



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

| | |
|---|---------------------------------------|
| School: | Amos Alonzo Stagg High School |
| Address: | 1621 Brookside Rd. Stockton, CA 95207 |
| CDS Code: | 3937406 |
| District: | Stockton Unified School District |
| Principal: | Andre Phillips |
| Revision Date: | February 22, 2018 |
| District Governing Board approved: | April 10, 2018 |

For additional information on school programs and how you may become involved locally, please contact the following person:

| | |
|------------------------|---------------------------|
| Contact Person: | Andre Phillips |
| Position: | Principal |
| Phone Number: | 209 933-7445 |
| E-mail Address: | aphillips@stocktonusd.net |

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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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

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

(ELAC)

State Compensatory Education Advisory Committee

Signature

English Learner Parent Involvement Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on February 22, 2018.

Attested:

Andre Phillips

Typed Name of School Principal

al Phillips

Signature of School Principal

February 22, 2018

Date

Ciera Wallace

Typed Name of SSC Chairperson

Ciera Wallace

Signature of SSC Chairperson

February 22, 2018

Date

Mission

Insert the school site's mission.

The mission of Stagg High School is to provide students with a structured, supportive, rigorous learning environment that will enable them to be successful in college and post-secondary careers.

Vision

Insert the school site's vision.

Stagg High School strives to offer opportunities to our students that will promote a sense of PRIDE and engage them in challenging learning experiences. These experiences will guide them to become productive and involved members of our community. Stagg is committed to preparing students for college and/or post-secondary careers by developing the skills necessary to meet the demands of the 21st century.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Amos Alonzo Stagg High School supports a student body of over 1,700 students in grades 5 – 12, including the addition of the Public Service Academy. Students who do enroll in our school from the eighth grade come from 18 different feeder schools within the boundaries of our attendance area. All of these schools are K-8 enrollment schools, with the exception of a few specialty and charter schools that feed into our population.

The current Grade Level Enrollment as of 1/3/18:

5th = 23

6th = 31

7th = 26

8th = 25

9th = 443

10th = 386

11th = 415

12th = 353

Stagg is proud of its diverse population which includes approximately 56.6% Latino, 15.5% African American, 12.7% White, 4% American Indian, 9% Asian, 2% Filipino, 3.5% Cambodian, 2.7% Two or more, 1% other Asian.

Our English Learner (EL) population for the 2017-2018 school year represents 219 (changes weekly) (12.7%) of our student body, 37 are Initial Fluent English Proficient (16.9%), and 72 are Reclassified Fluent English Proficient (33.9%).

Furthermore, Stagg is actively engaged reviewing yearly individual graduation plans for all students. The purpose of both initiatives is to write a clear academic plan for students and to monitor their success. Counselors meet with students regularly in order to follow their academic progress and to put support systems in place if needed. The counselors also perform assessments for all of our sophomores for career interest inventory (Career Cruising). All leadership decisions will be student-centered, supporting increased student achievement.

Stagg offers numerous academic, co-curricular, and extracurricular programs. We are proud not to only have one, but two nationally recognized award winning programs in Journalism and MESA (Mathematics, Engineering, and Science Achievement). We also offer all A-G coursework, AVID, and offer Honors, and Advanced Placement (AP) courses in English, Math, Science, Social Science, and Foreign Language. Additionally, we have begun an Ag-Science pathway this past fall (2017-2018) and adding an Education pathway in the 2018-2019 school year.

Stagg proudly opened the Stockton Public Safety Academy in the fall of 2016 servicing 5th - 8th grade students with the goal to add a grade each year through the 12th grade. The mission of the Stockton Public Safety Academy is to cultivate self-disciplined and forwardthinking cadets, with an emphasis on the Public Safety Field, through a process of rigorous academics, character and leadership development, fitness improvement, and realistic hands on preparation so that each cadet is college and career ready. The academy will be an exciting opportunity to bridge the gap between local Public Safety workers and the students of Stockton.

