

2023-2024 School Plan for Student Achievement 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 School 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:

English Learner Advisory Committee

1/16/2024

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 1/16/2024.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Mary Louise Stoner

Committee

1/16/2024

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Brett Tolvier

Typed Named of School Principal



Signature of School Principal

1/16/2024

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stagg High	39686763937406	05/23/2023	06/20/2023

Purpose

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

Stagg is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, American Indian, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD), and Two or More Race student groups.

Description

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

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

School improvement funds are evidence-based interventions, strategies, and/or activities and supported by School Site Council (SSC). These strategies and activities are directly related to these CSI plan development and implementation efforts:

- Advancement Via Individual Determination (AVID)
- Advanced Placement (AP) Courses
- Dual-Enrollment courses in partnership with San Joaquin Delta College
- Career Technical Education (CTE) Courses
- Improving Your Tomorrow, Inc. (IYT)

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

PLUS surveys regarding climate and culture, ASB surveys regarding climate and culture, Parental survey regarding academic engagement,

Classroom Observations

Classroom walkthroughs, PLC Data Analysis, DII/EDI professional development

Analysis of Current Instructional Program

Data Analysis, Classroom observations, Classroom Walkthroughs, Instructional Coach, Decision Making Model accepted by SSC

Standards, Assessment, and Accountability

California Standards based instruction, I-Ready assessments, CAASPP assessment data, Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

Stagg PLCs are characterized by the belief that the fundamental purpose of the school is student learning (Mission/Vision). Our PLC states that all staff members believe that all students can and will learn. Our staff demonstrate high expectations for all students (Equity). Stagg PLC establishes, supports, and strengthens high-performing collaborative teams that work interdependently toward common student achievement goals (Collaboration/Professional Reflection). Our department's PLC collaboration plan follows the Stagg Collaboration model which is a five-step agenda where all department members are involved in a collaboration process of 45 minutes to an hour, twice a month. The PLC five step agenda is as follows: 1.Data Review 2. Reflection on Strengths/Obstacles 3. Creation SMART Goals 4. Selecting Common Instructional Strategies 5. Noting the Results Indicators The plan for data analysis continues in action walks the week after the collaboration in which departments determine the success of the planned strategies on the SMART goals viewed in classroom settings during actual lessons. This creates the success/failure ratio of the SMART goal, which is reviewed at the next collaboration meeting.

Staffing and Professional Development Strengths

Stagg staffing and professional development strengths incorporate 3 areas:

Strategic Planning, Data Analysis, and Instructional Design. Strategic Planning focuses on lesson design/planning both vertical and horizontal that also includes cross-grade level planning on subject matter. Our strategic planning establishes behavioral interventions and instructional strategies.

Data Analysis has goal-setting for students based on formative tests and intervention and extension plans based on summative tests.

Instructional Design encompasses collaboration on units of study preparation, developing and revising instruction, and differentiated instruction for significant subgroups (such as Special Ed, EL, Foster Youth, etc.)

STA PD dates: 10/21/22, 11/17/23 (Virtual), 12/8/22, 1/12/23 (Virtual), 1/19/23, 3/16/23 (Virtual), 3/30/23

Percentage of Stagg teacher that attended STA PD days: 95%

Percentage of teachers that observed another teacher's classroom and/or completed a walk through during the 2022-23 school year: 50%

Percentage of teachers, in their PLC/Collaboration meetings, that looked at data on a regular basis to inform instructional practices: 90%

Percentage of teachers that used Illuminate to access student data this year to inform instructional practices: 20%

Percentage of teachers that have received PLC training: 90%

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Only 25% of our teachers were able to observe quality instruction to inform and improve instructional practice during the 2023-24 school year. **Root Cause/Why:** The teacher substitute shortage has limited teacher's availability to observe high quality instruction.

Needs Statement 2 (Prioritized): 90% of our teachers have received PLC training. **Root Cause/Why:** We have added professional development opportunities for teachers to engage in PLC training opportunities. Our staff has received training by either a consulting organization and/or the county office of education. We were able to provide teaching staff with high quality PLC training

Teaching and Learning

Teaching and Learning Summary

Stakeholders (parents, students, and staff) developed and defined our Vision via Student Learning

Outcomes. Stakeholders were tasked with better defining what it is to be College ready, Career bound, highly skilled, Successful citizens. Our stakeholder group came up with a statement for each element of our vision. We then identified the data indicators (some of which will need to be developed) to use to analyze to ensure that all graduates are prepared for the 21st Century.

