (less than \$500 per item)		\$ 104,729		\$ 115,668													\$ 3,961		\$ 165,147	
43400	Parent Meeting																	\$ 1,000		\$ -	
44000	Equipment (\$500 - \$4999.99 per item)																	\$ 4,000		\$ -	
Sub Total - Books & Supplies			\$ 104,729		\$ 115,668		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 8,961		\$ 165,147
Services																					
57150	Duplicating																			\$ 165,147	
57250	Field Trip-District/Non-District Trans		\$ 12,164																	\$ 100,000	
56590	Maintenance Agreement																			\$ -	
52150	Conference				\$ 3,750					\$ 10,000										\$ -	
58450	License Agreement		\$ 30,000		\$ 7,800					\$ 8,900										\$ -	
58920	Pupil Fees																			\$ -	
58100	Consultants-Instructional/Non-Instructional				\$ 25,000					\$ 50,000										\$ -	
Sub Total - Services			\$ 42,164		\$ 42,550		\$ -		\$ -		\$ 68,900		\$ -		\$ -		\$ -		\$ -		\$ -
GRAND TOTAL			\$ 412,040		\$ 414,120		\$ -		\$ -		\$ 68,900		\$ -		\$ -		\$ -		\$ 8,961		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.

*** State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: 65

STAGG HIGH SCHOOL

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383667	ASST PRINC/PROGRAM MANAGER IV	0090	1230302165	13201	0.5000	0.5000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383682	ASST PRINC/PROGRAM MANAGER IV	0090	1230302165	13201	0.5000	0.5000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20383646	ASST PRINC/PROGRAM MANAGER IV	0090	1230302165	13201	0.5000	0.5000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71252106	BILINGUAL ASST/SPANISH	0091	1230201065	21101	0.3126	0.4168
TOTALS, THIS LOCATION:										525	1.8126

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

POSITION	FTE	ORG KEY & OBJECT
1. ASSISTANT PRINCIPAL / PROGRAM MANAGER IV	0.5	1230302165 - 13201
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On JAN 20 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval:

DATE: 1/20/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 42

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			<div>Describe implementation of each component and include applicable data</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div>	<div>Describe effectiveness of each component and include applicable data</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div>	<div>Describe the significant material difference</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div>	<div>Describe the changes made or proposed for the future</div> <div>a. coaching model</div> <div>b. PLC process</div> <div>c. training/professional learning</div>

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: (optional)

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

- ☐ School Leadership Team
- ☐ Director
- ☐ ELAC
- ☐ School Site Council
- ☐ Parent/Community groups
- ☐ Student groups

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	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.	For each strategy in Goal 1, we will use CAASPP summative scores in ELA & math, benchmark data (progress/growth on i-ready and MDTP scores), student grades on quarter/semester report cards and qualitative data (e.g., surveys and anecdotal records via classroom observations, etc)	Each strategy will be monitored at a minimum of once per quarter / semester to determine efficacy	<p>New teachers (a total of 13) meet regularly on an individual basis with our instructional coach @ approximately once per week</p> <p>New teachers (13 teachers in total) also meet once per quarter for a New Teacher Huddle with the Instructional Coach & Principal</p> <p>All teachers are provided the opportunity to work directly with our instructional coach</p> <p>Our instructional coach provided multiple trainings for teachers returning to campus.</p> <p>English and math teachers were provided with a vertical</p>	<p>New teachers have expressed an appreciation for the coaching meetings. I have observed anecdotal evidence of implementation where teachers are employing/approximating strategies discussed during coaching sessions and in strategies presented in New Teacher Huddles</p> <p>A few veteran teachers took advantage of instructional coaching during distance learning. More are beginning to take advantage now that we have transitioned to the hybrid format.</p> <p>English and math teachers both noted that they appreciated the opportunity and felt that they need at least 2 full day meetings each year</p>	<p>Material differences are mostly anecdotal and qualitative at this time due to many of these structures being new and also with the constraints of distance learning. [observation protocol findings]</p> <p>All our new teachers intend to return to our school site next year. This is a new phenomenon as it is a norm for teachers to seek employment outside. I believe that our teachers staying at Stagg is a result of the coaching & New Teacher Huddles.</p> <p>We do not have sufficient data to determine significant material difference for our teachers due to time limitations and other</p>	<p>In the future, we intend to have all new teachers continue regular instructional coaching @ approximately once per week. New teachers will also participate in quarterly New Huddles. We will use an observation protocol to formalize efficacy and conduct more effectively progress monitoring of implementation.</p> <p>For all teachers, we plan on providing full-day professional development course options that are identified prior to the 2021-2022 school year in effective ELA and mathematics instructional delivery models.</p> <p>We plan on holding 2 full day vertical articulation trainings with English and Math</p>

				articulation training day to collaborate with their K8 peers to ensure consistent, coherent instructional practices of essential standards	to ensure alignment between grade levels.	constraints related to COVID. We do not yet have material evidence for our vertical articulation trainings but anticipate that we will begin to see an impact after a full year of implementation.	Teachers during the 2021-2022 school year. At each of these trainings, teachers will continue to refine and develop a scope & sequence for cohesive instructional practices related to essential standards
G1, S1 – b	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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – c	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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S1 – d	Data Analysis- Teachers, administration, and instructional coach will meet to review assessment data and grades, and to calibrate instruction. 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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – e	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			A2Z consultants worked with selected teachers this year during Distance Learning @ 1hr intervals and provided instructional coaching on occasion.	The A2Z consultancy was not able to provide targeted support during the distance learning format.	No significant material difference was noted.	We will move to provide only in-house mathematics instructional coaching via our instructional coach and the principal. We will provide teachers release time to engage in full-day professional development and also times to observe and learn best practices from their peers.
G1, S1 – f	Instructional materials and resources include: novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – g	PLC Conferences ~ Las Vegas or San Diego - Spring - 2			Due to COVID we did not attend PLC conferences. We collaborated with SJCOE for	The ongoing professional development with SJCOE was more effective than attending	We began implementing a new data analysis protocol in our admin team meetings,	We will continue working with SJCOE into the following years with monthly support for

	administrators, Instructional Coaches, 8-10 teachers \$22,000 - Title I			ongoing professional development with our administrative team, site leadership team and also selected departments.	a PLC conference for several reasons—(1) more teachers and administrators are able to participate, (2) there is no cost, (3) the support is ongoing, and (4) SJCOE partners work in concert with site administration to develop trainings that are aligned to our specific areas of need and our schoolwide initiatives.	in some leadership team meetings, and that which will serve as an exemplar for our PLCs with each of our departments in next school year.	our admin team, quarterly support for our leadership team, and in ongoing full-day trainings for our departments.
G1, S1 – h	ELD Professional Development – Professional development to support increased achievement and the goal of increased reclassification of English learners to RFEP. \$8,000 - Title I			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – 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,			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	binders, and other needed materials.						
G1, S1 – j	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			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – k	Release and Collaboration Time for Teachers - \$85,000 (\$65,000 – Title I, \$20,000 – LCFF)			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	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.				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – b	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.				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S2 – c	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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – d	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			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	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.				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – b	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.				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S3 – c	<p>Bilingual Assistant (.3126 FTE) - Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter. \$24,434 - LCFF</p> <p>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.</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – d	<p>Assistant Principals (1.5 FTE) - Oversee instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity. \$267,355 - LCFF</p> <p>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.</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – e	<p>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</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

G1, S3 – f	Maintenance Agreements - Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. \$4,700 – Title I			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – g	Equipment – Equipment required by team members to evaluate data, strengthen PLC practices, and record evidence of learning from classrooms. \$8,301 – Title I & LCFF			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – h	<p>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</p> <p>1. SU San Jose - Fall 2019 - 12th - AVID Coordinator, teacher, counselor, 45 students</p> <p>2. UC Merced & CSU Stanislaus - Fall 2019, Spring 2020 - AVID Coordinator, teacher, counselor, 50 students</p> <p>3. UC Davis & CSU Sacramento - Spring 2020 -</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	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)						

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – a	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.				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – b	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				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	assist in focusing re-teaching needs.						
G1, S4 – c	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			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – d	<p>Biology Lap 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</p> <p>Stagg provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Agri-Science.</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – e	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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – f	<p>Conferences:</p> <p>California Science Teachers Association (CSTA) ~ San Jose, CA ~ 3 teachers</p>			Due to COVID, these conferences were cancelled and there was no virtual option	NA	NA	We do not have plans to attend this conference for the 2021-2022 school year.