Students will develop a mindfulness to always achieve their best academically and behaviorally. All staff will always support and celebrate those efforts by students. All new students with below level skills will be immersed in academically rich programs to quickly bring them to proficiency. Upon graduation, all students will have completed course requirements and possess skills necessary to continue their education at the college level.

Through the ongoing implementation of the Multi-Tiered System of Supports (MTSS) model Stagg High School has a system in place that quantifies our belief that all students can learn, that all English Learners can learn English, and that all students can graduate high school prepared for college or career.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.
- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement
 - Professional Learning Communities - fidelity
 - Academic achievement - increasing rigor
 - College/Career Readiness
 - School wide PBIS focus
- Identify the major expenditures supporting these priorities.
 - Attended PLC conferences, additional teacher compensation for teacher collaboration and staff, on-site professional learning on targeted topics
 - AVID, Advanced Placement training, homework center - tutoring, credit recovery program(s)
 - College/Career workshop for students and parent, college field trips (via AVID)

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?
- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
 - Supplemental instructional materials, supplies and copies that enhanced the core instruction.
 - Data analysis of student achievement and placement focusing on incoming freshmen, then on upper grades.
 - Conducted observations and feedback to improve high quality first instruction.
 - Conducted professional learning, coaching to teachers to provide professional learning opportunities that focused on improving student achievement with English Learners and students who tested below standards.
 - Professional learning opportunities to improve instructional practices and enhance student achievement.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - Placement of English Learner students requires improved personnel scheduling.
 - Improvement in opportunities to encourage parent participation.
- What specific actions related to those strategies were eliminated or modified during the year?
 - Rescheduling occurred to improve opportunities to visit classrooms.
- Identify barriers to full or timely implementation of the strategies identified above.
 - Lack of available substitutes impacted academic conferences, workshop attendance, and professional learning
 - Calibration of teachers in data analysis and lack of timely data provided during the data cycle.
 - Follow through with the action plan developed as a result of coaching.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - Rescheduled training opportunities, academic conferences, etc. when substitutes were not available.
 - Conduct one-on-one meeting with individuals to review data and develop action plans.
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
 - Hindered the appropriate placement of students due to limited or untimely data provided.
 - Professional development opportunities to provide high quality first instruction strategies were limited.
- What data did you use to come to this conclusion?
 - Observation and anecdotal information of experience in oversight of the school.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
 - What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement
- Identify those strategies or activities that were particularly effective in improving student achievement.
 - The Instructional Coach was effective when working with our teachers during co-planning, co-teaching, and monitoring to help lead teachers.
 - The additional teacher collaboration to improve their instructional practices and exchange best practices.
 - Onsite professional learning opportunities that have focused on critical reading, writing, etc.
 - What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - Data was not compiled in a manner that could result in a response of direct or indirect impact.
 - Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Outlying PLC team(s) that are not fully vested in the data analysis cycle.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement
 - Based on informal feedback the lack of confidence in the PLC process; which will require one-on-one training and support.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

1. How was the School Site Council (SSC) involved in development of the plan?

Stagg's SSC committee were engaged in multiple discussions regarding the SPSA's – creation, implementation, goals in the development of the plan.

2. How were advisory committees involved in providing advice to the SSC?

Disseminating information regarding SPSA and involving ELAC committee members by providing feedback of the services provided for our EL students and courses and receiving recommendations from ELAC regarding interventions/courses/incentives that may enhance our EL student language ability.

3. How was the plan monitored during the school year?

Plan was monitored in an on-going and continuous basis through Stagg's leadership, SSC, and ELPIC (formally ELAC) committee meetings throughout the calendared year.

4. What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

More frequent Parent link messages to our parents and guardians to disseminate information regarding the SPSA.

