

School Year:

2023-24

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
Piner High School	49 70920 4935292	May 17, 2023	June 8, 2022

Contact Person: Andrea Correia
Position: Principal
Phone Number: 707-890-3840
Address: 1700 Fulton Rd.,
 Santa Rosa, CA 95403-1815
E-mail Address: acorreia@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

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.

Piner's plan will effectively meet the ESSA requirements because it takes local data, student performance, and the specifics of Piner High School into account when setting up its goals and actions. These are also informed by student, parent, and staff feedback. With all of this input and information, the school plan then allocates resources, most especially focused on supporting the school in its quality of instruction and programs that support college and career readiness, with goals focused on academic and whole child

aspects, in connection to the SRCS district LCAP. The actions under our goals are all geared towards extra supports for struggling learners, ELs, socio-economically disadvantaged students, and foster youth.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Piner High School works through the Site Council during monthly meetings. It also gets input and feedback from stakeholders in ELAC both by attending our ELAC meetings and by inviting ELAC representatives to our Site Council. Boosters, PTSA, and other parent groups have a chance to review the plan through presentations at their meetings. We also get feedback from staff. We also consult our WASC action plan. We continue to grow our programs of STEM, whole student approach, and restorative action plans.

Resource Inequities – Required for CSI / ATSI

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

As an ATSI school we understand our need to address our Students with Disabilities meeting graduation requirements. Through the IEP process, work with counselors and staff, our Students with Disabilities will be informed of the needed requirements for graduation with a diploma, a plan will be set to meet these requirements, and we as a site will work with families and students to identify greater needs towards graduation in a more timely and organized manner.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.84%	0.81%	15	12	11
African American	2.4%	1.96%	1.98%	33	28	27
Asian	6.0%	5.54%	4.34%	84	79	59
Filipino	0.7%	0.84%	1.18%	10	12	16
Hispanic/Latino	69.8%	72.00%	74.14%	977	1,026	1009
Pacific Islander	0.4%	0.56%	0.81%	6	8	11
White	16.2%	14.39%	12.56%	227	205	171
Multiple/No Response	3.4%	3.23%	4.04%	47	46	55
	Total Enrollment			1,399	1,425	1361

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	365	367	364
Grade 10	354	375	360
Grade 11	357	342	353
Grade 12	323	341	284
Total Enrollment	1,399	1,425	1,361

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	186	223	249	13.3%	15.6%	18.3%
Fluent English Proficient (FEP)	731	740	692	52.3%	51.9%	50.8%
Reclassified Fluent English Proficient (RFEP)	11	22	35	5.9%	10.1%	14.1%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1425	735	223	5
Total Number of Students enrolled in Piner High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	223	223
Foster Youth	5	5
Homeless	9	0.6%
Socioeconomically Disadvantaged	735	735
Students with Disabilities	210	14.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	2%
American Indian	12	0.8%
Asian	79	5.5%
Filipino	12	0.8%
Hispanic	1026	72%
Two or More Races	46	3.2%
Pacific Islander	8	0.6%
White	205	14.4%

Conclusions based on this data:

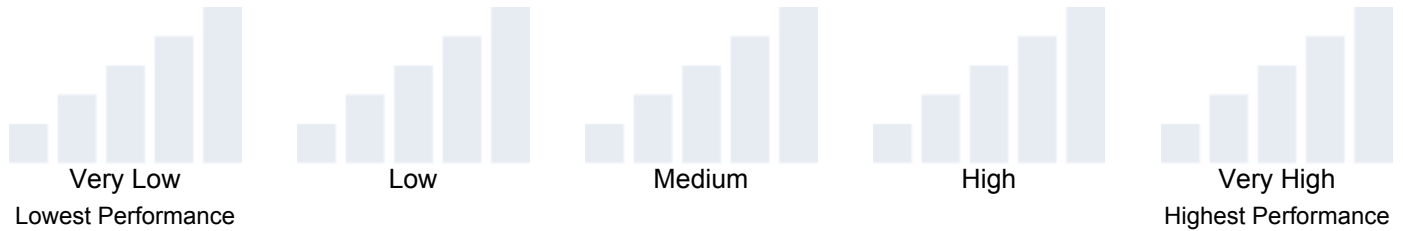
1. Piner High School continues to become even more homogeneous, as our Hispanic population continues to increase. This impacts our student population significantly in that many families operate in a bilingual environment, but many of our students do not always develop the primary home language or English, resulting in students qualifying as LTEL. 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. Piner High School continues to have a significant population that reports as socioeconomically disadvantaged. While there has been a minor fluctuation in the number of reported families in the 22-23 school year, it is now unclear whether this is due to a change in the application process or a demonstration of a trend downwards. Our ability to gather high percentages of our meal applications has proven challenging. Technology barriers appear to interfere with this data collection, as not all families are comfortable with the online application process. In 2022 our number of students who are socially disadvantaged totaled at 735 however only 41% of our student families applied for free and reduced lunch.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Medium	Suspension Rate High
Mathematics Very Low	Chronic Absenteeism No Data	
English Learner Progress 48.8% making progress towards English language proficiency		
College/Career No Data		

Conclusions based on this data:

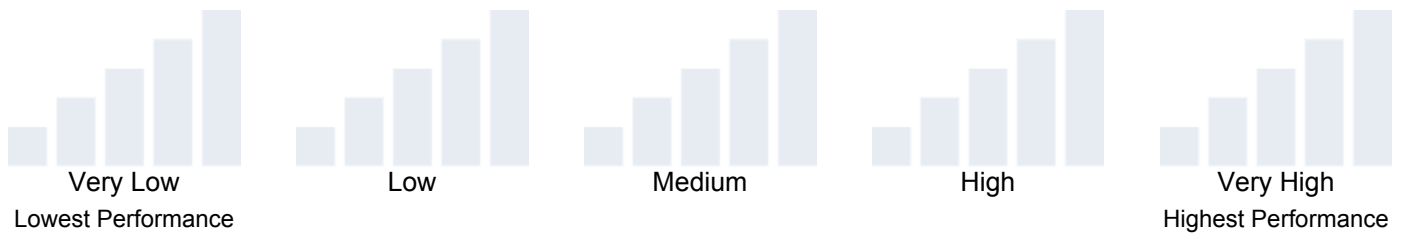
1. Piner High School students have demonstrated areas of need, as the impact of instructional interruption of remote instruction resulted in higher student truancy and course failure rates. In 2022 our graduation rate percentage was 88.1%.
2. In response to behavior infractions, Piner High School uses restorative practices, suspension diversion, and referrals to counseling support in response to violations and the school only suspends for habitual ed code violations or when necessary for safety or in alignment with policy and the California Ed Codes.

School and Student Performance Data

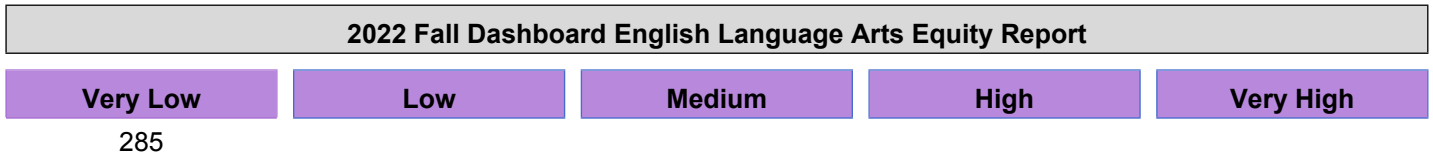
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

