School Year: **2021-22**

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	March 8, 2021	06/09/2021

Contact Person: Kimberly Clissold, Ph.D.

Position: Principal

Phone Number: 707-890-3850

Address: 1235 Mendocino Ave.
Santa Rosa, CA 95401-4312

E-mail Address: kclissold@srcs.k12.ca.us

Purpose and 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

Comprehensive Support and Improvement

Targeted Support and Improvement student cohort was determined by identifying students in vulnerable populations who are struggling to meet the challenging State academic standards.

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

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

Instructions from the Local Control Accountability Plan (LCAP) template state that school-specific goals related to the state and local priorities from the SPSA should be aligned and incorporated with the district's LCAP. Furthermore, to facilitate alignment between school-site and district-level goals and actions, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable.

Stakeholder 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. 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.

Data collected from semester grade reports and school wide transcript analysis show that Hispanic, SES, and SWD students are failing to meeting academic standards and have significant credit loss during distance and hybrid learning between school years 2019-2020 and 2020-2021. Failing semester grades in core subjects (ELA, Math, Science, and Social Science) are disproportionly higher for Hispanic, SES, and SWD students. Math scores are lowest overall and indicate a similar need across subgroups. Though our primary focus with site funds will be on Math instruction and support for 2021-2022, we will also investigate school-wide ELA instruction and supports. Funds will target two levels: first, to improve pedagogy and instructional practices and support activities that target support for students in the subgroups most affected by credit loss.

In consulting with the English Learner Advisory Committee (ELAC), the School Site Council (SSC), school leadership (including department chairs, coordinators, and counselors), school administration, as well as looking at school data (such as D & F Rates, attendance and engagement data, and school generated needs assessments) and the YouthTruth surveys, the following actions have been scheduled for the upcoming school year (2021-2022) to address potential resource inequities.
Two sections of student tutorial support/credit recovery for seniors and juniors to recover credits toward graduation.
Increase/Improve Parent communication Parent University Nights in Fall and Spring
Monthly "Zoom w/ the Principal."
Increase and improve methods of information delivery by continuing Weekly Parent/Family Memos
Increase of ELA technology implementation, training, and support (Google Apps)
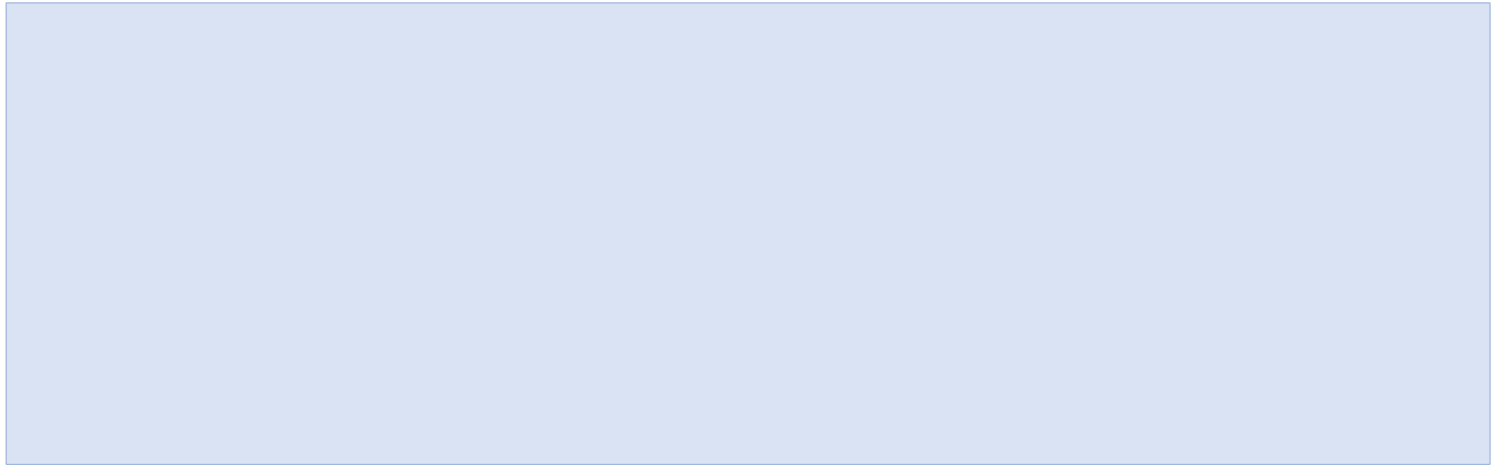
School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.46%	0.84%	1.0%	9	16	18
African American	1.9%	1.99%	1.4%	37	38	27
Asian	4.93%	4.71%	4.0%	96	90	75
Filipino	0.62%	0.63%	0.9%	12	12	16
Hispanic/Latino	39.27%	40.08%	42.1%	765	766	788
Pacific Islander	0.46%	0.37%	0.3%	9	7	5
White	44.76%	44.85%	44.0%	872	857	823
Multiple/No Response	7.03%	6.49%	6.4%	137	124	120
			Total Enrollment	1,948	1,911	1,872