Posting the SPSA on the website

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

School Goal #1:

By July 2017, the percentage of all students (grade 11) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

By July 2017, the percentage of all students (grades 9-11) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

School Goal #2:

By July of 2017, the percentage of all students (grade 11) meeting their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students and shall have no less than 20 percent proficient in Math.

By July 2017, the percentage of all students (grades 9-11) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

School Goal #3:

By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.

By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.

By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

School Goal #4:

By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.

By July 2017, attendance rates will grow by 2 percent.

By July 2017, suspension rates will continue to decrease.

By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease.

By July 2017, expulsion rates will continue to decrease.

By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease.

School Goal #5:

Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children.

School Goal #6:

By June 2017, increase the percentage of students graduating high school.

By June 2017, decrease the percentage of students who drop out of high school.

By June 2017, increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of student that align with state board approved career technical educational standards and framework by 10 percentage points from prior year.

By June 2017, increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher by 5 percentage point from prior year.

By June 2017, increase the percentage of students (grade 11) who will demonstrate complete preparedness in ELA and Mathematics pursuant to SBAC's Early Assessment Program assessment by 5 percentage points from prior year.

By June 2017, increase the percentage of students (grade 9) meeting grade level proficiency in Algebra concepts from prior year.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Based on data from the California School Dashboard, English Learners increased by 10.7%. Teachers, paraprofessionals, Instructional Coach, and site administration have been direct recipients of significantly relevant and appropriate professional learning and best practices of integrated and designated ELD strategies and framework. Through these constructive conversations, teachers and paraprofessionals can make timely appropriate corrections with enthusiasm to benefit the English Learners. Stagg High School will continue to receive support from the Language Development Office during school year 2017-2018 to inform site administration of what integrated and designated ELD strategies look like in the classroom, provide hands on experiential professional learning, and support the site with interventions, strategies, and best practices to maximize efforts for English Learners to reclassify at their earliest chance possible.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the California School Dashboard, suspensions ~ African-Americans, Hispanics, Students with disabilities, and English Learners indicators are falling in the “Red” performance category while the Socially disadvantaged fall in the “orange” performance category. The SBAC Math ~ 110.3 points below level 3 and SBAC ELA ~ 8.3 points below level 3. Stagg has refocused its efforts in the implementation of Positive Behavior and Intervention Supports (PBIS) framework to include training for our teachers, administrators and staff, developed a discipline rubric, and using evidence based practices to address student behaviors and adult responses and interactions.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Graduation Indicator:

Based on the California Dashboard for the graduation indicator identifies All Students as “Yellow” and Students with Disabilities as “Red”. Although this does not meet the criteria outline for a performance gap, we are considering this difference to be a performance gap since Students with Disabilities are below All Students. Stagg is committed to working with the district and its Special Education Department to help students that received RSP services is able to receive a diploma based on the course of study determined collaboratively by his or her IEP team, including providing opportunities to meet the A-G requirement for UC/CSU acceptance. Furthermore, we are supportive to the district’s and its Special Education Departments effort to developing a pathway for students in SDC classes to achieve a diploma; through the identification of students, providing students with increased opportunities via tutoring and the learning center, etc.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

During the 2016-17 school year, the preliminary plan was developed by the leadership team using various assessment data such as MAP, SBAC, CELDT, Unit of Study post assessments, attendance, and discipline data. After the preliminary plan was developed, it was presented to various stakeholder groups for input and feedback. Presentations were made to the ELPIC committee, staff, and School Site Council and each group was provided the opportunity to provide feedback and input that were included in the development of the final plan.