College Ready: students will understand college entry requirements and be well prepared for post secondary schooling by taking rigorous courses while working through adversity. This will be accomplished/measured through high school graduation that incorporates A-G completion, UC and CSU college applications, financial aid workshops, SBAC, Advanced Placement (scores and participation), Early College/Dual Enrollment courses, Career Technical Education (CTE) Pathways, Xello, and College focus field trips and events.

Career Bound: students will be exposed to different A-G and CTE classes to develop problem solving and collaborative skills for future work opportunities. This will be accomplished/measured through Career Cruising, ASVAB, Work Experience, Job Shadowing, Internships, Workability for Students with IEPs Students, CTE/Pathway courses, Internships & Job Shadowing, Career focused Field Trips & Events, and Vocational Education programs (i.e. Titan Cafe).

Highly Skilled: students will use a variety of analytical skills to creatively interpret data, solve problems, and effectively communicate their results. This will be accomplished/measured through Student Transcripts, Student Classwork/Projects/Experiments, SBAC, ACT, SAT, AP scores, Early College/Dual Enrollment, Mock Trial, MESA, SkillsUSA, Speech & Debate, and CTE/Pathway Courses.

Successful Citizens: students will establish a proactive outlook on community service, extra-curricular activities, and self-improvement. This will be accomplished/measured through Community Service both on and off campus, Clubs and participants in clubs, Club activities participation, Athletics participation (not just team members), and Elective Pathways.

Teaching and Learning Strengths

Stagg teaching staff is very strong in building relationships/rapport with their students. The majority of the teaching staff demonstrate a high level of content knowledge in their lesson planning and incorporate a variety of technologically based instructional strategies. Stagg teaching staff participate in monthly collaboration and department meetings. In these meetings, the teaching staff focuses on scope and sequence, lesson planning, DOK higher thinking and questioning, culturally relevant teaching, checking for understanding strategies, lesson building, classroom management, behavior management, parent/guardian contact, formative and summative assessment creation and implementation and D/F list data. From the beginning of the year Stagg's instructional coach works diligently to prepare newer teachers with lesson and unit design along with the delivery of quality instruction.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Only 39% of students exceeded or met the standards for ELA SBAC testing 2021-2022 **Root Cause/Why:** Student's academic success will continue to improve with social emotional and academic instructional support and accountability.

Needs Statement 2 (Prioritized): Only 6.3% of students exceeded or met the standards for Math SBAC testing 2020-21. **Root Cause/Why:** Students were unable to receive appropriate instructional support and accountability during the previous academic years.

Parental Engagement

Parental Engagement Summary

Parent Coffee Talks are twice a month and have presenters sharing information ranging from high school requirements, mental health support, college and financial aid, Stockton Scholars, Cyber Safety with Law Teachers, Narcotics, etc.

ELAC parent meetings are held on a monthly basis from 4:30 to-6:00 p.m. The meetings are provided for the parents and community members of our English Learners on campus. These sessions are hosted by our English Learner Coordinator who provides our parents with 2-3 presenters each session on important topics such as Gang Violence Prevention, Graduation Requirements, School Safety, and Reclassification requirements. A raffle is offered to the attendees as well as food and snacks. Parents provide their honest feedback and suggestions to better support our English Learning community.

School Site Council (SSC), seeks parents opinion and support on a monthly basis. Parents have the opportunity to share needs, wants, and concerns with school administration staff, learn about the school budget, and financial support for Stagg high school.

AVID Parent Nights- AVID department provides college, financial aid, and study skills information to parents and guardians of AVID elective students. AVID provides Student orientation night, College awareness night, College Application assistance night, AVID Family FAFSA support night, and AVID Senior Night.

Parental Engagement Strengths

Parent Coffee hour Dates/Times:

8/11/22 9:00am, Parents Attended: 27

9/15/21 9:00am, Parents Attended: 18

11/17/21 9:00am, Parents Attended: 15

12/8/21 9:00am, Parents Attended: 12

1/12/22 9:00am, Parents Attended: 6

2/9/22 9:00am, Parents Attended: 15

3/9/22 9:00am, Parents Attended: 16

Parent participation total: 109

ELAC Meetings Dates/Times:

8/11/22 4:30am, Parents Attended: 15

11/17/22 4:30am, Parents Attended: 10

2/9/22 4:30am, Parents Attended: 8

4/27/23 4:30am, Parents Attended:8

Parent participation total: 41

SSC meetings Dates/Times for parent support and feedback:

School Plan for Student Achievement (SPSA) 7 of 13

The total number of families that showed up to an AVID event(s) this year was: 6 parents

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Stagg high school needs to continue engaging parents with the academic and social aspect of student life during the school year.
Root Cause/Why: When parents support their students both academically and socially, students should have more success during the school year.

