

# 2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Stagg (65 - 525)

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

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

English Learner Advisory Committee

\_\_\_\_\_ Date of Meeting

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

This SPSA was adopted by the SSC at a public meeting on \_\_\_\_\_ Date of Meeting

Attested:

Brett Toliver  
Typed Name of School Principal

  
Signature of School Principal

\_\_\_\_\_ Date

# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stagg High	39686763937406	05/27/2022	06/28/2022

## Purpose

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

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

## Description

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

Stagg High School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activit(ies)) can be referenced to the LCAP's intent.

## Engaging Educational Partners

Refer to the comprehensive needs assessment.

## Resource Inequities

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

Refer to the comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

Stagg High School has developed a one-year (2022-2023) school plan which aligns to the district's goals and incorporates strategies specific to its school. The original plan was reviewed by the school's School Site Council in May of 2022 and obtained board approval on June of 2022. During the 2021-2022 school year, Stagg High School initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments, and gaps through the Decision Making Model (DMM). In February and March of 2022, assessment, attendance, and discipline data were reviewed and discussed in the creation of the DMM (Decision Making Model) to guide the team in the creation of the 22-23 SPSA. In May of 2022, the draft of the 2022-2023 plan was presented to stakeholders through School Site Council, Staff Meetings, and English Language Advisory Council; for further input and adjustments. The revised draft was reviewed and approved with input from SSC, Staff and ELAC in May 2022. (WASC A2 Governance Criteria Criteria) Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. (WASC A3 Leadership: Data Informed Decision Making and Ongoing Improvement Criteria) The findings of this needs assessment were discussed with the School Site Council, ELAC and Teacher Leadership Team. In summary, the needs assessment identified gaps in Math with areas of focus such as foundational concepts, English with writing skills, and Science with laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in the 22-23 school year. It was determined that continued support in Math, ELA, and Science was needed to increase rigor, student engagement, and task alignment to the common core standards. The site will have two full time instructional coaches and will site-fund one of the coaches to provide instructional support to teaching staff and students. It was determined that a firmer plan for content support, including scheduling dates for data analysis of common assessments and re-teaching activities across the courses would better support students and teachers.

# Staffing and Professional Development

## Staffing and Professional Development Summary

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

## Staffing and Professional Development Strengths

Stagg staffing and professional development strengths incorporate 3 areas: **Strategic Planning, Data Analysis, and Instructional Design.**

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

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

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

STA PD dates: 7/28, 9/27, 10/18, & 1/31

Percentage of Stagg teacher that attended STA PD days:

7/28, 94%

9/27, 80%

10/18, 88%

1/31, 90%

Percentage of teachers that observed another teacher's classroom and/or completed a walk through during the 2021-22 school year: 37%

Percentage of teachers, in their PLC/Collaboration meetings, that looked at data on a regular basis to inform instructional practices: 75%

Percentage of teachers that used Illuminate to access student data this year to inform instructional practices: 47.6%

Percentage of teachers that have received PLC training: 53%

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Only 37% of our teacher were able to observe quality instruction to inform instructional practice during the 2021-22 school year.

**Root Cause/Why:** The pandemic and teacher substitute shortage limited teachers availability to observe high quality instruction.

**Needs Statement 2 (Prioritized):** Only 53% of our teachers have received PLC training. **Root Cause/Why:** We have added a number of brand new teachers to our staff who have not received training. Additionally, due to the pandemic, we were unable to send teaching staff to high quality PLC training

# Teaching and Learning

## Teaching and Learning Summary

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

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

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

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

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

## Teaching and Learning Strengths

Stagg teaching staff is very strong in building relationships/rapport with their students. The majority of the teaching staff demonstrate a high level of content knowledge in their lesson planning and incorporate a variety of technologically based instructional strategies. Stagg teaching staff participate in monthly collaboration and department meetings. In these meetings, the teaching staff focuses on scope and sequence, lesson planning, DOK higher thinking and questioning, culturally relevant teaching, checking for understanding strategies, lesson building, classroom management, behavior management, parent/guardian contact, formative and summative assessment creation and implementation, and D/F list data. At the beginning of the year we had 1 instructional coach, soon after the start of the year Stagg was scheduled for 2 instructional coaches. Due to staffing shortages, instructional coaches were re-designated back into classroom teaching positions. Our only instructional coach was here until January and then received a job outside of the district leaving us with zero instructional coaches for the remaining half of the year.