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	532	472	508
Grade 10	461	538	465
Grade 11	497	437	505
Grade 12	458	464	394
Total Enrollment	1,948	1,911	1,872

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	141	106	125	7.2%	5.5%	6.7%
Fluent English Proficient (FEP)	488	526	522	25.1%	27.5%	27.9%
Reclassified Fluent English Proficient (RFEP)	35	47	3	20.5%	33.3%	2.8%

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

Conclusions based on this data:

1. Santa Rosa High School continues to become even more homogeneous as our Hispanic population continues to grow. This diversity impacts our student population as more families operate in a bilingual environment, but many of our students do not always develop the primary home language or English. This impacts literacy at school, and many students struggle with synthesizing, taking out pertinent facts/information, and building meaning from fiction and non-fiction readings.

2. In 2019 Santa Rosa High School population of socioeconomically disadvantaged students was a little over 40%, impacting the academic and cultural capital that students enter high school possessing. Santa Rosa High students often have a relatively small context for topics outside their knowledge base, and the knowledge base is often limited. For example, many of our students do not go to museums, plays, and other cultural events to build contextual richness for academic topics to connect. Different segments of our student population, not impacted by a lack of material needs, have access to incidental learning opportunities and a more significant educational context to succeed in school. Also, many families have limited college experience, which impacts students and their sense of efficacy and ability to be college-bound.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Graduation Rate** Orange	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Santa Rosa High students struggle in academic performance. With additional support and intervention, will meet graduation requirements.

2.   Santa Rosa High School uses restorative practices and suspension diversion plans to reduce school suspensions and the school only suspends for habitual or flagrant ed code violations.
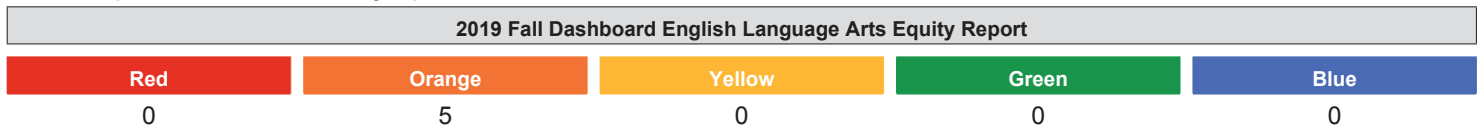
School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
31.3 points above standard	94.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
427	36	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.9 points below standard	95 points below standard
4	172	51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	70.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7		26	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
13.1 points below standard	73.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	58.8 points above standard
168	23	4	197

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
158.3 points below standard	56.7 points below standard	57.3 points above standard
13	23	284

Conclusions based on this data:

1. Santa Rosa High School and all Santa Rosa City Schools were exempted from Spring 2018 state testing due to the loss of 3 week so instruction in Fall 2017 as a
consequence of the Tubbs and Nunns fires. Therefore, no valid conclusions can be drawn.
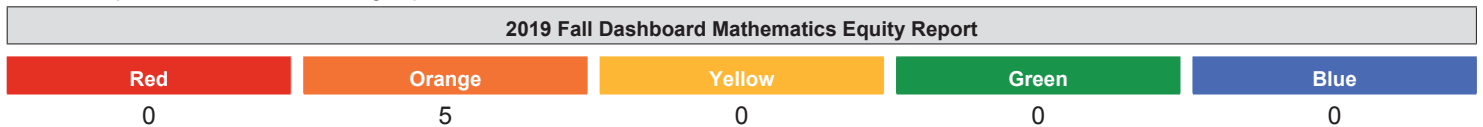
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance

Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
68.2 points below standard	172.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
409	38	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	105.8 points below standard	191 points below standard
3	169	53

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		28.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7		26	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
118.4 points below standard	56.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	34.7 points below standard
166	22	3	184

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
226.6 points below standard	137.2 points below standard	46.7 points below standard
15	23	268

Conclusions based on this data:

1. Santa Rosa High School and all Santa Rosa City Schools were exempted from Spring 2018 state testing due to the loss of 3 week so instruction in Fall 2017 as a
consequence of the Tubbs and Nunns fires.Therefore, no valid conclusions can be drawn.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
36.1 making progress towards English language proficiency
Number of EL Students: 83
Performance Level: Low
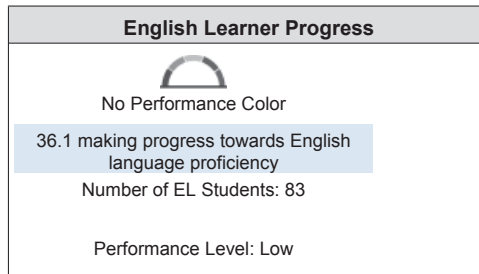
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
20	33	2	28

Conclusions based on this data:

1. Santa Rosa High School is seen a slight increase in students on a yearly basis who are moving towards English language proficiency. There are also indicators that the majority of EL students are struggling to progress or have decrease in their English Learner Progress.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
5	2	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
21.9	6.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -15.7	Maintained +0.1	3
475	47	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
17.8	12.7	0
Declined -21.1	Declined Significantly -19.3	Maintained -1.6
45	268	51

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	36	Less than 11 Students - Data Not Displayed for Privacy
4	2	Declined Significantly -14	2
		25	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Red
11.4	30.2	Less than 11 Students - Data Not Displayed for Privacy	27.8
Declined Significantly -21.4	Declined -16.6	5	Declined Significantly -11.5
167	43		227

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	37.6 **Prepared**	21.9 **Prepared**
Approaching Prepared	18 **Approaching Prepared**	14.1 **Approaching Prepared**
Not Prepared	44.4 **Not Prepared**	64 **Not Prepared**

Conclusions based on this data:

1. For the 2019-2020 school year Santa Rosa High School was without a College and Career Counselor. In the 2020-2021 school year Santa Rosa High will have a full-time College and Career Counselor.

2. Santa Rosa High School has followed programmatic policies for SRCS that have, until this year, placed less emphasis on making sure that students graduate with only A-G options for classes through their four years. This policy in the district has changed and therefore, Santa Rosa High expects to see more students moving into the prepared category.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism
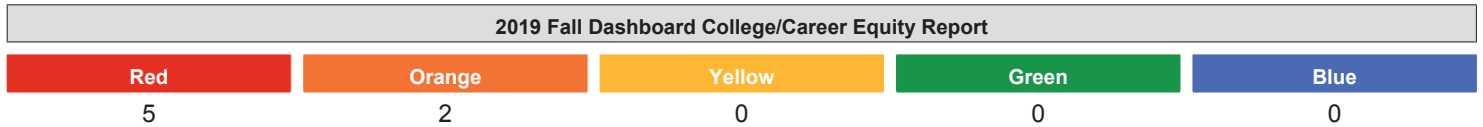
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Santa Rosa High School and all Santa Rosa City Schools were exempted from Spring 2018 state testing due to the loss of 3 week so instruction in Fall 2017 as a consequence of the Tubbs and Nunns fires. This may impact other state reporting windows from 2018. Subsequent fires and school closures in 2019 and 2020, and Public Safety Power Shutoffs in 2019 have also affected attendance data.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	2	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
83	70.2	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -5.5	Declined -3.3	
		3
476	47	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Orange	Red
80	81.4	51.9
Increased +2.2	Declined -5	Declined -22.3
45	269	52

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	92	Less than 11 Students - Data Not Displayed for Privacy
4	2	Increased +1.1	2
		25	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Orange
81.4	83.7	Less than 11 Students - Data Not Displayed for Privacy	83.3
Declined Significantly -7.3	Increased +2.5	5	Declined -5
167	43		228

