School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stagg High	39686763937406		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.
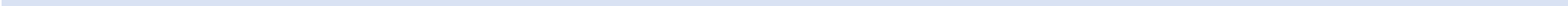
The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Stagg's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stagg staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Stagg's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- November 2nd, 2023
- December 12th, 2023
- January 16th, 2024
- February 13th, 2024
- March 12th, 2024
- April 9th, 2024
- May 14th, 2024

- November 19th, 2024
- December 10th, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting August 20th, 2024
- Title 1 Parent Meeting August 10th, 2023
- Monthly Coffee Hour: 9/14/23, 11/30/23, 2/15/24, 5/2/24
- English Language Advisory Committee: 8/10/23, 9/14/23, 11/30/23, 2/15/24, 5/2/24
- English Language Advisory Committee on 8/20/2024, 9/5/24, 11/14/24
- Parent Coffee Hour: 9/5/2024, 11/14/24

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meetings: 8/24/23, 10/19/23, 11/9/23, 12/14/23, 1/25/24, 3/28/24, 4/18/24, 5/16/24
- Leadership Meetings: 8/15/23, 9/12/23, 10/17/23, 11/14/23, 12/12/23, 9/16/24, 2/13/24, 3/12/24, 4/9/24, 5/14/24

-Academic Conferences 10-2-2024 through 10-6-2024

Resource Inequities (CSI and ATSI Only)
Briefly identify and describe any resource inequities identified as a result of the required needs assessment.

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Stagg, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	103.6 points below standard (orange)	205.9 points below standard (orange)	X	X	X	1.1% prepared (very low)

Foster Youth	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
Homeless Youth	X	X	14.6% suspended at least one day (orange)	X	X	2.9% prepared (very low)
Students with Disabilities	171.9 points below standard (orange)	240.3 points below standard (orange)	12.9% suspended at least one day (yellow)	X	62.9% graduated (red)	1.6% prepared (very low)
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator

Stagg high school has a high population of homeless and foster youth which creates an inequity in parent involvement and the support that students have at home.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	53.7 points below standard (orange)	171.9 points below standard (orange)	7.8% suspended at least one day (yellow)		81.7% graduated	13.5% prepared
Foster Youth						
English Learner	103.6 points below standard (orange)	205.9 points below standard (orange)				1.1% prepared (very low)
Long Term English Learner						
Homeless Youth			14.6% suspended at least one day (orange)		65.7% graduated	2.9% prepared (very low)
Socioeconomically Disadvantaged		179.6 points below standard (orange)				12.3% prepared (low)
Student with Disabilities	171.9 points below standard (orange)				62.9% graduated	1.6% prepared (very low)
African American	90.9 points below standard (orange)	205.9 points below standard (orange)	14.3% suspended at least one day (orange)			10.2% prepared (low)
American Indian/ Alaskan Native			10.9% suspended at least one day (orange)			
Asian		200.4 points below standard (orange)				
Filipino						

Hispanic	47.8 points below standard (orange)	168.3 points below standard (orange)				
Two or More Races			14.7% suspended at least one day (orange)			
Pacific Islander/ Native Hawaiian						
White		57.6 points below standard (orange)			75.6% graduated	15.6% prepared (low)

 Based on the review of data, African American students are not making improvement at the same rate as the rest of the student population. The overall trends of the academic data are moving into the positive direction, but continued growth is needed. Attendance has had a major impact on student achievement. The following strategies will be used to address the discrepancies:

- Professional Development for Staff
- Parent and Student Outreach
- Increasing the number of engaging A-G Courses
- Providing Equity Training for Culturally Relevant Curriculum Implementation
-

Staffing and Professional Development

Staffing and Professional Development Summary

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

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.

School Culture and Climate

School Culture and Climate Summary

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/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	School Goal for ELA/ELD: ELA/ELD SMART Goal: By the end of the 2024-25 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 2024-2025 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 2024-2025 school year, the College/Career Readiness Rate will increase by 10% from 13.5% prepared as per CA Dashboard. School Goal for Math: Math SMART Goal: By the end of the 2024-2025 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate 81.7	Graduation Rate 88

Percent of seniors completing A-G requirements	14%	20%
Percentage of students meeting or exceeding standards in ELA	53.7 points below standard result by California Dashboard Data.	Improve student performance by 20 points
Percentage of students meeting or exceeding standards in Math	171.1 points below standard result by California Dashboard Data.	Improve student performance by 20 points

