

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
Santa Rosa High School	49709204936803	May 26, 2023	06/08/2022

Contact Person: Kimberly Clissold, Ph.D.
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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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SRHS works through the Site Council and ELAC. The school also gathers feedback formally and informally from stakeholders in our Arts, Athletics, and Program Booster groups, Student, Teacher, Parent Group (STP), and other parent and community school support groups. Our staff also provides ongoing feedback through Staff Meetings, Article 6 Meetings, and Management Advisory Committee Meetings with Content Department Chairs and Program Leads.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

School and Student Performance Data

Student Population

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
1814	38.7%	7.4%	0.7%
Total Number of Students enrolled in Santa Rosa High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	7.4%
Foster Youth	13	0.7%
Homeless	10	.06%
Socioeconomically Disadvantaged	702	38.7%
Students with Disabilities	285	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	1.3%
American Indian	15	0.8%
Asian	67	3.7%
Filipino	18	1%
Hispanic	799	44%
Two or More Races	113	6.2%
Pacific Islander	3	0.2%
White	762	42%

Conclusions based on this data:

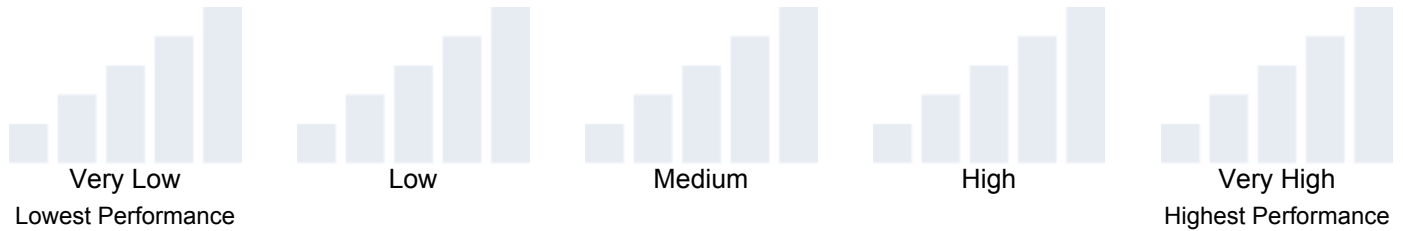
1. Santa Rosa High School continues to become even more homogeneous as our Hispanic population continues to grow. This diversity impacts our student population as more families operate in a bilingual environment, but many of our students do not always develop the primary home language or English. This impacts literacy at school, and many students struggle with synthesizing, taking out pertinent facts/information, and building meaning from fiction and non-fiction readings.
2. In 2022, Santa Rosa High School's population of socioeconomically disadvantaged students was a little over 38.7%, impacting the academic and cultural capital students enter high school. Santa Rosa High students often have a relatively small context for topics outside their knowledge base, and the knowledge base is often limited. For example, many of our students do not visit museums, plays, and other cultural events to build contextual richness for connecting academic topics. Different segments of our student population, unaffected by a lack of material needs, have access to incidental learning opportunities and a more significant educational context to succeed in school. Also, many families have limited college experience, which impacts students and their sense of efficacy and ability to be college-bound.

School and Student Performance Data

Overall Performance

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 35.9 points below standard	Graduation Rate Medium	Suspension Rate Medium
Mathematics 129.9 points below standard		
English Learner Progress Low		
College/Career Not reported in 2022		

Conclusions based on this data:

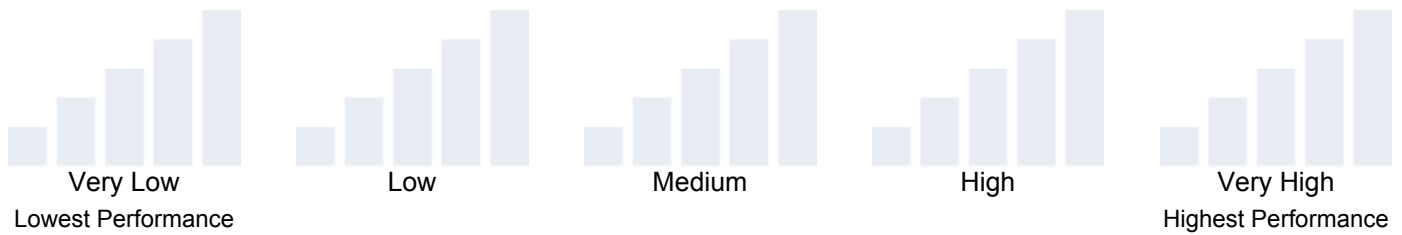
1. The graduation rate in 2021 was 80.9% and increased to 88.6% in 2022, exceeding the Statewide average for graduation (87.4%) and the average for high schools in Santa Rosa City Schools (84.5%).
2. Santa Rosa High School uses restorative practices and suspension diversion plans to reduce school suspensions and the school only suspends for habitual or flagrant ed code violations.
3. The academic performance of students continues to fall below standard, especially in the area of mathematics.

School and Student Performance Data

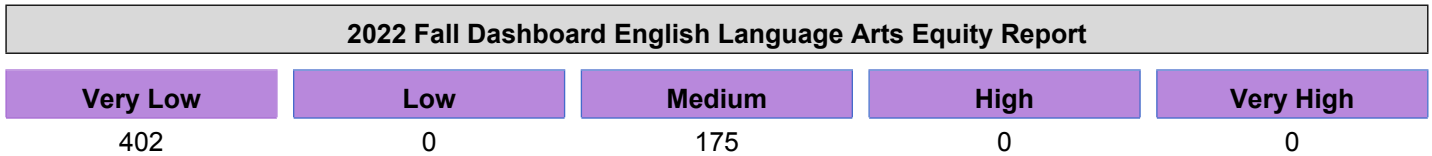
Academic Performance English Language Arts

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](#).

