

School Year:

2022-23



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, 2022	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

Comprehensive Support and Improvement

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities – Required for CSI / ATSI

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

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

In consulting with the English Learner Advisory Committee (ELAC), the School Site Council (SSC), school leadership (including department chairs, coordinators, and counselors), school administration, as well as looking at school data (such as D & F Rates, attendance and engagement data, and school generated needs assessments) and the YouthTruth surveys, the following actions have been scheduled for the upcoming school year (2021-2022) to address potential resource inequities.

Two sections of student tutorial support/credit recovery for seniors and juniors to recover credits toward graduation.

Increased student supervision in the form of an additional Student Advisor to improve school safety and assist in student engagement in attending classes.

After school tutoring and access to the library with extended library hours



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.84%	1.0%	0.83%	16	18	15
African American	1.99%	1.4%	1.32%	38	27	24
Asian	4.71%	4.0%	3.69%	90	75	67
Filipino	0.63%	0.9%	0.99%	12	16	18
Hispanic/Latino	40.08%	42.1%	44.05%	766	788	799
Pacific Islander	0.37%	0.3%	0.17%	7	5	3
White	44.85%	44.0%	42.01%	857	823	762
Multiple/No Response	6.49%	6.4%	6.23%	124	120	113
Total Enrollment				1,911	1,872	1814

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	472	508	410
Grade 10	538	465	497
Grade 11	437	505	441
Grade 12	464	394	466
Total Enrollment	1,911	1,872	1,814

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	106	125		5.5%	6.7%	
Fluent English Proficient (FEP)	526	522		27.5%	27.9%	
Reclassified Fluent English Proficient (RFEP)	47	3		33.3%	2.8%	

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 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
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Two or More Races		
Native Hawaiian or Pacific Islander		
White		

Conclusions based on this data:

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

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






School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Santa Rosa High students struggle in academic performance. With additional support and intervention, will meet graduation requirements.
2. Santa Rosa High School uses restorative practices and suspension diversion plans to reduce school suspensions and the school only suspends for habitual or flagrant ed code violations.

School and Student Performance Data

Academic Performance English Language Arts

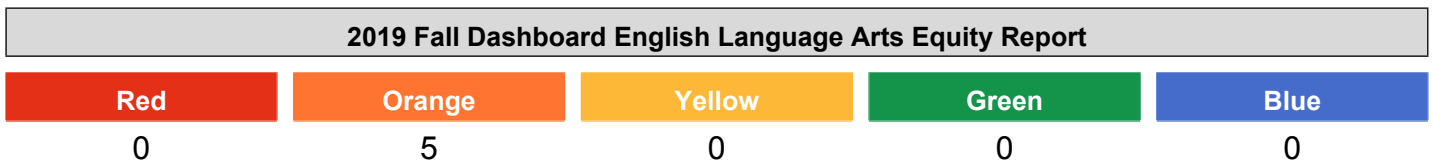
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 70.2 points above standard 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.1 points below standard 168	 No Performance Color 73.7 points above standard 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 58.8 points above standard 197

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2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
158.3 points below standard 13	56.7 points below standard 23	57.3 points above standard 284

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

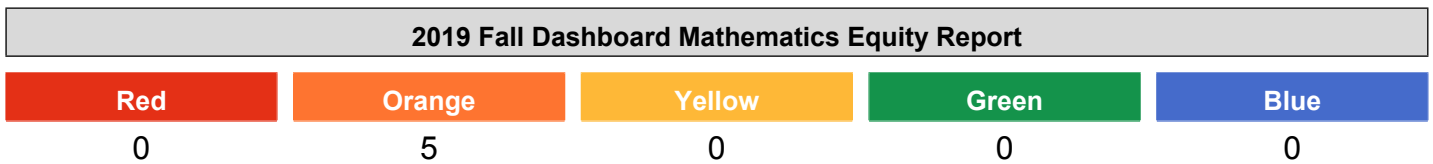
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>68.2 points below standard</p> <p>409</p>	<p>English Learners</p> <p>Orange</p> <p>172.8 points below standard</p> <p>38</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>105.8 points below standard</p> <p>169</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>191 points below standard</p> <p>53</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
226.6 points below standard 15	137.2 points below standard 23	46.7 points below standard 268

Conclusions based on this data:

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

School and Student Performance Data

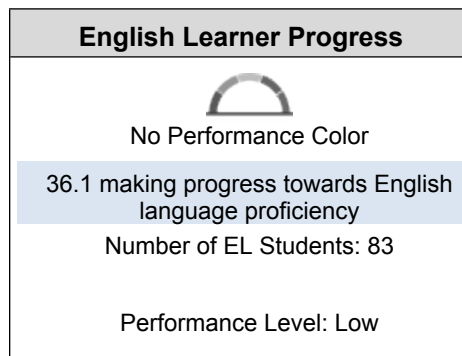
Academic Performance English Learner Progress