Percentage of Stagg students who exceeded or met the standards for ELA SBAC testing 2020-21 school year: 33%

Percentage of Stagg students who exceeded or met the standards for Math SBAC testing 2020-21 school year: 14%

For the 20-21 school year, 16 English Learners were Reclassified from the ELD program, or 8% of the EL population at Stagg.

For the 20-21 school year 65.5% of English Learners completed the ELPAC test during Distance Learning. 9 th grade: 68% of our freshman completed the ELPAC

10th grade: 71% of our sophomores completed the ELPAC

11th grade: 50% of our Juniors completed the ELPAC

12th grade: 52% of our seniors completed the ELPAC

Graduation Percentage 2020-21 school year: 63%

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Only 33% of students exceeded or met the standards for ELA SBAC testing 2020-21. **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

**Needs Statement 2 (Prioritized):** Only 14% of students exceeded or met the standards for Math SBAC testing 2020-21. **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

**Needs Statement 3 (Prioritized):** Only 16 English Learners, or 5.5% of the EL population at Stagg were reclassified from the ELD program in 2020-21. **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

**Needs Statement 4 (Prioritized):** The graduation percentage for the 2020-21 school year was 63%. **Root Cause/Why:** Due to the pandemic, students were attending school virtually and did not have appropriate instructional support and accountability.

# Parental Engagement

## Parental Engagement Summary

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

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

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

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

## Parental Engagement Strengths

Parent Coffee hour Dates/Times:

9/1/21 9:00am, Parents Attended: 4

10/13/21 9:00am, Parents Attended: 3

11/3/21 9:00am, Parents Attended: 1

12/15/21 9:00am, Parents Attended: 2

1/5/22 9:00am, Parents Attended: 2

2/2/22 9:00am, Parents Attended: 0

3/9/22 9:00am, Parents Attended: 5

Parent participation total: 17

ELAC Meetings Dates/Times:

8/20/20 4:30am, Parents Attended: 5

11/5/20 4:30am, Parents Attended: 10

2/9/21 4:30am, Parents Attended: 8

4/8/21 4:30am, Parents Attended: 6

Parent participation total: 29

SSC meetings Dates/Times for parent support and feedback:

School Plan for Student Achievement (SPSA) 7 of 13

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

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1:** Stagg high school has had difficulty engaging parents during the past couple years. **Root Cause/Why:** Due to the COVID pandemic and the restrictions to in-person meetings, parents were not receptive to meeting online.

# School Culture and Climate

## School Culture and Climate Summary

The PLUS team has distributed and collected 2 school climate surveys for the 2021-22 school year. The surveys has been distributed in 2 segments, one during the Fall and one during the Spring. The PLUS team put on a Stagg Youth Speaks Webinar on 2/23/22. The focus was on school climate and mental health support.

Stagg High School's Vision for all students:

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

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

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

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

## School Culture and Climate Strengths

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

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

Stagg current chronic absenteeism rate is: 32.5%

Stagg High School's total days of suspension for the 2021-22 school year total: 98

PLUS School Climate Survey:

- 2.7% of students indicated that they have been bullied in the past 30 days.

- 68.7% of students indicated that they feel safe at school.

- 23.5% of students indicated that there is racial tension between various groups at school.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Stagg High School has a chronic absenteeism rate of 32.7%. **Root Cause/Why:** Due to the pandemic, 25% of our students went on virtual academy. Due to a lack of accountability, many of these virtual academy students have a high absentee rate this school year.

**Needs Statement 2 (Prioritized):** Currently for the 2021-22 school year, Stagg High School has a 98 total days of suspension. **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):** Problem Statement 3: It has been reported that 2.7% of students have been bullied in the past 30 days. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year.