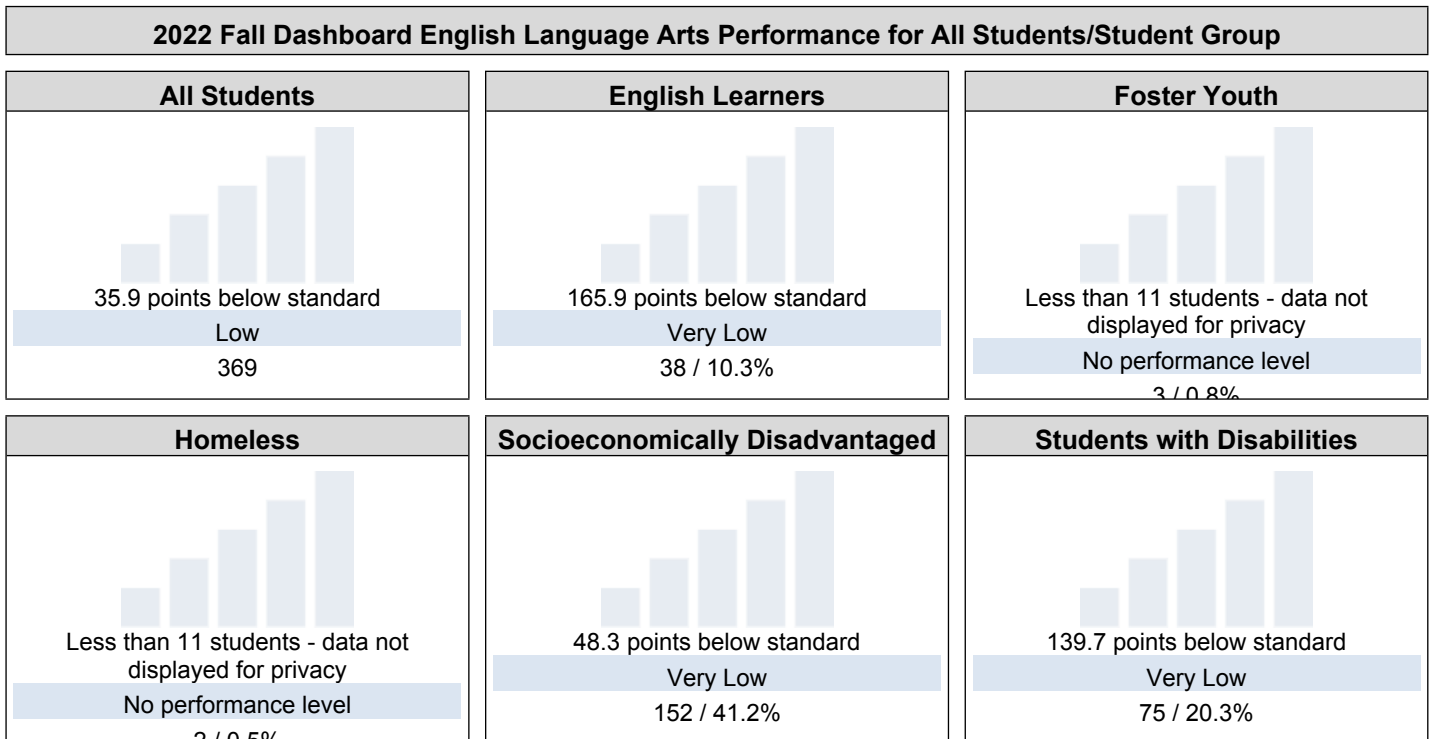
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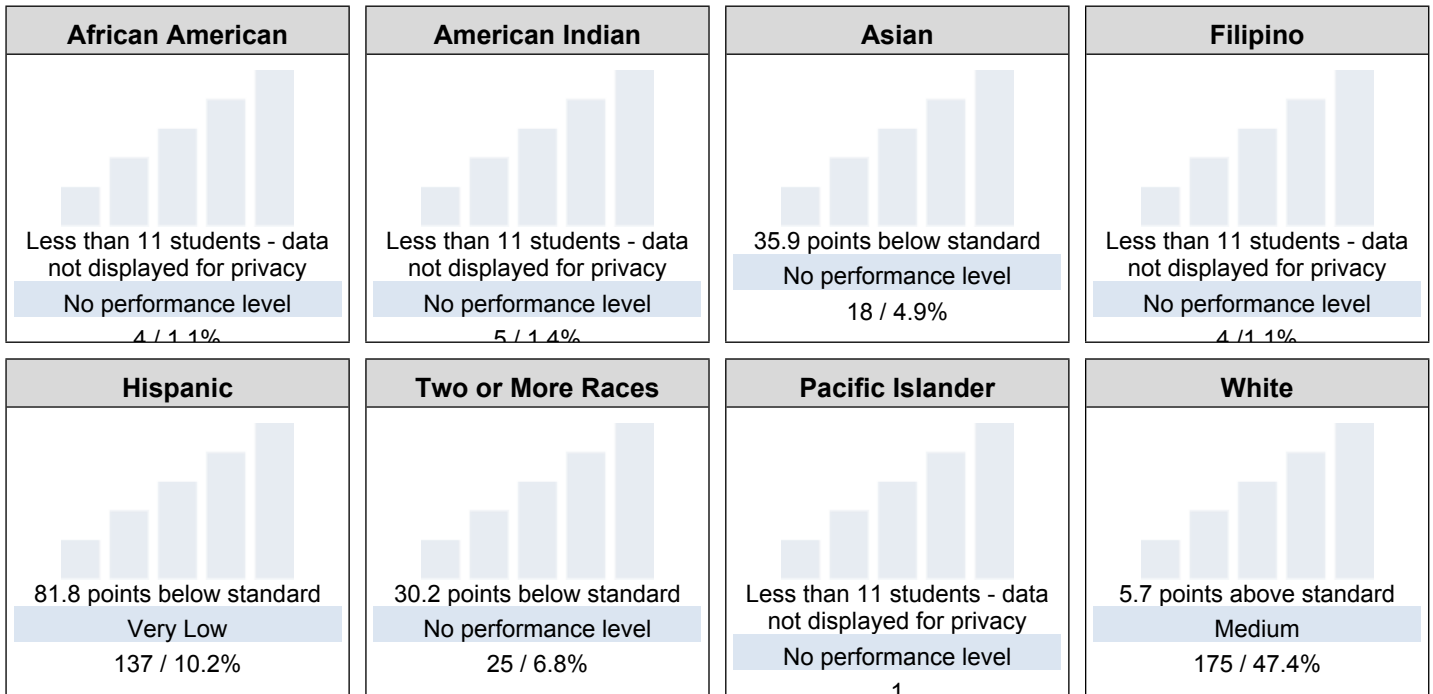
This section provides number of student groups in each level.



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
210.5 points below standard 25 / 6.8%	197.7 points below standard 14 / 3.8%	117.7 points below standard 249 / 67.5%

Conclusions based on this data:

1. 369 students took the ELA assessment in 2022, and performed 35.9 points below standard (Low), far below the State average of 12.2 points below standard for Low performance. Only White students (47.4%) were above standard (Medium - 5.7 points above standard).
2. Among the Student Groups with a "Very Low" performance rating were: EL (10.2%), Hispanic students (10.2%), Socioeconomically Disadvantaged Students (41.2%), and Students with Disabilities .
3. 8 Student Groups, including African Americans, American Indians, Asian, Filipinos, Foster Youth, Homeless, student of Two or More Races and Pacifica Islanders had "No Performance Level" displayed because their number was less than 11 students - data not displayed for privacy.

School and Student Performance Data

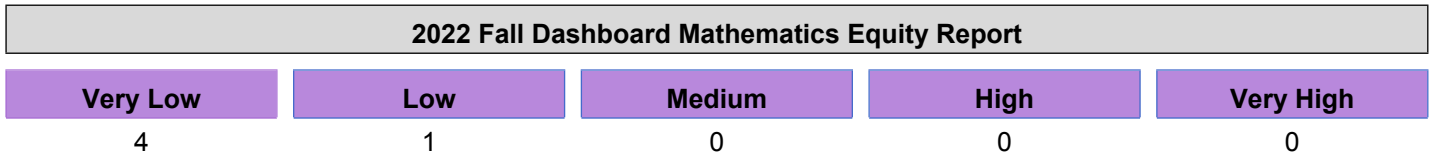
Academic Performance Mathematics

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](#).