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

2019 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20	33	2	28

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. For the 2019-2020 school year Santa Rosa High School was without a College and Career Counselor. In the 2020-2021 school year Santa Rosa High will have a full-time College and Career Counselor.
2. Santa Rosa High School has followed programmatic policies for SRCS that have, until this year, placed less emphasis on making sure that students graduate with only A-G options for classes through their four years. This policy in the district has changed and therefore, Santa Rosa High expects to see more students moving into the prepared category.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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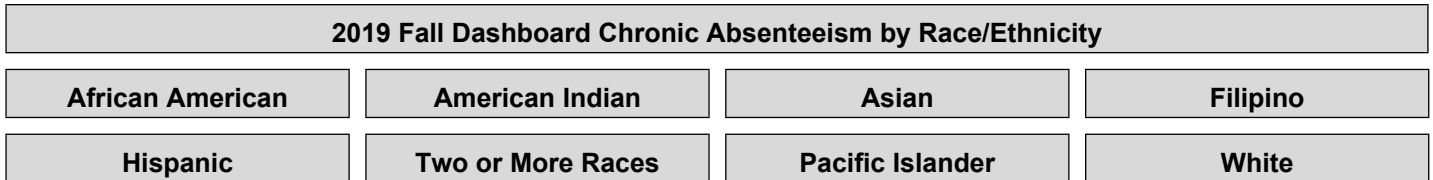
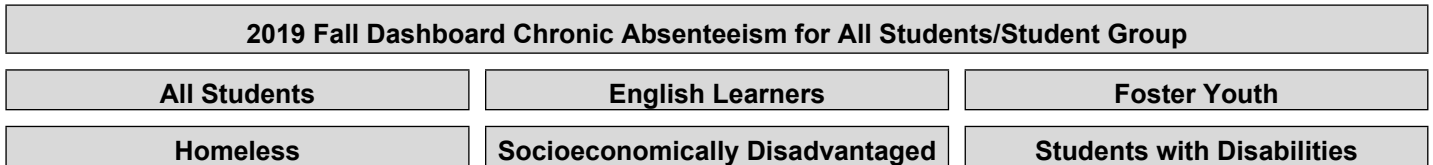
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

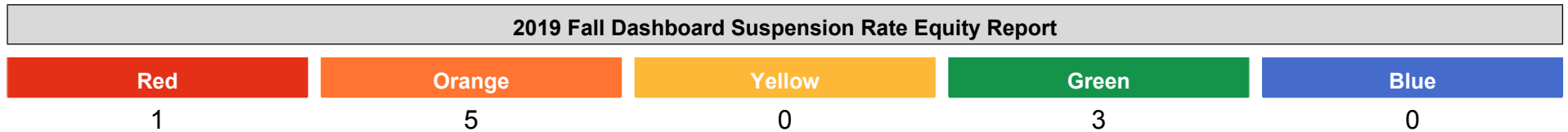
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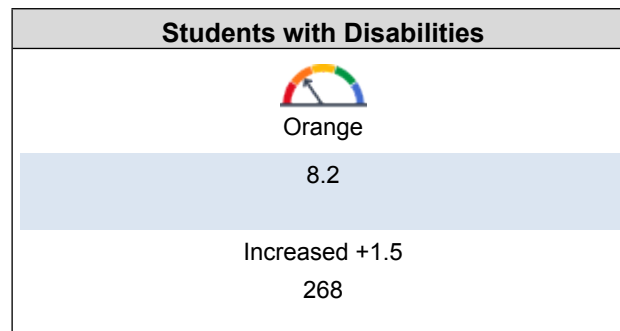
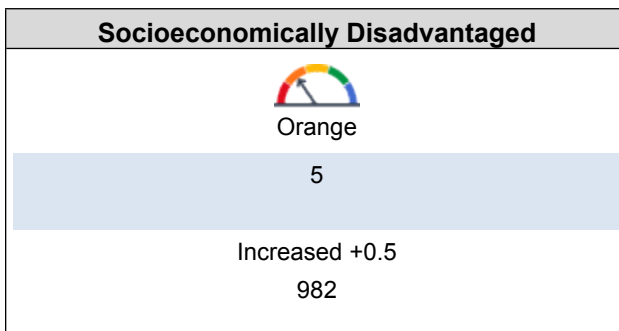
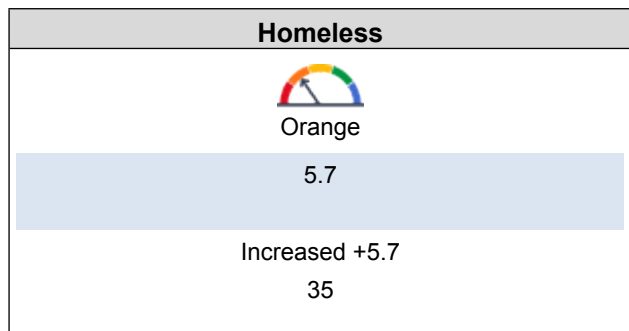
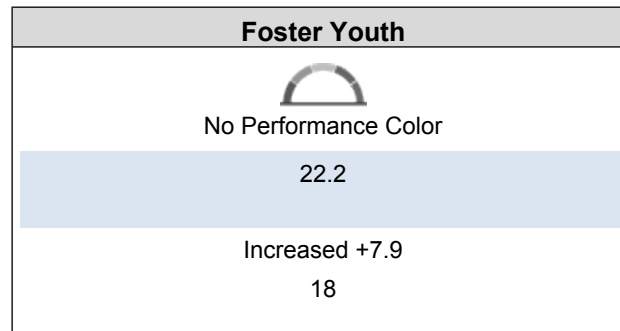
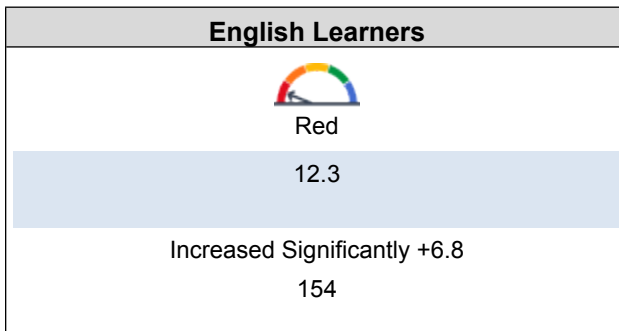
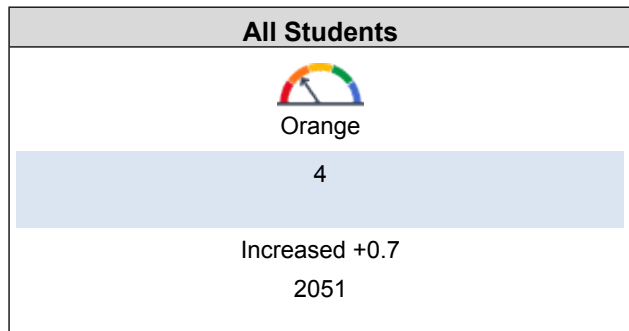