School Culture and Climate

School Culture and Climate Summary

The PLUS team has distributed and collected 2 school climate surveys for the 2022-23 school year. The surveys has been distributed in 2 segments, one during the Fall and one during the Spring. The PLUS team put on a Stagg Youth Speaks Webinar. The focus was on school climate and mental health support.

Stagg High School's Vision for all students:

College Ready: students will understand college entry requirements and be well prepared for post secondary schooling by taking rigorous courses while working through adversity.

Career Bound: students will be exposed to different A-G and CTE classes to develop problem solving and collaborative skills for future work opportunities.

Highly Skilled: students will use a variety of analytical skills to creatively interpret data, solve problems, and effectively communicate their results.

Successful Citizens: students will establish a proactive outlook on community service, extra-curricular activities, and self-improvement.

School Culture and Climate Strengths

The Stagg Wellness Center is a health and wellness facility open to students attending Stagg High School. By having a health center on campus, students are able to receive services in a safe, youth-centered environment. The Wellness Center at

Stagg High School offers physical and behavioral health services on campus that help lead to healthier lifestyles through Tier 2 counseling services as well as Tier 3 referrals.

Stagg current chronic absenteeism rate is: 33%

Stagg High School's total days of suspension for the 2022-2023 school year total: 393

PLUS School Climate Survey:

6% of students indicated that they have been bullied in the past 30 days.

27% of students indicated that they feel safe at school.

30% of students indicated that there is racial tension between various groups at school.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Stagg High School has a chronic absenteeism rate of 47.1% during the 2022-2023 school year. **Root Cause/Why:** Due to a lack of domestic accountability, many of these students have a high absentee rate during the 2022-2023 school year.

Needs Statement 2 (Prioritized): For the 2021-22 school year, Stagg High School had 226 unduplicated suspensions. **Root Cause/Why:** The majority of student suspensions are related to possession of a controlled substance, under the influence of a controlled substance, or case, attempted cause, or threatening of physical violence.

Needs Statement 3 (Prioritized): It has been reported that 6% of students have been bullied in the past 30 days. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2022-23 school year.

Needs Statement 4 (Prioritized): It has been reported that only 27% of students felt safe at school. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2022-23 school year.

Needs Statement 5 (Prioritized): It has been reported that 30% of students indicated that there is racial tension between various groups at school. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2022-23 school year.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD:

ELA/ELD SMART Goal:

By the end of the 2023-24 school year, all 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 Smarter Balance Assessment (SBA) ELA assessment (11th grade data from ___% to ___%). 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 2023-2024 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 2023-2024 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 2023-2024 school year, 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 Smarter Balance Assessment (SBA) math assessment (11th grade data from ___% to ___%). This increase will be supported through the implementation of standards based curriculum and by providing professional development to classroom teachers

Identified Need

Only 25% of our teachers were able to observe quality instruction to inform and improve instructional practice during the 2023-24 school year.

90% of our teachers have received PLC training.

Only 39% of students exceeded or met the standards for ELA SBAC testing 2021-2022

Only 6.3% of students exceeded or met the standards for Math SBAC testing 2020-21.

Stagg high school needs to continue engaging parents with the academic and social aspect of student life during the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of seniors completing A-G requirements	14%	20%
Percentage of students meeting or exceeding standards in Math	6.3%	15%
Graduate Rate	Graduation Rate 79.1	Graduation Rate 88
Percentage of students meeting or exceeding standards in ELA	38.6%	45%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

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 (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 - funded with 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 - Funded by Title I

Release Time for Teachers - funded by 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	23030 - LCFF (Site)
\$170,000	50643 - Title I
\$125,000	50643 - Title I
\$60,000	23030 - LCFF (Site)
\$150,000	50643 - Title I
\$50,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

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. All students will receive portfolios and planners to help students monitor progress and keep them on track towards graduation.

HERO License Agreement: Funded By Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$40,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

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.

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. Funded by 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. Funded by 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. Funded with Title I and LCFF

Teachers will utilize interactive platforms such as Edpuzzle, Quizziz, and other similar tools to improve student engagement, assess student mastery of CORE Content Standards, and provide individual student feedback necessary to meet academic growth goals.

License Agreements 58450 - Title1 \$15,000

Stagg will provide additional supplemental instructional materials, planners, books, equipment; as well as other appropriate licenses, subscriptions, and software to support instruction and improve student achievement.