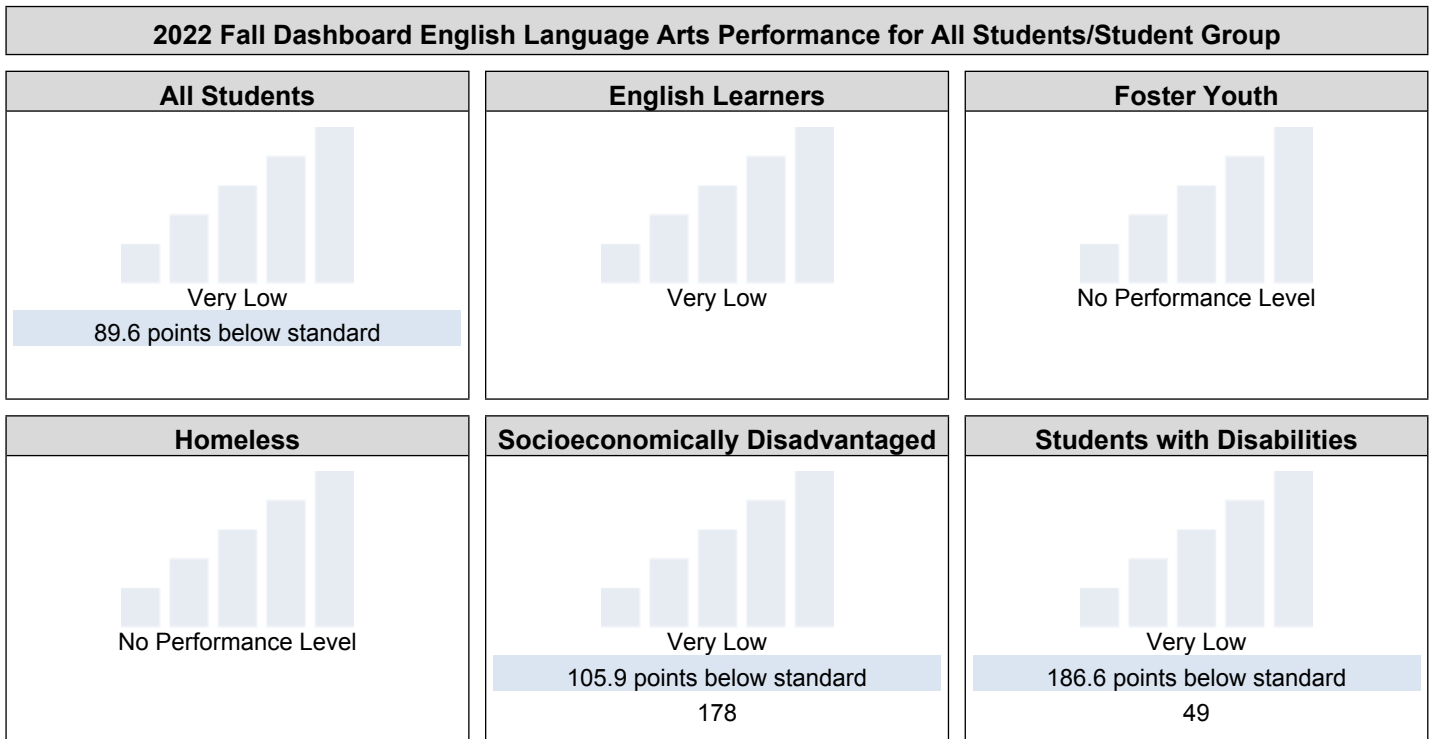
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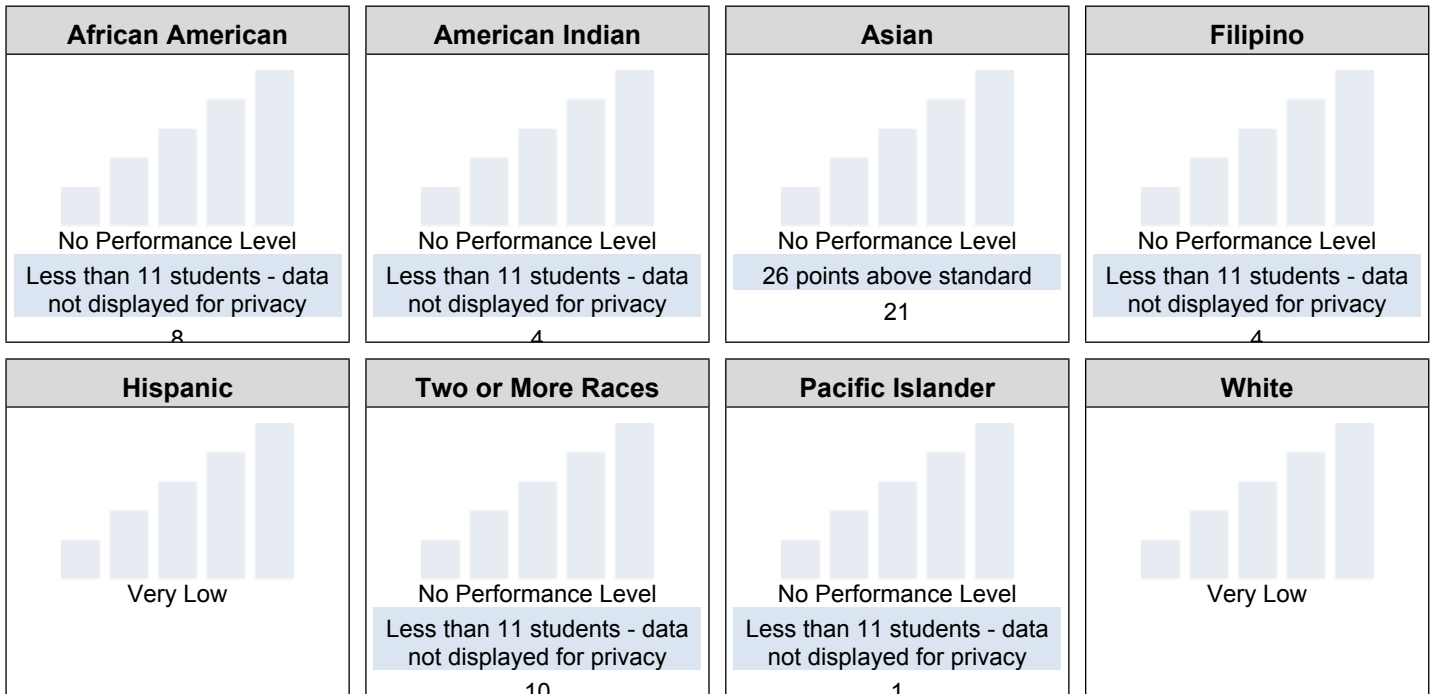
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
182.4 points below standard	77 points below standard	74.9 points below standard
36	22	Number of Students: 84

Conclusions based on this data:

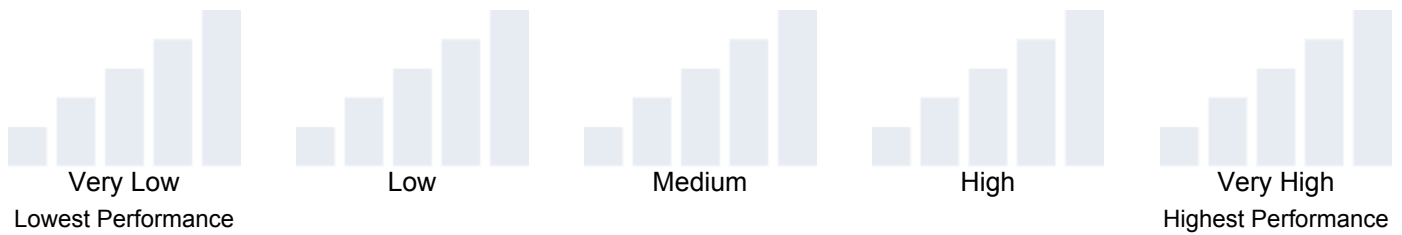
1. Piner High School and all Santa Rosa City Schools administered the CAASPP tests for the first time in the Spring of 2022 and again in 2023. We understand the challenges facing our students and are changing how we approach testing.
2. Many Piner Juniors did not participate in the 2022 testing. We are awaiting our completion percentage for 2023.

School and Student Performance Data

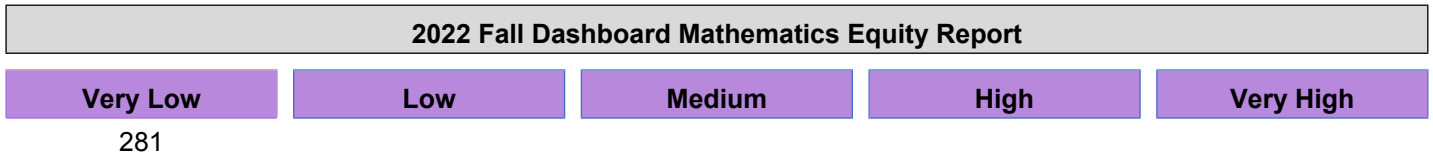
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