	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.						
G1, S4 – g	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			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – h	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			Due to COVID, these field trips did not take place.	NA	NA	We intend to schedule the physics day for the 2021-2022 school year and collect data on its efficacy moving forward.
G1, S4 – h	Instructional Material and Supplies			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	<p>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.</p> <p>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.</p> <p>\$30,000 – Title I</p>						
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Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	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, LBGTQ 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				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	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.						
G2, S1 – b	<p>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.</p> <p>Youth Mentorship Program – Raising Youth Resilience \$35,000 – Title I</p> <p>Instructional Material and Supplies - \$10,000 – Title I</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – c	<p>Conferences: \$10,000 – Title I</p> <p>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</p>			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

	<p>School Climate Conference – October 25-27, 2020, Temecula, CA – Attendees: One administrator, PLUS Teacher, ASB Teacher, Wellness Center Coordinator, and one additional teacher</p> <p>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</p>						
G2, S1 – d	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			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

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Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a		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		Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

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Comprehensive School Profile Data

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<p>Current Dashboard:</p> <p>Graduation Rate: Orange/76.7% (Decline of 1.2%)</p> <p>College/Career: Orange/23.9% Prepared (Maintained 1.4%)</p> <p>ELA: Orange/45.5 points below standard (Decline of 19.5 points)</p> <p>Math: Red/119.8 points below standard (Decline of 16.5 points)</p>	<p>Dashboard Goals:</p> <p>Graduation Rate: Minimum Increase in Graduation Rate by 4.3% to move into Green</p> <p>College/Career: Minimum Increase in College/Career Readiness Rate by 2.0% to move into Yellow</p> <p>ELA: Increase by 3 points to move into Yellow (Increase by 3 to less than 15 points from Prior Year)</p> <p>Math: Increase by 3 points to move into Orange (Increase by 3 to less than 15 points from Prior Year)</p>	<p>Increase of 20 credits (from 210 to 230) in order to meet SUSD A-G/ CTE diploma requirement; Increase in credits of completed Math and Science coursework</p> <p>Number of sections offered limited by available teachers.</p> <p>Lack of sufficient teachers to provide sections that allow for completion of A-G diploma.</p> <p>Lack of sufficient teachers to provide for CTE Pathway.</p> <p>Movement to 4x4 Block scheduling requires additional FTE to fill sections.</p>	<p>Additional 3.5 FTE will be allocated to fill the 20 credit differential.</p> <p>Teachers to be hired in Advanced Sciences and Math to support A-G diploma requirements.</p> <p>Allocation of teachers to meet section requirements for 4x4 block scheduling.</p> <p>Additional FTE's will provide for systematic strategic intervention, flexible grouping Math/ELA (Mastery Center)</p>	<p>Increase of students graduating with an A-G/CTE diploma.</p> <p>Increase of students maintaining grade level progress Math/ELA</p> <p>Decrease of remediation (Math/ELA) including reduction of online credit recovery sections.</p> <p>Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools)</p>	<p>Student IGP tracking meeting A-G/CTE requirements.</p> <p>Counselor/Advisory class monthly tracking.</p> <p>PLC progress monitoring through formative assessment analysis and development of student achievement goal.</p> <p>Senior survey: verification of student enrollment in post-secondary education.</p> <p>Scholarship and financial aid data</p>

<p>SUSD required credits for graduation (2019): 210 Student Enrollment: 1714</p> <p>Current Sections</p> <p>Graduation Rate: 2016-17: 77.9% 2017-18: 76.7%</p> <p>A-G Completion: 2016-17: 26%</p>	<p>Forward mapping for increased SUSD graduation requirements (2020): 230</p> <p>Increase Math and Science sections to meet A-G diploma requirement</p> <p>Increase graduation rate by 5%.</p> <p>Increase our number of students completing A-G classes by 5%.</p>				
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STAGG ASSISTANT PRINCIPAL DMM:

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p><u>Graduation Rate</u></p> <p>16-17 17-18 78% 75%</p> <p><u>A-G</u></p> <p>16-17 17-18 26% 25%</p> <p><u>Chronic Absenteeism Data</u></p> <p>17-18 18-19 36.4% 19.83%</p> <p>Feb 17-18 29.65%</p> <p><u>Teacher Grades per semester F's</u></p> <p>16-17 17-18</p> <p>Sem. 1 1475 1960 Sem. 2 1712 2134</p> <p>Sem.1 18-19 1873</p> <p><u>PLUS Survey Data</u></p>	<p>Increase graduation rate by 5%</p> <p>Increase AP passage rate by 5%</p> <p>Reduce chronic absenteeism by 3%.</p> <p>Reduce the percentage of 2 or more F's by 10%</p> <p>PLUS Survey Goal:</p> <p>Increase connectedness by 5%</p>	<ul style="list-style-type: none"> - Lack of rigorous instruction in the classroom. - Need for differentiated instruction. - APs need to be visible at all times during the school day to make student connections and influence personnel to do the same. - Increased attendance interventions and monitoring needed. 	<p>1.An additional Assistant Principal that will lead the site's <u>MTSS Initiatives</u> to improve school climate, enhance school safety, reduce unnecessary discipline referrals, improve academic engagement, increase average daily attendance, reduce tardiness, strengthen student connectedness and school pride, expand staff skill in effective supervision and PBIS, transform staff into active problem solvers, promote job satisfaction and</p>	<p>1. Data from previous two years will be used to compare to 19-20 data in regard to:</p> <ul style="list-style-type: none"> ✓ Teacher Grades ✓ SBAC Data ✓ MAP Data ✓ Graduation Rate Data ✓ A-G Data ✓ Discipline Referral Data ✓ Exit Surveys at the conclusion of PDs. ✓ Student/Staff Surveys 	<p>1. Monitor all data points on a quarterly basis, including:</p> <ul style="list-style-type: none"> ✓ Teacher Grades ✓ SBAC Data ✓ MAP Data ✓ Graduation Rate Data ✓ A-G Data ✓ Discipline Referral Data ✓ Exit Surveys at the conclusion of PDs. ✓ Student/Staff Surveys

<p>17-18</p> <p>40% of students reported high levels of school connectedness.</p> <p>63% felt part of the school (PLUS) across each grade span.</p> <p>69% of students reported there was at least one adult who cared about them (PLUS).</p> <p>Between 52% through 79% of students reported high levels of caring adult relationships (PLUS)</p> <p>64% of students felt safe (PLUS)</p>		<ul style="list-style-type: none"> - Parental involvement: attendance meetings, coffee hours, parent/teacher-academic conferences. - Reduce the number of Discipline Referrals by 10%. - Implementation of Restorative Practices - Organization and collaboration of AP & ELL Coordinator. - Student awareness of their placement, MAP, and ELPAC status. 	<p>collegiality among staff.</p> <p><u>2.Chronic Absenteeism:</u> AP will reduce Chronic Absenteeism as measured by the all student indicator for chronic absenteeism with a special focus on reduced tardies and increased attendance to 1st period. AP will align with SAP and the SST process to reduce Chronic Absenteeism as measured by specific subgroup indicators for chronic absenteeism with a special focus</p> <p><u>3.Suspension Rate:</u> AP will provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities. The AP will provide training</p>	<p>2. Compare all data as mentioned in #1 for growth.</p> <p>3. Compare all data as mentioned in #1 for growth.</p>	<p>2. Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>3. Monitor all data as mentioned in #1 for evaluation of the continuum.</p>
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		<p>on alternate positive behavioral intervention and support to teachers and staff.</p> <p><u>4.EL Progress:</u> AP will monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy.</p> <p><u>5.Graduation Rate:</u> AP will monitor the all student progress in graduation rate and evaluate policy and procedure to ensure all students have the ability to meet A-G and/or Graduation standards.</p> <p><u>6.College/Career:</u> AP will increase the number of students who are college and career ready as indicated in the All Student Indicator by establishing</p>	<p>4. Compare all data as mentioned in #1 for growth.</p> <p>5. Compare all data as mentioned in #1 for growth.</p> <p>6. Increase student enrollment in post-secondary education (including community</p>	<p>4. Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>5. Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>6. Monitor college/career readiness data for evaluation.</p>
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			consistency in rigor for each course offered through establishing and regular monitoring of site-wide instructional norms, PLC data analysis protocols, SBAC aligned essential outcomes, common formative assessments, D/F grade comparison by course, and common grading policies.	college, UC/CSU, private colleges and universities, tech schools)	
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Stagg Staffing Proposal for Additional Campus Safety Monitors