This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	4

Conclusions based on this data:

1. Santa Rosa High School continues to use restorative practices as a means of suspension diversion. Also, if one takes three years of data as an average, we see that Santa Rosa High maintains an average of about 4.6%. The individual years are very close to this average, showing that Santa Rosa High maintains consistency in its discipline approaches and policies. We strive to avoid punitive measures for student behavior and use a restorative approach when possible.
2. While our overall percentage of suspensions school wide was low in 2019 at 4%, the data shows that disproportionately EL students are suspended at a higher rate this past school year than other subgroups.

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

Curriculum and Instruction - SRHS approaches instruction through the lens of the principles of student-centered curriculum and instruction, and current educational research and initiatives, where students are encouraged to demonstrate mastery and embrace the challenge.

Identified Need

Increase the percentages of students attaining a passing grade for all students in core classes (Math, English, Science, Social Sciences)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Demographics SY 2021-2022 (Semester 1 - Fall/Winter Data) 1789 Student Population Grades 9-12 36.1 % Free and Reduced Lunch 6.9% English Learners (n=123) 14.4% Students receiving special education services (n= 260) 7% Language Instruction Program (n=126) 6.6% Students receiving 504 accommodations	SY 2021-2022 (Semester 1 - Fall/Winter Data) Pass Rates Grade 9-12 Math 73% Social Studies 80% English 87% Science 81% Failure rates were higher among subgroups including, ELL, students receiving special education services, 504,	Increase the pass rates for all students who are underperforming in core classes by increasing pass rates 3-5%, and approaching 90%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and support (n=119) <1% Foster students (n=7) <1% Unhoused students (n=13) <1% Migrant students (n=12)	and students with social/emotional challenges.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a special emphasis on SPED, 504, Low performing student, social/emotional impacted students.

Strategy/Activity

Strategy 1.1 (LCAP Funds)

If we: Survey, evaluate, and respond to student needs related to access and success in college & career after high school, including challenging college prep, AP test performance/dual college credit option,

Then: students will opt into challenges, deeply explore interests/talents, a thing beyond what they can do, push their learning boundaries,

And: they will be better more engaged, with higher feelings of efficacy, while preparing to engage at a high level in college and career after graduation.

Actions Steps to be completed this school year:

1. Develop data review and create a plan for supporting and recognizing student achievement. - Management Advisory Committee & Departments
2. Collaborative/PD to develop and launch this plan - Management Advisory Committee & Departments, Ad Hoc Committee & Feedback gathered from students, teachers, staff, and families.
3. Identify and monitor needed interventions for ALL students to be included and succeed- Management Advisory Committee & Departments

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working.

Fall:

1. Survey and review grade data to students to understand current course options and the needs of students, especially as it relates to credit recovery needs
2. Collect data regarding honors, AP, and SRJC dual enrollment
3. Determine what communication is necessary for students and families
4. Provide students support options during and after the school day.

Fall/Winter

1. Analyze and plan ways to encourage and celebrate academic achievement.
2. Execute an ongoing communication plan for students and families around academic support, four-year planning, and post-secondary options for students, focusing on FASFA completion.
3. Develop staff collaboration/PD and execute the plan to build ongoing academic support.

Spring

1. Students and families have been provided clear communication regarding opportunities for engaging in their classes and embracing challenges.
2. Staff collaboration/PD reviews progress and make adjustments as needed.
3. Data is reviewed regarding the use/access of Cyber High and student academic support time in the school day.