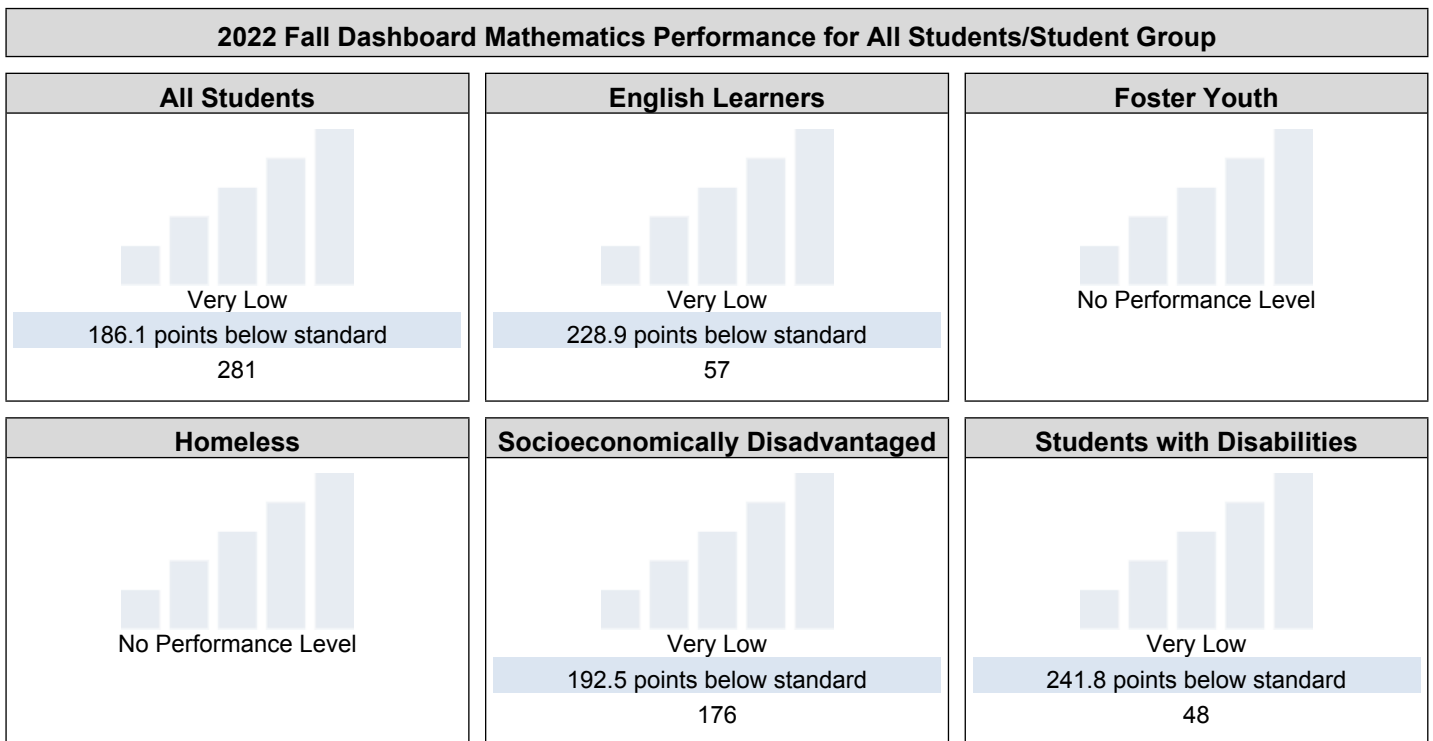
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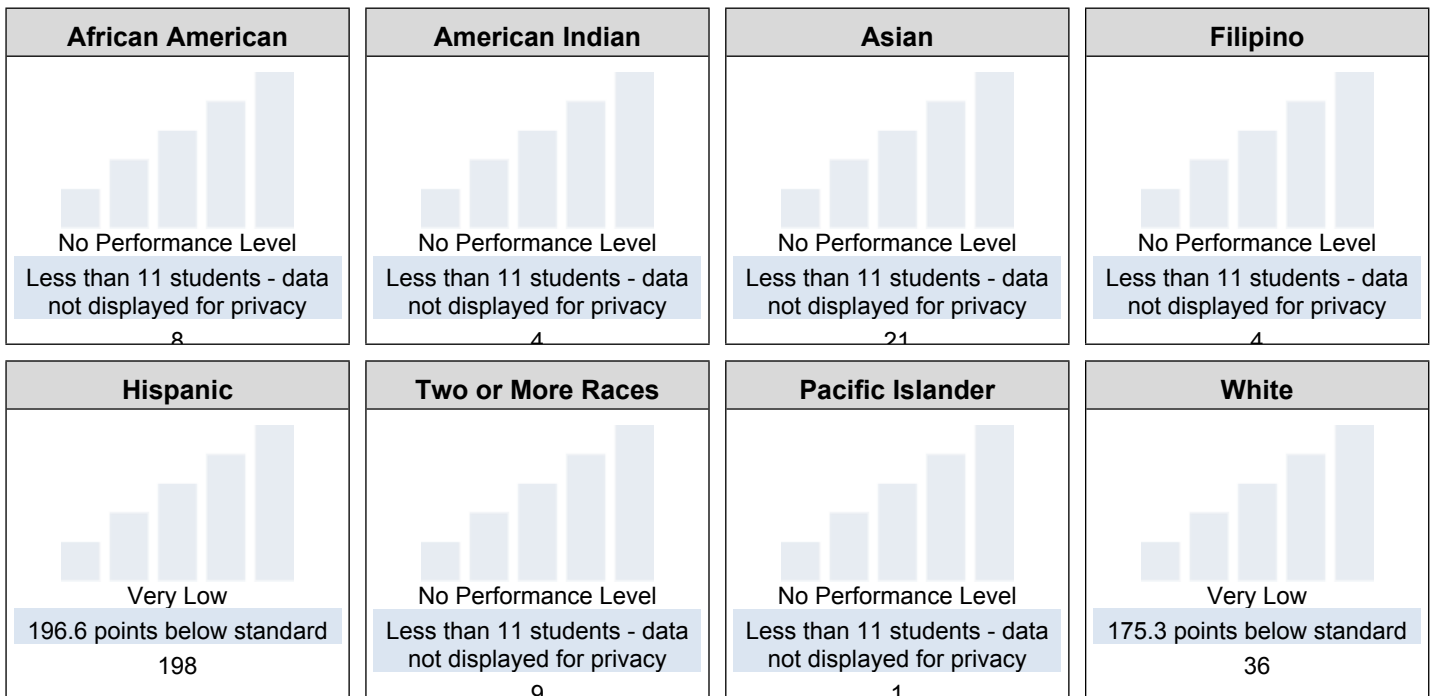
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
243.4 points below standard 35	205.8 points below standard 22	177.4 points below standard 83

Conclusions based on this data:

1. Piner High School and all Santa Rosa City Schools administered the CAASPP tests for the first time in the Spring of 2022 and then again in 2023. We will be able to begin to explore this data, in partnership with local measures.
2. During the 2021-22 school year, Math teachers began to collect local data using online resources such as IXL and Ascellus. This assessment data can be used in partnership with class grades and other diagnostics to gain an improved picture of student math performance.

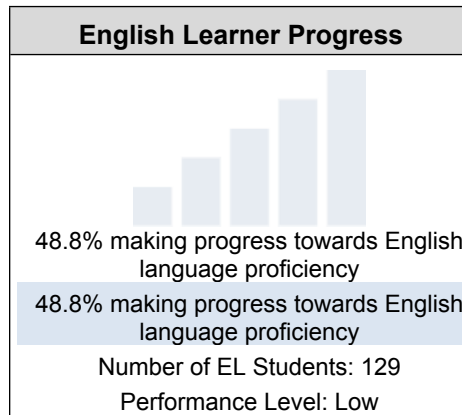
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
17.8%	33.3%		48.8%

Conclusions based on this data:

- The number of students who have decreased at least one ELPI level this school year.
- Overall EL Progress was Low, with 48.8% of EL students making progress towards EL proficiency while 33.3% maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Piner 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, Piner expects to see more students moving into the prepared category.
2. Not reported in 2022.

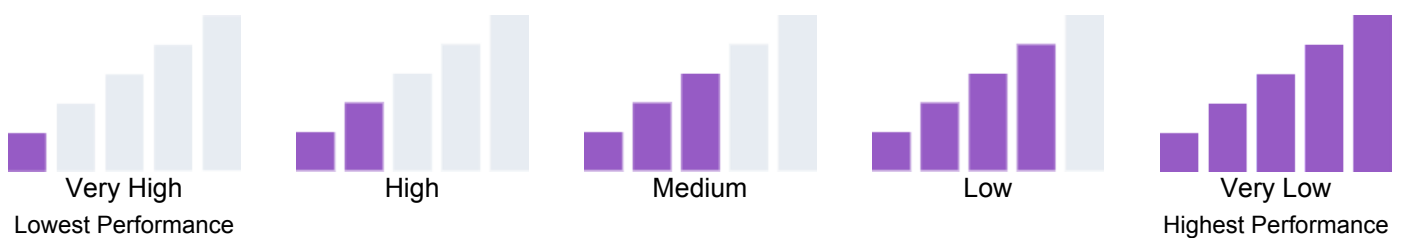
School and Student Performance Data

Academic Engagement Chronic Absenteeism

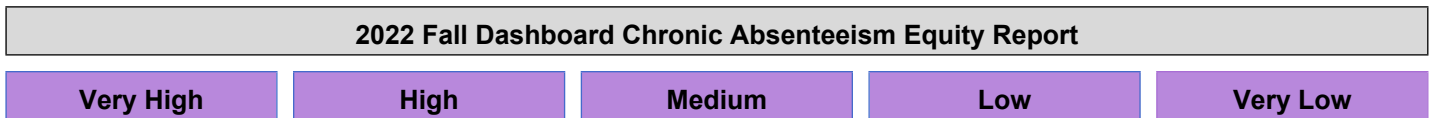
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