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design and Development	Success Assurances	Implementation and Evaluation
<p><u>Suspension Data</u> 17-18 18-19 Feb 483.88 138.49</p> <p><u>Expulsion Data</u> 17-18 18-19 9 2</p> <p><u>Attendance Data</u> 16-17 17-18 31.39% 90.49%</p> <p><u>Chronic Absenteeism Data</u> 17-18 18-19 36.4% 19.83% Feb 17-18 29.65%</p> <p><u>SBAC</u> 16-17 17-18 ELA 45% 36% Math 19% 12%</p> <p><u>PBIS/PLUS Survey Data</u> I feel safe at my school? 17-18 64% I feel like I am part of this school? 17-18 63%</p>	<p>Reduce suspension rate by 5%.</p> <p>Reduce expulsions by 5%.</p> <p>Increase attendance by 3%.</p> <p>Reduce chronic absenteeism by 3%.</p> <p>Increase score of 3 or 4 on SBAC by 5%</p> <p>Increase the amount of students who feel safe at Stagg by 5%.</p> <p>Increase the number of student who feel like they are part of Stagg High School by 5%.</p>	<p>- Lack of adequate supervision in hallways (restrooms), locker rooms, behind R wing, and near softball and football fields</p> <p>- Many blind areas due to building configuration and 1950's construction</p> <p>Additional CSMs Needed</p> <p>- Need to adequately monitor all areas of campus</p> <p>- Sub-coverage for CSM absences inconsistent</p> <p>- Need coverage during breaks and lunches for CSM</p>	<p>- CSMs will be utilized to monitor hallway areas, restrooms, west parking lot, off limit areas, such as the area behind the R wing, football field and baseball fields, and restrooms, and locker rooms.</p> <p>- Additional CSMs will ensure that there is adequate coverage during breaks and CSM lunches</p> <p>- CSMs will be utilized to provide interventions/prevent or break up conflicts (including but not limited to conflict mediation) and communicate outcomes/concerns with administration, staff, and parents</p> <p>- CSMs will maintain discipline referral logs/records to ensure</p>	<p>Data from previous two years will be used to compare to 19-20 data in regard to:</p> <ul style="list-style-type: none"> ✓ Suspensions ✓ Expulsions ✓ Attendance ✓ Truancy ✓ SBAC Results ✓ Student/Staff Surveys 	<p>Monitor all data points on a weekly and monthly basis, including:</p> <ul style="list-style-type: none"> ✓ Suspensions ✓ Expulsions ✓ Attendance ✓ Truancy ✓ Student Support Room Attendance <p>Monitor all data points on a quarterly basis, including:</p> <ul style="list-style-type: none"> ✓ Suspensions ✓ Expulsions ✓ Attendance ✓ Truancy ✓ Student/Staff Surveys

		<ul style="list-style-type: none">- No interior cameras anywhere on campus	<p>ongoing issues or behavior problems are addressed and documented</p> <ul style="list-style-type: none">- Additional supervision is needed during the lunch period in both "The Spot" and the lunch detention room. The HERO system is actively being utilized but lack of coverage does not allow for lunch detentions to be consistently ran or "The Spot" to be consistently open for students with positive HERO points		
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Stagg Staffing Proposal for Additional Content and Instructional Coaches

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design and Development	Success Assurances	Implementation and Evaluation
<p>Teacher Grades per semester F's</p> <p>16-17 17-18</p> <p>Sem. 1 1475 1960</p> <p>Sem. 2 1712 2134</p> <p>Sem.1 18-19</p> <p>1873</p> <p>SBAC</p> <p>16-17 17-18</p> <p>ELA 45% 36%</p> <p>Math 19% 12%</p> <p>AP</p> <p>16-17 17-18</p> <p>23% 16%</p> <p>MAP</p> <p>16-17 17-18</p> <p>ELA 21% 20%</p> <p>Math 13% 11%</p> <p>Graduation Rate</p> <p>16-17 17-18</p> <p>78% 75%</p> <p>A-G</p> <p>16-17 17-18</p> <p>26% 25%</p>	<p>Reduce the percentage of 2 or more F's by 10%</p> <p>Increase score of 3 or 4 on SBAC by 5%</p> <p>Increase AP Passage rate by 5%</p> <p>Increase MAP scores by 5%.</p> <p>Increase graduation rate by 5%.</p> <p>Increase our number of students enrolled in A-G classes by 5%.</p> <p>Reduce the number of Discipline Referrals by 10%.</p>	<p>- Lack of rigorous instruction in the classroom.</p> <p>-Need for differentiated instruction.</p> <p>- Lack of knowledge regarding standards based instruction in ELA, Math, Social Science and Science.</p> <p>- Lack of data driven decision making.</p> <p>- Classroom management that takes away from instructional time.</p>	<p>- Provide support in the classroom to teachers by:</p> <p>~ Co-teaching</p> <p>~Co-planning (content and Instructional)</p> <p>~ Modeling (content and Instructional)</p> <p>~Targeted Feedback</p> <p>- Provide instructional support by:</p> <p>~ Differentiation of instruction</p> <p>~Standards based grading</p> <p>~ Assessment for learning (CFUs)</p> <p>- Provide curricular/ content area support by:</p> <p>~ Increasing teacher content area knowledge.</p> <p>~Promoting implementation of CCSS.</p> <p>~ Breaking down standards and identifying essential skills.</p> <p>- Acting as a Data Coach:</p> <p>~ Driving data driven decision making</p> <p>~Facilitate analysis of formative and summative assessments.</p> <p>- Leading Professional Development:</p> <p>~ Design and present effective professional development offerings to teachers (1 Instructional Coach).</p> <p>~ Design and present effective content specific professional development offerings to teachers in the four core areas –ELA, Math, Science, Social Science (4 Content Coaches).</p>	<p>Data from previous two years will be used to compare to 19-20 data in regard to:</p> <p>✓ Teacher Grades analyzed quarterly</p> <p>✓ SBAC Data comparable to 2018-19</p> <p>✓ Analyze MAP Data during the fall, winter, spring</p> <p>✓ Graduation Rate Data</p> <p>✓ A-G Data</p> <p>✓ Analyze Discipline Data monthly</p> <p>✓ Exit Surveys at the conclusion of PDs.</p>	<p>Monitor all data points on a quarterly basis, including:</p> <p>✓ Teacher Grades</p> <p>✓ MAP Data</p> <p>✓ Discipline Referral Data</p> <p>✓ Exit Surveys at the conclusion of PDs/trainings.</p> <p>✓ Student/Staff Surveys</p> <p>Monitor all data point on a yearly basis, including:</p> <p>✓ SBAC Data</p> <p>✓ Graduation Rate Data</p> <p>✓ A-G Data</p>

			<p>- Resource Provider: ~ Share research and instructional best practices.</p>	<p>✓ Student/Staff surveys 3 times per year</p>	
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Progress

school search

Stagg High School

2020-2021

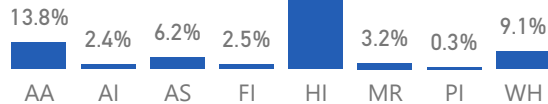
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



1837

Count



January

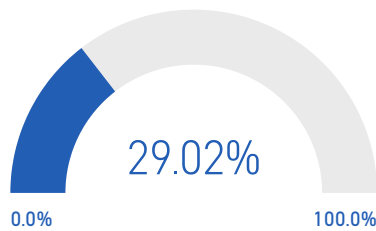


CWA

199

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

61%

ELA: K-11

On-Track K-8

38%

Percent



Participation

100%

Math: K-8

On-Track K-8

25%

Percent



Participation

59%

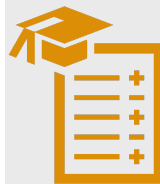
MDTP-Fall

Nearly + Ready

10%

Percent-Fall

High School: No Credits Earned



82

83

51

50

10

12

English Learners February

ELPAC IA

100%

Percent GL Tested

ELPAC IA

7

Total Tested

Reclassification



RFEP ● Complete ● Eligible

Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

93

Total Test Count

Saavas

365

Total Test Count



PLUS Winter 2021

School Climate

27.9%

72.1%

41.7%

58.3%



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search

Stagg High School

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-6↓

Dec-Jan change

01-Aug

1913

Enrollment

06-Jan

1861

Enrollment

02-Sep

1850

Enrollment

07-Feb

1837

Enrollment

03-Oct

1856

Enrollment

04-Nov

1858

Enrollment

05-Dec

1867

Enrollment

SUSD RA v2

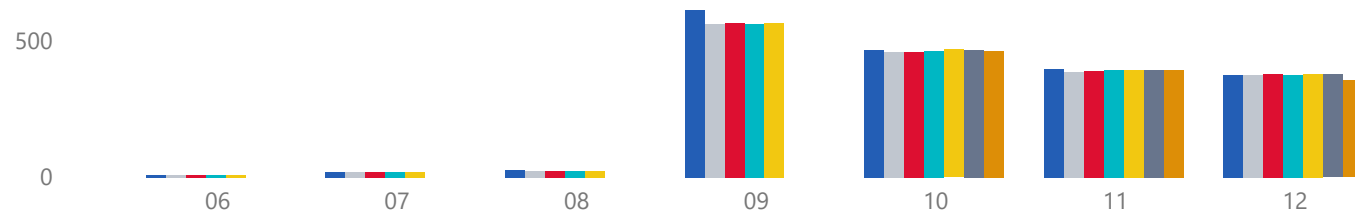
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

