

School Year:

2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ridgway High (Continuation)	49 70920 4935607	05-11-2021	06-09-2021

Contact Person: Valerie Jordan

Position: Principal

Phone Number: 707-890-3770

Address: 325 Ridgway Ave.,
Santa Rosa, CA 95401-4334

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

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process.

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.

Ridgway will conduct a Needs Assessment to develop and implement a "targeted support for improvement plan" with evidence based interventions and will identify any resource inequalities to be addressed in our SPSA plan.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The English Learner Advisory Committee (ELAC) met on 10/21/2020, 12/16/2020, 3/17/2021, & 5/12/2021 to discuss SPSA goals and evaluate the effectiveness of stakeholders at these meetings. Input on programs and services for our EL was asked at ELAC, members noted being satisfied with the programs in place. School Site Council (SSC) has been asked for input on the SPSA 2021-2022 plan and will evaluate the effectiveness: 10/20/2020, 12/14/2020, 3/15/2021, & 5/11/2021 and throughout the school year. Staff meetings included SPSA data analysis on 2/3/2021, 3/3/2021, & 4/23/2021. Site Council voted on the SPSA for 2021-2022 approval on 5-11-2021.

Resource Inequities – Required for CSI / ATSI

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

There are several barriers that are being addressed by school goals (Student Learning Outcomes). Through the WASC self-study process, staff and other stakeholders have identified that there are four key critical learner needs: California Public School Dashboard Indicator Needs ELA, Math, Chronic Absenteeism, and College and Career Readiness.

All SPSA goals are aligned to support critical learner needs, engaging our families and the great community, and social-emotional supports. Students that severely credit deficient, over the age of 16 years old, and at risk of not graduating may benefit from Ridgway Continuation School. Students that become teen parents may also benefit from RHS as there are teen programs and counseling to support their unique needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.41%	2.1%	2.8%	4	6	8
African American	0.7%	2.1%	2.1%	2	6	6
Asian	1.06%	1.4%	1.4%	3	4	4
Filipino	0.35%	0%	0.7%	1	0	2
Hispanic/Latino	68.66%	69.93%	70.5%	195	200	201
Pacific Islander	1.06%	1.75%	1.1%	3	5	3
White	20.07%	18.88%	17.5%	57	54	50
Multiple/No Response	6.69%	3.85%	3.9%	19	11	11
Total Enrollment				284	286	285

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	1	3	2
Grade 11	65	56	57
Grade 12	218	227	226
Total Enrollment	284	286	285

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	60	50	49	21.1%	17.5%	17.2%
Fluent English Proficient (FEP)	112	115	115	39.4%	40.2%	40.4%
Reclassified Fluent English Proficient (RFEP)	14	10	1	28.0%	16.7%	2.0%

School and Student Performance Data

Student Population

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

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

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

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

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

1. Ridgway serves the most at-risk youth. Over 72% of students attending RHS are considered socioeconomically Disadvantaged.
2. 68.7 % of our student population identify as Hispanic and 21% of students are English Learners.

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

Increase programs, services, and resources to support ALL learners at RHS.

Identified Need

Parent involvement is lacking at Ridgway High School. Students and parents would benefit from navigating College and Career opportunities with a mentor or coach as a resource.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from SRJC application/ California Dream Act data base and FAFSA completion.	More students completed SRJC applications and FAFSA paperwork in 2020-2021 due to the implementation of the Life Ready Course.	Increase parent involvement and student completion of college applications and FAFSA or California Dream Act.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL students

Strategy/Activity

Provide parent education classes that focus on preparing high school students for college and career. Provide additional support to students and families with a mentor ship program that includes coaching and goal setting for life after high school with the Life Ready Course.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity and evaluate its effectiveness: (review list of students that have completed the SRJC application, review the list of students that have completed the FAFSA per the College and Career counselor data. Upload the flyer/invitation emailed and/or sent through Parent Square to parents for preparing high school students for college and career. Provide the spreadsheet of appointments completed in the mentoring programs provided by the College and Career Counselor).

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)

2544.20

3010 - Title I
1112 - Teacher Extended Day

500.

3010 - Title I
5901 - Postage

100.

3010 - Title I
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs
/ Trainings

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

Student engagement for all students through hands on experiences, virtual and in-person (if possible) college field trips & clubs, student recognition and student activities for all students to promote positive school culture. Seniors will learn how to complete a college application and FAFSA. Graduation ceremony supplies will be provided for graduating students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity: staff & student feedback via surveys, STEP data, college application completion data & graduation totals.