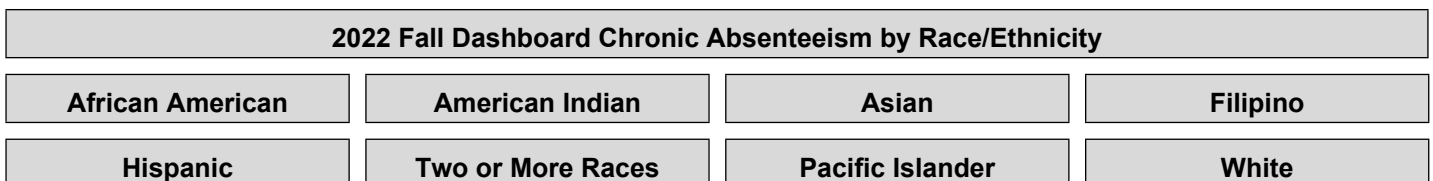
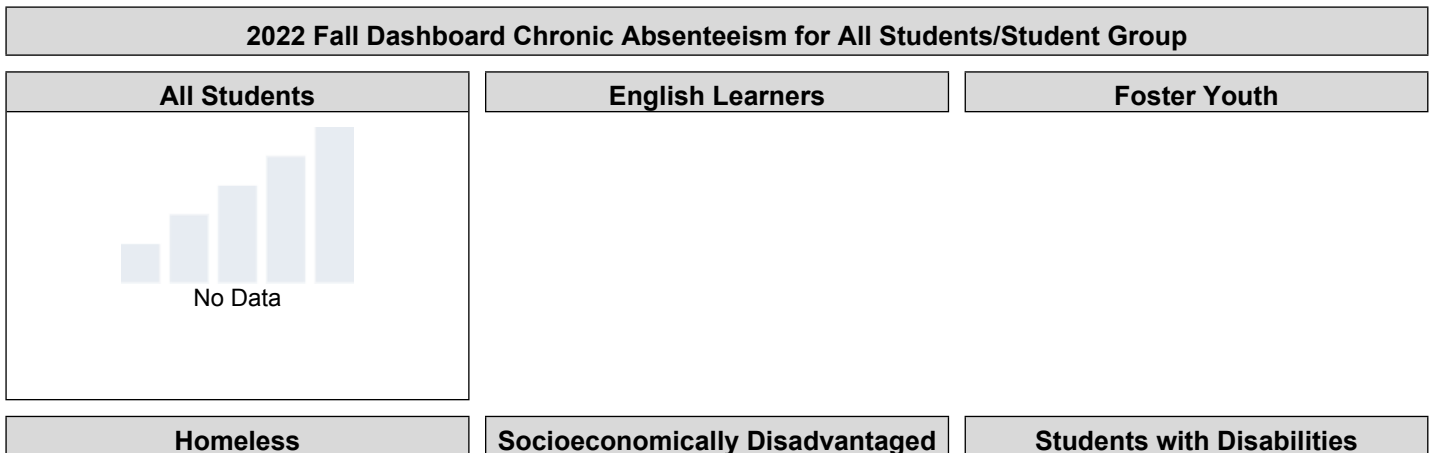
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



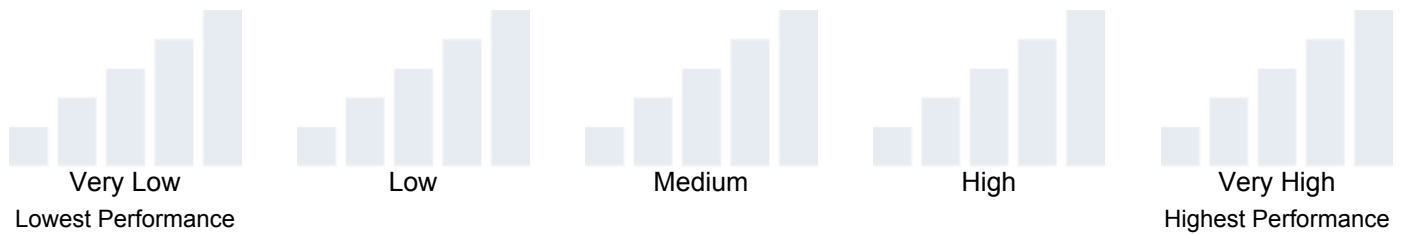
Conclusions based on this data:

1. No Data available
2. Attendance rates in the transition to Distance learning is an area for attention and focus.

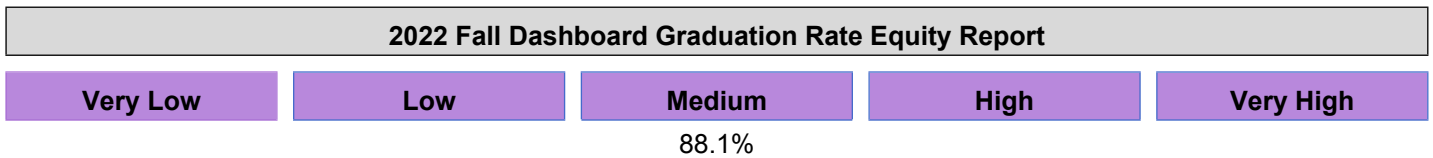
School and Student Performance Data

Academic Engagement Graduation Rate

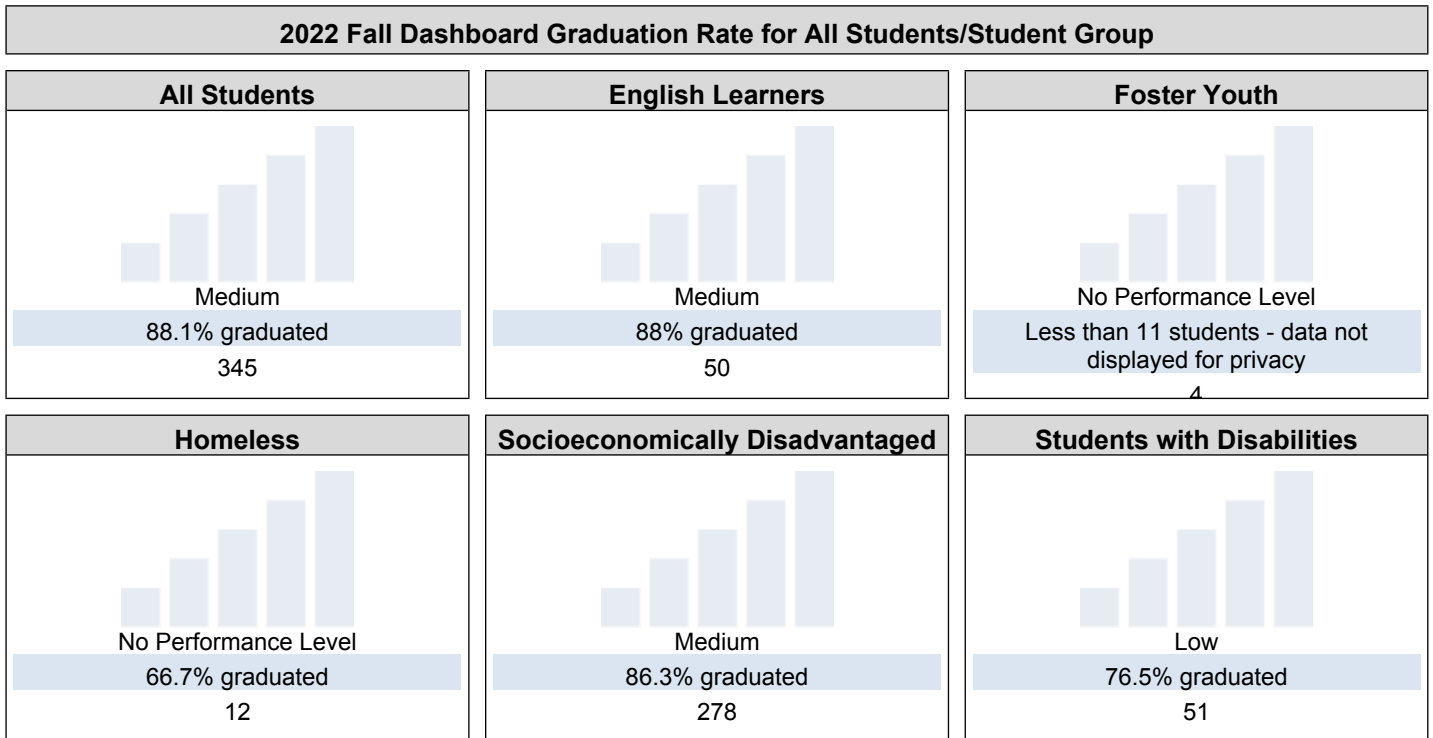
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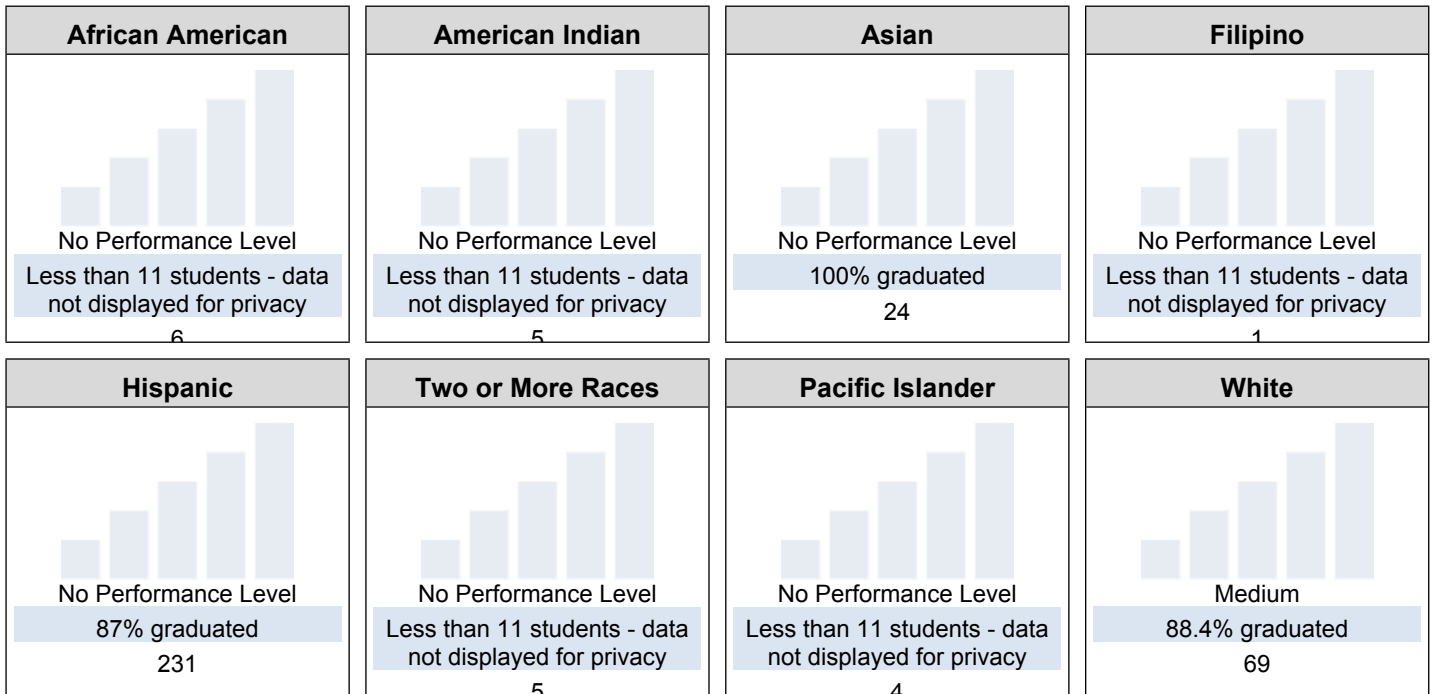
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

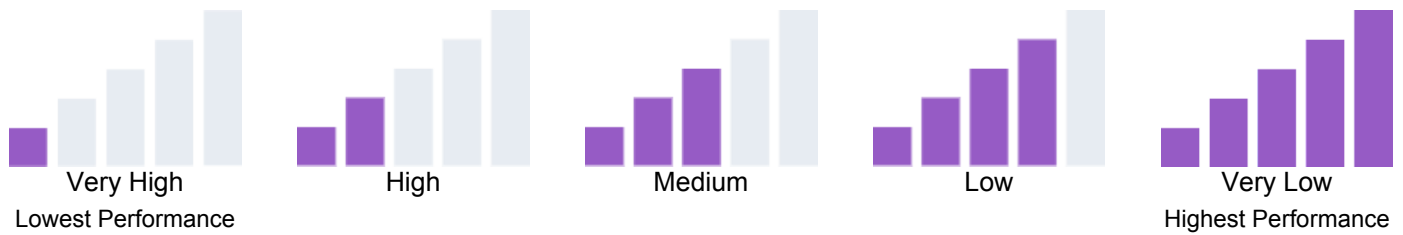
- In response to the 2 year instructional interruption due to shelter in place and the COVID pandemic, SRCS began to offer an individualized graduation plan to mitigate the impact on students and families. Because of the changing graduation options outlined in the IGP, longitudinal data will be challenging to measure.