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education 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.. The 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 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. Stagg provides students opportunity to complete a career pathway by providing 3-course CTE Pathway in Agri-Science.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000	0100 - LCFF/S&C (site)

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. Conference/PD - A Stagg teacher will participate in a 40 hour online professional development to prepare them to use Code HS - Web Design. Agriculture Delta Cal Section CATA meeting - 4 Ag teachers Regional CATA meeting - 4 Ag Teachers Regional CATA meeting - 4 Ag Teachers Delta Cal Section CATA meeting - 4 Ag Teachers CATA Summer Conference - San Luis Obispo -4 Ag teachers 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. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.1 Career & Technical Education: Instructional Materials and Supplies: $5,000				

| 1.1.2 | College Readiness

College Entrance and AP Exam Access and Preparation: College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities. CollegeBoard apps like Bluebook are utilized for AP/SAT/PSAT preparation.

AP by the Sea Summer Institute - Staff will attend professional development to improve student access and achievement in Advanced Placement courses and exams.

Stagg will seek additional and utilize other appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for training or collaboration to improve instructional practices and student achievement.

Additional Compensation and Collaboration Time for Teachers. Release Time for Teachers - funded by Title I

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.

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

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.2 College Readiness:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 1.1.3 | A-G High School Courses | All Students, English Learners, Low Income, Foster Youth, Students with Disabilities | $5,000 | 3010 - Title I |
| | | | $1,500 | 3010 - Title I |

A-G High School Courses

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.

Independent Study is being offered to students at Stagg High School for the SY 24/25 for all 4 periods (District Funded) which increases the number of students that can benefit from the program. The program operates during the traditional school day and specifically target students that have safety concerns, mental health anxiety, homeless and foster youth, students with housing and food insecurities, students who are socio- economically disadvantaged, adjudicated youth, students with conduct disorders and behavioral issues, along with those populations of students who have been historically underserved.

-1.1.3.B-
Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.

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 2024-25 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 Lab Supplies - Purchase of genetics and biotech experiment laps, which is a NGSS standard. These labs will allow Biology classes to run experiments. 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 Spectrometer vis.

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.

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.

Field Trips:
Physics Day ~ Exposure to STEM fields and College and Career Representatives. 1 San Jose - Spring 2024 - 2 teachers, 40 students

Agriculture Continued:
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.

Title I Funding Allocation:
Instructional Materials and Supplies: $5,000
Non-Instructional Materials and Supplies: $1,500

LCAP 1.3 A-G High School Courses:

	No additional site LCFF is being allocated for this strategy.			

1.1.4	Bilingual Instructional Support	English Learners	$5,000	3010 - Title I
	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 - District Funded) - Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter.			
	Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.			
	EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.			
	Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners).			
	Title I Funding Allocation: Additional Certificated Compensation: $5,000			
	LCAP 1.4 Bilingual Instructional Support:			

	No additional site LCFF is being allocated for this strategy.			
1.1.5	English Learner Professional Development

Teachers will participate in professional development focused on the needs of the EL population. Teachers will be compensated for attending trainings outside their contractual hours.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.5 English Learner Professional Development
Additional Teacher Compensation: $10,000 | English Learners | $10,000 | 0100 - LCFF/S&C (site) |
| 1.1.6 | English Learner Programs and Supports

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.6 English Learner Programs and Supports:
No additional site LCFF is being allocated for this strategy. | | | |

1.1.7	Teacher Collaboration, Professional Development, & Academic Support 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. * 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. 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. 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. 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 Title I Funding Allocation: Additional Teacher Compensation: $130,000 Additional Substitute Teacher Compensation: $175,000 Conferences: $50,000 LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support Conferences: $50,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$130,000 $175,000 $50,000 $50,000 $25,629	3010 - Title I 3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

	Teacher Additional Compensation: $25,629			
1.1.8	School Site Administrators Leadership Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.			
1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.			
1.1.10	Data Analysis and Evaluation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.			
1.1.11	Access to Foundational & Outdoor Learning Spaces Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.			

| 1.1.12 | Acceleration of Learning

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.

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.

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

Biology Lap Supplies - Purchase of genetics and biotech experiment laps, which is a NGSS standard. These laps will allow Biology classes to run experiments.

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 spectrometer vise.

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.

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. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $20,000

$40,000 | 3010 - Title I

0100 - LCFF/S&C (site) |

	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 Title I Funding Allocation: Instructional Materials & Supplies: $20,000 LCAP 1.12 Acceleration of Learning: Instructional Materials & Supplies: $40,000			
1.1.13	Literacy and Library Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.			

| 1.1.14 | Advancement Via Individual Determination (AVID)

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

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
Substitutes: Release Time for Teachers

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)

Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. AVID - Students will be provided with planners, binders, and other needed materials.

