

School Year:

2024-25



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Rosa High School	49709204936803	May 23, 2024	June 26, 2024

Contact Person: Mark Ryan, Ph.D.
Position: Principal
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Santa Rosa, CA 95401
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Plan Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements (for CSI or ATSI, as applicable) in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Targeted Support and Improvement student cohort was determined by identifying students in vulnerable populations who are struggling to meet the challenging State academic standards, specifically English learners, students with disabilities, Hispanic/LatinX students, disadvantaged students, foster youth and homeless youth. Because these vulnerable populations cut across the spectrum of SRHS students, SRHS has determined that the best way to continue to serve the student population is for the school to continue to operate as a Schoolwide Program.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SRHS works through the Site Council and ELAC. The school also gathers feedback formally and informally from stakeholders in our Arts, Athletics, and Program Booster groups, Student, Teacher, Parent Group (STP), and other parent and community school support groups. This occurred beginning in January, 2024 and lasted through May, 2024 with the Principal meeting with each of these groups and presenting first the revised goals, then the revised actions, and finally the proposed budget expenditures. At these meetings, input was taken and the goals, action steps, and expenditures were revised and refined based upon the stakeholder input. Our staff also provides ongoing feedback through Staff Meetings, Article 6 Meetings, and Management Advisory Committee Meetings with Content Department Chairs and Program Leads.

Resource Inequities – Required for CSI / ATSI

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

It is evident that all of the numerically significant subgroups are underperforming on all metrics measured by the SPSA. Those include English learners, students with disabilities, Hispanic/LatinX students, socioeconomically disadvantaged students, foster youth, and homeless youth. This is linked to a lack of laser like focus on improving those metrics for the underserved populations, which tells us of a need to reprioritize resources and efforts to improve those metrics. .

Comprehensive Needs Assessment

Identify and describe 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.

Student Enrollment and Populations

Conclusion 1: There is a marked decrease in the white and Asian student populations. The Hispanic population has a slight increase but now represents a higher percentage of the overall population. The overall decline in student population totals is particularly disconcerting as we look to a master facilities plan and the likely removal of many classrooms and reduction in staff, programs, and funds.

Conclusion 2: The level of students who qualify as socioeconomically disadvantaged is currently only 38% of the student population, but we wholeheartedly believe that this number is far too low. While the data shows the population of students with disabilities with a significant drop from previous years, current data from site personnel shows this to be inaccurate. The English Learner population is rising, and yet their success rates are not. The rise in English Learners means we need to rethink our entire program of instruction to ensure we are providing instruction in ALL classes that are designed for English learners. We need to develop a process for verifying data and to ensure that we are collecting accurate data from families who may not understand the purpose and impact of the data collection. It appears as though many more qualify for FRPM, but we are not collecting accurate data from many families who do not understand the data collection process.

Overall Performance

Conclusion 1: A-G requirements are tracking at less than a ? success rate, hence they are not effective at increasing graduation rates. A-G has had a negative impact and is not effective for all student populations. College and Career Indicator shows only about 30% meeting those requirements; this means that 70% of our student body will not meet that goal. This is discouraging to students. We need to revisit this decision. We need to look at more accurate numbers regarding graduation eligibility, and we need to once again actively track students' persistence once they get to college. The data does not accurately reflect the numerator and denominator due to dropouts not being counted. This falsely inflates the already dismal graduation rates.

Conclusion 2: The majority of suspensions are for non-injurious violent behaviors and illicit drug use. Suspension rates for most groups are less than 10%. However, Suspension rates are 10% or higher for these populations:

Students with Disabilities (14%)

African Americans (14%), and

Those who identify as being of a 2 or more race background (10%).

Suspensions for Violence With Injury are highest among three populations:

Hispanic or Latino (16%)

Socioeconomically disadvantaged (13%)

Suspension rates are particularly high for Foster Youth (41%), with Illicit Drug Use being the primary reason for suspension.

We need alternatives to suspension and a variety of ways to ensure consistency in discipline methods. The failure to provide adequate support for A-G implementation has had a detrimental impact on student performance and mental health, ultimately leading to increased dropout rates and transfers to alternative schools.

We also need better tracking and analysis of the history of offenses for which students have been/are being suspended to discover how consequences are being used (appropriately applied, effective, etc).

Conclusion 3: English Standards are higher than Math Standards yet both are at concerningly low levels. There is a large disparity between White and Hispanic success in both English and Math. Student performance in Math increased post-pandemic but is still 4% points lower than pre-pandemic performance. Student performance in English continues to decline. EL reclassification rates are very low as are ELPAC scores for cohorts. Both English and Math performance are well below levels we should allow, as are CAST science scores. We need consistent MAP test results so we can see if kids are in fact improving during each of their four years at SRHS.

Academic Performance

English Language Arts

Conclusion 1: In general, there is a decline in overall ELA success. The percentage of socio-economically disadvantaged students who meet common core standards continues to decline. Hispanic, EL mixed race, etc are all in decline. There is significant disparity between success for White and Hispanic populations, but we note more significant declines for White students in all reported years. There is a zero percent success rate for EL students. The ELA success rate for students with disabilities increased slightly.

Conclusion 2: Really need more MAP data to see if there is any annual performance improvement.

Mathematics

Conclusion 1: Student performance in Math increased post-pandemic, but is still 4% points lower than pre-pandemic performance.

Conclusion 2: Both socioeconomically disadvantaged and advantaged populations are declining in success rates, but not dramatically. Socioeconomically advantaged students significantly outperform socioeconomically disadvantaged students.

There is a significant disparity of success between White and Hispanic groups. Hispanic, EL mixed race, etc performance are all in decline. The Math success rate for students with disabilities decreased dramatically. Really need more MAP data to see if there is any annual improvement in performance.