School and Student Performance Data

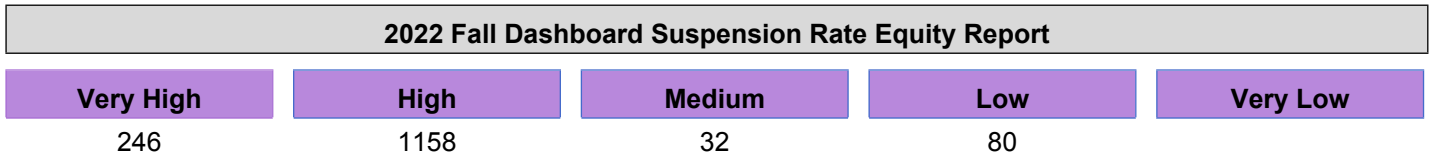
Conditions & Climate Suspension Rate

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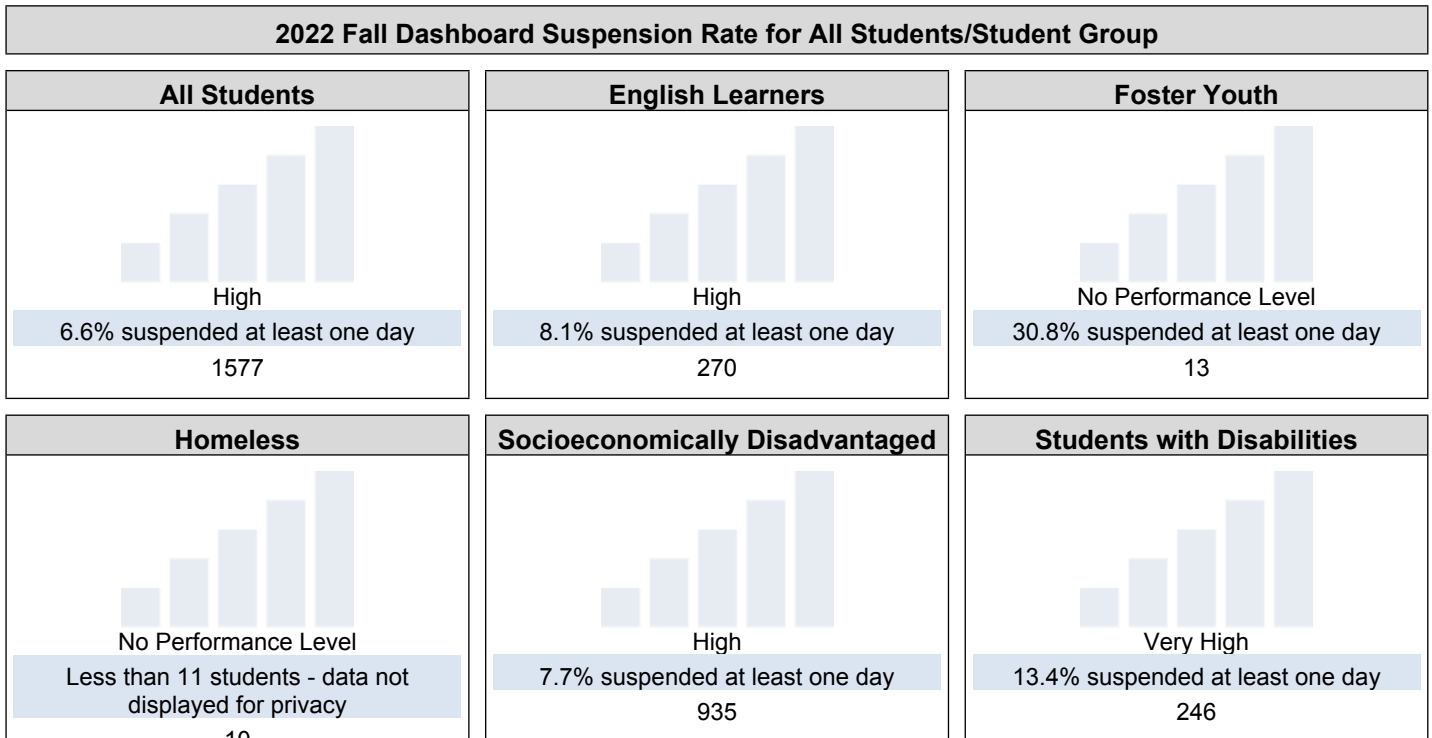
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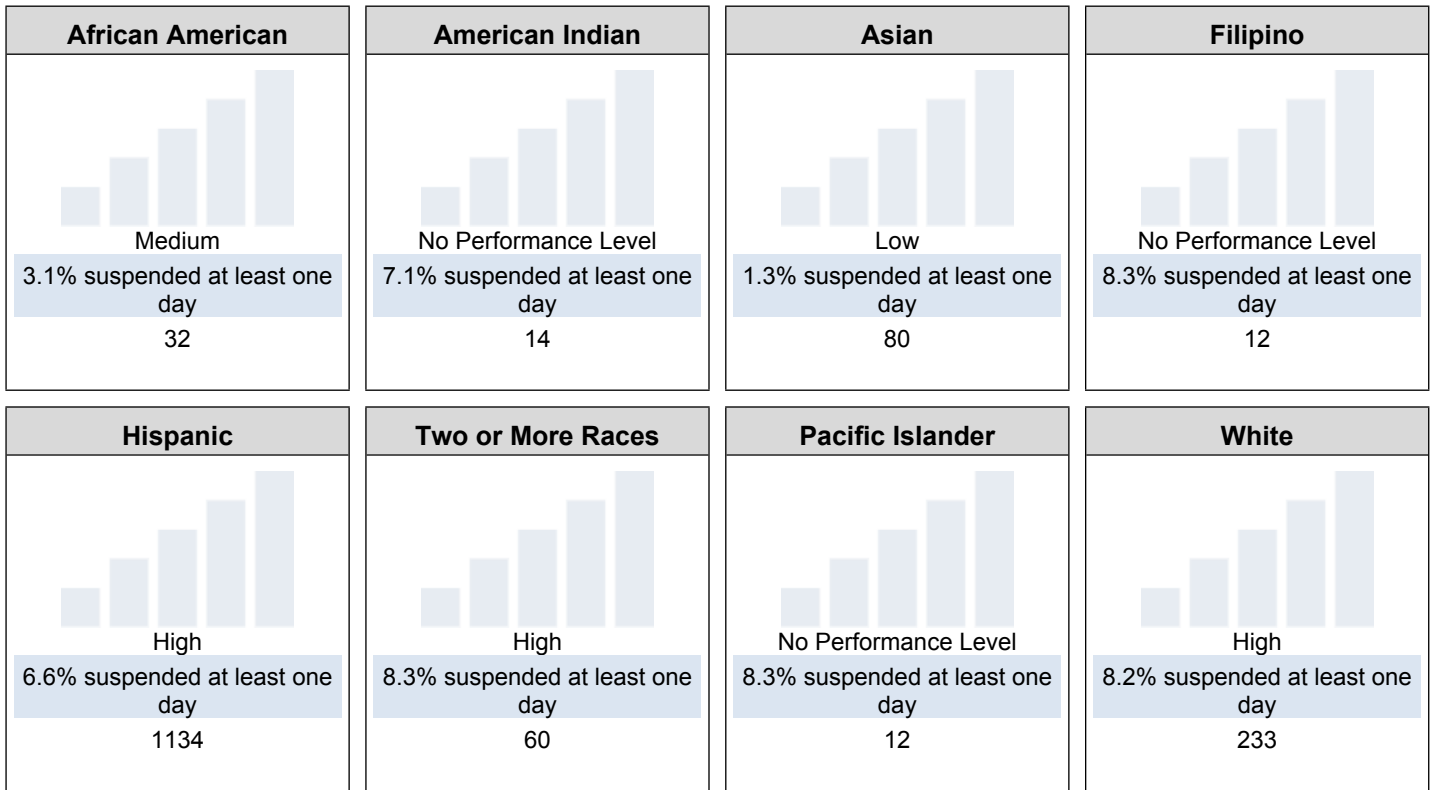
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Piner 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 Piner in 2022 Piner suspension rate fell from over 7% to 6.6%. The individual years are very close to this average and this shows that Piner maintains consistency in its discipline approaches and policies. We strive to avoid unnecessary punitive measures for student behavior.
2. Re-engagement strategies may also include Tier 1 and Tier 2 support teams, as behavior can often be a symptom of challenges related to learning. IEP teams may be engaged to evaluate or create behavior plans to support students who struggle, if appropriate and supported by student goals and assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	349	312		0	238		0	233		0.0	76.3	
All Grades	349	312		0	238		0	233		0.0	76.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2542.			10.73			27.04			30.04			32.19	
All Grades	N/A	N/A	N/A		10.73			27.04			30.04			32.19	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.04			57.83			29.13	
All Grades		13.04			57.83			29.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.54			45.37			40.09	
All Grades		14.54			45.37			40.09	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.26			70.56			18.18	
All Grades		11.26			70.56			18.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		11.26			70.56			18.18	
All Grades		11.26			70.56			18.18	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	349	309		0	224		0	220		0.0	72.5	
All Grades	349	309		0	224		0	220		0.0	72.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2465.			0.91			4.55			16.82			77.73	
All Grades	N/A	N/A	N/A		0.91			4.55			16.82			77.73	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.36			23.18			75.45	
All Grades		1.36			23.18			75.45	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.64			56.82			39.55	
All Grades		3.64			56.82			39.55	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.82			55.45			42.73	
All Grades		1.82			55.45			42.73	

Conclusions based on this data:

1.

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1425	735	14.7%	223	0.6%	5	72%	14.4%	2%

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

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
6.6% suspended at least one day	7.7% suspended at least one day	13.4% suspended at least one day	8.1% suspended at least one day	Less than 11 students - data not displayed for privacy	30.8% suspended at least one day	6.6% suspended at least one day	8.2% suspended at least one day	3.1% suspended at least one day

Math Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
186.1 points below standard	192.5 points below standard	241.8 points below standard	228.9 points below standard			196.6 points below standard	175.3 points below standard	Less than 11 students - data not displayed for privacy

ELA Percentages

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

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
89.6 points below standard	105.9 points below standard	186.6 points below standard						Less than 11 students - data not displayed for privacy

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

Piner High School will engage in the ongoing development of rigorous, student-centered teaching and learning opportunities that lead to equitable outcomes for all students' personal and academic success through the development of interdisciplinary curriculum, and STEM-focused lessons and units, specifically creating opportunities for strengthening foundational math skills.

Identified Need

PHS will focus on a rigorous and engaging curriculum focused on both equitable engagement of all learners and learning recovery from the five years of instructional interruption including evacuations, fires, and pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D&F Reports from Fall, 2020, Spring, 2021 and Fall of 2022	In the fall semester 21-22, 21% of all seniors earned a failing grade, 28% of all juniors earned a failing grade, 25% of all sophomores earned a failing grade, and 19% of all freshmen earned a failing grade.	Our goal is to reduce the percent of each class earning a F by 5 % in the fall semester of 22-23.

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

PHS staff will develop interdisciplinary curricular programs that support student literacy, numeracy, and STEM development. PHS staff will create opportunities for continued growth in foundational math skills. This includes professional development opportunities for our SPED department to support students with disabilities to meet math and science graduation requirements.

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

Effective student engagement measured by improved student academic performance with the Semester D & F list

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)
35586.34	0500 - Supplemental 1xxx – FTE Certificated Salaries SPARQ Coordinator
21000.00	0500 - Supplemental 1122 - Teacher Release Time Teacher Grants and professional development
2000.00	0500 - Supplemental 5832 - Field Trip Transportation field trips
1350.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) 9th grade student planners
10000.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Teacher Grants

3000.00

3010 - Title I
3000 – Certificated FTE Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students meeting graduation requirements of Ethnic Studies, Juniors enrolled in Ethnic Studies English and students enrolled in Stats for Social Justice as a third year Math course.

Strategy/Activity

PHS Staff will support the development and expansion of Ethnic Studies English to all juniors and the implementation of Statistics for Social Justice to allow all students to meet graduation requirements.

Monitoring Effectiveness

How will this activity be monitored during the year?