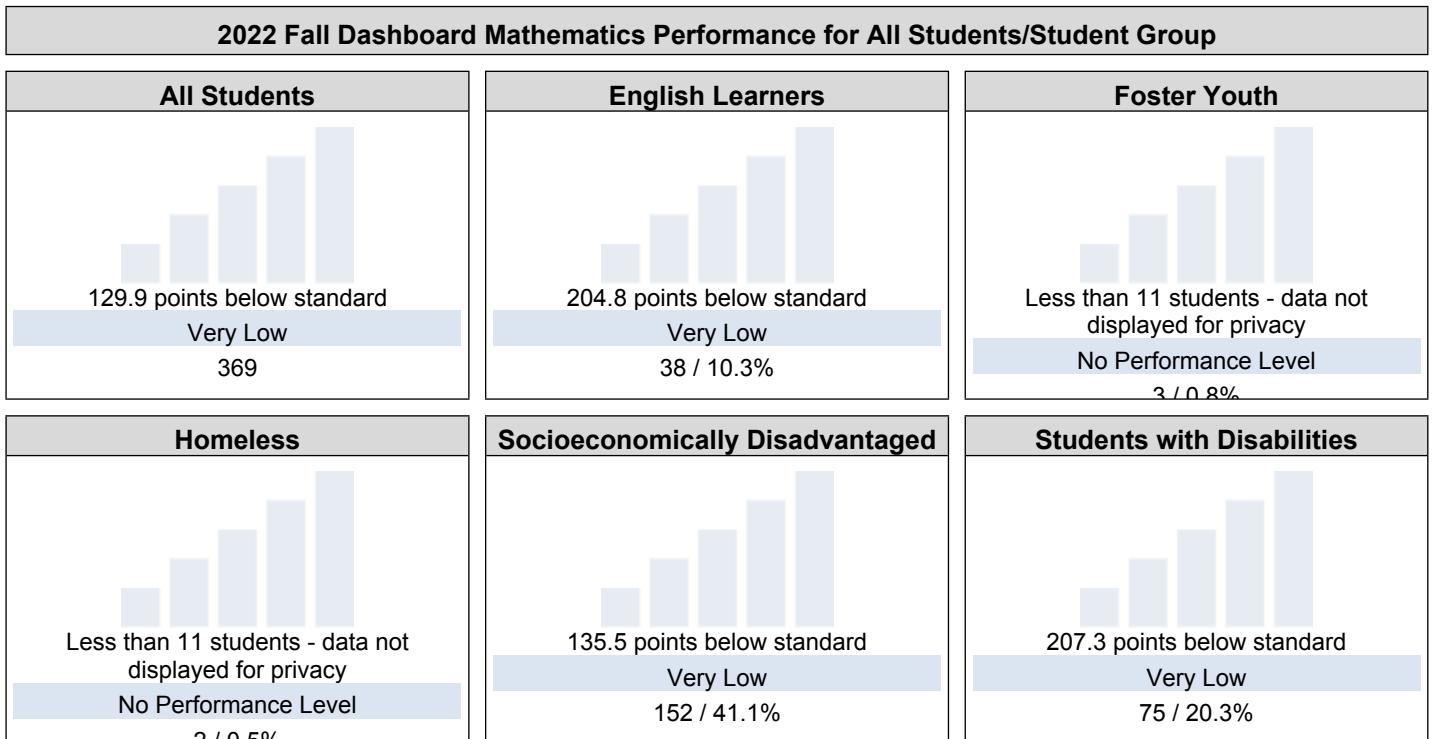
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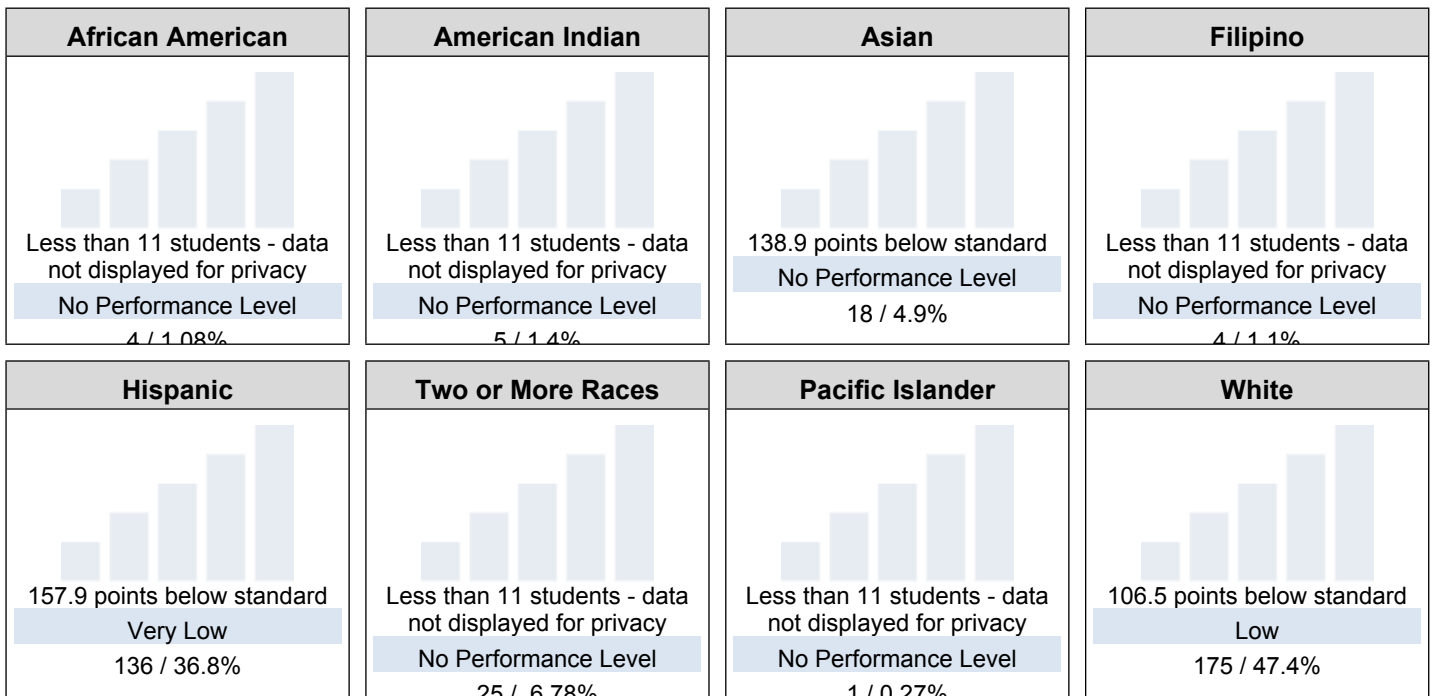
This section provides number of student groups in each level.



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
<p>210.5 points below standard</p> <p>25 / 6.78%</p>	<p>197.7 points below standard</p> <p>14 / 3.8%</p>	<p>117.7 points below standard</p> <p>249 / 67.48%</p>

Conclusions based on this data:

1. On the SBAC Mathematics assessment the 369 11th grades students who took the assessment rated 129.9 points below standard or very low in comparison (86% difference) to the CA state average for students being 51.7 points below standard/Low.
2. Subgroups with the lowest assessment score included EL, Hispanic students, Socioeconomically Disadvantaged, and Students with Disabilities.