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. Funded by Title I

7. SU San Jose - Fall 2023 - 12th - AVID Coordinator, teacher, counselor, 45 students

8. UC Merced & CSU Stanislaus - Fall 2023, Spring 2024 - AVID Coordinator, teacher, counselor, 50 students

9. UC Davis & CSU Sacramento - Spring 2024 - AVID Coordinator, teacher, counselor, 50 students

10. UC Berkeley & CSU East Bay - Spring 2024 - AVID Coordinator, teacher, counselor, 50 students

11. University of the Pacific - Fall 2023 - AVID Coordinator, teacher (no cost)
12. WACAC College Fair - Spring 2024 - AVID Coordinator, counselor, Guidance Tech (no cost)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$95,000	50643 - Title I
\$192,723	23030 - LCFF (Site)
\$15,000	50643 - Title I
\$50,000	50643 - Title I
\$15,000	50643 - Title I

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

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. The District has provided consistent staff development for science teachers in the areas of NGSS standards, biology, chemistry, and physics. During the 2023-24 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 2024 - 2 teachers, 40 students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$24,495	50643 - Title I
\$25,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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 6 CTE pathways; Agriscience, Ornamental Horticulture, Ornamental Floriculture, multimedia, music and Education. The three agriculture pathways are staffed by 5 Ag CTE teachers. These pathways will have close to 500 of Stagg's 1700 students. The multimedia pathway is seated within the Visual Arts and currently functions as a pathway to students that have computer and art interests. Music pathway will provide opportunities for students to learn about careers that utilize music. Education pathway will prepare students to work in different aspects of public and private educational systems.

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 continue to build upon the newer pathway in Design Visual and Media Arts for the 2023-2024 school year. This pathway has proved to be highly successful within this district at other sites 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. Funded by LCFF LCFF

Conference/PD - A Stagg teacher will participate in a 40 hour online professional development to prepare them to use Code HS - Web Design. Funded by LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$49,197	23030 - LCFF (Site)

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

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.

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. Funded by 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. Funded by 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. Funded by Title I and LCFF

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

Purchase instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of Common Core state standards. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.

Tablet sets with carts will be utilized for student access to supplemental programs/interventions for the purpose of improving achievement, building skills for CTE pathway success, and preparation for college and career readiness. Students will engage in tablet activities such as Get More Math, PLTW, and PSAT and AP practice platforms.

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. Funded by Title I

7. SU San Jose - Fall 2023 - 12th - AVID Coordinator, teacher, counselor, 45 students

8. UC Merced & CSU Stanislaus - Fall 2023, Spring 2024 - AVID Coordinator, teacher, counselor, 50 students

9. UC Davis & CSU Sacramento - Spring 2024 - AVID Coordinator, teacher, counselor, 50 students

10. UC Berkeley & CSU East Bay - Spring 2024- AVID Coordinator, teacher, counselor, 50 students

11. University of the Pacific - Fall 2023 - AVID Coordinator, teacher (no cost)

12. WACAC College Fair - Spring 2024- AVID Coordinator, counselor, Guidance Tech (no cost)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

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. The District has provided consistent staff development for science teachers in the areas of NGSS standards, biology, chemistry, and physics. During the 2022-23 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. Funded by LCFF

Conference/PD - A Stagg teacher will participate in a 40 hour online professional development to prepare them to use Code HS - Web Design. Funded by LCFF

Biology Lap Supplies - Purchase of genetics and biotech experiment laps, which is a NGSS standard. These laps will allow Biology classes to run experiments. Funded by 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
 Field Trips:
 Physics Day ~ Exposure to STEM fields and College and Career Representatives. 1 San Jose - Spring 2021 - 2 teachers, 40 students

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 1.1.8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

All students will receive portfolios and planners to help students monitor progress and keep them on track towards graduation. Stagg will utilize other Educational Technology to enrich classroom activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 1.1.9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Data tracking from 9th grade to the 12th grade. Program completion of student programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Due to many of the limitations that were caused by COVID, staffing shortages, and availability of Professional Development opportunities, Stagg was able to have minimal success and effectiveness of the strategies for student achievement.

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

Strategy 1.) Stagg had intent on providing PD to teachers through conferences, instructional coaches, and consultants. COVID travel and in-person restrictions limited PD and Staffing shortages had instructional coaches return to the classroom. Strategy 2.) Stagg attempted to provide more communication with parents through the use of Jupiter Ed. It was unsuccessful. Stagg did have success with counselors meeting with students to provide an individual graduation plan and an academic folder. Stagg counseling department did provide a print rich environment for all students. Strategy 3.) Support for EL and Special Education students, was successful with the primary language support and Assistant Principals. Due to staffing shortages, we were unable to acquire a bilingual assistant for support of English Learners. We were successful however with the use of AVID instructional strategies and purchasing of instructional materials. Many of the college tours were put on hold due to COVID restrictions. Strategy 4.) The adoption of the science curriculum was successful, we were able to provide professional development and instructional materials and supplies to have success as well as send students to conferences that were held in the spring. Strategy 5.) Students were able to be served by the 4 Career Technical Pathways provided by Stagg: Agriscience, Ornamental Horticulture, Ornamental Floriculture, and Public Safety. We have worked towards meeting our district mission of graduating all students college, career, and community ready along with graduation requirements of the completions of a CTE pathway. The implementation of the 5th CTE pathway, Design Visual and Media Arts was inhibited by COVID delays in receiving the appropriate materials to successfully begin the multimedia pathway.