ELPIC/ELAC:

February 22, 2017

SSC:

Fall meetings

January 26, 2017

School Leadership Team: December 5, 2016

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

| Area of Focus | 2017-18 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|----------------------------------|--|---|------------------------------------|--|-----------------|----------------------------------|
| 1.1 Academic Student Achievement | Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, academic conferences, etc. | # of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended | Trimester | \$13,405 (Salary/Benefits) \$25,000 (Additional Teacher Comp) \$30,000 (Teacher Substitute Pay) \$31,100 \$7,989 (Conferences) | Title I LCFF | 19101 11500 11700 52150 |
| 1.2 Academic Student Achievement | To continue implementation of a monitoring system for students to meet A-G requirements through academic rescue, etc. | # of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of students in academic rescue # of A-G presentations # of A-G transcript reviews | Monthly | \$117,000 (Salary/Benefits) | LCFF | 13201 |
| 1.3 Academic Student Achievement | Supplemental materials and resources to | # of students at grade level # of students | Trimester | \$259,595 \$29,816 | Title I LCFF | 43110 56590 |

| | | | | | | |
|---|---|--|-----------|---|---------|-------|
| | augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.) | below grade level # of students making progress | | (Instructional Materials) \$6,600 (Maintenance Agreement) | | |
| 1.4 Student Intervention | Provide students with Tier 2 academic support through targeted small group instruction, tutoring, etc. | # of students receiving Ds # of students receiving Fs # of student growth towards mastery | Quarterly | \$45,405 (Salary/Benefits) | Title I | 11101 |
| 1.5 Academic Student Achievement | Provide EL students with support and resources to through targeted small group instruction, tutoring, etc. that honors the students primary language to increase foundational literacy skills. | # of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades Pre/post assessments | Trimester | \$56,380 (Salary/Benefits) | LCFF | 21101 |

Proposed: Year 2: July 1, 2018 – June 30, 2019

| Area of Focus | 2018-19 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|----------------------------------|--|---|------------------------------------|--|-----------------|----------------------------------|
| 2.1 Academic Student Achievement | Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, academic conferences, etc. | # of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended | Trimester | \$13,405 (Salary/Benefits) \$25,000 (Additional Teacher Comp) \$30,000 (Teacher Substitute Pay) \$31,100 \$7,989 (Conferences) | Title I LCFF | 19101 11500 11700 52150 |
| 2.2 Academic Student Achievement | To continue implementation of a monitoring system for students to meet A-G requirements through academic rescue, etc. | # of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of students in academic rescue # of A-G presentations # of A-G transcript reviews | Monthly | \$117,000 (Salary/Benefits) | LCFF | 13201 |
| 2.3 Academic Student Achievement | Supplemental materials and resources to | # of students at grade level # of students | Trimester | \$259,595 \$29,816 | Title I LCFF | 43110 56590 |

| | | | | | | |
|---|---|--|-----------|---|---------|-------|
| | augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.) | below grade level # of students making progress | | (Instructional Materials) \$6,600 (Maintenance Agreement) | | |
| 2.4 Student Intervention | Provide students with Tier 2 academic support through targeted small group instruction, tutoring, etc. | # of students receiving Ds # of students receiving Fs # of student growth towards mastery | Quarterly | \$45,405 (Salary/Benefits) | Title I | 11101 |
| 2.5 Academic Student Achievement | Provide EL students with support and resources to through targeted small group instruction, tutoring, etc. that honors the students primary language to increase foundational literacy skills. | # of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades Pre/post assessments | Trimester | \$56,380 (Salary/Benefits) | LCFF | 21101 |

Proposed: Year 3: July 1, 2019 – June 30, 2020

| Area of Focus | 2019-20 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|----------------------------------|--|---|------------------------------------|--|-----------------|----------------------------------|
| 3.1 Academic Student Achievement | Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, academic conferences, etc. | # of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended | Trimester | \$13,405 (Salary/Benefits) \$25,000 (Additional Teacher Comp) \$30,000 (Teacher Substitute Pay) \$31,100 \$7,989 (Conferences) | Title I LCFF | 19101 11500 11700 52150 |
| 3.2 Academic Student Achievement | To continue implementation of a monitoring system for students to meet A-G requirements through academic rescue, etc. | # of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of Students with D grades # of students with F grades (Decrease D and F rate) # of students in academic rescue # of A-G presentations # of A-G transcript reviews | Monthly | \$117,000 (Salary/Benefits) | LCFF | 13201 |
| 3.3 Academic Student Achievement | Supplemental materials and resources to | # of students at grade level # of students | Trimester | \$259,595 \$29,816 | Title I LCFF | 43110 56590 |