Development of a full curriculum cycle for increased sections.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3500.00

0500 - Supplemental
4311 - Instructional Materials (Non-Consumables)
curriculum

1500.00

0500 - Supplemental
5832 - Field Trip Transportation
Transportation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PHS Staff will develop a robust tutoring and support system for students engaged in tutoring systems outside instructional time.

Monitoring Effectiveness

How will this activity be monitored during the year?

Evaluation of student engagement and academic progress measured by D&F list

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000.00	0500 - Supplemental 1112 - Teacher Extended Day after school support and engagement
1000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials and supplies to support tutoring and student learning supplies.
2986.00	0500 - Supplemental 3000 - Certificated Hourly Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Piner High will support effective and engaging classroom instruction through the implementation of instructional software and hardware in the classrooms.

Monitoring Effectiveness

How will this activity be monitored during the year?

Proper facility management for hardware and instructional assessment will monitor effective use of instructional software.

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)
2000.00	0500 - Supplemental 4312 - Software Instructional software
2000.00	0500 - Supplemental 4412 - Hardware (under \$5,000) Instructional hardware for classrooms
2500.00	0500 - Supplemental 5817 - Online Computing Services / Software Licenses Turnitin software and world language software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PHS Staff will engage in collection analysis and adoption of library, technology, text and instructional materials aligned with new course work and representation of student body

Monitoring Effectiveness

How will this activity be monitored during the year?

Increasing the collection analysis of library and equipment holdings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	0500 - Supplemental 4200 - Books - Other than Textbooks

	Library collection development
1000.00	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Parent meetings, tutoring, extended hours
290.00	0500 - Supplemental 3000 - Classified Hourly Benefits Parent meetings, tutoring, extended hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PHS Staff will engage in and continue a dynamic STEM, math and science program designed to support all learners in developing investigation, collaboration, creativity, communication, problem-solving, and critical thinking skills. Through partnership between the PHS SPARQ center and SSU, our STEM and Science curriculum will grow strong learners while continuing to create a college going culture.

Monitoring Effectiveness

How will this activity be monitored during the year?

PHS will monitor completers of the level 1, level 2 and level 3 STEM certification with an eye toward representative equity across all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Science Materials
2000.	0500 - Supplemental 1122 - Teacher Release Time

	STEM support per MOU with SSU
3000.	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) STEM support per MOU with SSU
5000.	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) STEM Support per MOU with SSU

Annual Review

SPSA Year Reviewed: 2022-23

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.

School Site Council reviews data and plans implementation of this annual plan. Over the 2 years of instructional interruption due to Covid, there has been some adjustments to our SPSA in response to certain budgetary demands (field trips, travel for conferences) no longer being implemented.

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

Due to ongoing Covid restrictions, monies budgeted for activities were re-allocated for collaborative grants.

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 1 from 2021-22 to the 22-23 school year include the addition of Activity 2, with focus on the increasing implementation of Ethnic Studies English class. This course was offered with only one section in the 2021-22 school year, and has been expanded to be the primary Junior course offering in the 2022-23 school year, and will need an investment of funds to fully develop the curriculum. In addition, we are offering 2 new Math alternatives, including 2 sections of Statistics for Social Justice. Finally, this year we administered the CAASPP test for the first time in 4 years, and will now have some academic data to explore as a metric.

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
- 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

PHS staff commits to supporting our student's academic growth and social-emotional needs to support our students' abilities to excel on and off campus with clear heads and hearts. Piner High School commits to engaging students and families in a welcoming and inclusive school community through the development of a rich and engaging array of services and programs that support the whole student. PHS staff will continue to seek to provide a culturally relevant community while building a bilingual and bicultural environment. Improved student academic outcomes are measured by academic progress and CAASPP data, and social-emotional outcomes are measured by Youth Truth and Panorama data.

Identified Need

PHS values a strong relationship with our parent community as a means of increasing support and engagement for all learners. The 2022 implementation of the Youth Truth survey identified as being an area of recognized improvement. The 2-year interruption of shelter in place and COVID protocols has contributed to a decline in overall student and staff satisfaction and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey family participation	2020-21 school year, we had a 24% response rate from our family survey	Through increased family communication using Aeries and Parent Square, our goal is to increase parent participation in the 22-23 school year Youth Truth survey to 30% or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent response to Youth Truth question: "Families are engaged in their school and empowered to influence decision making."	In the 2021-2022 school year, PHS families reported an increase from 3.39 to a 3.48 on a scale of 2.16 - 4.63. This is above the SRCS average, and higher than the Jan 2021 Youth Truth survey response.	Through increased family communication using Aeries and Parent Square, and through increased in-person activities and programs, and increased to technology, our goal is to increase the parent response to this answer.
Student Response to "How often do you work with other students for your classes because your teachers ask or tell you to?"	In the 2021-2022 school year, PHS students reported an increase from 3.01 to a 3.22 on a scale of 1.36 - 4.71. This is below the SRCS average, but higher than the Jan 2021 Youth Truth survey response.	Through increased student engagement in class, and a transition back to on campus instruction, and increased focus in collaboration across the classroom, our goal is to increase the student response to collaboration with peers to meet or exceed the district average response.

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

PHS Staff will engage in identification and service to all students to support social-emotional health and well being through increased counseling access and trauma informed care; Implementation of a multitiered system of support (MTSS) for social-emotional health and well being of all learners with counselors, school based therapists, and other support structures, and Implementation of a Universal Screener to identify and serve students in need.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth and Universal Screener data

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)
74,592.33	3010 - Title I 1000-1999: Certificated Personnel Salaries Supplemental counseling
34,068.72	3010 - Title I 3000 – Certificated FTE Benefits Supplemental Counseling

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and families

Strategy/Activity

PHS Staff will develop improved two-way communication strategies through Parent Square and parent education nights supporting use of Aeries parent portal and Parent Square.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	3010 - Title I 4412 - Hardware (under \$5,000) Parent communication,
1000.00	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Parent communication
500.00	3010 - Title I

	2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Parent communication
500.00	0500 - Supplemental 4400 - Equipment (under \$5,000) Projector for Parent Nights and Assemblies,
500.00	3010 - Title I 2913 – Classified Extra Duty (Childcare-parent engagement) Parent communication
300.00	3010 - Title I 3000 - Classified Hourly Benefits Parent communication

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PHS staff will increase the amount of campus activities, facilities, and culture which improve sense of community and belonging.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	0500 - Supplemental 4400 - Equipment (under \$5,000) Campus and Facilities improvement and beatification
500.00	0500 - Supplemental

	4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials and supplies
1000.00	0500 - Supplemental 4400 - Equipment (under \$5,000) Campus projects, student and teacher use.
6400.00	0500 - Supplemental 5817 - Online Computing Services / Software Licenses student engagement, tracking purposes, MINGA software
1500.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Campus beautification materials and supplies, such as plants, planter boxes and supplies, bark and other beautification activities.
2000.00	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Custodial overtime
22000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Purchase of 1400 ASB cards at 15 dollars each to offset the cost as well as incentivize students to participate so all students can participate in school events. student incentives for community and engagement building, incentives for students, tshirts, sunglasses, beads, and student activities during the school day
3500.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) To assist students in participation in athletics as an extra curricular incentive
2000.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Field trip

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PHS Staff will increase student peer-to-peer engagement through instructional practices, with focus on equity and increased engagement in culture and community including our gold card incentive program with an increase in student incentives, as well as an increased interest in a college going community environment.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth

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)
5000.00	0500 - Supplemental 1122 - Teacher Release Time Training and engagement for Piner Peer Tutors
3000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Materials for Piner Peer tutors, materials and supplies for field day
1000.	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) College and Career Center Materials
1000.	0500 - Supplemental 1112 - Teacher Extended Day College and Career Center Materials and after school meetings
6000.	0500 - Supplemental 5832 - Field Trip Transportation

	College and Career Center Materials
5000.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Student engagement meetings, gold card, student incentives
238.06	0500 - Supplemental 5901 - Postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Focused on helping All students balance the social and emotional overall physical and mental health needs of our student population through a variety of services,

Individual mental health counseling (1 to 1 therapy in English and Spanish)

Support groups for substance use, leadership development, truancy, and violence prevention

Nursing services: health insurance sign-ups, referrals for vision/dental/primary care, general student care, reproductive health support

Health education presentations/workshops in class

Family therapy interventions/consultations

Case management by community-based organizations

Staff and family wellness consultations about student health issues

A safe, quiet, confidential place to take a breath

Strategy/Activity

Creation of a site Wellness Center with the goal of the program to help students succeed academically and personally by increasing their awareness of stress and social-emotional health, educating them about the many resources available within our campus and District, and teaching them various preventative strategies, activities, and choices they can make to sustain positive mental health.