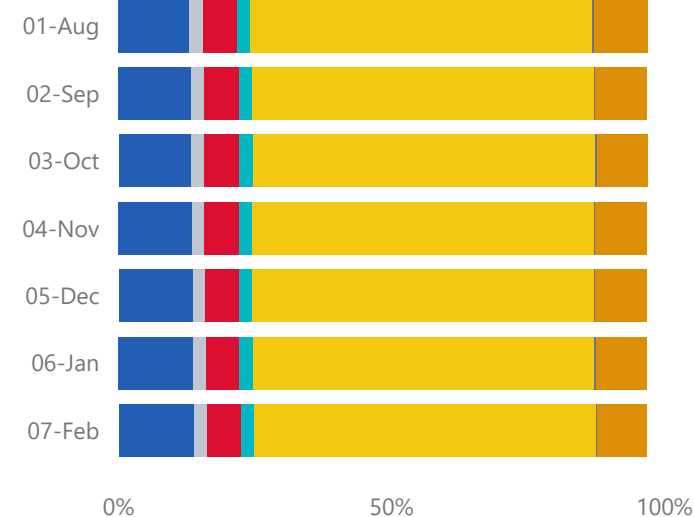
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb



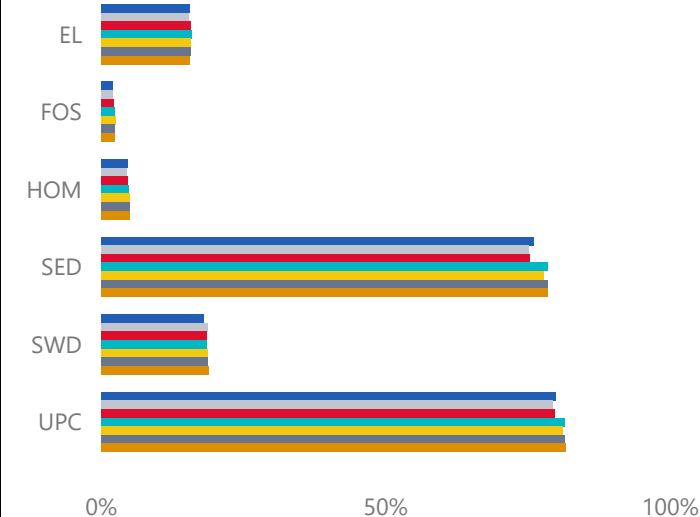
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Stagg High School

Month

All

2020-2021

Connections

01-Aug

21.85%

Rate

01-Aug

406

Count

02-Sep

21.55%

Rate

02-Sep

406

Count

03-Oct

26.17%

Rate

03-Oct

497

Count

04-Nov

26.25%

Rate

04-Nov

504

Count

05-Dec

27.36%

Rate

05-Dec

527

Count

06-Jan

29.02%

Rate

06-Jan

563

Count

SUSD RA v2

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan

200

100

0

06

07

09

10

11

12

Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan

80%

60%

40%

20%

0%

AA

AI

AS

EL

FI

FOS

HI

HOM

MR

PI

SWD

WH

CWA Connections

SubCategory ● Parent Outreach ● Tier 2

01-Aug

02-Sep

03-Oct

04-Nov

05-Dec

06-Jan

143

280

428

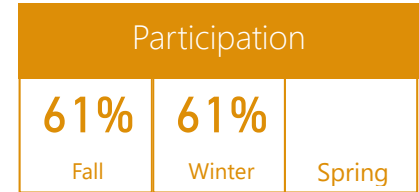
131

199

0

500

counselors : coming soon!



Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

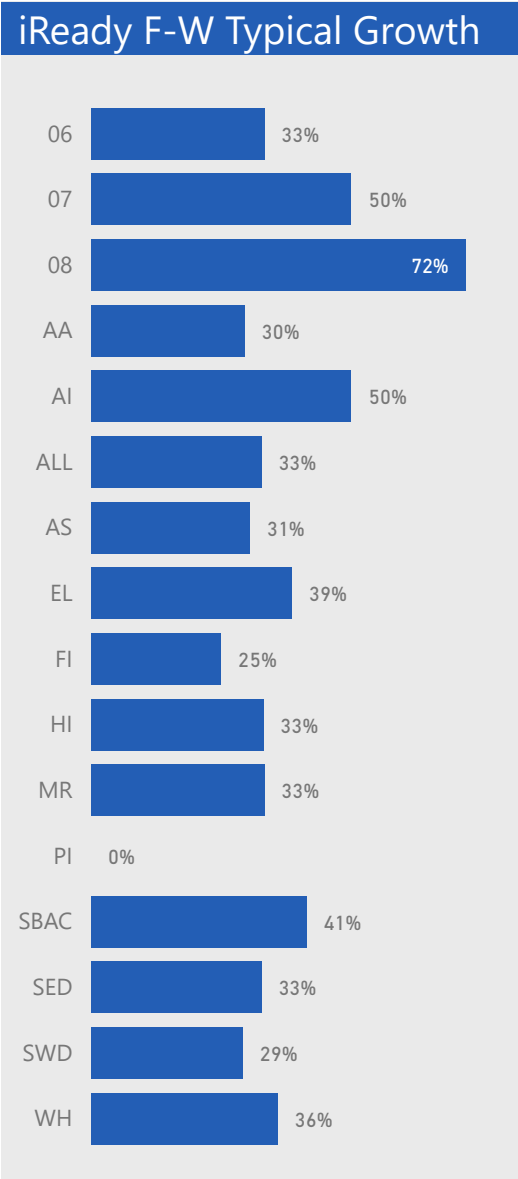
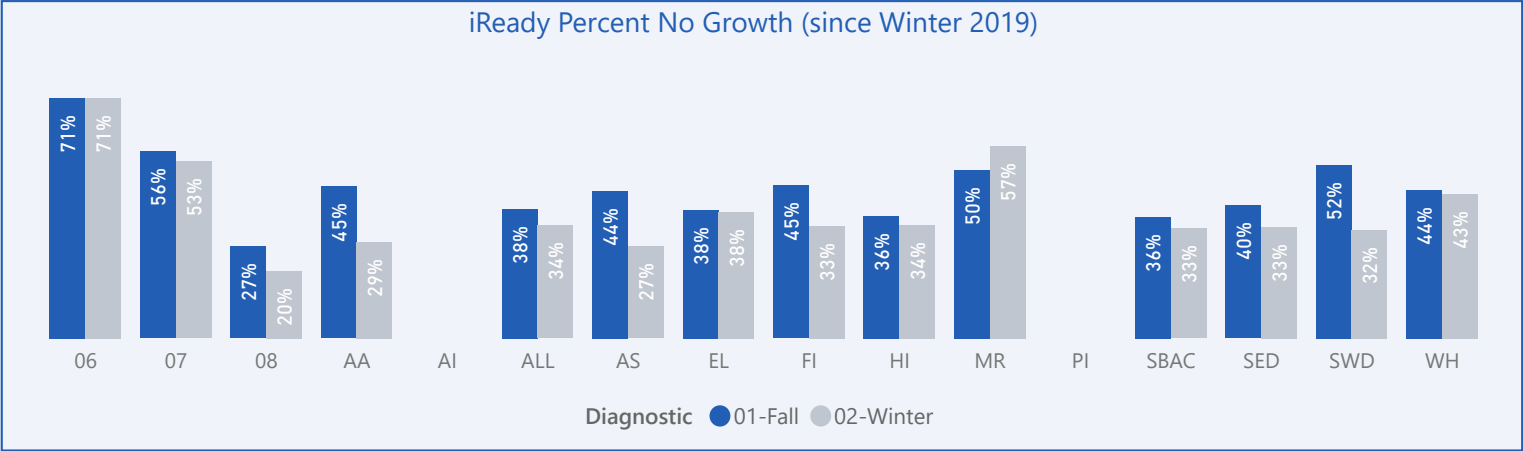
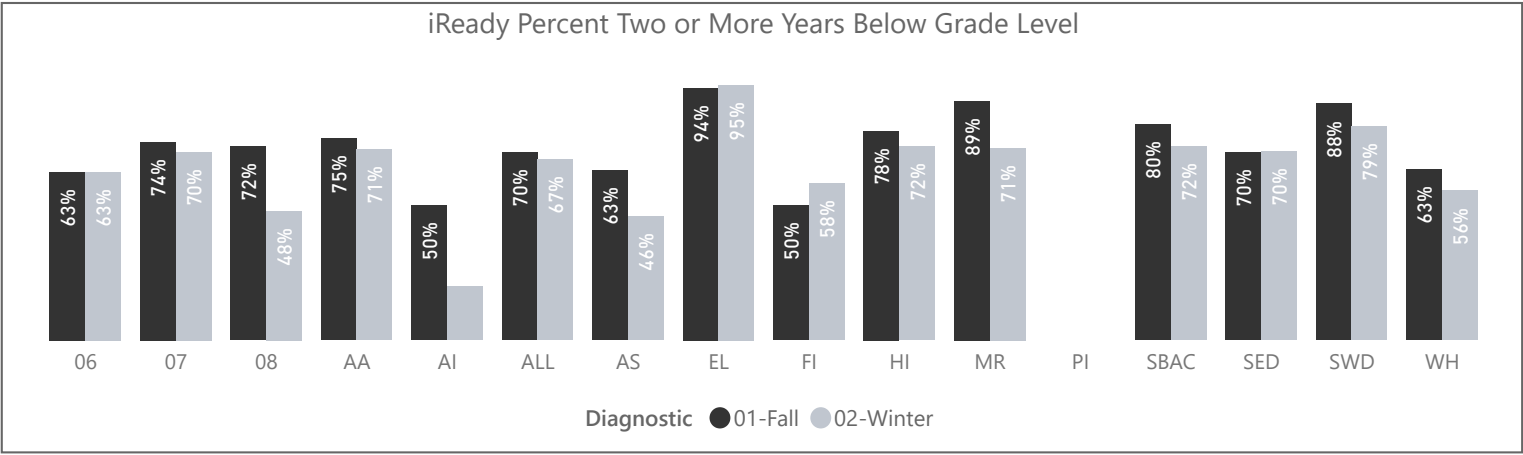
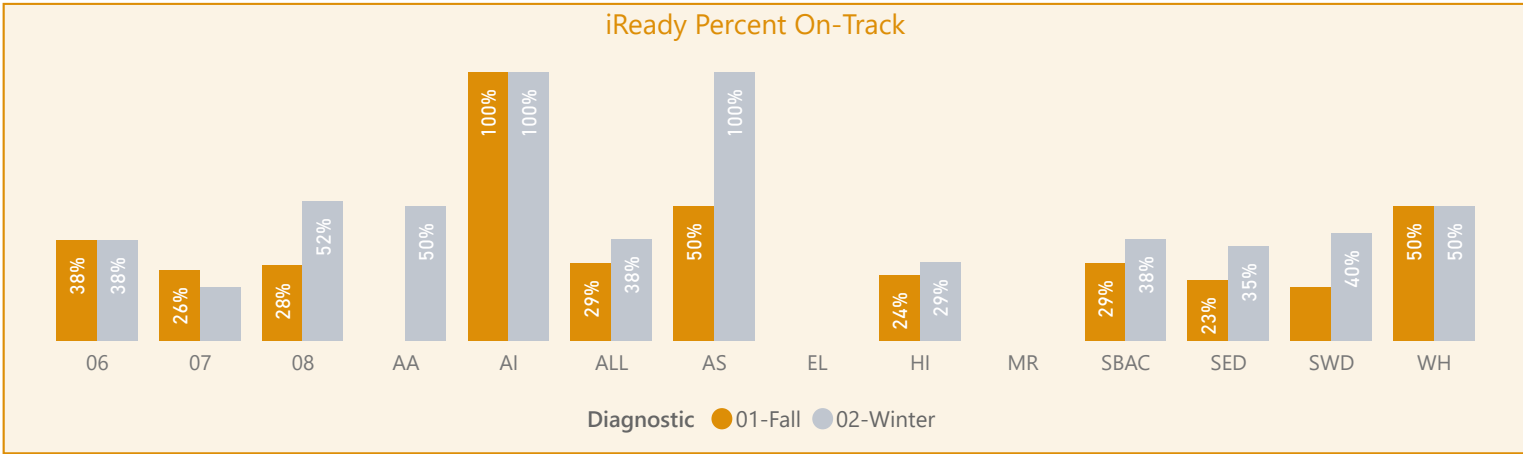
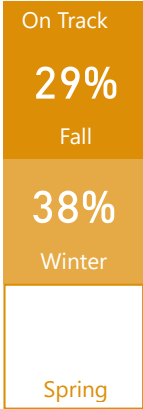
Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1