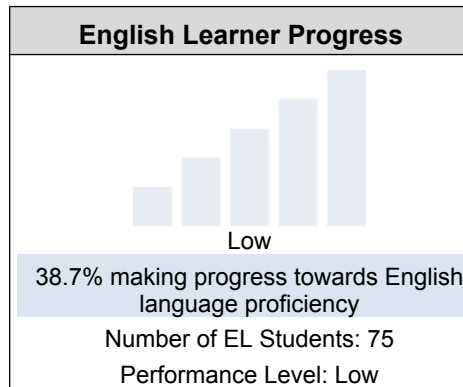
School and Student Performance Data

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
18.7%	42.7%		38.7%

Conclusions based on this data:

1. The number of students who decreased at least one ELPI level decrease this school year.
2. Overall EL Progress was Low, with 38.7% of EL students making progress towards EL proficiency while 42.7% of EL students maintained ELPI Levels 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. Not Reported in 2022

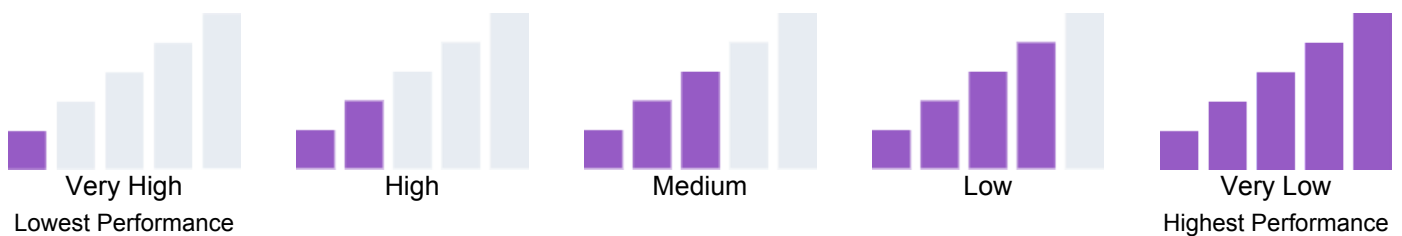
School and Student Performance Data

Academic Engagement Chronic Absenteeism

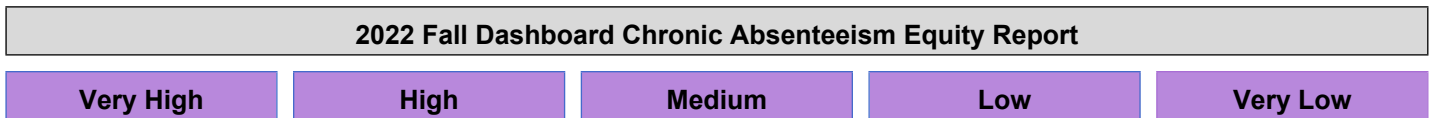
Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
586 / 31.4%	60 / 40.5%	11 / 73.3%
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
9 / 69.2%	299 / 34.3%	60 / 38.2%

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
6 / 25%	9 / 60%	15 / 21.7%	6 / 31.6%
Hispanic	Two or More Races	Pacific Islander	White
283 / 34.3%	39 / 32.8%		221 / 28.2%

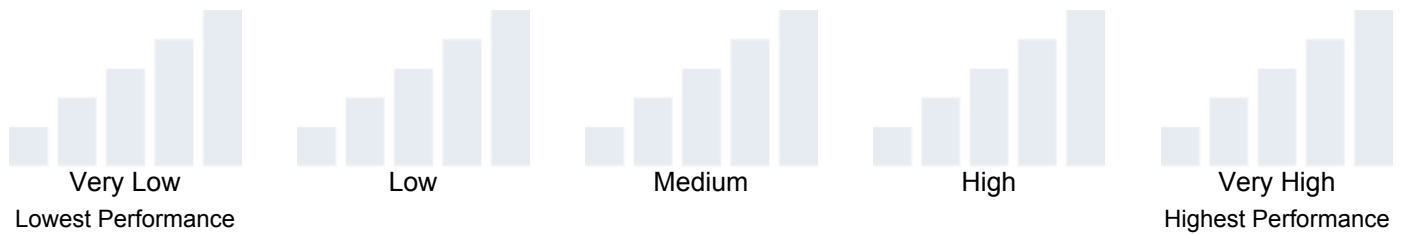
Conclusions based on this data:

2. Data from 2021-2022 in comparison to 2020-2021 showed an increase in chronic absenteeism from 23.6% to 31.4%
3. The student subgroups with the highest rate of chronic absenteeism included Hispanic (826) and White (785) students,

School and Student Performance Data

Academic Engagement Graduation Rate

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](#).



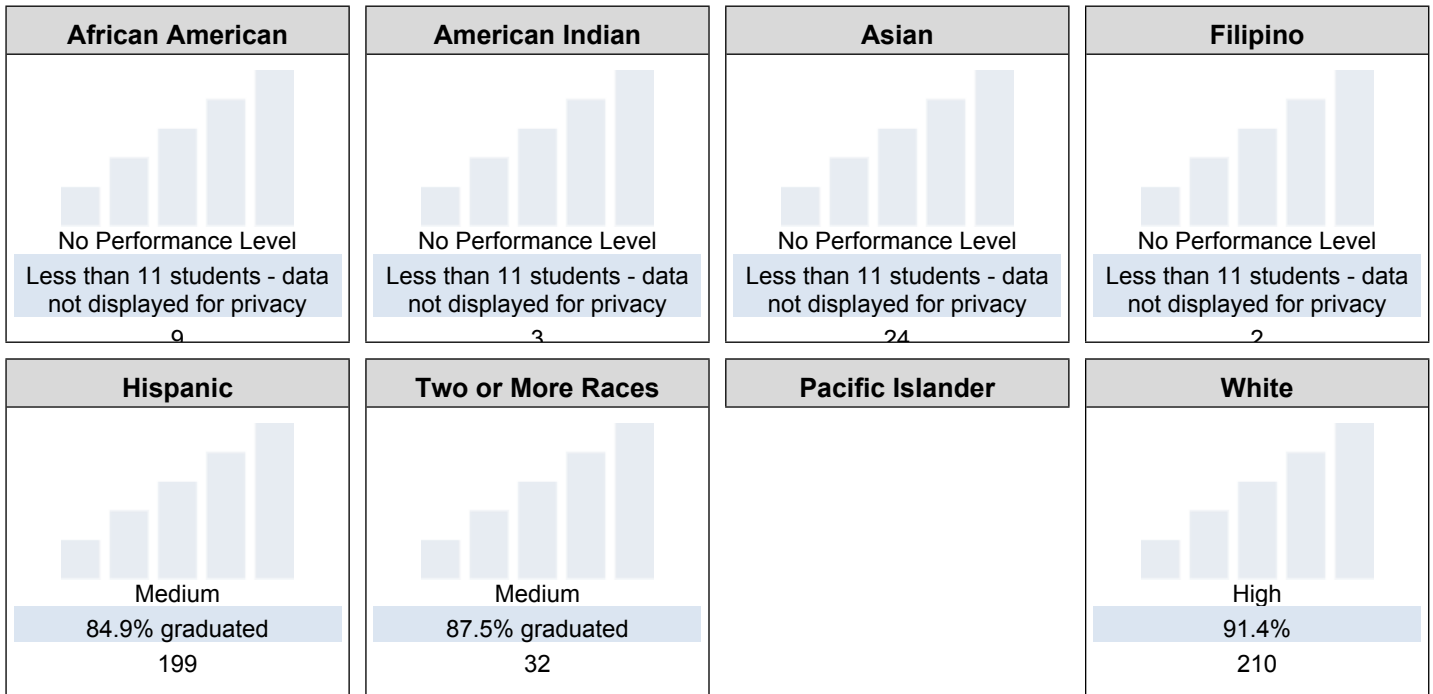
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	35	236	210	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Medium 88.6% graduated 481</p>	<p>English Learners</p> <p>Low 68.6% graduated 35</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 students - data not displayed for privacy</p>
<p>Homeless</p> <p>No Performance Level Less than 11 students - data not displayed for privacy</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium 83.2% graduated 268</p>	<p>Students with Disabilities</p> <p>Medium 80.9% graduated 68</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