Title I Funding Allocation:
Conferences: $20,000
Transportation: $25,000
Instructional Materials: $5,000

LCAP 1.14 Advancement Via Individual Determination (AVID):
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $20,000

$25,000

$5,000 | 3010 - Title I

3010 - Title I

3010 - Title I |

| 1.1.15 | Recapturing Learning Loss | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $5,000 | 3010 - Title I |
| | | | $60,000 | 3010 - Title I |

Recapturing Learning Loss

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.

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. 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.

Academic Support:
1. Tutoring will be available for targeted populations who are receiving D's and F's.
2. To provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction, including intervention programs/license agreements focusing on literacy and foundational skills. Extended/Intersession Learning: Intersession, Credit Recovery.

Stagg High School will be hosting Intersession. Intercession will provide credit recovery opportunities through the use of online learning CyberHigh/Apex modules.
200 students will be able to enroll, and the waitlist students will be enrolled after sitting students complete coursework. Intersession is designed for students to recover credits so that EHS can minimize the sections of remediation throughout the school year. 11th and 12th grade students will serve as priority students. EHS
Intercession will also include seniors who are close to attaining a diploma.

Title I Funding Allocation:

	License Agreements: $5,000 Additional Teacher Compensation: $60,000 LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.			
1.1.16	Outdoor Education/Science Camp Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Due to growth and overall improvement in English/Language Arts (35.7 Points) and Math (22.9 Points), Stagg will continue to place emphasis on professional development and instructional coaching, providing lesson design and engagement strategies for teachers. Teachers will be given opportunities to attend professional development and conferences that will improve collaboration, delivery of instruction, and analysis of data.

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. The growth opportunities have provided improved achievement in ELA and Math. Stagg was unable to use the budgeted amount for teacher additional compensation, because professional development for teachers were provided through district budgeting and not site base budget. Strategy 2.) Stagg attempted to provide more communication with parents through the use of HERO, Synergy, and Student Success Team (SSTs) meetings. It was successful with improved attendance rates and higher levels of academic proficiencies. 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. Stagg was unable to spend the allocated funds for license agreements and transportation, because the current license agreements were more cost efficient than anticipated. However, Stagg does plan to purchase more license agreements in the future to support teacher instruction. Strategy 3.) Support for EL and Special Education students, was successful with the primary language support and assistant Principals. Stagg was able to acquire a Bilingual Assistant for support of English Learners throughout different academic disciplines. We were successful with the use of AVID instructional strategies and purchasing of instructional materials. Students were given access to college tours, increasing student's desire for higher education. 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 throughout the school year. Strategy 5.) Students were able to be served by the Career Technical Pathways provided by Stagg: Agriscience, Ornamental Horticulture, Ornamental Floriculture, media arts, and graphic design. We have worked towards meeting our district mission of graduating all student's college, career, and community ready along with graduation requirements of the completions of a CTE pathway. Stagg was unable to use the amount budgeted for transportation and will reallocate the money toward student conferences, competitions, and workshops.

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.

In Strategy 1.1.1, Stagg will continue to budget the same amount of funds in Teacher- additional compensation by providing teachers more opportunities to utilize the budgeted amount. In Strategy 1.1.2, Stagg will continue to budget $55,000 towards license agreements to improve attendance and student engagement. Providing teachers with more tools to improve student achievement. In strategy 1.1.1, transportation budget will remain constant, providing students with more access to college and career exploration.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Attendance/Chronic Truancy: By the end of the 2024-25 school year, Stagg High School will reduce the total number of days of suspensions to less than 175 with no expulsions, and reduce chronic truancy to 20% or less. Stagg will increase the percentage of student who report feeling safe on campus by 5% as indicated through the PLUS student survey, Stagg HS will increase the number of students who report feeling safe on campus by 5%. Also, students will report they feel part of the Stagg High School campus by an increase of 5%. Stagg HS will reduce the number of teacher referred discipline referrals by 5%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	48% of 9th grade students 26% of 10th grade Students	30% of 9th grade students 10% of 10th grade students
Chronic Absenteeism Rate	37.1 %	25%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			

2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			
2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.			
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.			

| 2.1.5 | Positive Behavior Interventions and Support (PBIS)

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. To support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Stagg High School will provide students with social and emotional support systems. These systems will include, but not be limited to, Wellness Center programs of trauma counseling, substance abuse counseling, anger management, LBGTQ support, gang intervention, suicide prevention, and other mental health issues. District and Site based programs to support students are PBIS, PLUS and PLUS forums, and mentoring programs such as 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.