Participation

98%

Fall

100...

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

15%

Fall

25%

Winter

Spring

2+ Below

57%

Fall

38%

Winter

Spring

No Gro...

42%

All

27%

Winter

Spring

iReady Percent On-Track

Category	01-Fall	02-Winter
06	22%	22%
07	24%	24%
08	28%	28%
AA	100%	100%
AI	25%	75%
ALL	21%	25%
AS	25%	25%
EL	21%	25%
HI	25%	25%
MR	25%	25%
SBAC	25%	25%
SED	25%	25%
SWD	25%	25%
WH	25%	25%

iReady Percent Two or More Years Below Grade Level

Category	01-Fall	02-Winter
06	56%	44%
07	50%	43%
08	64%	32%
AA	100%	100%
AI	57%	38%
ALL	25%	80%
AS	91%	42%
EL	58%	100%
HI	57%	38%
MR	64%	40%
SBAC	80%	50%
SED	100%	50%
SWD	75%	50%
WH	100%	50%

iReady Percent No Growth (since Winter 2019)

Category	01-Fall	02-Winter
06	63%	38%
07	40%	35%
08	38%	24%
AA	42%	27%
AI	25%	33%
ALL	44%	24%
AS	100%	27%
EL	42%	27%
HI	59%	33%
MR	60%	60%
SBAC	75%	75%
SED	60%	60%
SWD	75%	75%
WH	50%	50%

F-W Growth

67%

All

F-S Growth

iReady F-W Typical Growth

Category	01-Fall	02-Winter
06	56%	48%
07	88%	100%
08	100%	100%
AA	67%	75%
AI	40%	67%
ALL	0%	67%
AS	67%	72%
EL	80%	50%
HI	67%	50%
MR	67%	72%
SBAC	72%	80%
SED	50%	50%
SWD	50%	50%
WH	50%	50%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** February 2021

Feb 2021

Curriculum Assessments

Ready Class

93

Total Test Count

Saavas

365

Total Test Count

Benchmark

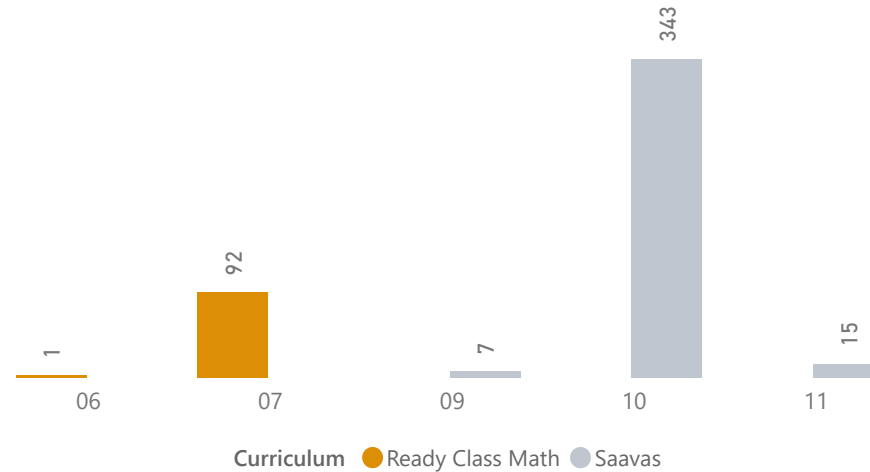
(Blank)

Total Test Count

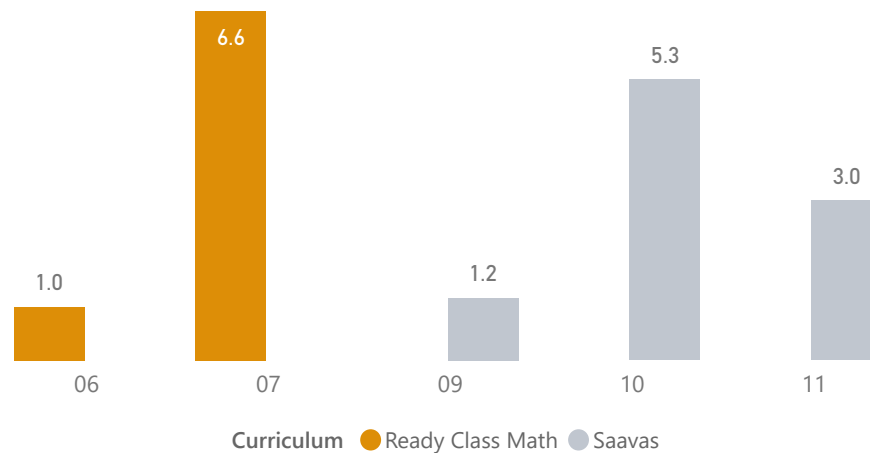
Sequence

Reporting Week

Curriculum: Test Count



Curriculum: Average Test Count



Online Instruction: 30+ minutes

Online Instruction: Passed Lessons 70%+

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

IFEP: Initial Fluent English Proficient
Intermediate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