**Needs Statement 4 (Prioritized):** Problem Statement 4: It has been reported that only 68.7% of students felt safe at school. **Root Cause/Why:** This is based on PLUS School Climate Survey during the 2021-22 school year.

**Needs Statement 5 (Prioritized):** It has been reported that 23.5% 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 2021-22 school year.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP Goal

Goal 1: Student Achievement

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

## Goal 1.1

School Goal for ELA/ELD:

ELA/ELD SMART Goal:

By the end of the 2022-23 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 2022-2023 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 2022-2023 school year, the College/Career Readiness Rate will increase by 2.0% to move into Yellow on the CA Dashboard.

School Goal for Math:

Math SMART Goal:

By the end of the 2022-2023 school year, 11th grade students will demonstrate progress towards achieving college and career readiness as measured by 5% increase in students scoring at levels 3 or 4 on the California Smarter Balance Assessment (SBA) math assessment (11th grade data from \_\_\_% to \_\_\_%). This increase will be supported through the implementation of standards based curriculum and by providing professional development to classroom teachers

## Identified Need

Only 37% of our teacher were able to observe quality instruction to inform instructional practice during the 2021-22 school year.

Only 53% of our teachers have received PLC training.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of seniors completing A-G requirements	31%	36%
Percentage of students meeting or exceeding standards in Math	14%	19%
Graduate Rate 82%	base 82%	87%
Percentage of students meeting or exceeding standards in ELA	31%	36%

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

## Strategy/Activity 1.1.1

### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

Teacher Training - Teachers will continue to receive in depth training on new curriculum, instructional strategies, and standards through ELA and Math. They will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, academic conferences, etc.

Instructional Coach (2 @ .5 FTE Instructional Coaches - Centralized Service) - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. The Instructional Coach(es) will foster teacher collaboration, conduct action walks with teachers, and provide professional development relevant to teachers' subject matter. Instructional Coach will provide further support, such as co-teach, co-plan, and demo lessons in the classroom.

Targeted Professional Development - Teachers will learn new instructional techniques to engage students and increase rigor, as well as materials and supplies for students and staff will be provided.

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

Consultants - Consultants will partner with district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers. Professional Development focused on enhancing teacher practice and improving outcomes for all students. Approximately 20 days of a



combination of co-teaching, demo lessons, observations, along with feedback, and lesson planning. Consultant \$25,000 - LCFF  
 Data Dives - Benchmark Assessments, Common Assessments, analysis of grades and credits earned, EL Assessment and Reclassification Data, SBAC, and Action Walk data will be used to monitor.

Instructional materials and resources include: novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc.

PLC Conferences ~ Las Vegas or San Diego - Spring - 2 administrators, Instructional Coaches, 8-10 teachers

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

AVID Institutes, Conferences, and Pathway Trainings ~ AVID Teachers, Administrators, Leadership Team members, and Stagg teacher will continue with training and Professional Development to learn new instructional techniques to engage students and increase rigor

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

Additional Compensation and Collaboration Time for Teachers -

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

Release Time for Teachers -

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$27806	23030 - LCFF (Site)
\$100000	50643 - Title I
\$0	23030 - LCFF (Site)
\$150000	50643 - Title I
\$150000	50643 - Title I
\$12630	23030 - LCFF (Site)

**Strategy/Activity 1.1.2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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

Counselors will continue to meet with students to discuss their goals and complete an Individual Graduation Plan along with yearly goals. Students will understand the importance of grades and their college expectations. Counselor will also work with students using the district's college/career application to research and navigate possible career opportunities that meet the student's interest.

Students will be provided an "academic folder" which allows them to have their A-G requirement documentation readily available for discussion and personal reminder. The counselors will maintain student portfolios and review as needed. All students will receive portfolios and planners to help students monitor progress and keep them on track towards graduation.

License Agreement: \$40,000 - Title I

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$40000	23030 - LCFF (Site)

**Strategy/Activity 1.1.3**

**Students to be Served by this Strategy/Activity**

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

### Strategy/Activity

Provide students with structured supplemental instruction techniques, using student and teacher feedback, reciprocal teaching, and academic vocabulary aligned with the District's ELA/ELD and Math curriculum.