Conferences Include but are not limited to the following focused on PBIS, School Connectedness and Student Mental Health Support:
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.

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 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $9,454

$30,000

$15,000 | 0100 - LCFF/S&C (site)

3010 - Title I

3010 - Title I |

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.

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

Title I Funding Allocation:
Conferences: $30,000
License Agreements: $15,000

LCAP 2.5 Positive Behavior Interventions and Support (PBIS):
Consultants: $9,454

2.1.6	Student Assistance Program Support (SAP) 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. Counselors and Mental Health support personal will work outside of their contractual hours to provide supports to families and students for academics, social emotional, and other needs. Title I Funding Allocation: Additional Counselor Compensation: $32,985 LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$32,985	3010 - Title I
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.			
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.			

2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.			
2.1.11	Student Attendance and Truancy 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. Office personnel will be compensated for additional hours to provide support with outreach to families and students who are truant and build positive connections between the school and families to work as a team to help get students to school. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: Additional Classified Compensation: $20,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$20,000	0100 - LCFF/S&C (site)
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.			

| 2.1.13 | Mental Health Resources and Supports for Students

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.

To support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Stagg High School will provide students with social and emotional support systems. These systems will include, but not be limited to, Wellness Center programs of trauma counseling, substance abuse counseling, anger management, LBGTQ support, gang intervention, suicide prevention, and other mental health issues. District and Site based programs to support students are PBIS, PLUS and PLUS forums, and mentoring programs such as 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. SEL and PBIS Instructional Materials.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.13 Mental Health Resources and Supports for Students:
Instructional Materials & Supplies: $7,469 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $7,469 | 0100 - LCFF/S&C (site) |
| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools

Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

2.1.15	School Connectedness

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. CSMs will be provided additional compensation for security at events that take place outside of contractual hours. Events focus on providing students with positive social interactions among other students and staff to create a positive school culture.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.15 School Connectedness:
Additional Classified Compensation: $20,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $20,000 | 0100 - LCFF/S&C (site) |
| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:
No additional site LCFF is being allocated for this strategy. | | | |

2.1.17	Additional School Site Support Assistant Principals (1.0 FTE) - Oversee instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity. Instructional Coach (1.0 FTE - District Funded): Instructional Coaches supporting school sites providing high quality first instruction, English Language Development, and implementation of state-standards aligned curriculum. 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. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.17 Additional School Site Support: Assistant Principal Salary and Benefits (1.0 FTE): $139,370	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$139,370	0100 - LCFF/S&C (site)
2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.			

2.1.19	Technology and Innovation Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000	3010 - Title I
			$5,000	3010 - Title I
	Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of common core state standards.		$10,000	3010 - Title I
			$20,000	3010 - Title I
			$50,000	0100 - LCFF/S&C (site)
	Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, 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 PSAT and AP practice platforms.			
	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. 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.			
	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.			
	Title I Funding Allocation: License Agreements: $5,000 Instructional Materials & Supplies: $5,000 Maintenance Agreements: $10,000 Equipment: $20,000			
	LCAP 2.19 Technology and Innovation Support: Equipment: $50,000			

2.1.20	Instructional Technology

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.20 Instructional Technology:
No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.21 | Instruction and Teacher Staffing

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.21 Instruction and Teacher Staffing:
No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.22 | Recruit, Hire, Retain High Qualified Staff

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:
No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.23 | School Facilities

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.23 School Facilities:
No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.24 | Student and Campus Safety

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.24 Student and Campus Safety:
No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 outsides resources were used as supports such as, Improve Your Tomorrow (IYT).

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 able to reduce chronic absenteeism to 37%. Through the PLUS survey, we found that we have improved students' feelings of safety by more than 20% of students. 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 able to utilize an outsourced mentor group and we were able 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 continue to 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.

Goal 3.1

Goal #	Description
Goal 3.1	By the end of the 2024-2025 school year, Stagg High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.			
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			

3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.			
3.1.4	Expanded Learning and Enrichment Opportunities 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. 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. To provide services, resources, and support, including the hiring of personnel to improve and accelerate learning, recapture learning loss, and implementation of recovery programs that focus on all students. Learning and High School Credit Recovery Support & Programs: Credit recovery and drop out recovery programs, learning recovery and acceleration instructional support focused on increasing or improving student academic achievement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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, Academic Conferences, 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. Participation from parents have steadily improved with each opportunity.