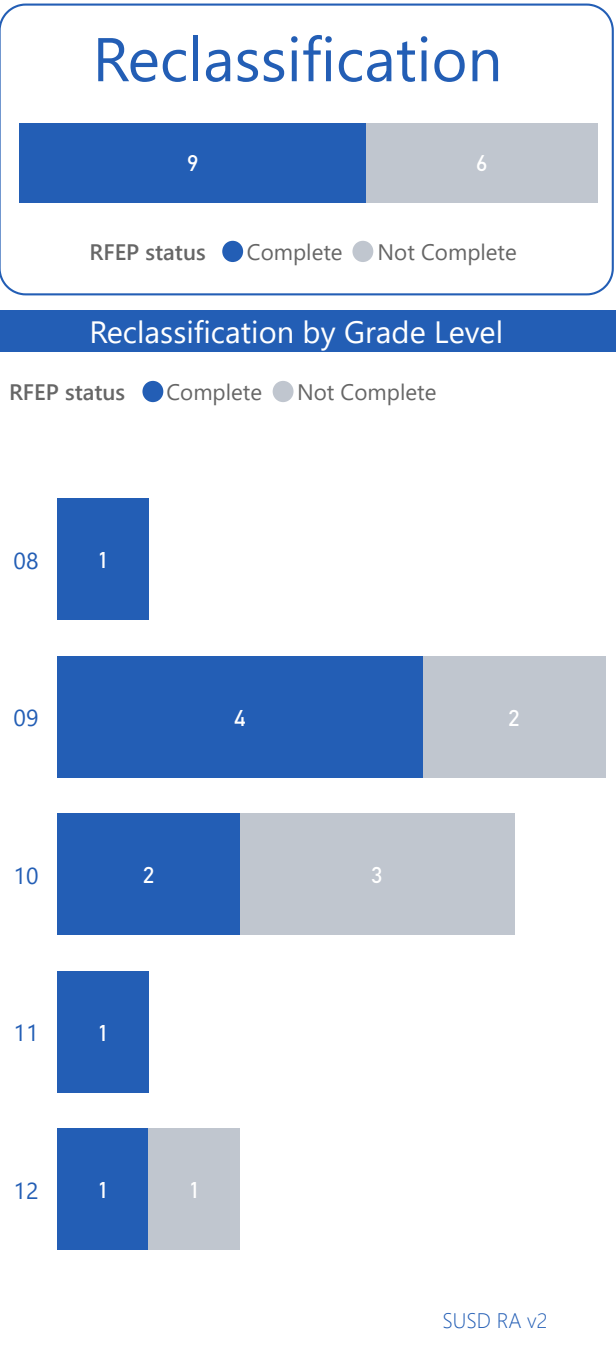
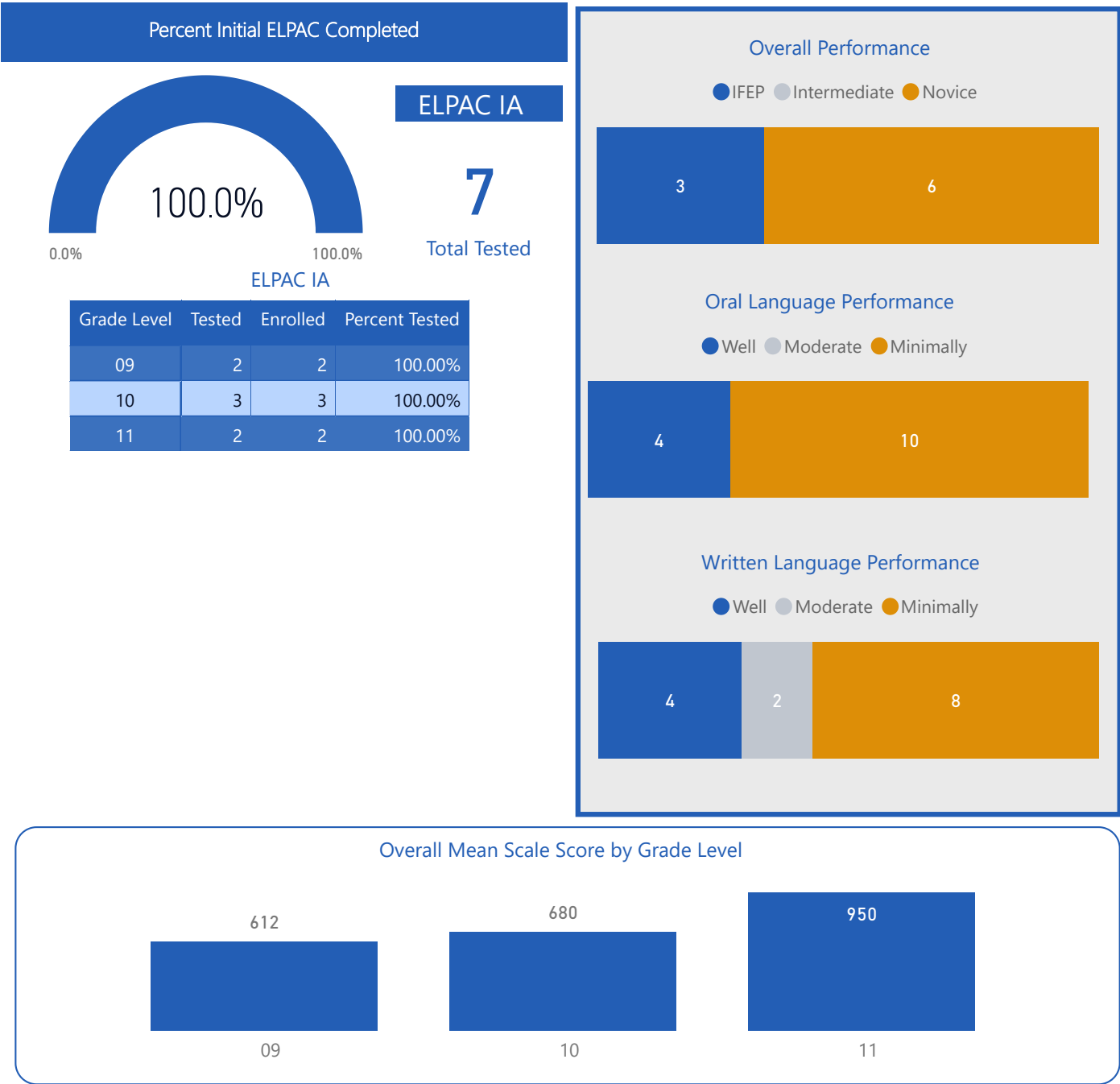
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA

Source: Research; ELPAC; Illuminate

Frequency: Reports are updated periodically;

Updated: February 2021



School Climate

school search

Stagg High School

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question

Source: Student Support Services - PLUS program

Frequency: Reports are updated after administration (3x a year);

Updated: Win2021

Count

(Blank)

Grade 4-5

Count

(Blank)

Grades 6-8

Count

1277

Grades 9-12

Count

1277
All

All Responses

76.9%

At my school, there is a teacher or other adult who believes...

70.8%

At my school, there is a teacher or other adult who really ca...

60.1%

I feel like I am part of this school.

62.3%

I feel like my voice matters to adults at my school.

65.2%

I feel safe in my school.

I have been cyberbullied in the last 30 days.

27.1%

There is a lot of tension at my school between di...

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

39.9%

60.1%

9-12

● Yes ● No

97.0%

9-12

● Yes ● No

37.7%

62.3%

9-12

● Yes ● No

At my school, there is a teacher or other adult who believes that I will be a success.

23.1%

76.9%

9-12

● Yes ● No

At my school, there is a teacher or other adult who really cares about me.

29.2%

70.8%

9-12

● Yes ● No

I feel safe in my school.

34.8%

65.2%

9-12

● Yes ● No

There is a lot of tension at my school between different cultures, races, or ethnicities.