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.

Strategy 1.) Due to the removal of some of the COVID restrictions and funding for instructional coaches, we will provide PD to teachers through conference, consultants, and instructional coaching. Strategy 2.) We plan on exiting our contract with Jupiter Ed. because the district will be providing a more in-depth program for parent communication. Counselors will continue to provide individual graduation plans and academic folders for student achievement. Strategy 3.) We will attain a bilingual assistant to support newcomers in acquiring the English language and understanding subject matter. We will continue to spend money for an Assistant Principal and instructional materials and resources needed. We will also continue to support the AVID objectives of introducing students to Colleges and Universities. Strategy 4.) We will continue to enhance the NGSS standards, as well as improve upon our CTE's. Strategy 5.) We will begin providing courses in our multimedia pathway as we continue to build the program. We have created additional classes that will grow our CTE Agricultural pathway.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Attendance/Chronic Truancy:

By the end of the 2023-24 school year, Stagg High School will reduce the total number of days of suspensions to less than 250 with no expulsions, and reduce chronic truancy to 15% 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 5%.

Identified Need

Stagg High School has a chronic absenteeism rate of 47.1% during the 2022-2023 school year.

For the 2021-22 school year, Stagg High School had 226 unduplicated suspensions.

It has been reported that 6% of students have been bullied in the past 30 days.

It has been reported that only 27% of students felt safe at school.

It has been reported that 30% of students indicated that there is racial tension between various groups at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	7% of Female Students 14% of Male Students	5% of Female Students 10% of Male Students
Chronic Absenteeism Rate	47.1 %	40%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

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 Improve Your Tomorrow, Inc. (IYT). Stagg will continue with Social Workers and Social Worker Assistants that will meet with at risk students regularly, usually 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 - \$0 - Grant Funded

Conferences: \$15,000 - 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$11,100	23030 - LCFF (Site)
\$8,900	23030 - LCFF (Site)
\$15,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Stagg High School was able to provide students with the social-emotional support systems. Students were able to utilize the resources from the Wellness Center programs, as well as site-based support programs. PBIS and PLUS were able to host forums and mentoring. Stagg was not able to create the advisory period, one period a day, however outsides resources were used as supports such as, Improve Your Tomorrow, Inc.

The intended implementation of less suspensions with no expulsions was not met and unforeseen circumstances that have taken place throughout the campus. Through the PLUS survey, we found that we have maintained students' feelings of safety. We have reduced the number of teacher discipline referrals due to the implementation of PBIS strategies in the classroom. The budgeted programs used to improve school climate and culture, were exhausted. We were unable to maintain one of the outsourced mentor groups and we were unable to send staff to conferences on Positive Behavioral Interventions and Supports. We have been able to use the support system HERO that tracks positive and negative behaviors of students, allowing positive supports and interventions to take place.

We will continue with the conferences that promote better attendance and safety for students. We will continue to use the HERO system for positive reinforcement of student behaviors. We will continue to outsource for youth mentorship programs, these services will be provided by district Student Support Services that will be financed through government grants.

Positive Behavioral Interventions and Supports. We have been able to use the support system HERO that tracks positive and negative behaviors of students, allowing positive supports and interventions to take place.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Stagg High School was able to provide students with the social-emotional support systems.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Stagg High School was able to provide students with the social-emotional support systems. Students were able to utilize the resources from the Wellness Center programs, as well as site-based support programs. PBIS and PLUS were able to host forums and mentoring. Stagg was not able to create the advisory period, one period a day, however outside resources were used as supports such as, Willie B. Atkins, and Raising Youth Resilience program.

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

The intended implementation of less suspensions with no expulsions was not met, we were unable to reduce chronic absenteeism due to COVID restrictions, and unforeseen circumstances that have taken place throughout the campus. Through the PLUS survey, we found that we have maintained students' feelings of safety. We have reduced the number of teacher discipline referrals due to the implementation of PBIS strategies in the classroom. The budgeted programs used to improve school climate and culture, were exhausted. We were unable to maintain one of the outsourced mentor groups and we were unable to send staff to conferences on Positive Behavioral Interventions and Supports. We have been able to use the support system HERO that tracks positive and negative behaviors of students, allowing positive supports and interventions to take place.