English Learner Progress

Conclusion 1: ELPAC scores are very low. EL success appears nonexistent in ELA, while success in Math appears to be on the rise.

Conclusion 2: Reclassification rates are very low.

College/Career Report

Conclusion 1: The current dashboard percent of students meeting CCI indicator is abysmal, with less than 30% accomplishing A-G, a very low number completing dual enrollment courses (less than 1% of the student body), and only about 12% accomplishing any CTE pathway. The data appears to be inaccurate and needs to be updated.

Chronic Absenteeism

Conclusion 1: Absenteeism rates double pre-pandemic, might be impacting student academic success. Absenteeism appears to be leveling off post pandemic for most groups but is still significantly higher than pre pandemic. Absenteeism was steady pre-pandemic at ~15%. Post pandemic we note a significant increase in absences with an increase year over year since 2021. Rates are now 32%, more than double those of the pre pandemic years.

Conclusion 2: ADA is abysmal, which impacts academic achievement and all of the other indicators.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.83%	0.77%	18	15	13
African American	1.4%	1.32%	1.31%	27	24	22
Asian	4.0%	3.69%	2.91%	75	67	49
Filipino	0.9%	0.99%	1.01%	16	18	17
Hispanic/Latino	42.1%	44.05%	46.37%	788	799	780
Pacific Islander	0.3%	0.17%	0.24%	5	3	4
White	44.0%	42.01%	40.61%	823	762	683
Multiple/No Response	6.4%	6.23%	6.48%	120	113	109
	Total Enrollment			1,872	1,814	1682

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	508	410	415
Grade 10	465	497	422
Grade 11	505	441	456
Grade 12	394	466	389
Total Enrollment	1,872	1,814	1,682

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	125	134	134	6.7%	7.4%	8.0%
Fluent English Proficient (FEP)	522	522	496	27.9%	28.8%	29.5%
Reclassified Fluent English Proficient (RFEP)	1	488	455	0.8%	78.5%	77.2%

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1682	45.8	8	0.5
Total Number of Students enrolled in Santa Rosa High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	134	8
Foster Youth	8	0.5
Homeless	22	1.3
Socioeconomically Disadvantaged	770	45.8
Students with Disabilities	284	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	1.3
American Indian	13	0.8
Asian	49	2.9
Filipino	17	1
Hispanic	780	46.4
Two or More Races	109	6.5
Pacific Islander	4	0.2
White	683	40.6

Conclusions based on this data:

1. There is a marked decrease in the white and Asian student populations. The hispanic population has a slight increase but now represents a higher percentage of the overall population.

The overall decline in student population totals is particularly disconcerting as we look to a master facilities plan and the likely removal of many classrooms and reduction in staff, programs, and funds.

2. The level of students who qualify as socioeconomically disadvantaged is currently only 38% of the student population, but we wholeheartedly believe that this number is far too low. While the data shows the population of students with disabilities with a significant drop from previous years, current data from site personnel shows this to be inaccurate.

The English Learner population is rising, and yet their success rates are not. The rise in English Learners means we need to rethink our entire program of instruction to ensure we are providing instruction in ALL classes that are designed for English learners.

We need to develop a process for verifying data and to ensure that we are collecting accurate data from families who may not understand the purpose and impact of the data collection. It appears as though many more qualify for FRPM, but we are not collecting accurate data from many families who do not understand the data collection process.

School and Student Performance Data

Overall Performance







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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Orange	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  Yellow		
College/Career Low		

Conclusions based on this data:

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We need to look at more accurate numbers regarding graduation eligibility, and we need to once again actively track students' persistence once they get to college. The data does not accurately reflect the numerator and denominator due to dropouts not being counted. This falsely inflates the already dismal graduation rates.

2. The majority of suspensions are for non-injurious violent behaviors and illicit drug use. Suspension rates for most groups are less than 10%. However, Suspension rates are 10% or higher for these populations:
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Hispanic or Latino (16%)
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We need alternatives to suspension and a variety of ways to ensure consistency in discipline methods. The failure to provide adequate support for A-G implementation has had a detrimental impact on student performance and mental health, ultimately leading to increased dropout rates and transfers to alternative schools.

We also need better tracking and analysis of the history of offenses for which students have been/are being suspended to discover how consequences are being used (appropriately applied, effective, etc).

3. English Standards are higher than Math Standards yet both are at concerning low levels. There is a large disparity between White and Hispanic success in both English and Math. Student performance in Math increased post-pandemic but is still 4% points lower than pre-pandemic performance. Student performance in English continues to decline. EL reclassification rates are very low as are ELPAC scores for cohorts.

Both English and Math performance are well below levels we should allow, as are CAST science scores. We need consistent MAP test results so we can see if kids are in fact improving during each of their four years at SRHS.

School and Student Performance Data

Academic Performance English Language Arts

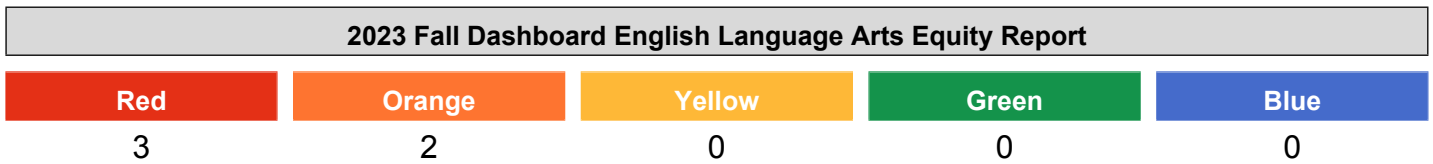
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>58.2 points below standard</p> <p>Decreased -14.7 points</p> <p>393 Students</p>	<p>English Learners</p> <p>Orange</p> <p>175.6 points below standard</p> <p>Increased +11 points</p> <p>35 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>76.1 points below standard</p> <p>Decreased Significantly -20.1 points</p> <p>186 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>187.4 points below standard</p> <p>Decreased Significantly -35.1 points</p> <p>68 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 90.8 points below standard Maintained +0.8 points 174 Students	21.1 points below standard Increased Significantly +18 points 28 Students	Less than 11 Students 3 Students	 Orange 33.4 points below standard Decreased Significantly -34 points 164 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
217.6 points below standard Decreased -12.3 points 24 Students	104.7 points below standard Increased Significantly +58.8 points 12 Students	33.9 points below standard Decreased -14.1 points 256 Students