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
88.5	83

Conclusions based on this data:

1. As stated previously, there have been graduation requirements in SRCS that did not align directly with college preparation for all students. Now that this district policy has shifted to offer college preparation for all students, Santa Rosa High School expects to see a short term dip in graduation rates as teachers adapt to providing the only college aligned classes and coursework. In the end, we should see academic performance go up as graduation rates remain steady or improve.
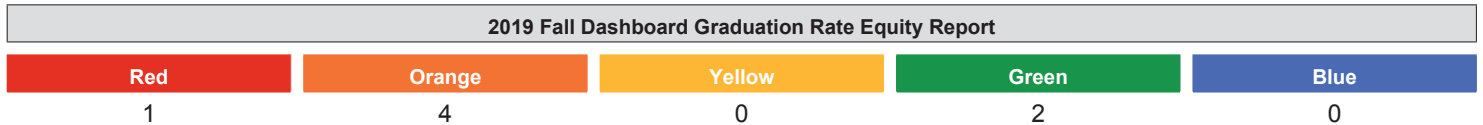
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance

Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	0	3	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
4	12.3	22.2
Increased +0.7	Increased Significantly +6.8	Increased +7.9
2051	154	18
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
5.7	5	8.2
Increased +5.7	Increased +0.5	Increased +1.5
35	982	268

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Green	No Performance Color
2.4	21.4	1	0
Declined -5.5	Increased +21.4	Maintained 0	Maintained 0
41	14	96	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Orange
5	1.4	Less than 11 Students - Data Not	3.4
Increased +0.9	Declined -3	9	Increased +0.8
826	146		907

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.3	4

Conclusions based on this data:

1. Santa Rosa High School continues to use restorative practices as a means of suspension diversion. Also, if one takes three years of data as an average, we see that Santa Rosa High maintains an average of about 4.6%. The individual years are very close to this average, showing that Santa Rosa High maintains consistency in its discipline approaches and policies. We strive to avoid punitive measures for student behavior and use a restorative approach when possible.

2. While our overall percentage of suspensions school wide was low in 2019 at 4%, the data shows that disproportionally EL students are suspended at a higher rate this past school year then other subgroups.

Site Summary Data Points

2021-22 SRCS Demographic Percentages										
SCHOOL	CSI School	ENROLLMENT	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am
SRHS		2005	47.68%	12.87%	7.48%	1.45%	0.85%	39.75%	44.64%	2.00%

Attendance									
SCHOOL	%	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am
SRHS	15.42	NA	NA	NA	NA	NA	NA	NA	NA

Suspensions									
SCHOOL	Totals / %	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am
SRHS	83 / 4.05%					NA			NA

Math										
SCHOOL	Overall	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am	Asian	Filip
SRHS					NA	NA			NA		NA

ELA										
SCHOOL	Overall	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am	Asian	Filip
SRHS					NA	NA			NA		NA

Data Distribution Portal

Performance 3-Band Report for DORA K-12

P1) Pre-Test: to   P1 Count: Grade Range:

Mode:

Sites:

Status	High-Freq. Words	Word Rec.	Phonics	Spelling	Vocabulary	Comprehension
Proficient						
Emergent						

Performance 4-Band Report - ADAM

P1) Pre-Test: to   P1 Count: Grade Range:

Mode:

Sites:

Status	Total Score	Num & Op.	Measurement	Data/Prob.	Geometry	Algebra
Proficient						
Approaching Proficient						
Emergent						

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:
- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

To increase the percentage of students on track for graduation by emphasizing initiatives and support in the core content areas of mathematics and social science.

Identified Need

Based on grade data and needs assessments the school has identified the need to increase supports for students to attain credits in courses and to have access to make up credits when course credit is not attained. The highest failure rates for students in grade 9-12 is in mathematics courses, particularly Math 1P. The second highest failure rates are in social sciences courses including World History, US History, Government, and Economics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade Data (Pass and Failure Rates) A-G Completion Rates Transcript Analysis Data Dual Enrollment Data AP testing and pass rates CTE Pathway Completion Data College & Career Indicators CAASP Testing Results Seal of Biliteracy	Fs By Department for Semester 1 SY2019-2020 All Classes = 2104 Career Technical Education = 98 English = 396 Mathematics = 426 Physical Education = 248 Social Studies =385 Biological Science = 96 Physical Science =181	Decrease the number of students earning an F to a threshold that does not exceed 45% any subgroup (EL, RFEP, SPED, SED, UPC etc).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Visual and Performing Arts = 126 World Language = 274 Non Departmental Elective Courses = 54	

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 with a special emphasis on English Language Learners and socioeconomically disadvantaged students and students with disabilities.