| | | | | | | |
|---|---|--|-----------|---|---------|-------|
| | augment the core instruction/Units of Study (UoS), such as reading, writing, and math resources, web-based supplemental resources, interactive technology, classroom printers, and project specific supplies (e.g. chart paper, post-it notes, folders, binders, markers, etc.) | below grade level # of students making progress | | (Instructional Materials) \$6,600 (Maintenance Agreement) | | |
| 3.4 Student Intervention | Provide students with Tier 2 academic support through targeted small group instruction, tutoring, etc. | # of students receiving Ds # of students receiving Fs # of student growth towards mastery | Quarterly | \$45,405 (Salary/Benefits) | Title I | 11101 |
| 3.5 Academic Student Achievement | Provide EL students with support and resources to through targeted small group instruction, tutoring, etc. that honors the students primary language to increase foundational literacy skills. | # of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades Pre/post assessments | Trimester | \$56,380 (Salary/Benefits) | LCFF | 21101 |

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

| Area of Focus | 2017-18 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|--------------------|---|---|------------------------------------|--------------------------------|----------------|------------------|
| 1.1 School Climate | Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. | # of student attending school # of student attending on time/class transitions # of discipline referrals # of students suspended | Monthly | \$116,721 (Salary/Benefits) | LCFF | 13201 |

Proposed: Year 2: July 1, 2018 – June 30, 2019

| Area of Focus | 2018-19 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|--------------------|---|---|------------------------------------|--------------------------------|----------------|------------------|
| 2.1 School Climate | Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. | # of student attending school # of student attending on time/class transitions # of discipline referrals # of students suspended | Monthly | \$116,721 (Salary/Benefits) | LCFF | 13201 |

Proposed: Year 3: July 1, 2019 – June 30, 2020

| Area of Focus | 2019-20 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|--------------------|---|---|---------------------------------------|--------------------------------|-------------------|---------------------|
| 3.1 School Climate | Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc. | # of student attending school # of student attending on time/class transitions # of discipline referrals # of students suspended | Monthly | \$116,721 (Salary/Benefits) | LCFF | 13201 |

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

| Area of Focus | 2017-18 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|--|--|---|------------------------------------|-------------------------------------|----------------|------------------|
| 1.1 Parent, Student, and School Engagement | Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc. | # of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events | Trimester | \$6,881 \$66 (Parent Meeting) | Title I | 43400 |

Proposed: Year 2: July 1, 2018 – June 30, 2019

| Area of Focus | 2018-19 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|--|--|---|------------------------------------|-------------------------------------|----------------|------------------|
| 2.1 Parent, Student, and School Engagement | Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc. | # of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events | Trimester | \$6,881 \$66 (Parent Meeting) | Title I | 43400 |

Proposed: Year 3: July 1, 2019 – June 30, 2020

| Area of Focus | 2019-20 Strategies (Narrative/Action Plan) | Metric(s) (Measurement) | Monitoring Timeline (Frequency) | Amount | Funding Source | Object Code/Type |
|---|--|---|---------------------------------------|-------------------------------------|-------------------|---------------------|
| 3.1 Parent, Student, and School Engagement | Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, etc. | # of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events | Trimester | \$6,881 \$66 (Parent Meeting) | Title I | 43400 |