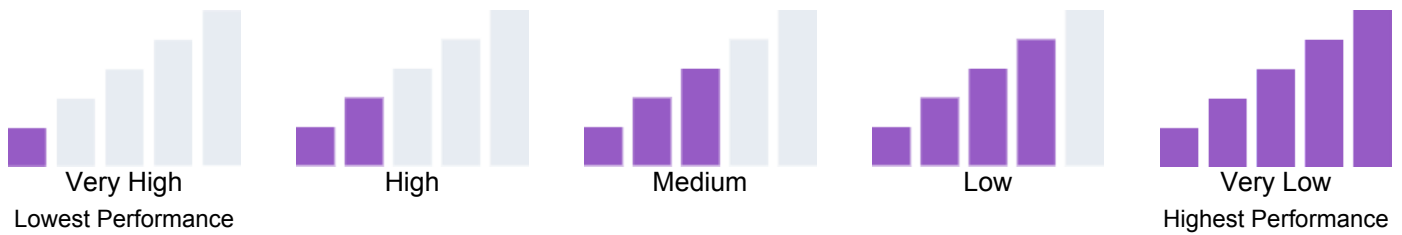
- The five year graduate rate for 2022 was 88.6%, 11.4% of did not graduate.
- The student sub group with the lowest 5 year graduation rate were EL with a graduation rate of 68.6%.

School and Student Performance Data

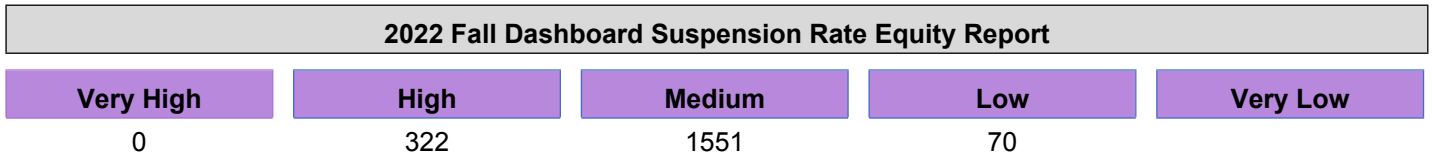
Conditions & Climate Suspension Rate

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](#).

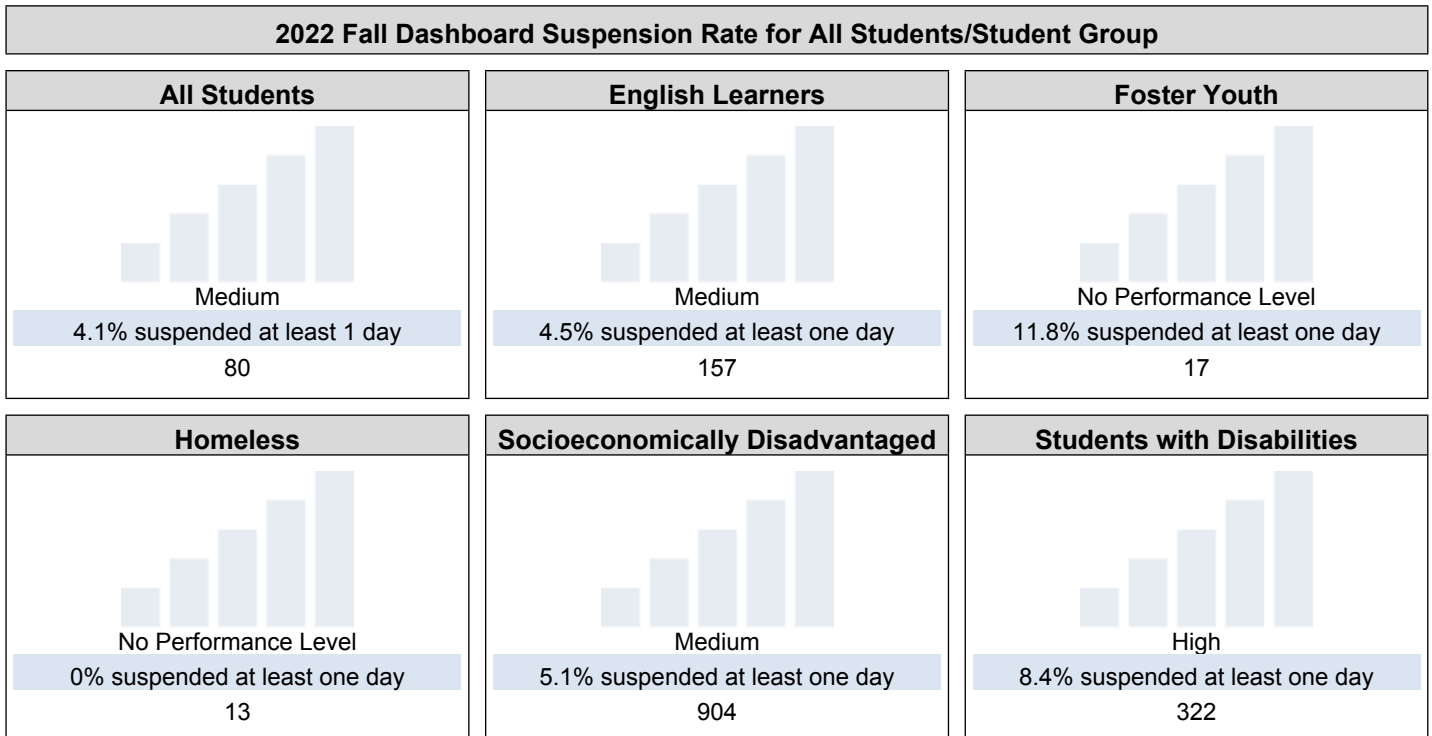
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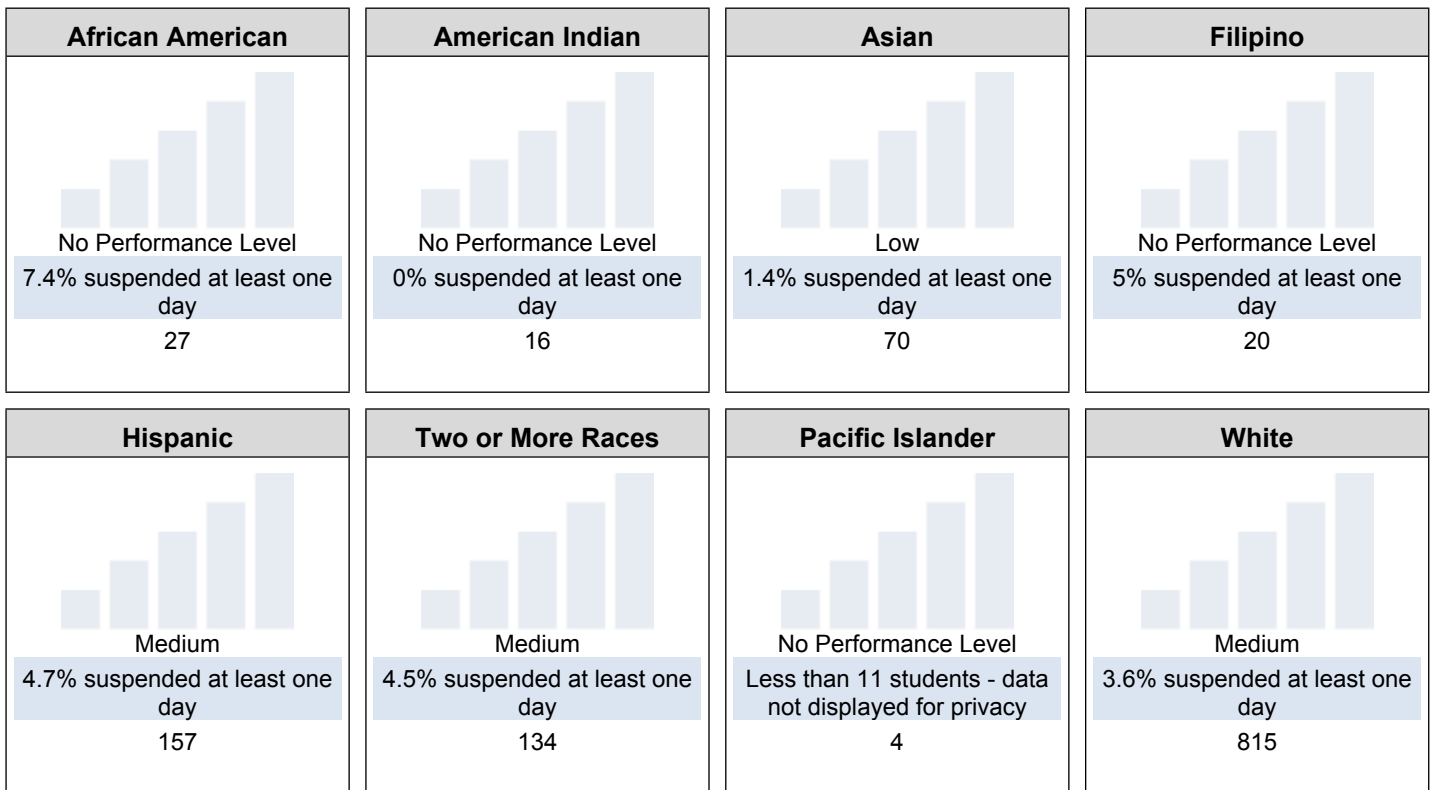
This section provides number of student groups in each level.