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.

We will continue with the conferences that promote better attendance and safety for students. We will continue to use the HERO system for positive reinforcement of student behaviors. We will no longer outsource for youth mentorship programs, these services will be provided by district Student Support Services. We will continue with the goal of less suspensions and no expulsions through the use of the multiple support services that we will have.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By the end of the 2023-2024 school year, Stagg High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

Identified Need

Stagg high school needs to continue engaging parents with the academic and social aspect of student life during the school year.

Stagg High School has a chronic absenteeism rate of 47.1% during the 2022-2023 school year.

For the 2021-22 school year, Stagg High School had 226 unduplicated suspensions.

It has been reported that 6% of students have been bullied in the past 30 days.

It has been reported that only 27% of students felt safe at school.

It has been reported that 30% of students indicated that there is racial tension between various groups at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation rate	Base 3%	10%

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

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.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50647 - Title I - Parent

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Create more opportunities for Parents to engage in the process of creating a college and career culture at Stagg. Helping improve and increase parent participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,806	50647 - Title I - Parent

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

We have set forth to encourage parents to attend Title 1 parent meetings, school site council meetings, 8th grade parent nights, financial aid workshops, AVID parent night, athletic parent meetings, and other parent workshops and informational sessions. We have been able to increase communication with families through a variety of communication types including: school messenger calls, website, flyers, marketing, and social media.

Stagg's intent was always to have more parent engagement with student achievement, however due to the in-person limitations, parent engagement was minimal. The allocation of funds to meet this goal remained the same as we continue to provide opportunities for parents to communicate with the school and receive resources we had established for parents.

We will continue with the goals as written previously to encourage parent engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

We have set forth to encourage parents to attend Title 1 parent meetings, school site council meetings, 8th grade parent nights, financial aid workshops, AVID parent night, athletic parent meetings, and other parent workshops and informational sessions. We have been able to increase communication with families through a variety of communication types including: school messenger calls, website, flyers, marketing, and social media. Limited participation from parents to in-person activities due to unforeseen restraints caused by COVID.

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

Stagg's intent was always to have more parent engagement with student achievement, however due to the in-person limitations, parent engagement was minimal. The allocation of funds to meet this goal remained the same as we continue to provide opportunities for parents to communicate with the school and receive resources we had established for parents.

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.

We will continue with the goals as written previously to encourage parent engagement. There will be very minimal changes to the goal/strategy as COVID restrictions have lifted.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$655,301.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,107,221.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$644,495.00
50647 - Title I - Parent	\$10,806.00
50608 - Title I/ELA/Math Coach,InstSprtSu	\$0.00
50643 - Title I Salary Contingency	\$0.00

Subtotal of additional federal funds included for this school: \$655,301.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$451,920.00
50039 - ELSB	\$0.00
50345 - CSI 2021/22	\$0.00
23030 - LCFF Salary Contingency	\$0.00

Subtotal of state or local funds included for this school: \$451,920.00

Total of federal, state, and/or local funds for this school: \$1,107,221.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Erica Parra	School Site Council
Darian Codog	School Site Council
Nevaeh Torres-Gann	School Site Council (Student Rep)
Yasmin Espinoza	School Site Council (Student Rep)

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. 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 05/23/2023.

Attested:

Principal, Brett Toliver on 05/23/2023

SSC Chairperson, Mary Stoner on 05/23/2023

Addendums

Stagg HS - DMM: 5-22-23

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
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works? <u>CITE RESOURCES</u>	Do I know what I need to do to confirm what I do works?
<p>CAASPP:</p> <p>ELA:</p> <p>2016 – 48%</p> <p>Distance – 8.3</p> <p>2017 – 43.3 %</p> <p>Distance – 26.00</p> <p>2018 – 33.33%</p> <p>Distance 45.5</p> <p>2019 – 37.61%</p> <p>Distance – 35.2</p> <p>2020 No Data due to Covid</p> <p>2021 – 32.6</p> <p>Distance - 79</p> <p>Math:</p> <p>2016 – 17%</p>		<p>Students continue to struggle to pass core classes, required for graduation.</p> <p>There is a lack of rigorous instruction in the classroom.</p> <p>Teachers have curriculum, but still lack knowledge and application of standards based instruction in ELA, Math, Social Science and Science.</p>	<p>SPSA Goal 1: Strategy 1 Instructional Coaches</p> <p>(3 FTE- Math, ELA, New Teachers instructional coaches)</p> <p>Provide support in the classroom to teachers by:</p> <ul style="list-style-type: none"> • Co-teaching • Co-planning (content and Instructional) • Modeling (content and Instructional) • Targeted Feedback 	<p>SPSA Goal 1: Strategy 1 ELA, Math, and New Teacher Coaches, along with Program Specialist</p> <p>provide supports needed in the classroom to teachers:</p> <p>~ Co-teaching</p> <p>~Co-planning (content and instructional practices)</p> <p>~ Modeling</p> <p>~Targeted Feedback</p>	<p>Monitor all data points on a quarterly basis, including:</p> <ul style="list-style-type: none"> • Teacher Grades • SBAC Data • i-ReadyData • Graduation Rate Data • A-G Data • Discipline Referral Data • Exit Tickets at the conclusion of PDs. • Student/Staff Surveys