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 time of day these opportunities are presented, parent engagement has remained a small percentage of student population. 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.

Goal 4.1

Goal #	Description
Goal 4.1	

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and 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, Parent Coffee Hours, ELAC Meetings, etc. At the Parent Meetings, - 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. 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	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,345 $7,519	3010 - Title I - Parent 3010 - Title I - Parent

	community that is focused on learning. Create more opportunities for parents to engage in the process of creating a college and career culture at Stagg. Helping improve and increase parent college participation. 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. 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. Title I Funding Allocation: Meeting Expenses: $2,345- Title I Parent Non-Instructional Materials & Supplies: $7,519 -Title I Parent LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.			
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.			
4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.			

| 4.1.4 | Parent Advisory Committee Supports and Resources

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 4.4 Parent Advisory Committee Supports and Resources:
No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.			
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.			
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.			
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.			
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Students and staff will attend college trips to Historically Black Colleges and Universities to increase students' exposure to college. In addition, students and staff attend conferences related to students attending college. Title I Funding Allocation: Transportation: $5,000 Conferences: $5,000 LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.	All Students, Low Income, English Learners, Foster Youth, Students with Disabilities	$5,000 $5,000	3010 - Title I 3010 - Title I

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.			
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Staff will be provided training on the implementation of culturally responsive unit development with the focus on the cultures that are prevalent at Stagg. Teachers will participate in the training to evaluate their assessment and curriculum that is used with students within the classroom so that students are able to see others like them in all areas of learning including literature, math, science, and career. Teachers will be provided collaboration time to support the development of units. Title I Funding Allocation: Additional Teacher Compensation: $15,000 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.		$15,000	3010 - Title I
6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.			

6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.			
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$654,349.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,031,271.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 - Title I	$644,485.00
3010 - Title I - Parent	$9,864.00

Subtotal of additional federal funds included for this school: $654,349.00

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 ($)
0100 - LCFF/S&C (site)	$376,922.00

Subtotal of state or local funds included for this school: $376,922.00

Total of federal, state, and/or local funds for this school: $1,031,271.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: __A.A. Stagg__

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

__5/14/24__
Date of Meeting

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

   English Learner Advisory Committee

   __09/05/24__
   Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on __11/19/24__ .
Date of Meeting

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

_____
Committee

__12/06/24__
Date of Meeting

Attested:

__Brett Toliver__
Typed Name of School Principal

_____
Signature of School Principal

__12/06/24__
Date

	--- 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?* _CITE RESOURCES_	*Do I know what I need to do to confirm what I do works?*
CAASPP: ELA: 2016 – 48% Distance – 8.3 2017 – 43.3 % Distance – 26.00 2018 – 33.33% Distance 45.5 2019 – 37.61% Distance – 35.2 2020 No Data due to Covid 2021 – 32.6 Distance - 79 Math: 2016 – 17%		Students continue to struggle to pass core classes, required for graduation. There is a lack of rigorous instruction in the classroom. Teachers have curriculum, but still lack knowledge and application of standards based instruction in ELA, Math, Social Science and Science.	*SPSA Goal 1: Strategy 1* **Instructional Coaches** **(3 FTE- Math, ELA, New Teachers instructional coaches)** **Provide support in the classroom to teachers by:** • Co-teaching • Co-planning (content and Instructional) • Modeling (content and Instructional) • Targeted Feedback	*SPSA Goal 1: Strategy 1* *ELA, Math, and New Teacher Coaches, along with Program Specialist* provide supports needed in the classroom to teachers: ~ Co-teaching ~Co-planning (content and instructional practices) ~ Modeling ~Targeted Feedback	Monitor all data points on a quarterly basis, including: • 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

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 ELPAC -2019 Level 1: 28.93% Level 2: 29.85% Level 3: 20.3% Level 4: 20.8% RFEP '16-'17: 18.5% '17-'18: 27.8% '18–'19: 30.2% '19-'20: 12.3% '20-'21: 12% ELPI (English Learner Progress Indicator) 46.3% Chronic Absenteeism: 2017 – 13.8% 2018 – 13.8% 2019 – 11.3% 2020 – 32.5% 2021 – 33%		Teachers lack data driven decision making. Organization and collaboration of AP, EL Coordinator, & Program Specialist Student awareness of their placement, I-Ready and ELPAC status. Program Specialist: Coordination of ELD placement and monitoring, test preparation. Increased attendance interventions and monitoring needed. Parental involvement: attendance meetings, coffee hours, parent/teacher-academic conferences.	**Provide instructional support by**: • Differentiation of instruction • Standards based grading • Assessment for learning (CFUs) **Acting as a Data Coach**: • Data driven decision making • Facilitate analysis of formative and summative assessments. **Leading Professional Development**: • 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 nt Coaches) Resource Provider:	~ 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.	• 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