This section provides 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. Students who are suspended multiple times are only counted once. The overall suspension rate for SRHS is 4.1% for 1943 students and is 27.8% higher than the state average.
2. The rate of suspension were for students with disabilities 8.4%, which is 43% higher than the state average of 5.4%.
3. Five sub groups feel into the "Medium" range and included ELs, Hispanic students, SED students, White students, and students of Two or More Races and the average percentage for all of these subgroups was 4.48%.

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
1814	38.7%	15.7%	7.4%	.06%	0.7%	44%	42%	1.3%

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

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
4.1% suspended at least 1 day	5.1% suspended at least one day	8.4% suspended at least one day	4.5% suspended at least one day	0% suspended at least one day	11.8% suspended at least one day	4.7% suspended at least one day	3.6% suspended at least one day	7.4% 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
Very Low	Very Low	Very Low	Very Low	No Performance Level	No Performance Level	Very Low	Low	No Performance Level

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
Low	Very Low	Very Low	Very Low	No performance level	No performance level	Very Low	Medium	No performance level

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

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

Goal 1

Develop and implement curriculum and assessment alignment within core departments and programs that provide students have equitable access to high-quality and innovative coursework that connects content across multiple subject areas to real-world applications, as well as College and Career Readiness.

Identified Need

Assessment results for the 2019 CAASPP indicated that significant numbers of students are not meeting academic standards, especially SWD and SED students. The College /Career measures were not fully reported in 2022. Due to pandemic -learning and the cancellation of CAASPP testing in the spring of 2020 and 2021, the school goals were adjusted in 2022 to gather data and develop supports and systems to assist students best in attaining and recovering credits for graduation, including increasing the number of students identified in the CDE College and Career indicator in "Prepared" levels and improvement in SBAC tests, increasing the number of students meeting A-G requirements, and expanding our CTE pathway completers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Semester Grades Attendance Data Advance Placement Participation & Scores Graduation Rate A-G Rate CAASPP MTSS Data	2022 CAASPP 38.6% Prepared, 19.6% Approaching Prepared, 44.9% Percentage Not Prepared. Smarter Balance Assessment 67.4% were Level 3 "Standard Met" on the SBSA for ELA and Mathematics Class of 2022 66.3% completed a-g Advanced Placement (Scored 3+) 66.3% of 120 students Seal of Biliteracy 15.5% / 28 students	Increase the overall percentages on all baseline data above. Maintain or increase the percentage of all groups of student who meet or exceed ELA standards Reduce the percentage of student in all groups who do not meet or exceed Math standards by 6%. Increase the number of student enrolled in CTE articulated courses by 6%. Increase the number of students completing a CTE pathway by 5%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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)

Use collaborative time toward alignment and analysis of curriculum, assessment, and student support within departments and schoolwide so that students have equitable access to high-quality and innovative education across the school and during extra-curriculum student support time. As part of a continuous improvement cycle, departments collaborate each year to develop and articulate essential standards for their courses and develop, implement, and review common assessments in core courses to identify students needing more significant support. Departments and subject and grade teams may consider Pacing Guide development to align curriculum and assessments further. In preparation for the 2023-2024 WASC Focus on Learning Self-Study mid-cycle visit, we are reviewing the progress made since our WASC visit in 2020. We are analyzing schoolwide data to conclude progress on our WASC Action Plan goals. We need to refine our data review further to determine our most significant findings and focus on our goals for ending this six-year WASC cycle.

Strategy/Activity

Staff collaboration will involve data-driven reflection (i.e., examining assessments), studying student work, and identifying learning gaps and instructional strategies to address them. While providing strategic student support in the classroom and during extra-curricular support options for students to address identified achievement gaps. Increase the percentage of Santa Rosa High School graduates who are categorized as "Prepared" on the California Dashboard's College/Career Indicator (C&CI) and meet or exceed the standards on the 2022 CAASPP and CAST tests, including students with special needs or who are socio-economically disadvantaged.

Monitoring Effectiveness

How will this activity be monitored during the year?