Strategy/Activity

Provide opportunities for teachers to develop curriculum, integrate the use of technology, to engage students to improve attendance and academic achievement, differentiate instruction, utilize standard-based assessments for benchmarking, personalize student learning, consider virtual options for credit recovery, host tutoring sessions, and engage with parents to increase SRHS's graduation rate. Support common assessments, use of department rubrics, and writing assignments.

Monitoring Effectiveness
How will this activity be monitored during the year?

Grade Data (Pass and Failure Rates)
A-G Completion Rates
Transcript Analysis Data
Dual Enrollment Data
AP testing and pass rates
CTE Pathway Completion Data
College & Career Indicators
CAASP Testing Results
Seal of Biliteracy

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	0500 - Supplemental 1112 - Teacher Extended Day 0500 - Supplemental 1112 - Teacher Extended Day Provide opportunities for teachers to develop curriculum, integrate the use of technology, to School Plan for Student Achievement (SPSA) Page 2 of 13 engage students to improve attendance and academic achievement, differentiate instruction, utilize standard-based assessments for benchmarking, personalize student learning, consider virtual options for credit recovery, host tutoring sessions, and engage with parents to increase SRHS's graduation rate. Support common assessments, use of department rubrics, and writing assignments. Provide supplemental opportunities for teachers to directly support students academically, in credit recovery, or with study skills development outside of the instructional school day.
39,830.01	0500 - Supplemental 1xxx – FTE Certificated Salaries .40 FTE Tutorial Teacher to assist students with academic support and recovery of lost credits.
3000	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime Provide planning time and provide support for family and student information nights and workshops, outside of the school day, to include time to invite families and students to these events,

	assist in facilitating check-in and support during events. After school 1-1 contacting of families to provide information and resources.
2227.03	0500 - Supplemental 5815 - Media / Library Services Continue to update media and library materials to provide access to contemporary and relevant media and library materials and services.
3000	0500 - Supplemental 5817 - Online Computing Services / Software Licenses Provide school and student access to online computing services and software licenses that are FERPA and COPA compliant.
1000	0500 - Supplemental 5832 - Field Trip Transportation Provide transportation, including virtual access to online field trips to students and teachers.
10000	0500 - Supplemental 4200 - Books - Other than Textbooks Provide books, instructional support guides, manuals and other academic literature to support instruction by teachers and learning for students.
10000	0500 - Supplemental 4312 - Software Provide software and online access to learning platforms and learning support platforms as needed for counselor interventions and support, and teacher instruction and student use.
5500	0500 - Supplemental 4400 - Equipment (under $5,000) Provide equipment for teacher instruction and student use in learning

13,084	0500 - Supplemental 4412 - Hardware (under $5,000) Provide technology hardware to support teacher instruction and student use in learning.

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

Develop and provide access to academic support for students through extending support (certificated and classified staff) within and beyond the school day, increased professional development opportunities, and access instructional materials to teachers to develop and align curriculum to support students' access to the curriculum.

Monitoring Effectiveness
How will this activity be monitored during the year?

Grade Data (Pass and Failure Rates) A-G Completion Rates Transcript Analysis Data Dual Enrollment Data AP testing and pass rates CTE Pathway Completion Data College & Career Indicators CAASP Testing Results Seal of Biliteracy

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)

1,000	3010 - Title I 5215 - Staff Travel & Conferences

5,000	3010 - Title I 4311 - Instructional Materials (Non-Consumables)
5,000	3010 - Title I 4412 - Hardware (under $5,000)
2,000	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime
4,000	3010 - Title I 2413 - Clerical Extra Duty / Overtime
4,085.99	0500 - Supplemental 4412 - Hardware (under $5,000)
5,000	0500 - Supplemental 4400 - Equipment (under $5,000)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

On 4/8/2021, the SSC evaluated the 2020-21 Goal 1 activities for overall implementation and effectiveness. The LCAP and Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented and to continue activities that were meeting the expected outcomes. The evaluation of goals and programs took place between March-May of 2021. Review of the strategies and activities can are attached.