Measures of Evidence for Students

Fall

1. Students are provided opportunities to provide input regarding the academic needs assessment.
2. SRJC Dual Enrollment and AP communication plan implemented to enhance understanding of opportunities and benefits

Fall/Winter

1. Students are recognized for academic achievement and engagement in school.
2. Expectations and instruction delivered to students regarding support available to them.
3. Student voice will impact staff collaboration/PD regarding program and support improvements.

Spring

1. An increased number of students will demonstrate engagement and success in their core academic subjects
2. Clarity of the program will be demonstrated through increased engagement and efficacy in school
3. Student voice will contribute to continued adjustment that improves student support for academic success
4. A review of academic supports provided before, during, and after the school is reviewed and compared to student survey data, grade data, and attendance data and adjusted as necessary

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)
68,241.11	0500 - Supplemental 1xxx – FTE Certificated Salaries Additional 0.6 FTE in Counseling Support - Goal 1: Strategy 1.1
8,000	0500 - Supplemental 1112 - Teacher Extended Day Goal 1: Strategy 1.1
4,317.70	0500 - Supplemental 1122 - Teacher Release Time Goal 1: Strategy 1.1
25,932.00	0500 - Supplemental 1112 - Teacher Extended Day Goal 1: Strategy 1.1 To provide instruction and tutoring during non-instructional time, including prep and collaboration time for teachers.
2,274.16	0500 - Supplemental 4200 - Books - Other than Textbooks Goal 1: Strategy 1.1
4,527.48	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Goal 1: Strategy 1.1
1,750.00	0500 - Supplemental 4312 - Software Goal 1: Strategy 1.1
500	0500 - Supplemental 4312 - Software Goal 1: Strategy 1.1
4,200	0500 - Supplemental 4400 - Equipment (under \$5,000)

	Goal 1: Strategy 1.1
2,500	0500 - Supplemental 4412 - Hardware (under \$5,000) Goal 1: Strategy 1.1

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

Strategy 1.2 (LCAP Funds)

If we: Evaluate, monitor, and respond to the academic needs inclusive of all our students in core classes, especially Math and Writing, and harness the resources needed,

Then: we will have a clear understanding of student's present levels and needs,

And: can strategically apply strategies, supports, and interventions.

Actions Steps to be completed this school year:

1. Convene MTSS Team to review Fall data - MTSS Team
2. Convene MTSS Team to review Winter data - MTSS Team
3. Convene MTSS Team to review Spring data - MTSS Team
4. Identify, recommend and continue to monitor needed

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working.

Fall:

1. Convene MTSS meeting to review academic behavior and attendance data.
2. Adjust resources as needed

Fall/Winter

1. Convene MTSS meeting to review academic behavior and attendance data.
2. Adjust resources as needed

Spring

1. Convene MTSS meeting to review academic behavior and attendance data.
2. Adjust resources as needed

Measures of Evidence for Students

Fall

1. Accessing identified behavior supports
2. Accessing identified academic supports
3. Guidance and supports implemented for increased attendance

Fall/Winter

1. Accessing identified behavior supports
2. Accessing identified academic supports
3. Guidance and supports implemented for increased attendance

Spring

1. Accessing identified behavior supports
2. Accessing identified academic supports
3. Guidance and supports implemented for increased attendance

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)
2,277.67	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime Goal 1: Strategy 1.2
2,277.67	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Goal 1: Strategy 1.2
4,527.48	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 1: Strategy 1.2

1,750.00	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Goal 1: Strategy 1.2
500	0500 - Supplemental 4312 - Software Goal 1: Strategy 1.2
4,200	0500 - Supplemental 4400 - Equipment (under \$5,000) Goal 1: Strategy 1.2
2,500	0500 - Supplemental 4412 - Hardware (under \$5,000)
2,750	0500 - Supplemental 5215 - Staff Travel & Conferences Goal 1: Strategy 1.2
1,875	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Goal 1: Strategy 1.2
625	0500 - Supplemental 5815 - Media / Library Services Goal 1: Strategy 1.2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a special emphasis on SPED, 504, Low performing student, social/emotional impacted students.

Strategy/Activity

Strategy 1.1 (Title 1 Funds)

If we: Survey, evaluate, and respond to student needs related to access and success in college & career after high school, including challenging college prep, AP test performance/dual college credit option,
Then: students will opt into challenges, deeply explore interests/talents, a thing beyond what they can do, push their learning boundaries,
And: they will be better more engaged, with higher feelings of efficacy, while preparing to engage at a high level in college and career after graduation.

Actions Steps to be completed this school year:

1. Develop data review and create a plan for supporting and recognizing student achievement. - Management Advisory Committee & Departments
2. Collaborative/PD to develop and launch this plan - Management Advisory Committee & Departments, Ad Hoc Committee & Feedback gathered from students, teachers, staff, and families.
3. Identify and monitor needed interventions for ALL students to be included and succeed- Management Advisory Committee & Departments

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working.

Fall:

1. Survey and review grade data to students to understand current course options and the needs of students, especially as it relates to credit recovery needs
2. Collect data regarding honors, AP, and SRJC dual enrollment
3. Determine what communication is necessary for students and families
4. Provide students support options during and after the school day.