72.9%

27.1%

9-12

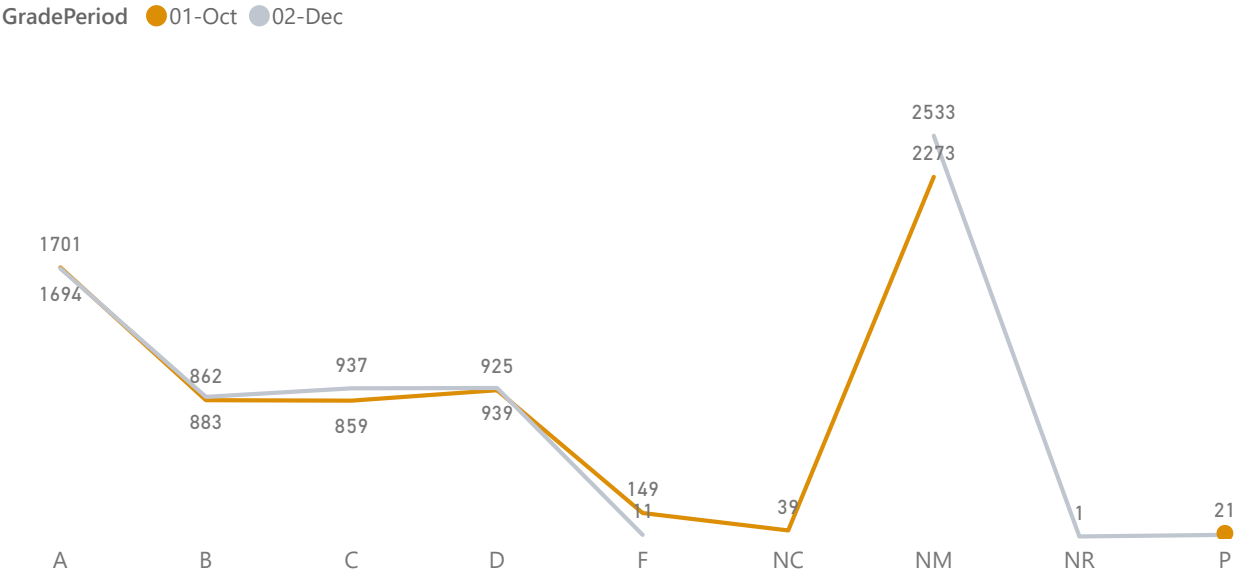
● Yes ● No

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

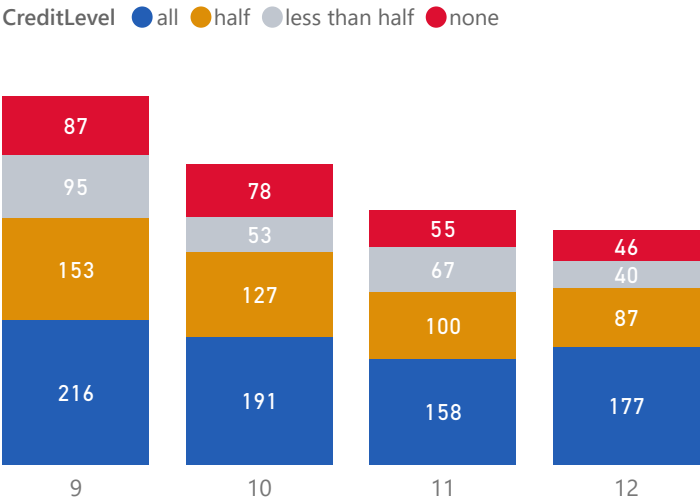
- Transcript Grades:
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
 - * Credits Earned: Credits earned as indicated on transcript
 - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
 - * All: all credits attempted were earned
 - * Half: more than half of credits attempted were earned
 - * Less than half: less than half of credits attempted were earned
 - * None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after end of term, test; Updated: January 2021

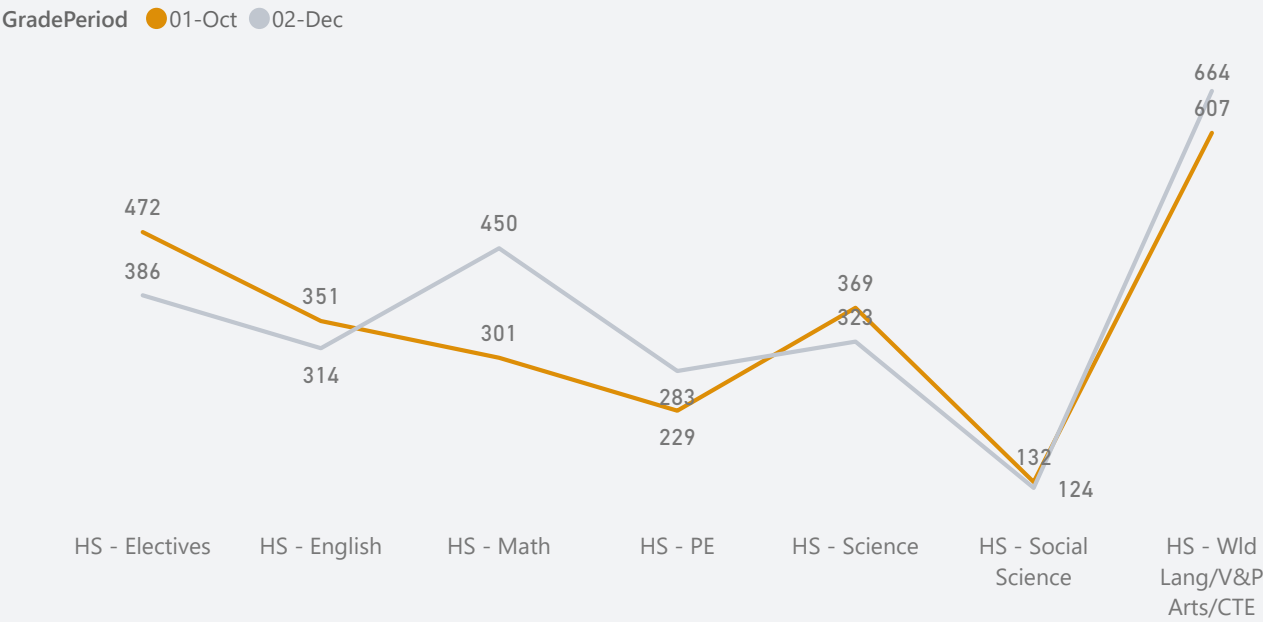
Grade Distribution and Term



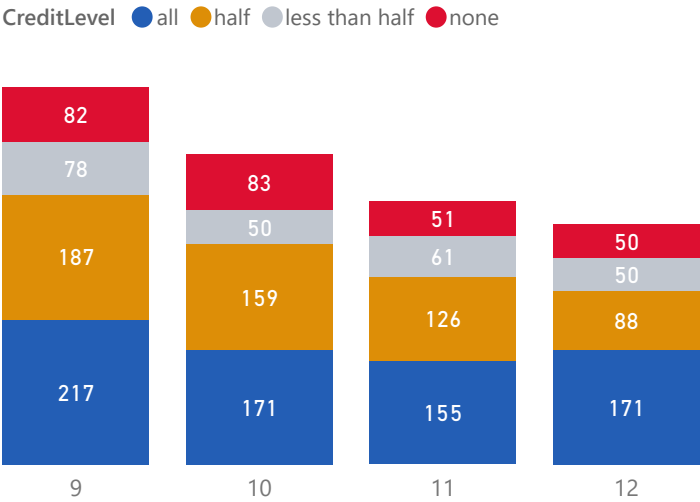
Credits Earned (October)



Subject and Non-Passing Grades

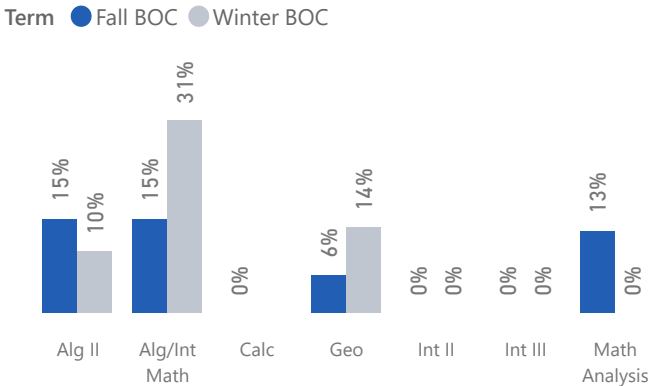
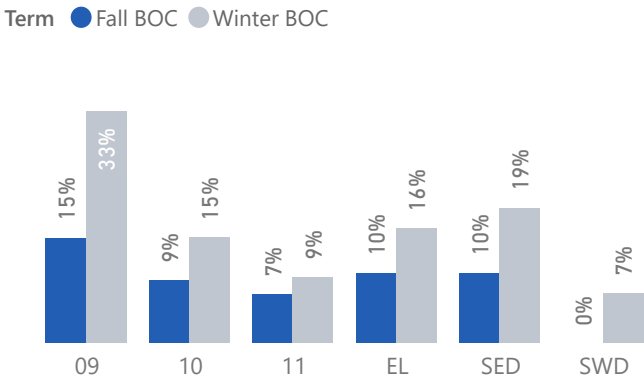
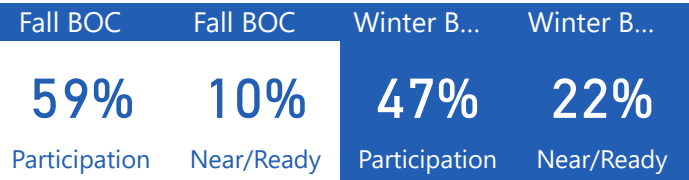


Credits Earned (December)