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)
6000.	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Field trip and program visitations.
2500.	0500 - Supplemental 5832 - Field Trip Transportation college tours, museums, Hamilton, field trips, sports.
1500.	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings STEP 3 + & 3 pizza party (gift cards) Caps & gowns if needed
500.	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Tea & Talk club novels/ Diploma covers
3496.55	0500 - Supplemental 1122 - Teacher Release Time Supervision coverage for field trips
500.	0500 - Supplemental 4316 – Food – Ind-District Meetings Student and family activities

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

Provide additional support in ELA , Math, and ALD classes to increase proficiency levels for all learners.

Monitoring Effectiveness

How will this activity be monitored during the year?

California dashboard data for CAASPP and ELPAC scores.

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)

31593.86

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
after school programs, tutors, supplemental supplies and
resources.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

With the new hire of a College and Career Counselor, she was able to implement the family outreach and site mentoring program. In addition, due to COVID-19 and potential student learning loss, seniors were offered an alternative diploma: 130 Individual Graduation

Plan (IGP) diploma that included completion of a Life Ready Course that included SRJC application, FAFSA completion, Senior survey, and 3 of 6 other Life Ready Tasks.

Mentoring Program effectiveness survey.

Due to COVID-19 in-person field trips were not able to happen, but virtual field trips, science experiments, educational hikes, and museums and performing arts were made available to students. Many teachers facilitated clubs during distance learning to promote positive school culture and belonging, however many clubs were not well attended. Students did attend Tea & Talk Club (book club), and Student Senate (student-centered discussions for how to spend SPSA funds for student outreach and promoting positive school culture) did meet regularly. Due to several end-of-the-year issues, many of the graduation caps and gowns that were loaned out never returned, therefore we offered our students a complete package for \$14.50 to purchase on their own in addition to buying additional for students that are in need.

On January 17, 2021 the SSC evaluated the overall effectiveness of the 2020-21 Title I, Goal 1 Activities. The Title I Activity Evaluation of Programs document was used to ensure that the strategies/activities were effectively being implemented - this document is attached to the 2021-2022 SPSA under "attachments."

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

Barriers include students that are marginalized may have difficulty connecting with the College and Career Counselor due to COVID-19 and family obligations such as watching siblings, working to contribute to the home financially, and or not being able to contact ALL students (bad phone numbers, families moved, mental health issues, or lack of motivation to graduate). Live field trips were not able to happen, but virtual field trips, science experiments, educational hikes, and museums and performing arts were made available to students. Senior was offered senior intervention that included a Life Ready Course that included SRJC application, FAFSA application, Student survey, and 3 other college and career-related tasks as part of the graduation requirement for the 130 IGP diploma. 42 students are actively enrolled, however, 93 students have been invited to start the Google Classroom self-paced Life Ready Course.

The main differences were found in Goal 1 and activity 2 due to the school being in virtual learning for most of the 2020-2021 school year. Therefore, some Title I Activities (such as field trips and social gatherings) were either eliminated or adjusted during the year. SSC met and approved all adjustments to Title I Activities.

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

Continue to provide quarterly College and Career Newsletters to ALL families. In the enrollment process, schedule 1:1 with seniors to review time frames for "Life Ready" Activities. Collaborate with the Family Engagement Facilitator to create more educational Parent Nights to encourage College and Careers. Counselors push into classrooms to educate students on their options. Continue to offer resources for parents from our community partnerships and keep lines of communication open.

Field trips and real-life experiences complement the positive school culture. Many Ridgway students will not have this opportunity to experience first-hand, college tours, museums, musicals, art exhibits, assistance with College and Career opportunities. In fact due to 67% of our population socioeconomically disadvantaged students will continue to need support in the graduation ceremony supplies such as cap, gown, tassel, and diploma covers.

Changes in Goal 1 from 2020-21 to 2021-22 school year include the addition of offering a Life Ready Course that would support the mentorship program. The SSC determined the need to eliminate field trips to college campuses and career tours which were part of the 20-21 SPSA. Our metrics have shifted from using CA dashboard to using local data, and our annual outcomes for 21-22 will come from local data. Changes can be found in the 21-22 SPSA under Goal 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic, and familial wealth
- attending to health and well-being through trauma-informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

Increase attendance by 10% and graduation rates by 5% with additional wellness supports, promoting positive school culture through the advisory program, and building community through collective experiences.