Fall/Winter

1. Analyze and plan ways to encourage and celebrate academic achievement.
2. Execute an ongoing communication plan for students and families around academic support, four-year planning, and post-secondary options for students, focusing on FASFA completion.
3. Develop staff collaboration/PD and execute the plan to build ongoing academic support.

Spring

1. Students and families have been provided clear communication regarding opportunities for engaging in their classes and embracing challenges.
2. Staff collaboration/PD reviews progress and make adjustments as needed.
3. Data is reviewed regarding the use/access of Cyber High and student academic support time in the school day.

Measures of Evidence for Students

Fall

1. Students are provided opportunities to provide input regarding the academic needs assessment.
2. SRJC Dual Enrollment and AP communication plan implemented to enhance understanding of opportunities and benefits

Fall/Winter

1. Students are recognized for academic achievement and engagement in school.
2. Expectations and instruction delivered to students regarding support available to them.
3. Student voice will impact staff collaboration/PD regarding program and support improvements.

Spring

1. An increased number of students will demonstrate engagement and success in their core academic subjects
2. Clarity of the program will be demonstrated through increased engagement and efficacy in school
3. Student voice will contribute to continued adjustment that improves student support for academic success
4. A review of academic supports provided before, during, and after the school is reviewed and compared to student survey data, grade data, and attendance data and adjusted as necessary

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)
21,713.48	3010 - Title I 1xxx – FTE Certificated Salaries Additional 0.35 FTE in Counseling Support - Goal 1: Strategy 1.1
1,666.67	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 1: Strategy 1.1
1832.02	3010 - Title I 4200 - Books - Other than Textbooks Goal 1: Strategy 1.1
6,666.67	3010 - Title I 4311 - Instructional Materials (Non-Consumables) Goal 1: Strategy 1.1

2,500	3010 - Title I 4400 - Equipment (under \$5,000) Goal 1: Strategy 1.1
12,500	3010 - Title I 4412 - Hardware (under \$5,000) Goal 1: Strategy 1.1
1,406.80	3010 - Title I 5215 - Staff Travel & Conferences Goal 1: Strategy 1.1
1,000	3010 - Title I 5832 - Field Trip Transportation Goal 1: Strategy 1.1
2,017.00	3010 - Title I 5901 - Postage Goal 1: Strategy 1.1

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

Strategy 1.2 (Title 1 Funds)

If we: Evaluate, monitor, and respond to the academic needs inclusive of all our students in core classes, especially Math and Writing, and harness the resources needed,

Then: we will have a clear understanding of student's present levels and needs,

And: can strategically apply strategies, supports, and interventions.

Actions Steps to be completed this school year:

1. Convene MTSS Team to review Fall data - MTSS Team
2. Convene MTSS Team to review Winter data - MTSS Team
3. Convene MTSS Team to review Spring data - MTSS Team
4. Identify, recommend and continue to monitor needed

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working.

Fall:

1. Survey and review grade data to students to understand current course options and the needs of students, especially as it relates to credit recovery needs
2. Collect data regarding honors, AP, and SRJC dual enrollment
3. Determine what communication is necessary for students and families
4. Provide students support options during and after the school day.

Fall/Winter

1. Analyze and plan ways to encourage and celebrate academic achievement.
2. Execute an ongoing communication plan for students and families around academic support, four-year planning, and post-secondary options for students, focusing on FASFA completion.
3. Develop staff collaboration/PD and execute the plan to build ongoing academic support.

Spring

1. Students and families have been provided clear communication regarding opportunities for engaging in their classes and embracing challenges.
2. Staff collaboration/PD reviews progress and make adjustments as needed.
3. Data is reviewed regarding the use/access of Cyber High and student academic support time in the school day.

Measures of Evidence for Students

Fall

1. Students are provided opportunities to provide input regarding the academic needs assessment.
2. SRJC Dual Enrollment and AP communication plan implemented to enhance understanding of opportunities and benefits

Fall/Winter

1. Students are recognized for academic achievement and engagement in school.
2. Expectations and instruction delivered to students regarding support available to them.
3. Student voice will impact staff collaboration/PD regarding program and support improvements.

Spring

1. An increased number of students will demonstrate engagement and success in their core academic subjects
2. Clarity of the program will be demonstrated through increased engagement and efficacy in school
3. Student voice will contribute to continued adjustment that improves student support for academic success
4. A review of academic supports provided before, during, and after the school is reviewed and compared to student survey data, grade data, and attendance data and adjusted as necessary

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	3010 - Title I 1112 - Teacher Extended Day Goal 1: Strategy 1.2
2,038.10	3010 - Title I 1122 - Teacher Release Time Goal 1: Strategy 1.2
1,832.02	3010 - Title I 4200 - Books - Other than Textbooks Goal 1: Strategy 1.2
1,666.67	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 1: Strategy 1.2
6,666.67	3010 - Title I 4311 - Instructional Materials (Non-Consumables) Goal 1: Strategy 1.2
2,500	3010 - Title I 4400 - Equipment (under \$5,000) Goal 1: Strategy 1.2
12,500	3010 - Title I 4412 - Hardware (under \$5,000) Goal 1: Strategy 1.2
1,000	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Goal 1: Strategy 1.2
1,000	3010 - Title I 5817 - Online Computing Services / Software Licenses Goal 1: Strategy 1.2

500

3010 - Title I
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
Goal 1: Strategy 1.2

Annual Review

SPSA Year Reviewed: 2021-22

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.