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

| Name of Members | Start Term | End Term | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--------------------------------------|------------|----------|-----------|-------------------|--------------------|----------------------------|--------------------|
| Andre Phillips | 2012 | ongoing | X | | | | |
| Johnathan Stevens | 2017 | 2019 | | X | | | |
| Victoria Marinelli | 2017 | 2019 | | X | | | |
| James Buntin | 2017 | 2019 | | X | | | |
| Alice Henderson | 2017 | 2019 | | X | | | |
| Christiane Highfill | 2017 | 2019 | | | X | | |
| George Wigfall | 2016 | 2018 | | | | X | |
| Julie Munoz | 2016 | 2018 | | | | X | |
| Ernest Mack | 2016 | 2018 | | | | X | |
| Amanda Munoz | 2016 | 2018 | | | | | X |
| Maria Castillo | 2017 | 2019 | | | | | X |
| Ciera Wallace | 2017 | 2018 | | | | | X |
| Numbers of members of each category: | | | 1 | 4 | 1 | 3 | 3 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: STAGG HIGH SCHOOL
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

| Object | Description | FTE | Title 1 50647 Parent Involvement | Title 1 50643 Instructional- General | Title 1 50645 Extended Day /Year | TOTAL BUDGET | SPSA Alignment (Goal - Line) |
|--|-------------------------------|-----|---|---|---|---------------|---------------------------------|
| Personnel Cost-Including Benefits | | | | | | | |
| 11500 | Teacher - Add Comp | | | | | \$ - | |
| 11700 | Teacher Substitute | | | | | \$ - | |
| 12151 | Counselor | | | | | \$ - | |
| 13201 | Assistant Principal | | | | | \$ - | |
| 19101 | Program Specialist | | | | | \$ - | |
| 19101 | Instructional Coach | | | | | \$ - | |
| 19500 | Instr. Coach-Add Comp | | | | | \$ - | |
| 21101 | Instructional Assistant | | | | | \$ - | |
| 21101 | CAI Assistant | | | | | \$ - | |
| 21101 | Bilingual Assistant | | | | | \$ - | |
| 24101 | Library Media Clerk | | | | | \$ - | |
| 29101 | Community Assistant | | | | | \$ - | |
| | Additional Comp/Hourly | | | | | \$ - | |
| 11101 | Teacher Salary | | | 45,405 | | \$ 45,405.00 | Goal 1 - 4 |
| | TOTAL PERSONNEL COST | | \$ - | \$ 45,405.00 | \$ - | \$ 45,405.00 | |
| Books & Supplies | | | | | | | |
| 42000 | Books | | | | | \$ - | |
| 43110 | Instructional Materials | | | 259,595 | | \$ 259,595.00 | Goal 1 - 3 |
| 43200 | Non-Instructional Materials | | | | | \$ - | |
| 43400 | Parent Meeting | | 6.947 | | | \$ 6,947.00 | Goal 3 - 1 |
| 44000 | Equipment | | | | | \$ - | |
| 43150 | Software | | | | | \$ - | |
| | Sub-Total-Supplies | | \$ 6,947.00 | \$ 259,595.00 | \$ - | \$ 266,542.00 | |
| Services | | | | | | | |
| 57150 | Duplicating | | | | | \$ - | |
| 57250 | Field Trip-District Trans | | | | | \$ - | |
| 57160 | Nurses | | | | | \$ - | |
| 57400 | CorpYard | | | | | \$ - | |
| 56590 | Maintenance Agreement | | | 6,600 | | \$ 6,600.00 | Goal 1 - 3 |
| 56530 | Equipment Repair | | | | | \$ - | |
| 52150 | Conference | | | 31,100 | | \$ 31,100.00 | Goal 1 - 1 |
| 59140 | Telephone | | | | | \$ - | |
| 58450 | License Agreement | | | | | \$ - | |
| 58720 | Field Trip-Non-District Trans | | | | | \$ - | |
| 58920 | Pupil Fees | | | | | \$ - | |
| 58100 | Consultants-instructional | | | | | \$ - | |
| 58320 | Consultants-Noninstructional | | | | | \$ - | |
| | Sub-total-Services | | \$ - | \$ 37,700.00 | \$ - | \$ 37,700.00 | |
| | Total | | \$ 6,947.00 | \$ 342,700.00 | \$ - | \$ 349,647.00 | |
| | Differential | | - | - | | - | |
| | 2016-17 Carryover | | 66 | 93,150 | | 93,216 | |
| | Revised 2017-18 Allocation | | 6,881 | 249,550 | | 256,431 | |
| | | | 6,947 | 342,700 | | 349,647 | |