Increase the percentage of Santa Rosa High School graduates who are categorized as "Prepared" on the California Dashboard's College/Career Indicator (C&CI) and meet or exceed the standards on the 2022 CAASPP and CAST tests, including students with special needs or who are socio-economically disadvantaged. Increase the percentage of students attaining credits at semesters 1 and 2 and meeting A-G graduation requirements.

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)

5,000

0500 - Supplemental
1112 - Teacher Extended Day

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

Create targeted, tiered, innovative instructional interventions to enhance student success for underperforming students (before, during, and after school). Given the changes faced during the series of disasters in Sonoma County, departments must gauge where students are in their learning and implement appropriate interventions and activities given the subject, grade level, and content standards so that students can be successful.

Monitoring Effectiveness

How will this activity be monitored during the year?

Staff will review student data and the Spring 2023 assessment results for CAASPP in Fall 2023 to determine the target areas and groups. These will likely correspond with previously identified areas exacerbated by the pandemic.

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)

33,286.13

3010 - Title I
1xxx – FTE Certificated Salaries
Additional 0.20 FTE Cyber High Credit Recovery

2,500

0500 - Supplemental
None Specified

	1212-Counselor Extra Duty
2,500	0500 - Supplemental 1112 - Teacher Extended Day
15,000	0500 - Supplemental 1112 - Teacher Extended Day Teacher after school tutoring
3,000	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime
1,000	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)
5,000	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
1,000	0500 - Supplemental 4316 – Food – Ind-District Meetings
3,000	0500 - Supplemental 4400 - Equipment (under \$5,000)
3,500	0500 - Supplemental 5832 - Field Trip 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

In addition to reviewing grade, attendance, CAASPP, and internal assessment data, we will check development and alignment around new courses and sequence articulations in English 3 Ethnic Studies, Integrated Math 1-3, and Science course meeting the Next Generation Science Standards (NGSS).

Monitoring Effectiveness

How will this activity be monitored during the year?

Review grade semester grade data for the sequence of courses above and CAASP Spring 2023 results examine standards proficiency and consider other steps that might ascertain students' ability with ELA, Math & Science content reflected in the CA. State Standards and the Next Generation Science Standards (NGSS).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,666.67	0500 - Supplemental 1122 - Teacher Release Time
1,500	0500 - Supplemental 1112 - Teacher Extended Day
1,000	0500 - Supplemental 1122 - Teacher Release Time
666.67	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.)
2,500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
3,333.34	0500 - Supplemental 4412 - Hardware (under \$5,000)
500	0500 - Supplemental

	5817 - Online Computing Services / Software Licenses
500	0500 - Supplemental 5901 - Postage
1,000	3010 - Title I 1112 - Teacher Extended Day
1,666.67	3010 - Title I 1122 - Teacher Release Time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, especially grade 9 and 10

Strategy/Activity

Identify which department assessments will provide data/evidence that measures achievement of each Student Learner Outcomes (SLO) and State Assessment Standards. Implement the system, including the means to deliver, collect, track and view measurements of achievement of the SLOs and State Assessment Standards.

Monitoring Effectiveness

How will this activity be monitored during the year?

Review quarter and semester grade and attendance data, as well as, collaborative efforts between departments and offices, regarding MTSS supports and school engagement for 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)
2,500	0500 - Supplemental 1112 - Teacher Extended Day

1,000	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)
1,000	0500 - Supplemental 4312 - Software Technology Under \$500 budget - 4312
4,000	0500 - Supplemental 5215 - Staff Travel & Conferences General Ed, Admin, & AP Training & Conferences
1,000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc)
1,000	3010 - Title I 1112 - Teacher Extended Day
1,000	3010 - Title I 4200 - Books - Other than Textbooks
2,013.53	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
5,000	3010 - Title I 5215 - Staff Travel & Conferences General Ed & Admin Training & Conferences
12,000	3010 - Title I 5832 - Field Trip Transportation

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

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

Goal 2

Cultivate and provide a Multi-tiered System of Support (MTSS) that fosters a safe school community and, supports physical well-being for all, promotes mental health through activities on and off-campus that build and sustain a culture of learning, belonging, empathy, and respect through deliberate efforts to facilitate safe and positive interactions with others in the school, the community, and the world.

Identified Need

Based on data gathered from students in the YouthTruth and Panorama Surveys, students at Santa Rosa High School continue to face social, emotional, and mental health challenges that impede their academic progress and ability to perform well in school and meet A-G requirements for graduation. Student safety and wellness are directly related to academics. It affects concentration, focus, and energy levels and can manifest in various self-destructive and unsafe behaviors, including aggression, absenteeism, substance abuse, depression, body issues, and suicidal ideation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
YouthTruth Survey Grade Data D and F Reports (Secondary) A-G Completion Rates Transcript Analysis Data Dual Enrollment Data AP testing and pass rates CTE Pathway Completion Data College & Career Indicators CAASP Testing Results Seal of Biliteracy Completers Panorama Survey Data Student Handbook	Students feelings of safety - Baseline data from 2022 compared to 2023. Inclusion of Student Gov't/ASB, the Student Senate, and Student Voice Sessions input to identify and communicate actions around student concerns.	To meet or exceed percent positive feedback from students from prior school years in the categories of relationships, engagements, and safety.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use Restorative Justice Resources		

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

All students: Reduce the number of students who report feeling disconnected from school, hopeless, or sad. Continue to conduct surveys and create opportunities to include student voices and input to determine the root causes of student disconnect, hopelessness, and sadness—Strategize methods to address these underlying causes concerning where the school can impact the outcomes. Expand and refine student support and wellness activities, services, and intervention before, during, and after school. Explore programs/strategies for teaching students strategies for managing stress, supporting student resilience and well-being, and addressing issues that support an equitable school climate and culture free from harm, harassment, and discrimination. Promote greater awareness of and sensitivity to diversity through innovative curriculum and instruction, rational learning strategies, and campus activities. Increase the number of students who report having a trusted adult on campus to go to in a crisis or for help. Staff will continue to learn about and implement effective social-emotional learning (SEL) strategies in classes to promote student resilience, positive student identity, and positive well-being and safety.

Monitoring Effectiveness

How will this activity be monitored during the year?

Santa Rosa High School will analyze the Panorama, YouthTruth, and student-gathered input to design and refine initiatives and activities that promote a safe, inclusive, and respectful campus climate emphasizing zero tolerance for verbal and physical aggression, bullying, racism, and harassment.

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)
57,092.11	3010 - Title I

	1xxx – FTE Certificated Salaries 0.35 FTE School Counselor
76,999.53	0500 - Supplemental 1xxx – FTE Certificated Salaries .25 School Counselor (MTSS Crisis Intervention)
45,247.00	0500 - Supplemental 1xxx – FTE Certificated Salaries .20 MTSS Counselor
1,500	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime
2,500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
3,500	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables)
4,000	3010 - Title I 1112 - Teacher Extended Day
4,666.67	3010 - Title I 1122 - Teacher Release Time
2,400	3010 - Title I 1112 - Teacher Extended Day Before, during, and after school direct student support
5,000	3010 - Title I 4311 - Instructional Materials (Non-Consumables) To support student instruction in core and elective courses.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, especially incoming 9th graders.