Conclusions based on this data:

1. In general, there is a decline in overall ELA success. The percentage of socio-economically disadvantaged students who meet common core standards continues to decline. Hispanic, EL mixed race, etc are all in decline. There is significant disparity between success for White and Hispanic populations, but we note more significant declines for White students in all reported years. There is a zero percent success rate for EL students. The ELA success rate for students with disabilities increased slightly.
2. We really need more MAP or other interim assessment data to see if there is any annual performance improvement.

School and Student Performance Data

Academic Performance Mathematics

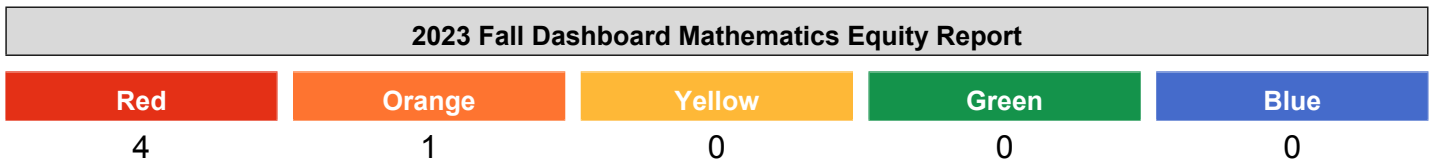
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>146.2 points below standard</p> <p>Increased +6.4 points</p> <p>392 Students</p>	<p>English Learners</p> <p>Red</p> <p>236.9 points below standard</p> <p>Maintained +2.9 points</p> <p>35 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>162.3 points below standard</p> <p>Decreased -7.3 points</p> <p>185 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>241.5 points below standard</p> <p>Decreased -5.7 points</p> <p>68 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 8 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 161.9 points below standard Increased +14.8 points 174 Students	127.8 points below standard Maintained +0.5 points 28 Students	Less than 11 Students 3 Students	 Red 131.6 points below standard Maintained -0.7 points 164 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
274.8 points below standard Decreased Significantly -27.6 points 24 Students	170.3 points below standard Increased Significantly +63.9 points 12 Students	134.6 points below standard Increased +6.5 points 256 Students

Conclusions based on this data:

1. Student performance in Math increased post-pandemic, but is still 4% points lower than pre-pandemic performance.
2. Both socioeconomically disadvantaged and advantaged populations are declining in success rates, but not dramatically. Socioeconomically advantaged students significantly outperform socioeconomically disadvantaged students.
 There is a significant disparity of success between White and Hispanic groups.
 Hispanic, EL mixed race, etc performance are all in decline.
 The Math success rate for students with disabilities decreased dramatically.
 Really need more MAP data to see if there is any annual improvement in performance.

School and Student Performance Data

Academic Performance English Learner Progress

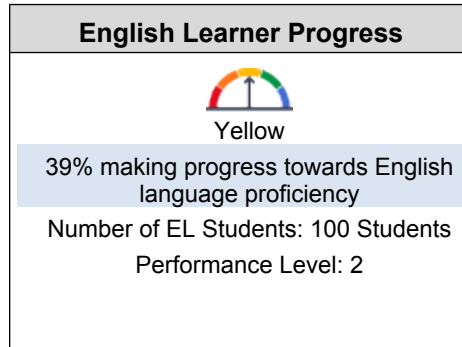
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	27	0	39

Conclusions based on this data:

1. ELPAC scores are very low. EL success appears nonexistent in ELA, while success in Math appears to be on the rise.
2. Reclassification rates are very low.

School and Student Performance Data

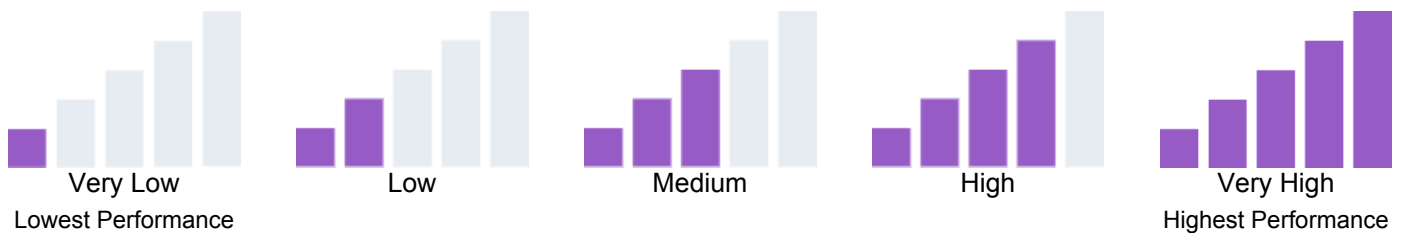
Academic Performance College/Career Report

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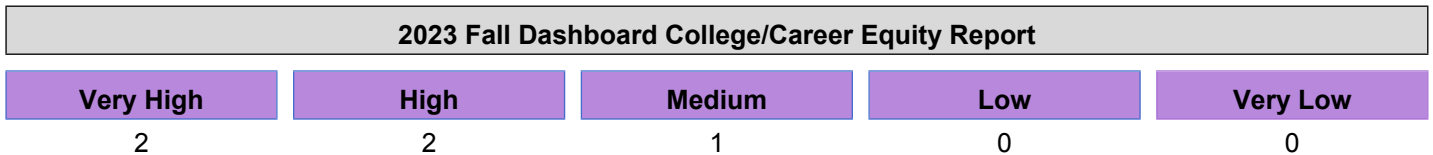
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