Identified Need

ALL students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance, lower suspension rates, and increase graduation rate.	The daily average attendance rate is 50.% during distance learning 2020-2021, 0 % suspension rate in 2020-2021, 67.2% graduation rate in 2019.	Increase attendance by 10%, lower suspension rates to less than 5%, increase graduation rates by 5%.

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

Increase the number of days of additional in-house mental health services/ counselors (MTSS Counselor/ Social worker) and/or restorative specialists on campus to a combination of 5 days a week. Partnering with stakeholders for alcohol and other drug prevention strategies, teen support groups, and resources aimed to address the early stages of high-risk behavior and support healthy life decisions, ultimately preventing the need for more extensive services.

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

The following data will be used to monitor this activity for evaluation of effectiveness: Student data from MTSS counselor, suspension rates, and referrals to restorative specialist 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)
25000.	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Funds towards salary of Social worker or MTSS counselor, and additional community partnerships.

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

ALL students

Strategy/Activity

Develop lasting partnerships with our community by monitoring and celebrating positive school attendance. Monitoring and celebrating quarterly academic success through student awards night with family style dinners. Promote positive school culture through Student Senate activities.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation of the effectiveness will be through student STEP report, student & parent feedback.

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)
1900.	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Certificates, seals. photos, light refreshments for parents.
300.	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Guest Speakers fees, field trips that promote leadership in schools.

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

Develop lasting partnerships with our community by monitoring and celebrating positive school attendance. Monitoring and celebrating quarterly academic success through student awards night with family style dinners. Promote positive school culture through Student Senate activities.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation and effectiveness: number of students request for bus passes to access their education.

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)
150.00	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Bus passes

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

Provide professional development opportunities for staff: for example: Social Emotional curriculum, Trauma Informed Education, Restorative practices, RISE training and MTSS tier training.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation and effectiveness: Kaiser RISE report. feedback from teachers.

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)
500.00	0500 - Supplemental 5215 - Staff Travel & Conferences
1950.99	0500 - Supplemental 1122 - Teacher Release Time & benefits

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

Increase parent engagement and inclusion by hosting at least 2 parent engagement evenings (parent education nights- RISE guest speakers, How to communicate with your teenager...) and increase the communication in the form of Parent Square, newsletters, social media, phone calls, emails, and the Ridgway High School website.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation and effectiveness of the program will be evidence of sent parent outreach via Parent Square report, sign in sheets held at events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300.	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Parent Outreach
163.63	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Parent resources and supplies
1477.19	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) & benefits
830.01	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Custodial & benefits
1477.19	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.)

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

Improve school climate with school activities that may include families, guest speakers, and community engagement events (for example Town Hall meetings with Council and Board members, Student Senate activities, 5 house system activities, Multicultural night, "Fran's Feast" (Thanksgiving for ALL students) ASB activities, Back to School Night, and Redwood Food Bank program.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation and effectiveness: sign in sheets at events, student feedback, and data from the Student Senate.

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 5800 – Other Services (Consultants; Field Trip Admissions, etc) Field trip fees, guest speakers and other fees.
2000.	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Light Refreshments and supplies provided by the Culinary Class for night events and activities that support community building.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ALL students

Strategy/Activity

Provide enrichment opportunities to support all students: Museums, College campuses, and many other kinds of field trips that are multi-media experiences. Learning is enriched and reinforced with superimposing sensory and intellectual inputs. Students will experience a more holistic, integrated picture of the information than, in the classroom, may have only been presented in a textual and abstract way. Supplemental workbooks will be purchases for the Academic Language Development class in order to engage students and support the mastery of challenging academic standards. Supplemental learning materials will support Ethnic Studies coursework and the Social Science department.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation and effectiveness will be provide by student participation and feedback via 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)
2500.	3010 - Title I 5832 - Field Trip Transportation
200.	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc)
498.06	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Supplemental workbooks

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We were able to hire an FT MTSS Counselor this year. The addition of an FT counselor allowed systems to be streamlined such as MTSS tier 2 referrals, weekly meetings were conducted for MTSS tier1 /MTSS Tier2 teams. Our Restorative Specialist was increased to .60 FTE at Ridgway. SAY Counselor was added the second semester for additional support.

During distance learning, teachers offered several free virtual museums, explored through the Land Paths partnership, Gilder Lehrman Institute of American History, and STEM opportunities via zoom.