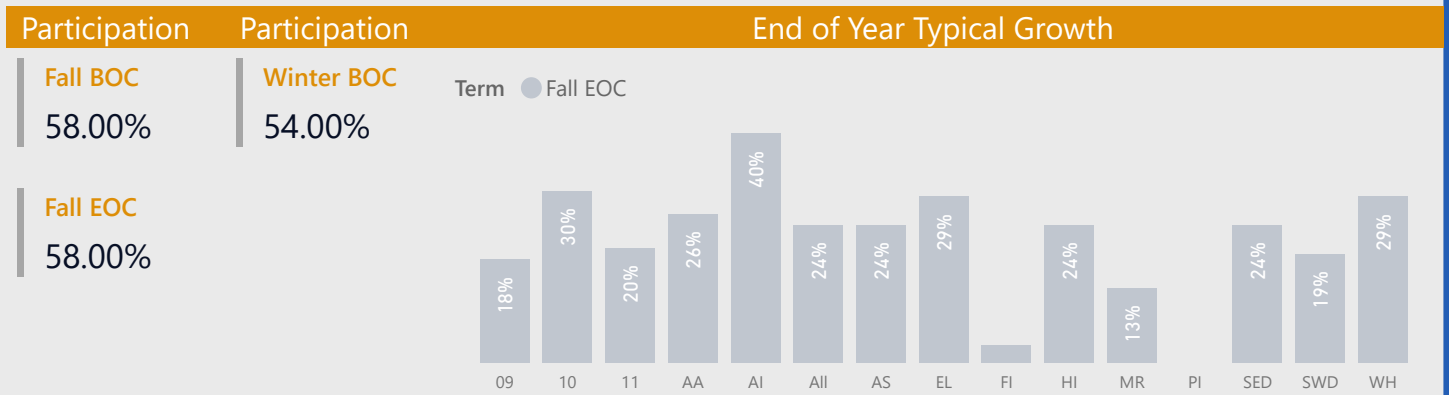
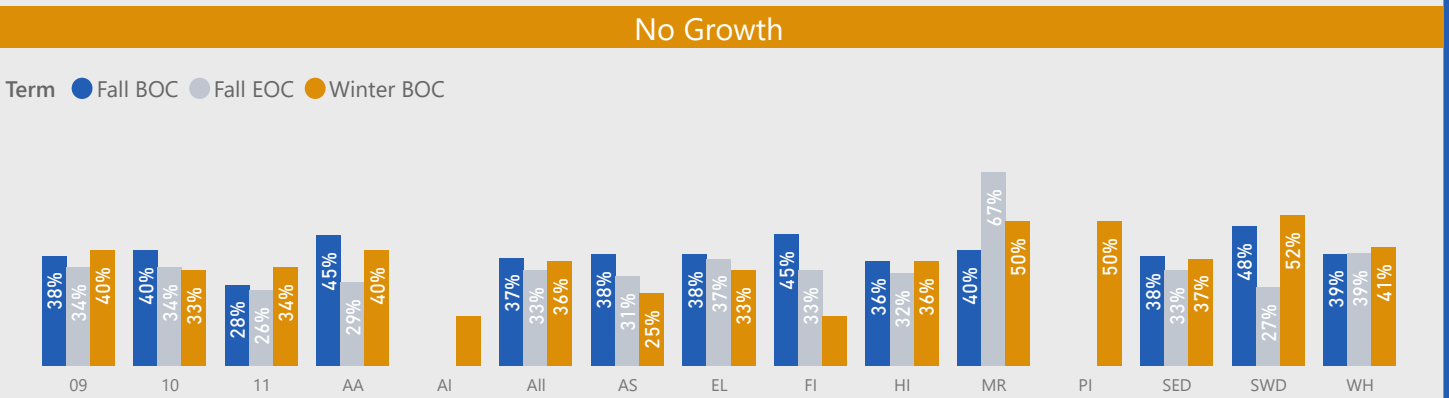
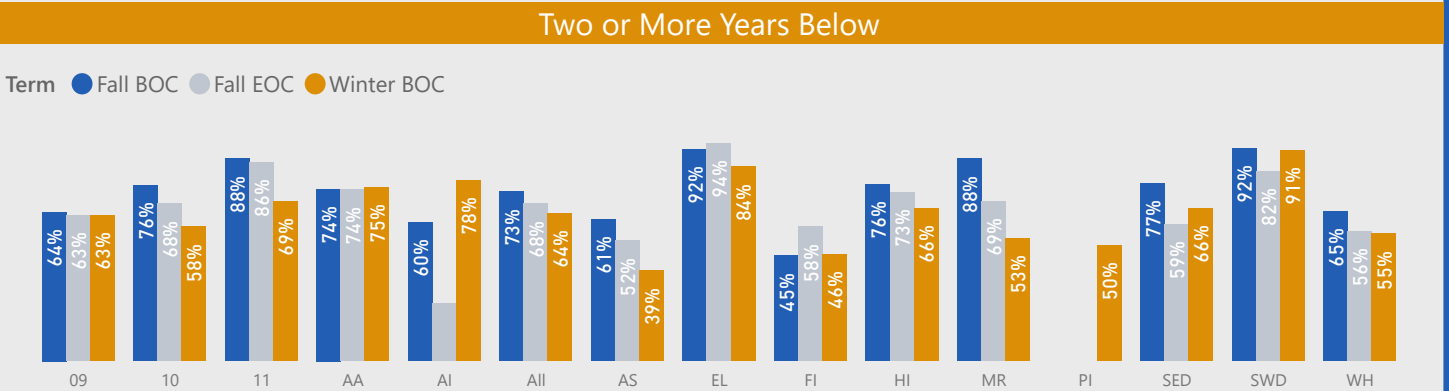


MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021

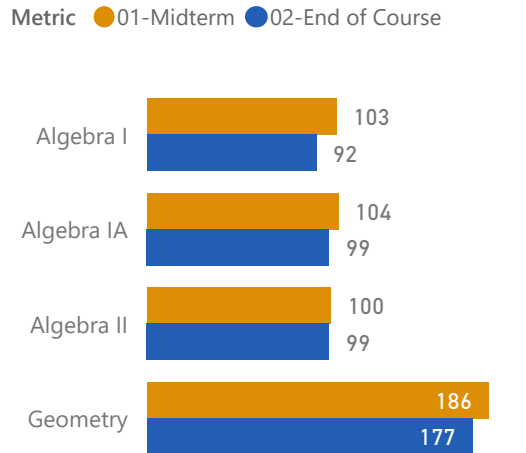


iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021

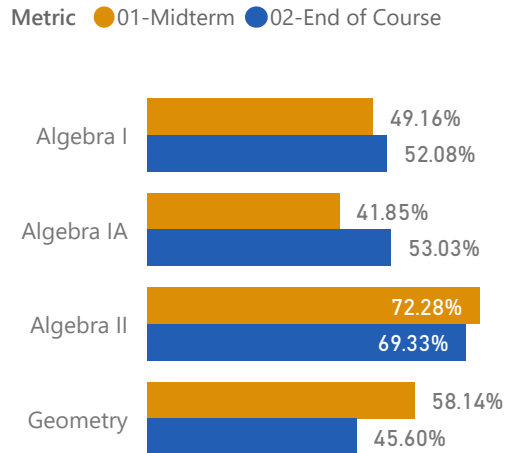


Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...



Average Math Assessment by Co...



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published
- * v2 020521 update: Enrollment; Engagement, English Learners
- * v2.2 021821 update: Curriculum Assessment; PLUS winter;
- * v2.3 022521 redesigned HS grades/test

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)
- * HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

Acronyms

Student Groups

- ALL – all students
- AA – Black/African American
- AI-American Indian/Native Alaskan
- AS-Asian
- FI-Filipino
- HI-Hispanic
- MR-Two or More
- PI-Pacific Islander/Native Hawaiian
- WH-White
- EL-English Learner
- FOS-Foster Youth
- HOM-Homeless Youth
- SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

98%

Fall

100...

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

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percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

15%

Fall

25%

Winter

Spring

2+ Below

57%

Fall

38%

Winter

Spring

No Gro...

42%

All

27%

Winter

Spring

iReady Percent On-Track

Student Group	01-Fall	02-Winter
06	22%	22%
07	24%	24%
08	28%	28%
AA	100%	100%
AI	25%	25%
ALL	25%	25%
AS	21%	21%
EL	25%	25%
HI	25%	25%
MR	25%	25%
SBAC	25%	25%
SED	25%	25%
SWD	25%	25%
WH	25%	25%

iReady Percent Two or More Years Below Grade Level

Student Group	01-Fall	02-Winter
06	56%	44%
07	50%	43%
08	64%	32%
AA	100%	100%
AI	57%	38%
ALL	25%	80%
AS	58%	42%
EL	100%	100%
HI	57%	38%
MR	64%	39%
SBAC	80%	40%
SED	75%	50%
SWD	75%	50%
WH	75%	50%

iReady Percent No Growth (since Winter 2019)

Student Group	01-Fall	02-Winter
06	63%	38%
07	40%	35%
08	38%	24%
AA	42%	27%
AI	25%	33%
ALL	44%	24%
EL	100%	100%
HI	42%	27%
MR	59%	33%
SBAC	60%	60%
SED	75%	75%
SWD	75%	75%
WH	75%	75%

F-W Growth

67%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
06	56%
07	48%
08	88%
AA	100%
AI	100%
ALL	67%
AS	75%
EL	40%
HI	67%
MR	0%
SBAC	67%
SED	72%
SWD	80%
WH	50%

Recommendations and Assurances

Site Name: Stagg High School

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

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

English Learner Parent Involvement Committee

8/12/21

Date of Meeting

Other committees established by the school or district (list):

Date of Meeting

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

This SPSA was adopted by the SSC at a public meeting on

10/12/21

Date of Meeting

Attested:

Brett Toliver

Typed Name of School Principal


Signature of School Principal

10/14/21

Date