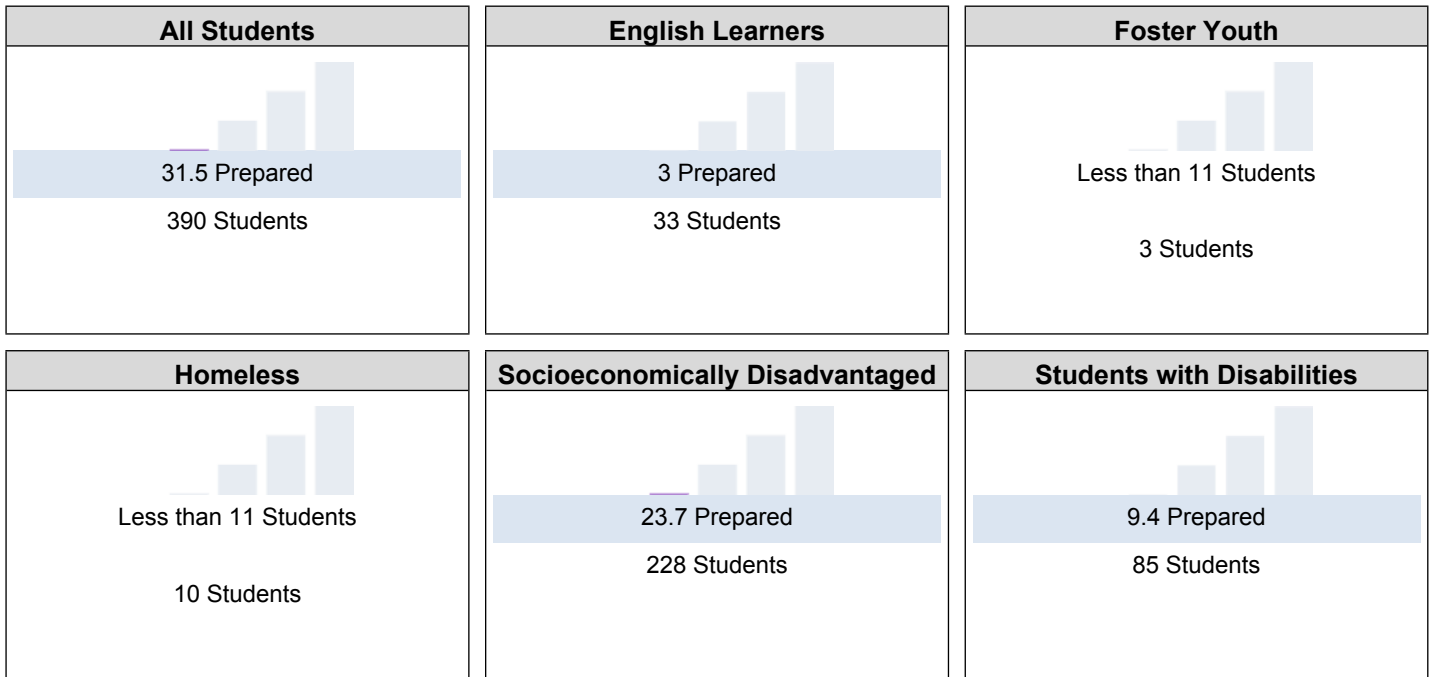


This section provides number of student groups in each level.