SRHS approaches instruction through the lens of the principles of student-centered curriculum and instruction, and current educational research and initiatives, where students are encouraged to demonstrate mastery and embrace the challenge. Strategies and activities in goal 1 are aimed at being responsive to the needs of students, while increasing student engagement and efficacy in core classes. Measures of evidence for actions for SRHS and our students are detailed for the Fall, Winter, and Spring of the 2022 school year.

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

None

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.

This goal was updated this year to align with and respond to the needs of our students to remain student-centered and responsive, especially to the needs of our underperforming students who are behind in credits in core classes.

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

Respect and Civic Mindedness - SRHS cultivates a culture of empathy and respect fostered through deliberate efforts to recognize and explore diversity and equity and to cultivate positive interaction with others in school and in the world.

Identified Need

The continued cultivation and maintenance of a school culture that fosters respect and empathy for members of the school communicate regardless of their background, biology, identity, or educational needs in order to foster engagement and efficacy in school.

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	2021 YouthTruth Survey Data Snapshot of Feedback: Percent Positives for Student Engagement 40% ? 1 Relationships 27% ? 13 Culture 22% ? 10 Academic Challenge 56% Belonging 34% ? 8 College & Career Readiness 18%	To meet or exceed percent positive feedback from students for school years 2021 and 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data Student Handbook Use Restorative Justice Resources	The table above shows the proportion of positive ratings on each survey theme for students at SRHS. Arrows refer to the percentage point difference between the current survey round's percent positives and the most recent previous survey round's percent positives. For example, a 75% displayed with ? 2, indicates that the previous survey round's percent positive was 73%.	

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

Strategy 2.1
 If we: Develop and use an equity lens in our leadership teams and as staff focused on equitable outcomes in mind,
 Then: equitable conversation will be at the forefront,
 And: school culture will be evaluated through the lens of equity intentionally engaging with students and our school community.

Actions Steps to be completed this school year:
 Student Focus Groups
 Student Leadership Team (ASB)
 Management Advisory Committee & Department Teams

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions - How we will know the plan is working.

Fall:

1. Plan and collaborate to identify and address inequities and disparities in student achievement, foster a safe and healthy school climate, promote an inclusive culture that engages and draws on the assets of students, families, staff, and community members, foster student leadership, encourage conversations about equity and social justice.

Winter/Spring

1. Review progress on the goal of ensuring each student has access to what they need to reach their academic and social potential.

Measures of Evidence for Student

Fall

1. Launch off of existing data included surveys, grade data, and attendance and behavior support data.
2. Year 1 of this focus will yield baseline data
3. Review of other data (surveys, restorative referrals, etc.) for consideration of this goal.

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)
625	0500 - Supplemental 5815 - Media / Library Services Goal 2: Strategy 2.2
2,277.67	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime Goal 2: Strategy 2.1
2,277.67	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Goal 2: Strategy 2.1
1,750	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Goal 2: Strategy 2.1
500	0500 - Supplemental

	4312 - Software Goal 2: Strategy 2.1
4,200	0500 - Supplemental 4400 - Equipment (under \$5,000) Goal 2: Strategy 2.1
2,750	0500 - Supplemental 5215 - Staff Travel & Conferences Goal 2: Strategy 2.1
1,666.67	3010 - Title I 1112 - Teacher Extended Day Goal 2: Strategy 2.1
2,038.10	3010 - Title I 1122 - Teacher Release Time Goal 2: Strategy 2.1
625	0500 - Supplemental 5815 - Media / Library Services Goal 2: Strategy 2.1

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

Strategy 2.2

If we: Review and evaluate our current systems in site level discussions,
Then: decisions will be made with equitable and efficient outcomes in mind,
And: practices and protocols will be developed in support of these outcomes.

Actions Steps to be completed this school year:

Research and identify possible collaboration and training related to equity - Management Advisory Committee, Departments, Campus Student Support Team

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working.

Fall:

- 1. Explore collaborative planning/PD
- 2. Review practices and protocols

Winter:

- 1. Explore collaborative planning/PD
- 2. Review practices and protocols

Spring

- 1. Evaluate practices and protocols
- 2. Update for the following school year

Measures of Evidence for Students

Fall

- 1. Shared reviewed practices and protocols
- 2. Students will experience site communication through an equity lens via ParentSquare, Social Media, and on our websites

Fall/Winter

- 1. Students will experience site communication through an equity lens via ParentSquare, Social Media, and on our websites

Spring

- 1. Students will experience site communication through an equity lens via ParentSquare, Social Media, and on our school and program webpages,

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)

8,000

0500 - Supplemental
1112 - Teacher Extended Day
Goal 2: Strategy 2.2

2,274.16	0500 - Supplemental 4200 - Books - Other than Textbooks Goal 2: Strategy 2.2
4,527.48	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 2: Strategy 2.2
4,200	0500 - Supplemental 4400 - Equipment (under \$5,000) Goal 2: Strategy 2.2
2,750	0500 - Supplemental 5215 - Staff Travel & Conferences Goal 2: Strategy 2.2
625	0500 - Supplemental 5815 - Media / Library Services Goal 2: Strategy 2.2
1,000	3010 - Title I 5832 - Field Trip Transportation Goal 2: Strategy 2.2
2,499.97	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Goal 2: Strategy 2.2

Annual Review

SPSA Year Reviewed: 2021-22

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.