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

Provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction. Bilingual Assistant (.6250 FTE) - Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter. \$52,116 - LCFF Counselors will provide Academic Rescue strategies to ensure students who are receiving two or more D's or F's are provided added interventions to assist their academic growth towards mastery.

Assistant Principals (1.5 FTE) - Oversee instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity. \$203,786 - LCFF

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

Resources, materials, supplies for instruction - Instructional materials and resources include novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. \$3,961 - Title I; \$115,668 - LCFF

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

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

AVID: Learning Objectives: Students will research the majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities. Students will compare and contrast the similarities and the differences (majors, degrees, cost, learning environment, admission rates...) associated with colleges in the CSU and UC system. \$12,164 - Title I

7. SU San Jose - Fall 2021 - 12th - AVID Coordinator, teacher, counselor, 45 students

8. UC Merced & CSU Stanislaus - Fall 2021, Spring 2022 - AVID Coordinator, teacher, counselor, 50 students

9. UC Davis & CSU Sacramento - Spring 2022 - AVID Coordinator, teacher, counselor, 50 students

10. UC Berkeley & CSU East Bay - Spring 2022 - AVID Coordinator, teacher, counselor, 50 students

11. University of the Pacific - Fall 2021 - AVID Coordinator, teacher (no cost)

12. WACAC College Fair - Spring 2022 - AVID Coordinator, counselor, Guidance Tech (no cost)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$95000	50643 - Title I
\$191484	23030 - LCFF (Site)
\$10000	23030 - LCFF (Site)
\$40000	23030 - LCFF (Site)

### Strategy/Activity 1.1.4

#### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

Teachers will enhance NGSS (science) standards instruction through hands-on science experiments. The District is currently in the adoption process for a new District wide science curriculum. The District has provided consistent staff development for science teachers in the areas of NGSS standards, biology, chemistry, and physics. During the 2020-21 school year the District will likely provide curriculum trainings for the new science adoption.

Inner Orbit Science assessments will be purchased through an online clearing house. Assessments will provide data on student needs assessing what the students have learned to assist in focusing re-teaching needs.

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

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

Instructional Material and Supplies

Applicable supplemental instructional materials include math manipulatives, lab graphic composition books, writing tools - whiteboards/chart paper/graph paper, TI 30x calculators, water distiller, and spectro vis. \$99,568 - Title I

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

Conferences:

California Science Teachers Association (CSTA) ~ San Jose, CA ~ 3 teachers

The California Science Teachers Association (CSTA) hosts this conference to focus on what California science educators need to know to hone their craft, stay updated on standards, and apply best practices gleaned from experts throughout the state.

**Agriculture**

Delta Cal Section CATA meeting - 3 Ag teachers  
Regional CATA meeting - 3 Ag Teachers  
Regional CATA meeting - 3 Ag Teachers  
Delta Cal Section CATA meeting - 3 Ag Teachers  
CATA Summer Conference - San Luis Obispo - 3 Ag teachers  
Field Trips:  
Physics Day ~ Exposure to STEM fields and College and Career Representatives. 1 San Jose - Spring 2021 - 2 teachers, 40 students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$undefined	50643 - Title I
\$undefined	50643 - Title I
\$undefined	23030 - LCFF (Site)

**Strategy/Activity 1.1.5**

**Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

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

Strategy/Activity: Career Technical Pathways -

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

To meet our district mission of graduating all students college, career, and community ready along with our new graduation requirements suggesting the completion of a CTE pathway, we must increase the CTE pathway options available to Staff High students as they are currently underserved and lack diversity in the options available. To meet this demand Stagg High in cooperation with the district CTE department will establish a new pathway in Design Visual and Media Arts for the 2021-22 school year. This pathway has proved to be highly successful within this district at both Chavez and Merlo, and will tie in seamlessly with Stagg High's reputable journalism program.