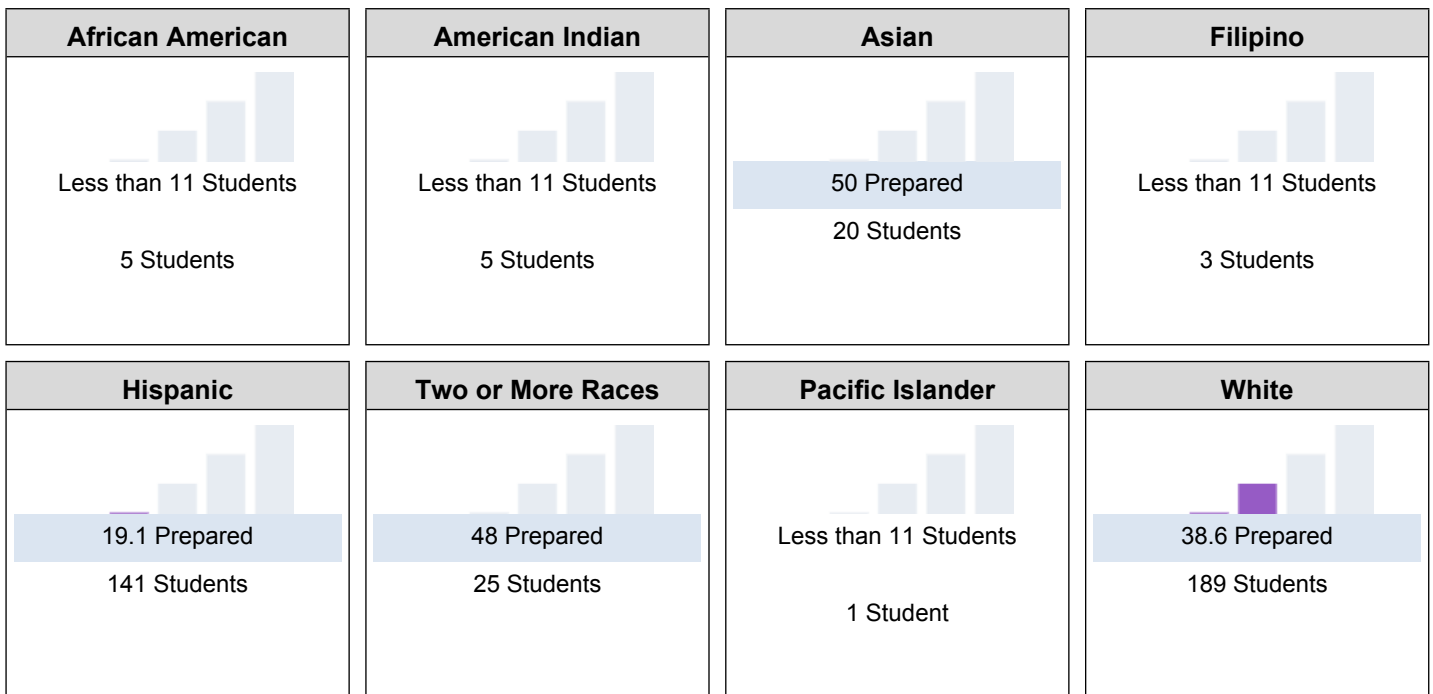


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- The current dashboard percent of students meeting CCI indicator is abysmal, with less than 30% accomplishing A-G, a very low number completing dual enrollment courses (less than 1% of the student body), and only about 12% accomplishing any CTE pathway. The data appears to be inaccurate and needs to be updated.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

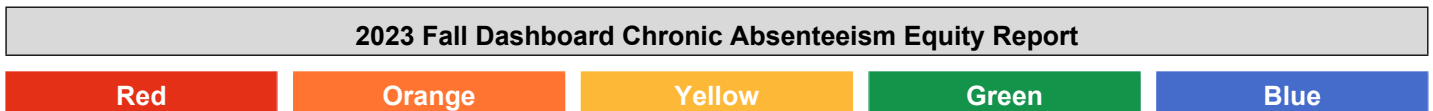
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Absenteeism rates double pre-pandemic, might be impacting student academic success. Absenteeism appears to be leveling off post pandemic for most groups but is still significantly higher than pre pandemic. Absenteeism was steady pre-pandemic at ~15%. Post pandemic we note a significant increase in absences with an increase year over year since 2021. Rates are now 32%, more than double those of the pre pandemic years.
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School and Student Performance Data

Academic Engagement Graduation Rate

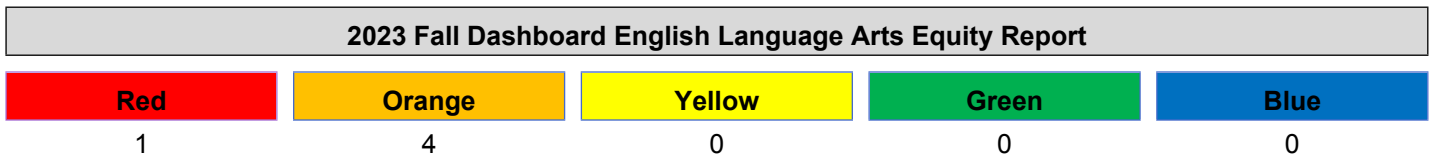
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 86% graduated Decreased -2.5 394 Students	English Learners Red 61.8% graduated Decreased Significantly -6.8 34 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Orange 81.4% graduated Decreased -1.8 231 Students	Students with Disabilities Orange 72.7% graduated Decreased Significantly -8.2 88 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>95% graduated</p> <p>Maintained -0.8</p> <p>20 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>79.9% graduated</p> <p>Decreased Significantly -5.1</p> <p>144 Students</p>	<p>96% graduated</p> <p>Increased Significantly 8.5</p> <p>25 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	 <p>Orange</p> <p>90% graduated</p> <p>Decreased -1.4</p> <p>190 Students</p>

Conclusions based on this data:

- English learners have the most concerning grad rate, but all other numerically significant subgroups are likewise of concern.

School and Student Performance Data

Conditions & Climate Suspension Rate

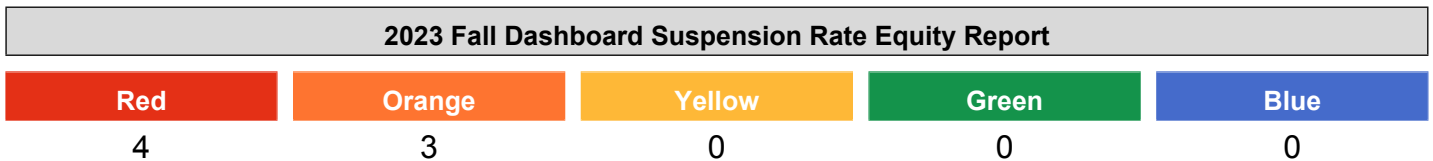
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 7% suspended at least one day Increased 2.9 1778 Students	 Red 10.6% suspended at least one day Increased Significantly 6.1 151 Students	14.3% suspended at least one day Increased 2.5 14 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
13.3% suspended at least one day Increased 13.3 30 Students	 Red 9.4% suspended at least one day Increased Significantly 4.3 919 Students	 Red 12.8% suspended at least one day Increased Significantly 4.5 327 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.5% suspended at least one day</p> <p>Increased 4.1 26 Students</p>	<p>20% suspended at least one day</p> <p>Increased 20 15 Students</p>	<p> Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.5 53 Students</p>	<p>0% suspended at least one day</p> <p>Declined -5 19 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>8.7% suspended at least one day</p> <p>Increased Significantly 4.1 835 Students</p>	<p> Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 4.8 118 Students</p>	<p>Less than 11 Students 4 Students</p>	<p> Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 1.1 708 Students</p>

Conclusions based on this data:

1. We clearly need to lower suspension rates for subgroups and the school, which is something we have been working on, but need to use restorative practices more effectively to move this needle.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	489	387	413	0	314	337	0	312	333	0.0	81.1	81.6
All Grades	489	387	413	0	314	337	0	312	333	0.0	81.1	81.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2585.	2574.		22.44	21.02		28.53	28.83		27.56	26.13		21.47	24.02
All Grades	N/A	N/A	N/A		22.44	21.02		28.53	28.83		27.56	26.13		21.47	24.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.65	25.85		57.88	54.77		14.47	19.38
All Grades		27.65	25.85		57.88	54.77		14.47	19.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		23.30	26.07		44.34	41.10		32.36	32.82
All Grades		23.30	26.07		44.34	41.10		32.36	32.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		12.54	10.74		75.88	75.46		11.58	13.80
All Grades		12.54	10.74		75.88	75.46		11.58	13.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.86	18.90		63.02	65.85		15.11	15.24
All Grades		21.86	18.90		63.02	65.85		15.11	15.24

Conclusions based on this data:

1. In general, there is a decline in overall ELA success. The percentage of socio-economically disadvantaged students who meet common core standards continues to decline. Hispanic, EL mixed race, etc are all in decline. There is significant disparity between success for White and Hispanic populations, but we note more significant declines for White students in all reported years. There is a zero percent success rate for EL students. The ELA success rate for students with disabilities increased slightly.
2. We need more interim assessment data to determine whether the needle is being moved during the school year for all subgroups.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	489	387	413	0	282	301	0	281	297	0.0	72.9	72.9
All Grades	489	387	413	0	282	301	0	281	297	0.0	72.9	72.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2530.	2546.		7.12	8.08		15.30	19.87		25.27	22.22		52.31	49.83
All Grades	N/A	N/A	N/A		7.12	8.08		15.30	19.87		25.27	22.22		52.31	49.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.39	14.97		36.65	40.14		51.96	44.90
All Grades		11.39	14.97		36.65	40.14		51.96	44.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.47	7.82		60.50	62.59		32.03	29.59
All Grades		7.47	7.82		60.50	62.59		32.03	29.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.19	9.80		67.62	65.54		24.20	24.66
All Grades		8.19	9.80		67.62	65.54		24.20	24.66

Conclusions based on this data:

1. Student performance in Math increased post-pandemic, but is still 4% points lower than pre-pandemic performance.

2. Both socioeconomically disadvantaged and advantaged populations are declining in success rates, but not dramatically. Socioeconomically advantaged students significantly outperform socioeconomically disadvantaged students.
There is a significant disparity of success between White and Hispanic groups.
Hispanic, EL mixed race, etc performance are all in decline.
The Math success rate for students with disabilities decreased dramatically.
Really need more MAP data to see if there is any annual improvement in performance.

School and Student Performance Data

2023 Fall Dashboard Summary Data Points

The tables below are a summary of the 2023 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1682	45.8	16.9	8	1.3	0.5	46.4	40.6	1.3

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
7% suspended at least one day	9.4% suspended at least one day	12.8% suspended at least one day	10.6% suspended at least one day	13.3% suspended at least one day	14.3% suspended at least one day	8.7% suspended at least one day	4.7% suspended at least one day	11.5% suspended at least one day

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
146.2 points below standard	162.3 points below standard	241.5 points below standard	236.9 points below standard			161.9 points below standard	131.6 points below standard	

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
58.2 points below standard	76.1 points below standard	187.4 points below standard	175.6 points below standard			90.8 points below standard	33.4 points below standard	

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

Goal 1: SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

Goal 1

Provide interventions and vertical and horizontal articulation to:

- a. Increase student success in all academic disciplines as evidenced by improved performance on CAASPP (Math, English, and Science tests) for overall student population, with particular focus on English learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Foster youth, and Students with Disabilities.
- b. Increase course passage rates for overall student population, with particular emphasis on English learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Foster youth, and Students with Disabilities.
- c. Increase rates of CTE completion for overall student population, with particular emphasis on English learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Foster youth, and Students with Disabilities; and
- d. Increase Summative ELPAC results.
- e. Increase graduation rate for overall student population, with particular emphasis on English learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Foster, and Students with Disabilities.

Identified Need

Each of the metrics identified in Goal #1 is currently far below the levels we would like.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP LEA % Proficient and Above	49.85%	60%
CAASPP Math % Proficient and Above	27.95%	45%
Science % Proficient and Above	unknown	50%
First Time Course Passage Rate with C or better	72.9%	80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Completers Percentage	31.5%	50%
ELPAC Making Progress	39%	65%
Graduation Rate	86%	90%

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Credit Recovery (Cyber High, Night School, Saturday School, Summer School)

Monitoring Effectiveness

How will this activity be monitored during the year?

- 1) Interim assessment results reviewed at faculty meetings in November, January, and April in EL and math and science through CAASPP Interims
- 2) Course passage rates reviewed at faculty meetings in November, January, and April
- 3) CTE Completer rates reviewed at faculty meetings in November, January, and April
- 4) ELPAC progress monitoring results reviewed at faculty meetings in November, January, and April
- 5) Students not on track to graduate reviewed at faculty meetings in November, January, and April

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)

12000

3010 - Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enriched learning experiences - field trip (admissions and transportation)

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of field trips taken and teacher/student reports of the efficacy of those trips

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)

5000

Other
5800 – Other Services (Consultants; Field Trip Admissions, etc)
School Formula

10000

Other
5832 - Field Trip Transportation
LCAP Budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enriched learning experiences - Instructional Supplies for science, math, English, history, VAPA, world languages and electives

Monitoring Effectiveness

How will this activity be monitored during the year?

Budget expenditure reviews by MAC (Management Advisory Committee)

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)

10154.46

Other
4311 - Instructional Materials (Non-Consumables)
Lottery

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Novels for Ethnic Studies and Library Books

Monitoring Effectiveness

How will this activity be monitored during the year?