School activities that did continue during COVID-19 were the 5 House SYstem, Ms. Peterich implemented the prior year. Via zooms our school provided staff and students with some healthy competitions. Back to School night was a webinar and not in person. Redwood Food Bank resumed the second semester and was well received by our families.

On January 17, 2021, 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 - this document is attached to the 2021-2022 SPSA under "attachments."

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 COVID -19 counselors also worked remotely which made it difficult to establish group counseling, individual counseling(lack of connections) (drug and alcohol groups, anger management, etc...). Our MTSS counselor was also our College and Career Counselor and due to the district implementation of a senior intervention of the Individual Graduation Plan (IGP) 130 diploma + Life Ready Course, this created additional work as this counselor such as teaching the Life Ready class. The addition of the SAY counselor and of having ONLY 6 open spots via zoom sessions, was underutilized as students did not have the connection with this counselor.

Once in-person schooling resumes, the family outreach nights need to be offered. Our family engagement facilitator will schedule Multicultural Night and Parent Education Nights.

The main differences were found was the additional MTSS support counselor was not able to support students in person and some of the barriers were not being able to contact students and families. Some students had to go to FT work to support their families and school became a low priority. Due to the school being in virtual learning for most of the 2020-2021 school year. Therefore, some Title I Activities (such as in-person meetings and live field trips) were either eliminated or adjusted during the year. SSC met and approved all adjustments to Title I Activities.

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

Ridgway High School would benefit from an additional 1.0 FTE counselor/social worker (district supported program) on campus. The additional counselor would allow the other two counselors to enroll and schedule students in a timely manner, meet with their caseloads to discuss College and Career goals, and conduct family outreach.

House systems should continue as it promotes belonging and peer collaboration (both areas of need according to the Youth Truth survey). Events that include large gatherings should continue if able to meet the CDH and County guidelines. RHS events should include sit-down dinners to promote RHS values of the importance of family and spending quality time together. Redwood Food Bank partnership should continue as it's a great need in our RHS community.

When safe to do so, field trips, college tours, and hands-on experiences should be scheduled to support at-risk students that may not have many opportunities to explore these areas.

Changes in Goal 2 from 2020-21 to 2021-22 school year include the addition of Activity 6 is to promote positive school culture and a sense of belongingness through collective experiences. The SSC determined the need to continually increase mental health services on campus 5 days a week which were part of the 20-21 SPSA. Our metrics have narrowed in on Youth Truth Survey results and our annual outcomes for 21-22 will come from Youth Truth Survey data as well. Changes can be found in the 21-22 SPSA under Goal 2.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Goal 3

Provide opportunities to teachers to try new approaches, provide time for practice, and reflection to hone their craft through professional development and coaching.

Identified Need

To maintain and sustain highly qualified staff, continuous training and support must be offered and provided.

Annual Measurable Outcomes

Metric/Indicator

Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more.

Baseline/Actual Outcome

Teachers and sites were not prepared for Distance Learning in 2020 due to lack of PD in current technology and ongoing tech support.

Expected Outcome

Teacher satisfaction will demonstrate a positive link between teacher professional development, teaching practices, and student outcomes.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students

Strategy/Activity

Provide opportunities to teachers to try new approaches, provide time for practice, and reflection to hone their craft through professional development and coaching.

Monitoring Effectiveness

How will this activity be monitored during the year?

Staff and student surveys will be administrated.

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.	0500 - Supplemental 5215 - Staff Travel & Conferences
1000.	0500 - Supplemental 1122 - Teacher Release Time

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

Staff development opportunities will be provided in the following areas: English Learner strategies, NGSS standards, Project-Based Learning (PBL), Thinking Maps to increase academic rigor. Teachers will continue to build expertise in the areas of Depth of Knowledge, RACESS graphic organizer, and writing across the curriculum. Check for Understanding/Questioning strategies, Common Core State Standards, and CAASPP alignment. Continue to utilize Newsela as supplemental material to support the teaching of reading and writing informational text. Purchase ACELLUS software as a math tool to support students. Continue to utilize MAP to support our exceptionally abled student body. Implement student-driven elective courses, programs, Blended Learning, Wayfinders, Document-based questions (DBQs) training, and Project-Based Learning (PBL) opportunities to engage students.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity- student data in the progression of ACELLUS and Let's Go Learn, additional textbooks for new electives (enrollment data) follow up from PD for teachers.