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

License Agreement/Software - Stagg High School will obtain software licensing to use Code HS - Web Design. This course may be utilized as the third year lab science requirement or elective course. \$7,800 - LCFF

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$undefined	23030 - LCFF (Site)
\$undefined	23030 - LCFF (Site)

**Strategy/Activity 1.1.6**

**Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

Provide students opportunities to:

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

### Proposed Expenditures for this Strategy/Activity

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

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

## Annual Review

### SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

## LCAP Goal

### Goal 2: Safe and Healthy Learning Environments

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

## Goal 2.1

By the end of the 2022-2023 school year, Stagg High School will reduce the total number of days of suspensions by 100 with no expulsions, and reduce chronic absenteeism to 20%. Stagg will increase the percentage of student who report feeling safe on campus by 5% as indicated through the PLUS student survey, Stagg HS will increase the number of students who report feeling safe on campus by 5%. Also, students will report they feel part of the Stagg High School campus by an increase of 5%. Stagg HS will reduce the number of teacher referred discipline referrals by 10%. This increase will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program. School Goal for Attendance/Chronic Truancy: By the end of the 2022-2023 school year, Stagg High School will reduce the total number of days of suspensions to less than 300 with no expulsions, and reduce chronic truancy to 20% or less. Stagg will increase the percentage of student who report feeling safe on campus by 5% as indicated through the PLUS student survey, Stagg HS will increase the number of students who report feeling safe on campus by 5%. Also, students will report they feel part of the Stagg High School campus by an increase of 5%. Stagg HS will reduce the number of teacher referred discipline referrals by 10%.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total number days of suspensions	300 days	200 days or less of suspension
Chronic Absenteeism Rate	49% of students chronically absent	20% of students chronically absent

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

## Strategy/Activity 2.1.1

### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

To support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Stagg High School will provide students with social and emotional support systems. These systems will include, but not be limited to, Wellness Center programs of trauma counseling, substance abuse counseling, anger management, LGBTQ support, gang intervention, suicide prevention, and other mental health issues. District and Site based programs to support students are PBIS, PLUS and PLUS forums, and mentoring programs such as the Willie B. Atkins, Raising Youth Resilience Mentor Me Program, and Faces of Resilience through Public Health Advocates. Stagg will also be adding an Advisory Period one day per week to facilitate positive student to teacher relationships, encourage students to make sound academic choices, and plan for their future. Students may also participate in structured student engagement activities through clubs, ASB, PLUS, and sports.

Continue the implementation of standards based curriculum and instructional coaching to increase student learning and engagement, in addition to mental health/trauma counselors and increased mentoring programs.

Youth Mentorship Programs - \$50,000 - Title I

Conferences: \$10,000 - Title I

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

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

CADA State Convention - Attendees: PLUS Teacher, ASB Teacher, One Administrator to further develop campus climate and culture strategies, activities, and programs

License agreement - purchase to continue implementation of the SchoolMint "Hero" program to redirect students' negative behavior through positive behavior implementations and supports. \$8,900 - Title I

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$27806	50643 - Title I
\$40000	23030 - LCFF (Site)
\$20000	23030 - LCFF (Site)
\$30000	23030 - LCFF (Site)
\$40000	23030 - LCFF (Site)

## Annual Review

### SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

## LCAP Goal

Goal 3: Meaningful Partnerships

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

## Goal 3.1

By the end of the 2022-2023 school year, Stagg High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

### Identified Need

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation rate 1%	Base 1%	+10% increase

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

### Strategy/Activity 3.1.1

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC Meetings, etc.

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

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

- # of meetings coordinated
- # of parents attending
- # of college readiness activities for parents
- # of college readiness activities for students
- # of college fields trips
- # of parents attending college and career readiness informational events

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$9741	50647 - Title I - Parent

## Annual Review

### SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

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

activities due to unforeseen restraints caused by COVID.

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$532547
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$984467

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$522806
50647 - Title I - Parent	\$9741

Subtotal of additional federal funds included for this school: **\$532547**

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$451920
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$451920**

Total of federal, state, and/or local funds for this school: **\$984467**