Budget expenditure reviews by MAC

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)

8000

Other
4200 - Books - Other than Textbooks
LCAP Budget

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Science, Art, and Other Instructional Supplies

Monitoring Effectiveness

How will this activity be monitored during the year?

Budget expenditure reviews by MAC

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)

30000

Other
4311 - Instructional Materials (Non-Consumables)
LCAP Budget

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology Hardware and Software

Monitoring Effectiveness

How will this activity be monitored during the year?

Budget expenditure reviews by MAC

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)

12000

Other
4412 - Hardware (under \$5,000)
LCAP Budget

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family and Student Communication (mailings and cell phone calls to families to invite them to family engagement events)

Monitoring Effectiveness

How will this activity be monitored during the year?

Rate at which parents participate in 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)

3200

Other
5901 - Postage
School Formula Budget

1000

Other
5800 – Other Services (Consultants; Field Trip Admissions, etc)
School Formula

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tutoring (After School, Saturday)

Monitoring Effectiveness

How will this activity be monitored during the year?

of students participating (review of attendance rosters)

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)

20000

Other
1112 - Teacher Extended Day
LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Homeless and Foster Youth

Strategy/Activity

Targeted Support (Snacks and Refreshments in Wellness Center)

Monitoring Effectiveness

How will this activity be monitored during the year?

of homeless and foster youth coming to the Wellness Center

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)

250

Other
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
School Formula

1000

Other
2913 – Classified Extra Duty (Childcare-parent engagement)
LCAP Budget

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Planners (spiral bound books to help with Executive Function; also serve as hall passes, student resource pages, student handbook, master calendar, etc)

Monitoring Effectiveness

How will this activity be monitored during the year?

Teachers will discuss planner use at quarterly faculty meetings to see what is working, what is not, etc.

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)

34079.17

3010 - Title I
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Incoming Freshmen Math 1 Yearlong Course over the Summer

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of students who successfully complete the course

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)

10920.83

3010 - Title I
1112 - Teacher Extended Day

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

Goal 2

Provide a physically and emotionally safe school in which families are engaged and students have a positive experience attending school daily:

- a. Increase ADA and decrease tardiness for the overall student population, with particular emphasis on English learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Foster, and Students with Disabilities.
- b. Decrease the incidence of disruptive student behavior that leads to office referrals and student suspension for the overall student population, with particular emphasis on English learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Foster, and Students with Disabilities.
- c. Increase all stakeholder groups' sense of physical and emotional safety on campus, as evidenced by responses on YouthTruth and Panorama surveys.
- d. Increase capacity and access to medical and mental health services to support student wellness and family engagement through implementation of site-based Wellness Center.
- e. Increase family participation in STP, ELAC, PAC, on- and off-campus family events, and parenting workshops.
- f. Increase enrollment to reverse enrollment drops of the most recent years.

Identified Need

If students are not here, they cannot learn and achieve.

Improving attendance is an obvious need.

If students are not cooperating and getting kicked out of class, they cannot learn and achieve, and they are potentially distracting others from learning.

If students do not feel safe on campus, they are not positioned to learn.

Students in need of medical and mental health services who do not receive them are less positioned to learn.

The more families are involved, the greater student achievement.

The enrollment declines in recent years are causing declines in staffing and programming.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ADA %	89.8%	95%
Percent chronically absent	32%	15%
Suspension Rate	7.8%	3%
Percent of students with class suspensions	9.2%	4%
Percent of students referred to APs	19.8%	7%
Percent of students who strongly agree or agree that they feel safe in school	38%	65%
Number of students served by the Wellness Center	0 (n/a/)	25%
Number of families who participate in four or more on-campus meetings/events per school year	11% (unsure of this number due to accuracy of data keeping)	50%
Enrollment	1594	1800

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Wellness Center operates with mental health services, safe space for students to hang out, referrals to medical/dental/optometric services, place for students to do telehealth, mental health first aid/referrals, etc.)

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of students who visit the Center and receive services. This will be reviewed monthly by the Counseling department at its bi-weekly meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1750	Other 4300 – Materials/Supplies (Consumables, snacks for parent meetings) School Formula
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counseling Support - Adam Derum 0.35 FTE

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of student contact from Mr. Derum

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)

50000	3010 - Title I 1xxx – FTE Certificated Salaries
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counseling Support - Courtney Crakow .2 FTE and Urjita Parekh 0.25 FTE

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of student contacts with Ms. Parekh and Ms. Crakow

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)

65000

Other
1xxx – FTE Certificated Salaries
LCAP Budget

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Athletics (classified staff to support ticket taking at events)

Monitoring Effectiveness

How will this activity be monitored during the year?

Budget monitoring in quarterly budget meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Other
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Murals on Campus

Monitoring Effectiveness

How will this activity be monitored during the year?

The hope is to get a total of four murals painted on campus during the 24-25 academic year.

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)

3500

Other
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)
School Formula Budget

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ASB Activities to encourage students in the various metrics listed

Monitoring Effectiveness

How will this activity be monitored during the year?

Budget analysis at quarterly budget meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000	Other 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) School Formula Budget
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parenting Academy

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of families who attend the monthly parenting academy sessions

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)

1000	Other 2913 – Classified Extra Duty (Childcare-parent engagement) School Formula Budget
------	--

10000	Title I - Parent Participation 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Graduation and other ASB Events

Monitoring Effectiveness

How will this activity be monitored during the year?

ASB Minutes to evaluate ASB event success

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)

7000

Other

5800 – Other Services (Consultants; Field Trip Admissions, etc)
School Formula Budget

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STP and other Groups - Coffee with the Principal

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of participants in monthly Coffee with the Principal

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)

2500

Title I - Parent Participation
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Attendance Incentives and Recognition Incentives

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of students receiving recognition for perfect attendance and/or attendance improvement

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)

12946.43

Other
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
School Formula

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Recruiting and Retention to ensure enrollment is maintained and strengthened in an attempt to get enrollment closer to our all-time high of over 2000

Monitoring Effectiveness

How will this activity be monitored during the year?