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 1122 - Teacher Release Time
2000.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Elective Text books & SSR books
500.00	0500 - Supplemental 4312 - Software Academic interventions and supports: ACELLUS, Let's Go Learn

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

Technology will be incorporated into daily instruction to provide engaging, interactive, and innovative learning experiences for students. Enhance learning and instruction through technology integration in the classroom (zoom meetings/ Google Classrooms). Purchase instructional material, software, and technology to provide instruction including but not limited to additional books, workbooks, or kits. Attend conferences (PD) on how to incorporate technology to support learning. Provide office supplies to support daily site operations and provide classroom materials to support CCSS and NGSS standards implementation to include lab supplies. School Technology - repair/replacement of classroom LCD projectors, printers, ELMO, document cameras as needed.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity to evaluate the effectiveness: student grades, student attendance, graduation rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Culinary & Life Skills course work- Farm to Table class
9000.	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Each teacher receives \$500.000 for classroom supplies that promotes student engagement and (2) science lab equipment.
250.	0500 - Supplemental 4400 - Equipment (under \$5,000) Replace technology and accessories as needed to support teacher and student learning.
150	0500 - Supplemental 4312 - Software Licenses to support teachers and students
150	0500 - Supplemental 4412 - Hardware (under \$5,000) Technology to support teachers and students

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

To increase positive school culture through additional Site Safety Supervisors. Trained staff with preventive discipline will explain school rules to students and provide additional safety. Staff will supervise and monitor student behavior at the assigned school campus before school, during lunch, and after school.

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity evaluation and effectiveness of the activity by suspension reports.

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)

500.00

0500 - Supplemental
1122 - Teacher Release Time

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

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

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

N/A

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

N/A

Staffing

Subject: Staffing

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

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	\$36,542.26
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$108,531.68

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	\$36,542.26

Subtotal of additional federal funds included for this school: \$36,542.26

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	\$71,989.42

Subtotal of state or local funds included for this school: \$71,989.42

Total of federal, state, and/or local funds for this school: \$108,531.68

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	36,542.26	0.00
0500 - Supplemental	71,989.42	0.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	71,989.42
3010 - Title I	36,542.26

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	2,544.20
1122 - Teacher Release Time	8,947.54
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	1,477.19
2913 – Classified Extra Duty (Childcare-parent engagement)	2,307.20
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	6,898.06
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	1,900.00
4311 - Instructional Materials (Non-Consumables)	11,663.63

4312 - Software	650.00
4316 – Food – Ind-District Meetings	500.00
4400 - Equipment (under \$5,000)	250.00
4412 - Hardware (under \$5,000)	150.00
5215 - Staff Travel & Conferences	1,500.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	64,243.86
5832 - Field Trip Transportation	5,000.00
5901 - Postage	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1122 - Teacher Release Time	0500 - Supplemental	8,947.54
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	1,477.19
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	2,307.20
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	4,300.00
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	11,663.63
4312 - Software	0500 - Supplemental	650.00
4316 – Food – Ind-District Meetings	0500 - Supplemental	500.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	250.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	150.00
5215 - Staff Travel & Conferences	0500 - Supplemental	1,500.00

5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	37,743.86
5832 - Field Trip Transportation	0500 - Supplemental	2,500.00
1112 - Teacher Extended Day	3010 - Title I	2,544.20
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	2,598.06
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	1,900.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	26,500.00
5832 - Field Trip Transportation	3010 - Title I	2,500.00
5901 - Postage	3010 - Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,234.61
Goal 2	40,247.07
Goal 3	19,050.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Valerie Jordan	Principal
Nora Parajon	Other School Staff
Dinah Costello	Classroom Teacher
Cimberly Case	Classroom Teacher
Stacy Hall	Classroom Teacher
Saira Cervantes	
Stacie Racho	Parent or Community Member
Karen Justice-Steele	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

on file

Committee or Advisory Group Name

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 5-11-2021.

Attested:

on file

On file

Principal, Valerie Jordan on 5-11-2021

SSC Chairperson, Dinah Costello on 5-11-2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

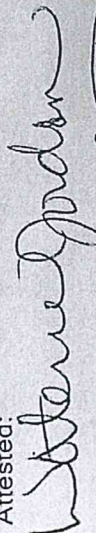
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

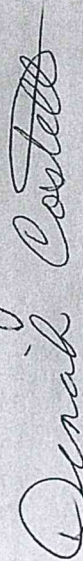
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-11-2021.

Attested:



Principal, Valerie Jordan on 5-11-2021



SSC Chairperson, Dinah Costello on 5-11-2021