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

The main differences found were due to virtual learning for the majority of the year likely disrupting student engagement in their classes and increasing credit loss. As such, a few of our in-person supports were unavailable due to COVID were reduced or adjusted to be delivered virtually. SSC met and approved all movement of funds.

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

Our metrics have shifted from using CA dashboard to using local data, and our annual outcomes for 21-22 will come from local data.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:
- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Increase the engagement of all students and families in school through curricular, co-curricular, and extracurricular activities. These activities will include a focused effort to support wellness and mental health through a Multi-Tiered Support System to support student wellness, engagement, campus safety, and academic success.

Identified Need

Based on the YouthTruth Survey data from the October 2020 survey of students and parents/families, students indicated that the lowest rated themes were College & Career Readiness and Engagement and the highest rated themes were belonging & peer collaboration, and culture. While Parent/family groups rated the themes of engagement and relationships highest and resources and communication and feedback to lowest.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Survey Schoolwide Needs Surveys Grade Data D and F Reports (Secondary) A-G Completion Rates Transcript Analysis Data Dual Enrollment Data AP testing and pass rates CTE Pathway Completion Data College & Career Indicators	Compared to other participating high schools, SRHS's highest rated themes were from our YouthTruth Student Survey: Belonging & Peer Collaboration Culture and the lowest rated themes were: College & Career Readiness Engagement See Grade Data in Goal 1	To meet or exceed the district average for themes currently below those averages on the YouthTruth Survey. To see decreases in the number of courses failed by students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Testing Results Seal of Biliteracy		

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)

Support Newcomers and English Learners, Students receiving Special Education Services, 504s, students in need of social-emotional support with direct and dedicated Counseling support. The MTSS counselor will work directly with all 504 students and newcomers and English Learners, with a special emphasis on grades 9 & 10.

Strategy/Activity

Support Newcomers and English Learners, Students receiving Special Education Services, 504s, students in need of social-emotional support with direct and dedicated Counseling support. The MTSS counselor will work directly with all 504 students and newcomers and English Learners, with a special emphasis on grades 9 & 10. The School-Based Therapist (SBT) will work supporting the social-emotional needs of all students with a special emphasis on working with grades 11 & 12 to support and prepare students to transition into post-secondary activities. In Distance Learning the level of support that students need, grade 9-12 has risen significantly as the number of students is behind in credits at the start of the 2021 school year is high.

Monitoring Effectiveness
How will this activity be monitored during the year?

The progress of these programs and support will be monitored through intervention data logs, YouthTruth survey, and school level needs assessments given three times a 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)

2000	3010 - Title I 1112 - Teacher Extended Day Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials to promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Extended planning time for Schoolwide Safety Team and Team Leader. Teacher Extra Day Pay Teacher Release Time Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software)
2000	3010 - Title I 4316 – Food – Ind-District Meetings Provide refreshments and food for Parent/Family meetings.
30,000	3010 - Title I 4311 - Instructional Materials (Non-Consumables) Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software)

15,000	3010 - Title I 5215 - Staff Travel & Conferences Provide training and support for teachers in developing and designing learning for students, including staff travel and conferences for both general education, student support classes and AP courses.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, especially incoming 9th graders.

Strategy/Activity

Expand the SRHS Link Crew program and school-wide student activities in order to increase student engagement, improve attendance, and foster social-emotional connections with school and with peers.
Recognize, embrace, and encourage diversity on our campus through student-generated and run activities such as:
Cultural Awareness and Appreciation Activities
Country fair day supports
Professional Development on Equity
Supports for Club Sponsored Events
Link Crew - Incoming 9th grade support and activities

Monitoring Effectiveness
How will this activity be monitored during the year?

The progress of these programs and support will be monitored through intervention data logs, YouthTruth survey, and school level needs assessments given three times a year. On 4/8/2021, the SSC evaluated the 2020-21 Goal 2 activities for overall implementation and effectiveness. The LCAP and Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented and to continue activities that were meeting the expected outcomes. The evaluation of goals and programs took place between March-May of 2021. Review of the strategies and activities can are attached.