Student attrition rates during the year and student return rate for 25/26

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)

1000

Other
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)
LCAP Budget

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

Goal 3: SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement.

Goal 3

Support teaching and all other staff with professional development to support student achievement, through increased publicization and access to relevant professional development opportunities offered by Santa Rosa City Schools (especially our own faculty and staff), Sonoma County Office of Education, local and regional institutions of higher education, and professional organizations

Identified Need

The district HS principals identified three Tier 1 Interventions in the academic domain that would be the focus of all six SRCS high schools during the 24/25 academic year. The SRHS staff also identified needs for PD during the spring 2024 SSC meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of staff trained at Equitable Grading	7%	100%
Number of staff who have participated in developing common assessments for courses they teach	21%	100%
Number of staff who trained in Ethnic Studies curriculum	7%	25%
Number of staff who participate in a learning walk	0%	50%
Number of staff who participate in an individually designed PD program	64%	100%

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

High Impact Instructional Strategies (teacher collaboration time)

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of teachers who participate in collaboration on one or more of the three Tier 1 Instructional Strategies being focused on for the 24/25 SY by the six SRCS high schools

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)

7058.7

Other
1122 - Teacher Release Time
School Formula Budget

4000

Other
1112 - Teacher Extended Day
School Formula Budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

High Impact Instructional Strategies (Learning Walks/Instructional Rounds)

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of teachers who participate in collaboration on one or more of the three Tier 1 Instructional Strategies being focused on for the 24/25 SY by the six SRCS high schools

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)

5000

Other
1122 - Teacher Release Time
LCAP Budget

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Spanish Language Classes for Staff

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of staff who participate and successfully complete the course

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)

1000

Other
1112 - Teacher Extended Day
School Formula Budget

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PD on Safe Space Training, Media Literacy, Technology Integration and Artificial Intelligence (identified by staff as high priorities)

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of staff who participate in each of these trainings

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)

1000

Other
1000-1999: Certificated Personnel Salaries
LCAP Budget

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equitable Grading and Assessment Teacher Collaboration Time

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of teachers who participate in collaboration on one or more of the three Tier 1 Instructional Strategies being focused on for the 24/25 SY by the six SRCS high schools

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)

7000

Other
1112 - Teacher Extended Day
LCAP Budget

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PD on Relationships, Rigor, and Relevance

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of teachers who participate in collaboration on one or more of the three Tier 1 Instructional Strategies being focused on for the 24/25 SY by the six SRCS high schools

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)

1000

Other
1000-1999: Certificated Personnel Salaries
School Formula Budget

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Culturally Responsive Pedagogy

Monitoring Effectiveness

How will this activity be monitored during the year?

Number of teachers who participate in collaboration on one or more of the three Tier 1 Instructional Strategies being focused on for the 24/25 SY by the six SRCS high schools

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)
10500	Other 5215 - Staff Travel & Conferences LCAP Budget
7000	Other 1112 - Teacher Extended Day LCAP Budget

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$358,359.59
Total Federal Funds Provided to the School from the LEA for Title I	\$

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 (\$)
3010 - Title I	\$107,000.00

Subtotal of additional federal funds included for this school: \$107,000.00

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 (\$)
Other	\$238,859.59
Title I - Parent Participation	\$12,500.00

Subtotal of state or local funds included for this school: \$251,359.59

Total of federal, state, and/or local funds for this school: \$358,359.59

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

3010 - Title I

107,000.00

Other

238,859.59

Title I - Parent Participation

12,500.00

Expenditures by Budget Reference

Budget Reference

Amount

12,000.00

1000-1999: Certificated Personnel Salaries

2,000.00

1112 - Teacher Extended Day

49,920.83

1122 - Teacher Release Time

12,058.70

1xxx – FTE Certificated Salaries

115,000.00

2213 – Classified Overtime (Family Mentor, Tech Assist etc.)

7,000.00

2913 – Classified Extra Duty (Childcare-parent engagement)

2,000.00

4200 - Books - Other than Textbooks

8,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	10,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	51,525.60
4311 - Instructional Materials (Non-Consumables)	40,154.46
4412 - Hardware (under \$5,000)	12,000.00
5215 - Staff Travel & Conferences	10,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	13,000.00
5832 - Field Trip Transportation	10,000.00
5901 - Postage	3,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	3010 - Title I	12,000.00
1112 - Teacher Extended Day	3010 - Title I	10,920.83
1xxx – FTE Certificated Salaries	3010 - Title I	50,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	34,079.17
1000-1999: Certificated Personnel Salaries	Other	2,000.00
1112 - Teacher Extended Day	Other	39,000.00
1122 - Teacher Release Time	Other	12,058.70
1xxx – FTE Certificated Salaries	Other	65,000.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	Other	7,000.00
2913 – Classified Extra Duty (Childcare-parent engagement)	Other	2,000.00

4200 - Books - Other than Textbooks	Other	8,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	Other	14,946.43
4311 - Instructional Materials (Non-Consumables)	Other	40,154.46
4412 - Hardware (under \$5,000)	Other	12,000.00
5215 - Staff Travel & Conferences	Other	10,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	Other	13,000.00
5832 - Field Trip Transportation	Other	10,000.00
5901 - Postage	Other	3,200.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	Title I - Parent Participation	10,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	Title I - Parent Participation	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,604.46
Goal 2	157,196.43
Goal 3	43,558.70

School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

Other: Associated Study Body; Student/Teacher/Parent Organization; Student Senate

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2024.

Attested:



Principal, Mark Ryan on 5/23/24

SSC Chairperson, Andy Brennan on 5/23/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies/Activities, and Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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