Monitoring Effectiveness

How will this activity be monitored during the 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)
2800.00	0500 - Supplemental 1112 - Teacher Extended Day Teachers and Counselors to do lunch session in the Wellness Center
812.00	0500 - Supplemental 3000 - Certificated Hourly Benefits Teachers and Counselors to do lunch session in the Wellness Center
2500.00	0500 - Supplemental 4200 - Books - Other than Textbooks
4000.00	0500 - Supplemental 4412 - Hardware (under \$5,000) Chromebook, desktop accessories, TV
2500.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
241.51	3010 - Title I 5901 - Postage Family communication
1000.00	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
2500.00	0500 - Supplemental 4316 – Food – Ind-District Meetings
1500.00	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)

525.00

0500 - Supplemental
3000 - Classified Hourly Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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.

Longitudinal analysis of the Youth Truth survey will allow us to see track and implement increased engagement with families and students. The SSC evaluated the overall effectiveness of the 2020-21 Title I, Goal 2 Activities. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented.

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 transition from distance learning in response to the Covid pandemic to a more traditional instructional model demonstrated that students and staff who are reporting a decline in positive experiences, but intentional work with our Freshman class demonstrated a significant improvement in positive responses to school. As a result of this data analysis, Site Council elected to increase counseling services from .8 FTE to 1.2 FTE. As the district had to un-fund the College and Career Center, Site Council decided to put in a budget line to support this program and resulting services.

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 2021-22 to 2022-23 school year include the increase of funding for supplemental counseling staffing, and direct budget lines for counseling services such as Gold Card, Link Crew and the College and career center.

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

Piner High School values and supports growth-minded professionals and safe and positive learning environments through support of staff training and collaboration, and increased staffing for campus supervision.

Identified Need

PHS has engaged staff in building collaborative teams of teachers developing instructional units and co-teaching partnerships to support all learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of collaborative time for all staff, SRTA and CSEA	In the 2021-22 school year, there were 17 collaborative teams of teachers built to engage staff in development of instructional units	Over the 2022-2023 school year, PHS will work with both SRTA and CSEA to increase collaborative teams to include both SRTA and instructional CSEA representatives.

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

PHS will provide staffing, and safety equipment, and personnel to ensure the campus can be adequately monitored by campus supervision, administration and teachers to ensure a safe and sanitary student working environment.

Monitoring Effectiveness

How will this activity be monitored during the year?

Youth Truth survey regarding school safety and improvement in the student suspension rates on California Academic Dashboard

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)
2200.00	0500 - Supplemental 1112 - Teacher Extended Day Safety Team Meetings- Extra Hours, campus supervision at lunch
500.00	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) sanitization of site
700.00	0500 - Supplemental 3000 - Certificated Hourly Benefits Campus supervision at lunch, Safety Team Meetings- Extra Hours
185.00	0500 - Supplemental 3000 - Classified Hourly Benefits Sanitization of site
1000.00	0500 - Supplemental 4316 – Food – Ind-District Meetings Snacks and refreshments
4000.00	0500 - Supplemental 4400 - Equipment (under \$5,000) Portable PA/Sound System for Gymnasium
1000.00	0500 - Supplemental

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

PHS Staff will endowing grants to support staff and department collaboration and engagement in professional development to engage students and families in support for academic success, this includes professional development opportunities for our SPED department to support students with disabilities to meet graduation requirements.

Monitoring Effectiveness

How will this activity be monitored during the year?

Engagement of teachers in professional learning communities designed to support students and families in the Piner community

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)

18500.00

3010 - Title I
1112 - Teacher Extended Day
Teacher collaboration grants and professional development

3000.00

3010 - Title I
3000 - Certificated Hourly Benefits
Teacher collaboration grants and professional development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PHS will seek and provide professional development for our counseling staff that will ensure that all students are served with the most up-to-date information to prepare them for college and career.

Monitoring Effectiveness

How will this activity be monitored during the year?

Surveys about effectiveness of workshops and trainings attended.

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)
6500.00	0500 - Supplemental 5215 - Staff Travel & Conferences Teacher collaboration and professional development for freshman field day, first day and peer mentor workshops
200.00	0500 - Supplemental 3000 - Certificated Hourly Benefits Teacher collaboration and professional development for freshman field day, first day and peer mentor workshops
2000.00	0500 - Supplemental 1112 - Teacher Extended Day Teacher collaboration and professional development for freshman field day, first day and peer mentor workshops

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PHS Staff will provide grants to support classroom environments with materials and supplies that engage students and families for academic success

Monitoring Effectiveness

How will this activity be monitored during the 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)
16000.	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Material and Supplies for student instruction in the classroom
2500.	0500 - Supplemental 4400 - Equipment (under \$5,000) Equipment for the classroom

Annual Review

SPSA Year Reviewed: 2022-23

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 second year of implementation for the 2022-23 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.

Piner staff continue to engage in collaborative teaming across all departments. In the 2021-22 school year, we were unable to staff the campus supervisor position when our staff took a different position, although the job is still posted.

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.

If we are unable to hire this position, we will re-allocate the funding toward collaboration grants for staff.

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	\$145,453.67
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,974.96

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	\$136,702.56

Subtotal of additional federal funds included for this school: \$136,702.56

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	\$226,272.40

Subtotal of state or local funds included for this school: \$226,272.40

Total of federal, state, and/or local funds for this school: \$362,974.96

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	145,453.67	8,751.11
0500 - Supplemental	246,256.98	19,984.58
General Fund Transfer to Title I		

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	226,272.40
3010 - Title I	136,702.56

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	74,592.33
1112 - Teacher Extended Day	33,500.00
1122 - Teacher Release Time	28,000.00
1xxx – FTE Certificated Salaries	35,586.34
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	3,000.00
2913 – Classified Extra Duty (Childcare-parent engagement)	3,000.00

3000 - Certificated Hourly Benefits	7,698.00
3000 - Classified Hourly Benefits	1,300.00
3000 – Certificated FTE Benefits	37,068.72
4200 - Books - Other than Textbooks	3,500.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	7,500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	53,350.00
4311 - Instructional Materials (Non-Consumables)	23,000.00
4312 - Software	2,000.00
4316 – Food – Ind-District Meetings	3,500.00
4400 - Equipment (under \$5,000)	9,000.00
4412 - Hardware (under \$5,000)	7,000.00
5215 - Staff Travel & Conferences	6,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	5,000.00
5817 - Online Computing Services / Software Licenses	8,900.00
5832 - Field Trip Transportation	9,500.00
5901 - Postage	479.57

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	15,000.00
1122 - Teacher Release Time	0500 - Supplemental	28,000.00
1xxx – FTE Certificated Salaries	0500 - Supplemental	35,586.34

2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	2,500.00
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	2,500.00
3000 - Certificated Hourly Benefits	0500 - Supplemental	4,698.00
3000 - Classified Hourly Benefits	0500 - Supplemental	1,000.00
4200 - Books - Other than Textbooks	0500 - Supplemental	3,500.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	6,500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	53,350.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	23,000.00
4312 - Software	0500 - Supplemental	2,000.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	3,500.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	9,000.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	6,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	6,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	5,000.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	8,900.00
5832 - Field Trip Transportation	0500 - Supplemental	9,500.00
5901 - Postage	0500 - Supplemental	238.06
1000-1999: Certificated Personnel Salaries	3010 - Title I	74,592.33
1112 - Teacher Extended Day	3010 - Title I	18,500.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	3010 - Title I	500.00

2913 – Classified Extra Duty (Childcare-parent engagement)	3010 - Title I	500.00
3000 - Certificated Hourly Benefits	3010 - Title I	3,000.00
3000 - Classified Hourly Benefits	3010 - Title I	300.00
3000 – Certificated FTE Benefits	3010 - Title I	37,068.72
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	1,000.00
4412 - Hardware (under \$5,000)	3010 - Title I	1,000.00
5901 - Postage	3010 - Title I	241.51

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,712.34
Goal 2	191,977.62
Goal 3	58,285.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Andrea Correia	Principal
Neil Strathman	Classroom Teacher
Lorraine Perez	Classroom Teacher
Delmar Billy	Other School Staff
Johana Perdomo	Other School Staff
Sony Monostori	Parent or Community Member
Jennifer Sanchez	Parent or Community Member
Ava Correia, Senior	Secondary Student
Remay Berhane, Senior	Secondary Student
Nikola Damaz, Senior	Secondary Student
Mikayla Pozuki, Senior	Parent or Community Member

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

On File

English Learner 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 5/19/21.

Attested:



Principal, Andrea Correia on 4/25/2023

SSC Chairperson, Delmar Billy on 4/25/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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