Strategy/Activity

Staff and students will co-plan curricular and extracurricular events and activities to promote cultural awareness, inclusion, relational learning, and wellness to enhance a sense of belonging, empathy, resilience, safety, and well-being at SRHS. SRHS will continue to provide and expand wellness and safety related educational events and activities before, during, and after school to support students' engagement and efficacy in academics and social-emotional learning.

Monitoring Effectiveness

How will this activity be monitored during the year?

Santa Rosa High School will analyze the Panorama, YouthTruth, and student-gathered input to design and refine initiatives and activities that promote a safe, inclusive, and respectful campus climate emphasizing zero tolerance for verbal and physical aggression, bullying, racism, and harassment.

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)
7,500	0500 - Supplemental 1122 - Teacher Release Time Counselor extra duty - 1212 included
1,666.67	0500 - Supplemental 1122 - Teacher Release Time
2,666.67	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)
2,500	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
3,100.54	0500 - Supplemental 4400 - Equipment (under \$5,000)

1,101.84

3010 - Title I
4316 – Food – Ind-District Meetings

6,153.90

3010 - Title I
5800 – Other Services (Consultants; Field Trip Admissions, etc)

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

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

Goal 3

Provide educators with current technology and collaborative time to support pedagogical development, student support interventions, and innovative lessons and assessments that enhance student learning and academic performance by supporting and providing professional development, collaboration activities, and student support outreach centered on developing the best practices for instruction and learning.

Identified Need

Since 2020, Santa Rosa High School has embraced utilizing department and cross-department collaboration to address areas of focus to meet students' needs. SRHS plans to continue the cooperation and alignment within departments and across core subject areas for student support, assessment, pacing, and grading. This school year, a focus on clearly defining learning objectives, discussion of assessment practices and associated results, and developing findings and action items to support students who are not meeting learning standards to meet or exceed course standards and attain credit in those courses.

Annual Measurable Outcomes

Metric/Indicator

Agendas and artifacts from Department, MAC, Staff, and Cross-Department and Office Collaborations

Baseline/Actual Outcome

Continue building on Department, MAC, Staff, and Cross-Department and Office Collaborations.

Expected Outcome

Create a shared definition of the SRHS vision for teacher, department, and schoolwide collaboration. Identify at least one goal from each department stemming from that vision for collaboration that blends District and Site offerings and undertakings. Create and sharing of a site implementation plan for professional development, training, and collaboration for the 2023-2024 school year.

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

The Management Leadership Committee (MAC), School Principal, and site administrators will focus on participating and planning collaborative efforts so that all students and teachers understand the value of a shared vision for school wide collaboration and support.

Monitoring Effectiveness

How will this activity be monitored during the year?

Quarterly, staff will meet to review and provide feedback, input, and data for the collaborative implementation plan and school plan for consistent improvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	0500 - Supplemental 1112 - Teacher Extended Day
2,000	0500 - Supplemental 1122 - Teacher Release Time
666.67	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)
4,000	3010 - Title I

	1122 - Teacher Release Time
5,000	0500 - Supplemental 4412 - Hardware (under \$5,000)

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

The Management Leadership Committee (MAC), principal, and administrators will develop a Site implementation plan that commits time for departments to collaborate, discuss and define learning outcomes, assessment practice, and responses to assessment results.

Monitoring Effectiveness

How will this activity be monitored during the year?

Quarterly, staff will meet to review and provide feedback, input, and data for the collaborative implementation plan and school plan for consistent improvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	0500 - Supplemental 1112 - Teacher Extended Day
3,333.33	0500 - Supplemental 4412 - Hardware (under \$5,000)
250	0500 - Supplemental 5817 - Online Computing Services / Software Licenses

4,000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
2,000	3010 - Title I 5215 - Staff Travel & Conferences
1,500	3010 - Title I 5817 - Online Computing Services / Software Licenses

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$382,477.94

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	\$148,880.85

Subtotal of additional federal funds included for this school: \$148,880.85

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	\$233,597.09

Subtotal of state or local funds included for this school: \$233,597.09

Total of federal, state, and/or local funds for this school: \$382,477.94

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	148,880.85	0.00
0500 - Supplemental	233,597.09	0.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	233,597.09
3010 - Title I	148,880.85

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	47,400.00
1122 - Teacher Release Time	24,166.68
1xxx – FTE Certificated Salaries	212,624.77
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	666.67
2413 - Clerical Extra Duty / Overtime	4,500.00
2913 – Classified Extra Duty (Childcare-parent engagement)	5,333.34
4200 - Books - Other than Textbooks	1,000.00

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	9,513.53
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	6,500.00
4311 - Instructional Materials (Non-Consumables)	11,000.00
4312 - Software	1,000.00
4316 – Food – Ind-District Meetings	2,101.84
4400 - Equipment (under \$5,000)	6,100.54
4412 - Hardware (under \$5,000)	11,666.67
5215 - Staff Travel & Conferences	11,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	7,153.90
5817 - Online Computing Services / Software Licenses	2,250.00
5832 - Field Trip Transportation	15,500.00
5901 - Postage	500.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	39,000.00
1122 - Teacher Release Time	0500 - Supplemental	13,833.34
1xxx – FTE Certificated Salaries	0500 - Supplemental	122,246.53
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	666.67
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	4,500.00
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	5,333.34

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	7,500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	2,500.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	6,000.00
4312 - Software	0500 - Supplemental	1,000.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	1,000.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	6,100.54
4412 - Hardware (under \$5,000)	0500 - Supplemental	11,666.67
5215 - Staff Travel & Conferences	0500 - Supplemental	4,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	1,000.00
5817 - Online Computing Services / Software Licenses	0500 - Supplemental	750.00
5832 - Field Trip Transportation	0500 - Supplemental	3,500.00
5901 - Postage	0500 - Supplemental	500.00
None Specified	0500 - Supplemental	2,500.00
1112 - Teacher Extended Day	3010 - Title I	8,400.00
1122 - Teacher Release Time	3010 - Title I	10,333.34
1xxx – FTE Certificated Salaries	3010 - Title I	90,378.24
4200 - Books - Other than Textbooks	3010 - Title I	1,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	2,013.53
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	4,000.00
4311 - Instructional Materials (Non-Consumables)	3010 - Title I	5,000.00

4316 – Food – Ind-District Meetings	3010 - Title I	1,101.84
5215 - Staff Travel & Conferences	3010 - Title I	7,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	6,153.90
5817 - Online Computing Services / Software Licenses	3010 - Title I	1,500.00
5832 - Field Trip Transportation	3010 - Title I	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,633.01
Goal 2	227,594.93
Goal 3	35,250.00

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

Name of Members	Role
Kimberly Clissold	Principal
Susan Surmick	Parent or Community Member
Jennifer O'Donnell	Parent or Community Member
Martha Valdez	Parent or Community Member
Serena Makofsky	Parent or Community Member
Andre Achacon	Secondary Student
Olivia House	Secondary Student
Karen Gutierrez	Secondary Student
Willow Kregel	Secondary Student
Katie Loomis	Classroom Teacher
Lisa Piehl	Classroom Teacher
Emma Zavala	Classroom Teacher
John Sappington	Classroom Teacher

Deby Marvel

Other School Staff

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.