SRHS cultivates a culture of empathy and respect fostered through deliberate efforts to recognize and explore diversity and equity and to cultivate positive interaction with others in school and in the world. Measures of evidence for actions by the school and measures of evidence for students are detailed above.

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

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.

This goal was updated this year to align with and respond to the needs of our students to remain student-centered and responsive, especially to the engagement, efficacy and social-emotional needs of our students. Metrics and the measures of evidence for actions by the school and measures of evidence for students are detailed above.

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

Climate and Culture - SRHS strives to build a positive, safe and healthy environment that prioritizes the personal well-being of students and is supported through intentional practices and a focus on active, healthy lifestyles and responsible decision-making.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey data - Spring 2022 Panorama Survey data - Fall 2021 Behavior Intervention and Support Data	Compared to other participating high schools, SRHS's highest rated themes were:	To meet or exceed the district average.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy 3.1

If we: Evaluate, design, and implement support and interventions for all students (e.g. English Language Learners, students receiving special education services, low resources students)

Then: we would know where and how to support students to meet their needs,

And: students will demonstrate increased success in accessing their education.

Actions Steps to be completed this school year:

Identify areas of need (behavioral support) - Management Advisory Committee, Departments, Campus Student Support Team

Identify areas of need (academic support) - Management Advisory Committee & Departments

Develop a plan to address behavioral support - Administrative Team

Develop a plan to address academic support - Administrative Team

Strategy/Activity

Strategy 3.1

If we: Evaluate, design, and implement support and interventions for all students (e.g. English Language Learners, students receiving special education services, low resources students)

Then: we would know where and how to support students to meet their needs,

And: students will demonstrate increased success in accessing their education.

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working.

Fall:

1. Identify areas of need to implement intentional practices (physical locations)
2. Identify areas of implementation interventions (academic areas)
3. Develop plans for items 1 & 2.

Fall/Winter

1. Continue implementation of plans developed in the Fall
2. Develop suggestions for budget development

Spring

1. Analyze trend data in YouthTruth and Panorama Surveys
1. Student feedback as needed

Measures of Evidence for Students

Fall

1. Identify opportunities for prosocial peer support

Fall/Winter

1. Student participation and access to plans/support

Spring

1. Monitor and evaluate data (attendance and grades)

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)
4,317.70	0500 - Supplemental 1122 - Teacher Release Time Goal 3: Strategy 3.1
2,277.67	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Goal 3: Strategy 3.1
4,200	0500 - Supplemental 4400 - Equipment (under \$5,000) Goal 3: Strategy 3.1
2,750	0500 - Supplemental 5215 - Staff Travel & Conferences Goal 3: Strategy 3.1
2,500	0500 - Supplemental 5832 - Field Trip Transportation Goal 3: Strategy 3.1
21,713.48	3010 - Title I 1xxx – FTE Certificated Salaries

	Goal 3: Strategy 3.1
1,666.67	3010 - Title I 1112 - Teacher Extended Day Goal 3: Strategy 3.1
1,000	3010 - Title I 5832 - Field Trip Transportation Goal 3: Strategy 3.1
3,500	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 3: Strategy 3.1

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

Strategy 3.2

If we: Evaluate, design, and implement social-emotional learning including School Counseling programming,

Then: we will have a clear understanding of support in place,

And: we can evaluate gaps in services.

Monitoring Effectiveness

How will this activity be monitored during the year?

Measures of Evidence for Actions: How we will know the plan is working

Fall

1. A survey is completed on the Social/Emotional Learning and Counseling calendar/plan completed.
2. Analysis determines student and training needs
3. A plan created for implementation
4. Use of 2021-2022 YouthTruth and Panoram Data

Fall/Winter

1. Implement training or collaborative time as needed

2. Implement student programming

Spring

1. Evaluate progress
2. Analyze and determine possible modifications and adjustments

Measures of Evidence for Students

Fall

1. 2021-2022 YouthTruth and Panorama Data reviewed
2. Student input reviewed

Fall/Winter

1. YouthTruth Survey
2. Student feedback on the counseling program

Spring

1. Analyze trend data in YouthTruth survey
2. Further student feedback as needed

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)
2,277.67	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) Goal 3: Strategy 3.2
1,750	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) Goal 3: Strategy 3.2
500	0500 - Supplemental 4312 - Software Goal 3: Strategy 3.2
625	0500 - Supplemental 5815 - Media / Library Services Goal 3: Strategy 3.2

1,666.67	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 3: Strategy 3.2
6,666.67	3010 - Title I 4311 - Instructional Materials (Non-Consumables) Goal 3: Strategy 3.2
2,000	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Goal 3: Strategy 3.2
2,500	3010 - Title I 4400 - Equipment (under \$5,000) Goal 3: Strategy 3.2
500	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Goal 3: Strategy 3.2 Library materials & supplies budget

Annual Review

SPSA Year Reviewed: 2021-22

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.