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)
32500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings To support and provide funds for parent/family support and enrichment activities within and outside of the instructional day, with an emphasis on activities that are tied to the curriculum or that support social-emotional wellbeing and engagement of students and families in the school. Provide instructional support materials for incoming 9th graders to assist students with engagement in school and foster organization skills to foster academic success, including school clothing, t-shirts, planner/organizers, and other consumables.
30000	0500 - Supplemental 1112 - Teacher Extended Day Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development
5000	0500 - Supplemental 5901 - Postage

	Provide instructional, support or engagement materials to families and students through mailing directly to homes as needed or requested by families.
2000	3010 - Title I 5901 - Postage Provide instructional, support or engagement materials for families and students through mailing directly to homes as needed or requested by families for targeted students.
8000	3010 - Title I 5832 - Field Trip Transportation Provide funds for field trips.
10000	0500 - Supplemental 5832 - Field Trip Transportation Provide funds for field trips.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The progress of these programs and support will be monitored through intervention data logs, YouthTruth survey, and school level needs assessments given three times a year. On 4/8/2021, the SSC evaluated the 2020-21 Goal 2 activities for overall implementation and effectiveness. The LCAP and Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented and to continue activities that were meeting the expected outcomes. The evaluation of goals and programs took place between March-May of 2021. Review of the strategies and activities can are attached.

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

Some Title I Activities like parent/family meetings and student outreach were either altered for virtual or drive-through participation and adjusted during the year. SSC met and approved all adjustments to Title I Activities, include 9th grade Link Learning and various Student Gov't Sponsored activities.

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

Changes in Goal 2 from 2020-21 to 2021-22 school year include plans to continue activities aimed at fostering College & Career Readiness and student Engagement using both in person and virtual outreach and support. Our metrics have narrowed in on Youth Truth Survey results and our annual outcomes for 21-22 will come from Youth Truth Survey data as well. Changes can be found in the 21-22 SPSA under Goal 2.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:
- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

To foster a culture for academic success by increasing student engagement and efficacy. Teachers and staff will utilize collaborative time and professional development, regularly review data, align content with state standards, plan assessments, create grading rubrics, plan and execute school-wide safety drills.

Identified Need

Based on Spring 2021, WACS Visit, and 20221 Staff Youth Truth survey and staff needs survey results, Santa Rosa High School has determined a need to improve engagement and professional development support for teachers. Student feedback and data also indicated that a focus on fostering a stronger academic climate of success for our students would increase the engagement and efficacy of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey data - Spring 2021	Compared to other participating high schools, SRHS's highest rated themes were: Belonging & Peer Collaboration Culture and the lowest rated themes were: College & Career Readiness Engagement	To meet or exceed the district average.

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

Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture.

Monitoring Effectiveness
How will this activity be monitored during the year?

Post-professional development surveys, artifacts, PD meeting minutes, and the Staff Youth Truth Survey results.

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)
16000	0500 - Supplemental 1112 - Teacher Extended Day Teacher Release Time Professional Development Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development Development of Schoolwide Safety Drills and Preparedness
15,000	3010 - Title I

	5215 - Staff Travel & Conferences Provide training and support for teachers in developing and designing learning for students, including staff travel and conferences for both general education, student support classes, and AP courses.
2000	3010 - Title I 4200 - Books - Other than Textbooks Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development
30,551.36	3010 - Title I 4311 - Instructional Materials (Non-Consumables) Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Professional Development Books Consumable and Non-Consumable Material/Supplies Instructional Materials

	Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development
13,000	3010 - Title I 4200 - Books - Other than Textbooks Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development
500	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips

	Student engagement activities Technology (hardware and software) Professional Development
9,900.80	3010 - Title I 5815 - Media / Library Services Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development
10000	0500 - Supplemental 5815 - Media / Library Services Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials

	Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development
12000	0500 - Supplemental 5215 - Staff Travel & Conferences Provide teacher support for and/or certificate, staff initiated, professionally appropriate, research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure materials that promote the use of common rubrics, Common Core, NGSS integration, and analytical writing to improve learning and/or school climate and culture. Teacher Release Time Teacher Extra Day Pay Books Consumable and Non-Consumable Material/Supplies Instructional Materials Field Trips, to include virtual field trips Student engagement activities Technology (hardware and software) Professional Development, to include staff travel and conference attendance

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Goal 3 is in the first year of implementation for the 2021-22 school year. Therefore, an analysis will be implemented for the 2022-23 SPSA.