<p>Distance – 110.30 2017 – 17.67 % Distance – 103.3 2018 – 11.35% Distance – 119.8 2019 – 12.02% Distance – 124.6 2021 – 13.41 % Distance - 171</p> <p>ELPAC -2019 Level 1: 28.93% Level 2: 29.85% Level 3: 20.3% Level 4: 20.8%</p> <p>RFEP '16-'17: 18.5% '17-'18: 27.8% '18-'19: 30.2% '19-'20: 12.3% '20-'21: 12%</p> <p>ELPI (English Learner Progress Indicator) 46.3%</p> <p>Chronic Absenteeism: 2017 – 13.8% 2018 – 13.8% 2019 – 11.3% 2020 – 32.5% 2021 – 33%</p>		<p>Teachers lack data driven decision making.</p> <p>Organization and collaboration of AP, EL Coordinator, & Program Specialist</p> <p>Student awareness of their placement, I-Ready and ELPAC status.</p> <p>Program Specialist: Coordination of ELD placement and monitoring, test preparation.</p> <p>Increased attendance interventions and monitoring needed.</p> <p>Parental involvement: attendance meetings, coffee hours, parent/teacher-academic conferences.</p>	<p>Provide instructional support by:</p> <ul style="list-style-type: none"> • Differentiation of instruction • Standards based grading • Assessment for learning (CFUs) <p>Acting as a Data Coach:</p> <ul style="list-style-type: none"> • Data driven decision making • Facilitate analysis of formative and summative assessments. <p>Leading Professional Development:</p> <ul style="list-style-type: none"> • Design and present effective professional development offerings to teachers. • Design and present effective content specific professional development offerings to teachers in the three core areas – ELA, Math, Science, Social Science <p>nt Coaches) Resource Provider:</p>	<p>~ Differentiation of instruction ~Standards based grading ~ Assessment for learning (CFUs) ~ Support for creating consistency in lesson planning ~Task Analysis ~ Breaking down standards and identifying essential skills. ~ Support with new curriculum ~ Driving data driven decision making ~Facilitate analysis of formative and summative assessments. ~ increase instructional time on grade level standards and appropriate remediation within the class period.</p>	<ul style="list-style-type: none"> • Dual Enrollment • Credit Recovery • Attendance Rates • ELPAC Data • Seal of Biliteracy Data • Targeted plans for individual students • Priority course schedules and class placement for incoming 8th grade students as indicated by feeder schools
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<p>Suspension rate: 2017 – 12.5% 2018 – 10.2% 2019 – 4.5% 2020 – 9.2% 2021 – 10.2%</p> <p>Expulsions: 2017 – 2 2018 – 9 2019 – 4 2020 – 9 2021 - 3</p> <p>Graduation Rate 2017 – 77.9 2018 – 76.7 2019 – 73.0 2020 – 73.3 2021 – 79.2%</p> <p>College and Career 2017- 22.4% 2018- 23.9% 2019- 16.7% 2020 – 17.9% 2021 -</p> <p>UC/CSU A-G:</p>		<p>APs need to be visible at all times during the school day to make student connections and influence personnel to do the same.</p> <p>Implementation of Restorative Practices</p> <p>Mentorship Program Use of PLC time to support Tier 1 intervention and SAP process for Tier 2</p> <p>Graduation Rate: Increase in Graduation Rate by 10.0% to move California Dashboard indicator</p> <p>Minimum Increase in College/Career Readiness Rate by 8.0% to move California Dashboard Indicator</p> <p>Minimum Increase in College/Career</p>	<p>Share research and instructional best practices.</p> <p>SPSA Goal 1: Strategy 3- Science Provide curricular/ content area support by:</p> <ul style="list-style-type: none"> • Support in implementation of newly adopted curriculum. • Increasing teacher content area knowledge. • Promoting implementation of CCSS/NGSS. • Unpacking standards and identifying essential skills. <p>SPSA Goal 1- Strategy 5 <u>EL Progress:</u> AP & Program Specialist 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>SPSA Goal 1- Strategy 5</p> <p>~Provide supports and monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy. ~In addition to coaches and program specialist, Bilingual Assistants support EL students in their non ELD courses to access to content and skill acquisition</p> <p>SPSA Goal 1 - Strategy 1,3,4 <u>Professional Development:</u> ~ Design and present effective content specific</p>	<p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p>