SRHS strives to build a positive, safe and healthy environment that prioritizes the personal well-being of students and is supported through intentional practices and a focus on active, healthy lifestyles and responsible decision-making. Measure of evidence for actions for the school and for students are listed above.

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

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.

This goal was updated this year to align the SRCS LCAP Goal 3 and to respond to the needs of our students to have a positive, safe and healthy environment that prioritizes the personal well-being of students and is supported by intentional practices and a focus on active, healthy lifestyles and responsible decision-making. Metrics and the measures of evidence for actions by the school and measures of evidence for students are detailed above.

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
0.25 FTE - Position # 3088 School Based Therapist				In alignment with Goal 1 to support all students engaging in school and accessing support in order to foster academic success.
0.35 FTE- Position #3370 School Counselor				In alignment with Goal 1 to support all students engaging in school and accessing support in order to foster academic success.
0.35 FTE - Position #709 School Counselor				In alignment with Goals 1 & 3 to support all students engaging in school and accessing support in order to foster academic success.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$335,196.29

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	\$131,091.00

Subtotal of additional federal funds included for this school: \$131,091.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$204,105.29

Subtotal of state or local funds included for this school: \$204,105.29

Total of federal, state, and/or local funds for this school: \$335,196.29

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	131,091.00	0.00
0500 - Supplemental	215,249.45	11,144.16

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	204,105.29
3010 - Title I	131,091.00

Expenditures by Budget Reference

Budget Reference	Amount
1112 - Teacher Extended Day	46,932.01
1122 - Teacher Release Time	12,711.60
1xxx – FTE Certificated Salaries	111,668.07
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	4,555.34
2413 - Clerical Extra Duty / Overtime	4,555.34
2913 – Classified Extra Duty (Childcare-parent engagement)	4,555.34
4200 - Books - Other than Textbooks	8,212.36

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	5,027.48
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	20,054.97
4311 - Instructional Materials (Non-Consumables)	25,250.01
4312 - Software	3,750.00
4400 - Equipment (under \$5,000)	28,500.00
4412 - Hardware (under \$5,000)	30,000.00
5215 - Staff Travel & Conferences	12,406.80
5800 – Other Services (Consultants; Field Trip Admissions, etc)	5,374.97
5815 - Media / Library Services	3,125.00
5817 - Online Computing Services / Software Licenses	1,000.00
5832 - Field Trip Transportation	5,500.00
5901 - Postage	2,017.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1112 - Teacher Extended Day	0500 - Supplemental	41,932.00
1122 - Teacher Release Time	0500 - Supplemental	8,635.40
1xxx – FTE Certificated Salaries	0500 - Supplemental	68,241.11
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	4,555.34
2413 - Clerical Extra Duty / Overtime	0500 - Supplemental	4,555.34
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	4,555.34
4200 - Books - Other than Textbooks	0500 - Supplemental	4,548.32

4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	4,527.48
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	9,054.96
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	5,250.00
4312 - Software	0500 - Supplemental	3,750.00
4400 - Equipment (under \$5,000)	0500 - Supplemental	21,000.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	5,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	11,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	1,875.00
5815 - Media / Library Services	0500 - Supplemental	3,125.00
5832 - Field Trip Transportation	0500 - Supplemental	2,500.00
1112 - Teacher Extended Day	3010 - Title I	5,000.01
1122 - Teacher Release Time	3010 - Title I	4,076.20
1xxx – FTE Certificated Salaries	3010 - Title I	43,426.96
4200 - Books - Other than Textbooks	3010 - Title I	3,664.04
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3010 - Title I	11,000.01
4311 - Instructional Materials (Non-Consumables)	3010 - Title I	20,000.01
4400 - Equipment (under \$5,000)	3010 - Title I	7,500.00
4412 - Hardware (under \$5,000)	3010 - Title I	25,000.00
5215 - Staff Travel & Conferences	3010 - Title I	1,406.80

5800 – Other Services (Consultants; Field Trip Admissions, etc)	3010 - Title I	3,499.97
5817 - Online Computing Services / Software Licenses	3010 - Title I	1,000.00
5832 - Field Trip Transportation	3010 - Title I	3,000.00
5901 - Postage	3010 - Title I	2,017.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,198.04
Goal 2	44,586.72
Goal 3	62,411.53

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
Michael Liles	Parent or Community Member
Martha Valdez	Parent or Community Member
Serena Makofsky	Parent or Community Member
Olivia House	Secondary Student
Leah Cederborg	Secondary Student
Karen Gutierrez	Secondary Student
Bec Minton	Secondary Student
Juan Gonzalez Trejo	Classroom Teacher
Lisa Piehl	Classroom Teacher
Emma Zavala	Classroom Teacher
Lara Costanzo	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.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2022.

Attested:



Principal, Kimberly L Johnson-Clissold, Ph.D. on 5/28/2022



SSC Chairperson, Susan Surmick on 5/28/2022

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

II. The SPSA shall include the following:

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

- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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