Suspension rate: 2017 – 12.5% 2018 – 10.2% 2019 – 4.5% 2020 – 9.2% 2021 – 10.2% Expulsions: 2017 – 2 2018 – 9 2019 – 4 2020 – 9 2021 - 3 Graduation Rate 2017 – 77.9 2018 – 76.7 2019 – 73.0 2020 – 73.3 2021 – 79.2% College and Career 2017- 22.4% 2018- 23.9% 2019- 16.7% 2020 – 17.9% 2021 - UC/CSU A-G:		APs need to be visible at all times during the school day to make student connections and influence personnel to do the same. Implementation of Restorative Practices Mentorship Program Use of PLC time to support Tier 1 intervention and SAP process for Tier 2 Graduation Rate: Increase in Graduation Rate by 10.0% to move California Dashboard indicator Minimum Increase in College/Career Readiness Rate by 8.0% to move California Dashboard Indicator Minimum Increase in College/Career	Share research and instructional best practices. **SPSA Goal 1: Strategy 3-Science** **Provide curricular/ content area support by:** • Support in implementation of newly adopted curriculum. • Increasing teacher content area knowledge. • Promoting implementation of CCSS/NGSS. • Unpacking standards and identifying essential skills. ***SPSA Goal 1-Strategy 5*** EL Progress: 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.	***SPSA Goal 1-Strategy 5*** ~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 ***SPSA Goal 1 - Strategy 1,3,4*** ***Professional Development***: ~ Design and present effective content specific	Monitor all data as mentioned in #1 for evaluation of the continuum. Monitor all data as mentioned in #1 for evaluation of the continuum.

2017- 26.3% 2018- 30.7% 2019- 20.6% 2020- 17.15% 2021- 16.79 AP Courses Passed: 2018- 205/217 2019- 149/178 2020- 203/203 2021- 114/131 AP Exams Passed 2018- 27/172 2019- 28/145 2020- 55/142 2019- 19/108 2021 - School Climate:		Readiness Rate by 7.0% to move California Dashboard Indicator Provide AP information to parents and students. Pre-registration counseling by counselors to encourage enrollment in AP classes	***SPSA Goal 2-Strategy 2*** Chronic Absenteeism: 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 ***SPSA Goal 1-Strategy 4*** Suspension Rate: **(1 FTE Assistant Principal)** will provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities.	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 ***SPSA Goal 1-Strategy 1*** ***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.	Monitor all data as mentioned in #1 for evaluation of the continuum. Monitor all data as mentioned in #1 for evaluation of the continuum.

			The AP will provide training on alternate positive behavioral intervention and support to teachers and staff. ***SPSA Goal 1- Strategy 4*** Graduation Rate: 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. College/Career: 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,	***SPSA Goal 1- Strategy 4*** Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools) ***SPSA Goal 3- Strategy 1*** ***Parental involvement***: attendance meetings, coffee hours, parent/teacher-academic conferences, FAFSA support, college and career research.	Monitor college/career readiness data for evaluation.

			D/F grade comparison by course, and common grading policies. ***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	***SPSA Goal 2-Strategy 1& 2*** <u>Social/Emotional Support:</u> ***Counselors, administrators and mentor*** 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	

			and collegiality among staff. 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. **SPSA Goal 1- Strategy 4** <u>**Program Specialist**</u> **(1.0 FTE Program Specialist)** 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.	collegiality among staff. *SPSA Goal 2- Strategy 2, 3* **Fund incentive programs** to support and encourage reduction in Chronic Absenteeism, grades, behavior, and school connectedness. Continue to provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities. Provide training on alternate positive behavioral intervention and support to teachers and staff.	

			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.	*SPSA Goal 3- Strategy 1,3,4,5* **Community Partnerships**: Reach out to the community to provide internships and presenters to students to grow understanding and access to local trades and career paths. Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech schools)	

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

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

K

Acronym	Description

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

Acronym	Description
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

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

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/selpacontentlead18rfa.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](#)

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