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

N/A

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

N/A

Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
.40 FTE Cyber High Teacher for credit recovery				In alignment with Goal 1 to support students in recovering credits and meeting graduation requirements. Monitoring will include number of students enrolled in the course and credit recovered.

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

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	$144,952.16
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$364,179.19

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	$144,952.16

Subtotal of additional federal funds included for this school: $144,952.16

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 ($)
0500 - Supplemental	$219,227.03

Subtotal of state or local funds included for this school: $219,227.03

Total of federal, state, and/or local funds for this school: $364,179.19

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
3010 - Title I	144,952.16	0.00
0500 - Supplemental	219,227.03	0.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	219,227.03
3010 - Title I	144,952.16

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	53,000.00
1xxx – FTE Certificated Salaries	39,830.01
2413 - Clerical Extra Duty / Overtime	9,000.00
4200 - Books - Other than Textbooks	25,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	32,500.00
4311 - Instructional Materials (Non-Consumables)	65,551.36
4312 - Software	10,000.00

4316 – Food – Ind-District Meetings	2,000.00
4400 - Equipment (under $5,000)	10,500.00
4412 - Hardware (under $5,000)	22,169.99
5215 - Staff Travel & Conferences	43,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	500.00
5815 - Media / Library Services	22,127.83
5817 - Online Computing Services / Software Licenses	3,000.00
5832 - Field Trip Transportation	19,000.00
5901 - Postage	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	51,000.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	39,830.01
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	5,000.00
4200 - Books - Other than Textbooks	0500 - Supplemental	10,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	32,500.00
4312 - Software	0500 - Supplemental	10,000.00
4400 - Equipment (under $5,000)	0500 - Supplemental	10,500.00
4412 - Hardware (under $5,000)	0500 - Supplemental	17,169.99
5215 - Staff Travel & Conferences	0500 - Supplemental	12,000.00
5815 - Media / Library Services	0500 - Supplemental	12,227.03

5817 - Online Computing Services / Software Licenses	0500 - Supplemental	3,000.00
5832 - Field Trip Transportation	0500 - Supplemental	11,000.00
5901 - Postage	0500 - Supplemental	5,000.00
1112 - Teacher Extended Day	3010 - Title I	2,000.00
2413 - Clerical Extra Duty / Overtime	3010 - Title I	4,000.00
4200 - Books - Other than Textbooks	3010 - Title I	15,000.00
4311 - Instructional Materials (Non-Consumables)	3010 - Title I	65,551.36
4316 – Food – Ind-District Meetings	3010 - Title I	2,000.00
4412 - Hardware (under $5,000)	3010 - Title I	5,000.00
5215 - Staff Travel & Conferences	3010 - Title I	31,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	500.00
5815 - Media / Library Services	3010 - Title I	9,900.80
5832 - Field Trip Transportation	3010 - Title I	8,000.00
5901 - Postage	3010 - Title I	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,727.03
Goal 2	136,500.00
Goal 3	108,952.16

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kimberly Clissold	Principal
Vacant-Parent or Community Member	Parent or Community Member
Michael Liles	Parent or Community Member
Martha Valdez	Parent or Community Member
Vacant - Student	Secondary Student
Vacant - Student	Secondary Student
Leah Cederborg	Secondary Student
Johana Perdomo	Other School Staff
Lara Costanzo	Classroom Teacher
Juan Gonzalez Trejo	Classroom Teacher
Lisa Piehl	Classroom Teacher
Nzinga Woods	Classroom Teacher

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
	Departmental Advisory Committee

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 April 29, 2021.

Attested:

	Principal, Kimberly L Johnson-Clissold, Ph.D. on 4/29/2021
	SSC Chairperson, Krystal Guerrero on 4/29/2021

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.

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.

Stakeholder 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**easurable, **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 Stakeholder 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 (Stakeholder 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/guidanceuseseinvestment.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 (Stakeholder 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019