SCHOOL NAME: STAGG HIGH SCHOOL
Preliminary Budget Allocation - LCFF
2017-2018

| Object | Description | FTE | LCFF/SCE | LCFF/SCE | TOTAL BUDGET | SPSA Alignment (Goal - Line) |
|--|-------------------------------|-----|--|-------------------------------|---------------|---------------------------------|
| | | | 23030 Instructional-L-SC E/General | 23031 Extended Day/Year | | |
| Personnel Cost-Including Benefits | | | | | | |
| 11500 | Teacher - Add Comp | | 25,000 | | \$ 25,000.00 | Goal 1 -- 1 |
| 11700 | Teacher Substitute | | 30,000 | | \$ 30,000.00 | Goal 1 -- 1 |
| 12151 | Counselor | | | | \$ - | |
| 13201 | Assistant Principal | | 222,327 | | \$ 222,327.00 | Goal 2 - 1; Goal 1 - 1 |
| 19101 | Program Specialist | | | | \$ - | |
| 19101 | Instructional Coach | | 13,405 | | \$ 13,405.00 | Goal 1 - 1 |
| 19500 | Instr. Coach-Add Comp | | | | \$ - | |
| 21101 | Instructional Assistant | | | | \$ - | |
| 21101 | CAI Assistant | | | | \$ - | |
| 21101 | Bilingual Assistant | | 56,380 | | \$ 56,380.00 | Goal 1 - 5 |
| 24101 | Library Media Clerk | | | | \$ - | |
| 29101 | Community Assistant | | | | \$ - | |
| | Additional Comp/Hourly | | | | \$ - | |
| | | | | | \$ - | |
| | TOTAL PERSONNEL COST | | \$ 347,112.00 | \$ - | \$ 347,112.00 | |
| Books & Supplies | | | | | | |
| 42000 | Books | | | | \$ - | |
| 43110 | Instructional Materials | | 29,816 | | \$ 29,816.00 | Goal 1 - 3 |
| 43200 | Non-Instructional Materials | | | | \$ - | |
| 43400 | Parent Meeting | | | | \$ - | |
| 44000 | Equipment | | | | \$ - | |
| 43150 | Software | | | | \$ - | |
| | Sub-Total-Supplies | | \$ 29,816.00 | \$ - | \$ 29,816.00 | |
| Services | | | | | | |
| 57150 | Duplicating | | | | \$ - | |
| 57250 | Field Trip-District Trans | | | | \$ - | |
| 57160 | Nurses | | | | \$ - | |
| 57400 | CorpYard | | | | \$ - | |
| 56590 | Maintenance Agreement | | | | \$ - | |
| 56530 | Equipment Repair | | | | \$ - | |
| 52150 | Conference | | 7,989 | | \$ 7,989.00 | Goal 1 - 1 |
| 59140 | Telephone | | | | \$ - | |
| 58450 | License Agreement | | | | \$ - | |
| 58720 | Field Trip-Non-District Trans | | | | \$ - | |
| 58920 | Pupil Fees | | | | \$ - | |
| 58100 | Consultants-instructional | | | | \$ - | |
| 58320 | Consultants-Noninstructional | | | | \$ - | |
| | Sub-total-Services | | \$ 7,989.00 | \$ - | \$ 7,989.00 | |
| | Total | | \$ 384,917.00 | \$ - | \$ 384,917.00 | |
| | Differential | | - | | - | |
| | Allocations | | 384,917 | | 384,917 | |