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<p>2017- 26.3%</p> <p>2018- 30.7%</p> <p>2019- 20.6%</p> <p>2020- 17.15%</p> <p>2021- 16.79</p> <p>AP Courses Passed:</p> <p>2018- 205/217</p> <p>2019- 149/178</p> <p>2020- 203/203</p> <p>2021- 114/131</p> <p>AP Exams Passed</p> <p>2018- 27/172</p> <p>2019- 28/145</p> <p>2020- 55/142</p> <p>2019- 19/108</p> <p>2021 -</p> <p>School Climate:</p>		<p>Readiness Rate by 7.0% to move California Dashboard Indicator</p> <p>Provide AP information to parents and students. Pre-registration counseling by counselors to encourage enrollment in AP classes</p>	<p><i>SPSA Goal 2- Strategy 2</i> <u>Chronic Absenteeism:</u> AP will reduce Chronic Absenteeism as measured by the student indicator for chronic absenteeism with a special focus on reduced tardiness and increased attendance to 1st period, and overall attendance. 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><i>SPSA Goal 1- Strategy 4</i> <u>Suspension Rate:</u> (1 FTE Assistant Principal) will provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities.</p>	<p>professional development offerings to teachers in the four core areas –ELA, Math, Science, Social Science and new teachers in all subject matter ~Guide teachers in instructional equity and culturally responsive teaching practices</p> <p><i>SPSA Goal 1- Strategy 1</i> Counselors and Administrators work with students who have failed core classes will have priority placement in retaking courses with a strong teacher. Students who are repeating the class will be grouped separately from students who are taking the class for the first time.</p>	<p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>Monitor all data as mentioned in #1 for evaluation of the continuum.</p>
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			<p>The AP will provide training on alternate positive behavioral intervention and support to teachers and staff.</p> <p><i>SPSA Goal 1-Strategy 4</i> <u>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>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 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,</p>	<p><i>SPSA Goal 1-Strategy 4</i> Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools)</p> <p><i>SPSA Goal 3-Strategy 1</i> <i>Parental involvement:</i> attendance meetings, coffee hours, parent/teacher-academic conferences, FAFSA support, college and career research.</p>	<p>Monitor college/career readiness data for evaluation.</p>
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			<p>D/F grade comparison by course, and common grading policies.</p> <p>SPSA Goal 2-Strategy 1 & 2 <u>Social/Emotional Support:</u> An additional <u>AP</u> 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</p>	<p>SPSA Goal 2-Strategy 1 & 2 <u>Social/Emotional Support:</u> <i>Counselors, administrators and mentor</i> continue and expand to improve school climate, enhance school safety, increase use of restorative practices, 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>	
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			<p>and collegiality among staff.</p> <p>The school needs to increase trauma informed, culturally responsive instructional support, and equity practices to teachers. The school needs to increase services to best support students with peer and teacher conflicts, mental health, family conflicts, sexual identity, self-esteem and individual worth.</p> <p><i>SPSA Goal 1- Strategy 4</i> <u>Program Specialist</u> <i>(1.0 FTE Program Specialist)</i> will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement.</p>	<p>collegiality among staff.</p> <p><i>SPSA Goal 2- Strategy 2, 3</i> <i>Fund incentive programs</i> to support and encourage reduction in Chronic Absenteeism, grades, behavior, and school connectedness.</p> <p>Continue to provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities.</p> <p>Provide training on alternate positive behavioral intervention and support to teachers and staff.</p>	
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			<p>Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (ELPAC, I-Ready, SBAC, SAT, etc), Monitors reclassifications, monitors student progress and creates and monitors the Bilingual aide's schedule. This provides AP the ability to focus and maintain a safe and positive school campus and climate as well as focus on instructional analysis increasing student achievement.</p>	<p><i>SPSA Goal 3- Strategy 1,3,4,5</i> <i>Community Partnerships:</i> Reach out to the community to provide internships and presenters to students to grow understanding and access to local trades and career paths.</p> <p>Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools)</p>	
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Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov