

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
Piner High School	49 70920 4935292	May 18, 2022	June 8, 2022

**Contact Person:** Stacy Desideri  
**Position:** Principal  
**Phone Number:** 707-890-3840  
**Address:** 1700 Fulton Rd.,  
Santa Rosa, CA 95403-1815  
**E-mail Address:** sdesideri@srcs.k12.ca.us

## Purpose and Description

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

Schoolwide Program

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

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

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

## **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**

Piner High School works through the Site Council during monthly meetings. It also gets input and feedback from stakeholders in ELAC both by attending our ELAC meetings and by inviting ELAC representatives to our Site Council. Boosters, PTSA, and other parent groups have a chance to review the plan through presentations at their meetings. We also get feedback from staff. We also consult our WASC action plan. We continue to grow our programs as we begin the transition from distance learning back to a more traditional instructional model.

## **Resource Inequities – Required for CSI / ATSI**

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

# 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	1.75%	1.1%	0.84%	24	15	12
African American	1.9%	2.4%	1.96%	26	33	28
Asian	6.06%	6.0%	5.54%	83	84	79
Filipino	0.66%	0.7%	0.84%	9	10	12
Hispanic/Latino	68.61%	69.8%	72.00%	940	977	1026
Pacific Islander	0.66%	0.4%	0.56%	9	6	8
White	17.3%	16.2%	14.39%	237	227	205
Multiple/No Response	3.07%	3.4%	3.23%	42	47	46
<b>Total Enrollment</b>				1,370	1,399	1425

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	357	365	367
Grade 10	376	354	375
Grade 11	333	357	342
Grade 12	304	323	341
<b>Total Enrollment</b>	1,370	1,399	1,425

# 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	158	186	205	11.5%	13.3%	15.6
Fluent English Proficient (FEP)	740	731		54.0%	52.3%	
Reclassified Fluent English Proficient (RFEP)	58	24	166	28.2%	15.2%	50.5

# 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
1399	897	186	8
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	158	186
Foster Youth	9	8
Homeless	14	
Socioeconomically Disadvantaged	824	897
Students with Disabilities	206	

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	1.9
American Indian or Alaska Native	25	1.8
Asian	85	6.1
Filipino	10	.7
Hispanic	960	68.6
Two or More Races	43	3.1
Native Hawaiian or Pacific Islander	10	.7
White	242	17.3

### Conclusions based on this data:

1. Piner High School continues to become even more homogeneous, as our Hispanic population continues to increase. This impacts our student population significantly in that many families operate in a bilingual environment, but many of our students do not always develop the primary home language or English, resulting in students

qualifying as LTEL. This impacts literacy at school and many students struggle with synthesizing, taking out pertinent facts/information, and building meaning from fiction and non-fiction readings.

2. Piner High School continues to have a significant population who reports as socioeconomically disadvantaged. While there has been a minor fluctuation in the number of reported families in the 21-22 school year, it is now unclear whether this is due to a change in the application process or a demonstration of a trend downwards. Our ability to gather high percentages of our meal applications has proven challenging, with technology barriers appearing to interfere with this data collection, as not all families are comfortable with the online application process.
3. This year, Piner High School transitioned back to a more traditional instructional model. A majority of our students now have 1:1 technology, with a few students preferring to use their own personal technology. Teachers have worked to integrate technology into a more traditional instructional delivery system, with most taking advantage of the Google Apps for Educators.






# 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
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>	
<b>English Learner Progress</b>		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts

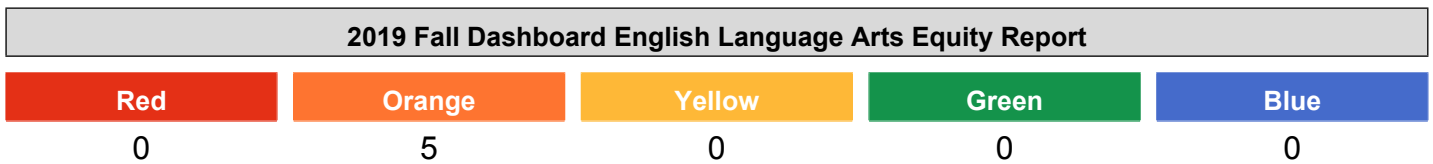
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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><b>All Students</b></p> Orange 59.3 points below standard 284	<p><b>English Learners</b></p> Orange 119.3 points below standard 75	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 72.1 points below standard 193	<p><b>Students with Disabilities</b></p> Orange 126.6 points below standard 41



### 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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color <span style="background-color: #e6f2ff;">70.4 points above standard</span> 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff;">79.3 points below standard</span> 203	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange <span style="background-color: #e6f2ff;">15.1 points below standard</span> 47

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">131.5 points below standard</span> 34	<span style="background-color: #e6f2ff;">109.1 points below standard</span> 41	<span style="background-color: #e6f2ff;">41.9 points below standard</span> 84

**Conclusions based on this data:**

1. Piner High School and all Santa Rosa City Schools administered the CAASPP tests for the first time in the Spring of 2022. We will be able to begin to explore this data, in partnership with local measures.

# School and Student Performance Data

## Academic Performance Mathematics

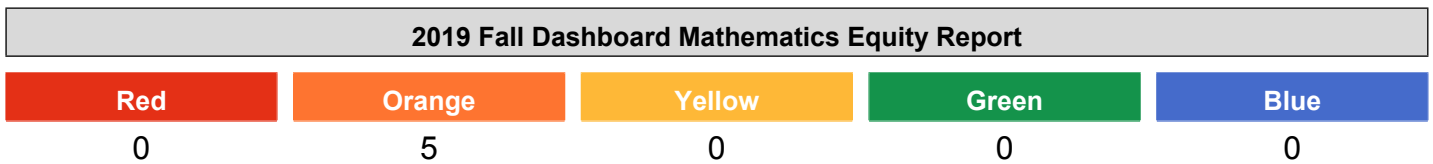
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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><b>All Students</b></p> Orange 147.2 points below standard 288	<p><b>English Learners</b></p> Orange 178.9 points below standard 80	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p><b>Socioeconomically Disadvantaged</b></p> Orange 154.6 points below standard 196	<p><b>Students with Disabilities</b></p> Orange 214.9 points below standard 42

### 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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 14 points below standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 158.2 points below standard 207	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 141.2 points below standard 47

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
184.7 points below standard 35	175.1 points below standard 45	146.3 points below standard 84

#### Conclusions based on this data:

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

# School and Student Performance Data

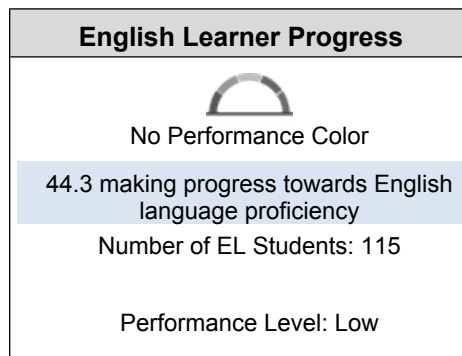
## Academic Performance English Learner Progress

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.

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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
18	46	1	50

#### Conclusions based on this data:

1. Piner High School has 205 English Learners Identified. 20 are Newcomer students, and 72 have been designated as LTEL (Long-term English Learners).
2. 12 English Learners have been identified as "at risk for LTEL." 44 English Learners are also served with an IEP.
3. 163 English Learners are being monitored as Redesignated Fluent English Proficient (RFEP).

# 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.

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

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

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

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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.

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

\* 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.

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

\* 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).

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

\* 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.

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

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* 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
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

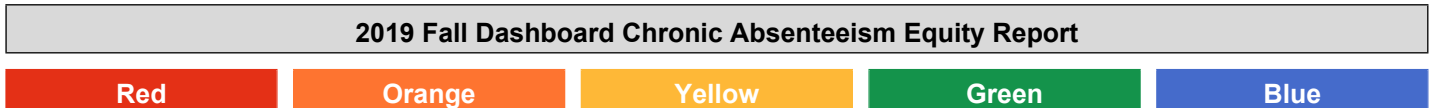
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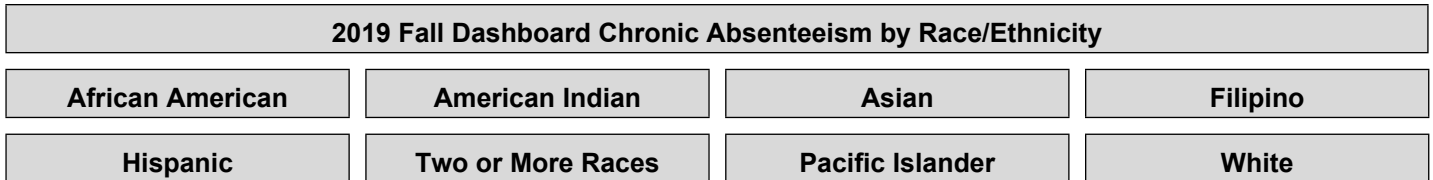
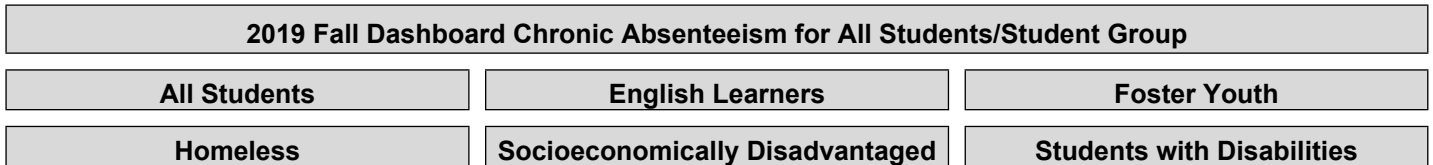
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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. The Spring, 2022 is the first year of SBAC testing for our students. Therefore, no valid conclusions can be drawn.
2. Attendance rates in the transition to Distance learning is an area for attention and focus. In coordination with our work with the District Return to School committee, our school is examining the impact of Covid and the transition back to a more traditional school setting and the connection to attendance.

# 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.

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



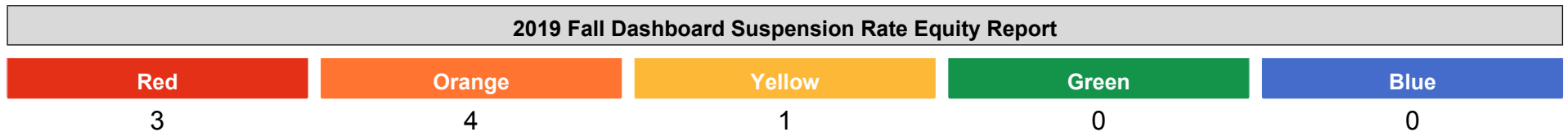
Green



Blue

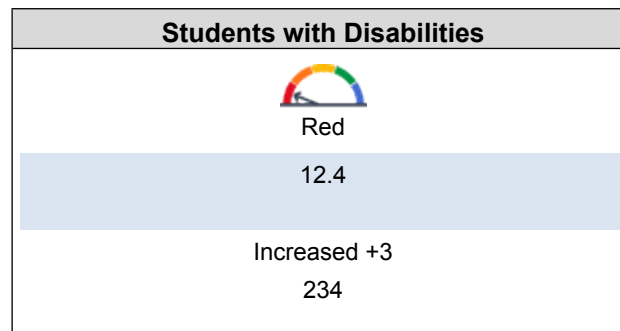
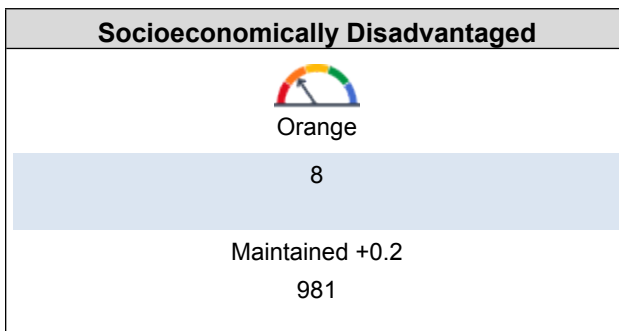
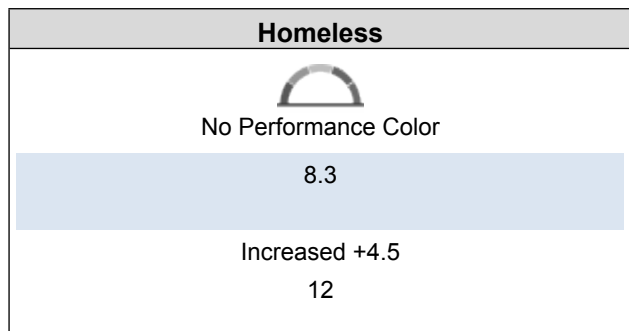
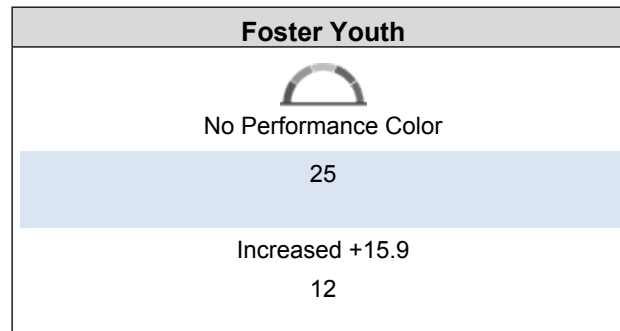
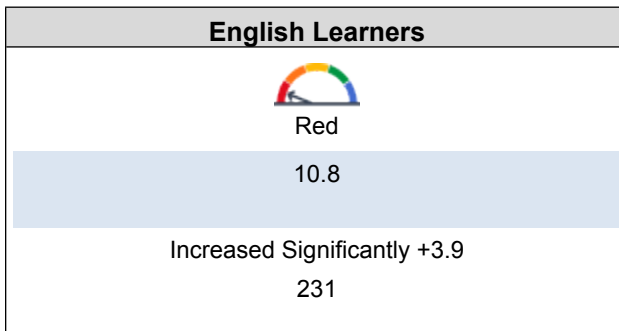
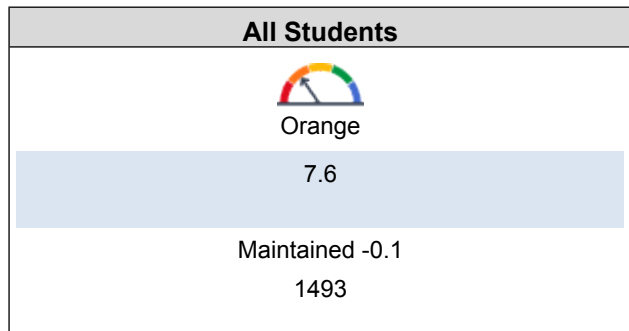
Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 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
 Orange 14.6 Declined -1 41	 No Performance Color 10.7 Declined -14.3 28	 Orange 3.7 Increased +2.4 82	 No Performance Color Less than 11 Students - Data Not 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3 Declined -0.3 1001	 Red 10.7 Increased +3.6 56	 No Performance Color 11.1 Increased +5.6 18	 Orange 8.1 Maintained -0.1 259

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	7.7	7.6

**Conclusions based on this data:**

1. Piner High School continues to use restorative practices as a means of suspension diversion. Also, if one takes three years of data as an average, we see that Piner maintains an average of about 7.6%. The individual years are very close to this average and this shows that Piner maintains consistency in its discipline approaches and policies. We strive to avoid unnecessary punitive measures for student behavior.
2. Re-engagement strategies may also include Tier 1 and Tier 2 support teams, as behavior can often be a symptom of challenges related to learning. IEP teams may be engaged to evaluate or create behavior plans to support students who struggle, if appropriate and supported by student goals and assessment.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1



**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

PHS staff will develop interdisciplinary curricular programs that support student literacy, numeracy, and STEM development

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

63387.86

0500 - Supplemental  
1xxx – FTE Certificated Salaries  
Sparq Coordinator

21423.50

0500 - Supplemental  
1122 - Teacher Release Time  
Teacher Grants

500

0500 - Supplemental  
5832 - Field Trip Transportation  
field trips

1348.41

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
9th grade student planners

10000

3010 - Title I  
4311 - Instructional Materials (Non-Consumables)  
Teacher Grants

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

Students meeting graduation requirements of Ethnic Studies, Juniors and students enrolled in Stats for Social Justice.

**Strategy/Activity**

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

**Monitoring Effectiveness**

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

Development of a full curriculum cycle for increased sections.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

10000

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

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

PHS Staff will develop a robust tutoring and support system for students engaged in learning recovery after transition from distance learning including tutoring systems outside instructional time (to be developed once a bell schedule is solidified)

**Monitoring Effectiveness**

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

9000

0500 - Supplemental  
1112 - Teacher Extended Day  
after school support and engagement

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

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

**Monitoring Effectiveness**

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000

0500 - Supplemental  
4312 - Software  
instructional software  
  
0500 - Supplemental  
4412 - Hardware (under \$5,000)  
instructional hardware for classrooms

10000

3010 - Title I  
4312 - Software  
instructional software

10000

3010 - Title I  
4412 - Hardware (under \$5,000)

instructional hardware for classrooms

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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

**Monitoring Effectiveness**

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

collection analysis of library and equipment holdings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2500

0500 - Supplemental  
4200 - Books - Other than Textbooks  
library collection development

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

PHS Staff will engage in and continue a dynamic STEM and science program designed to support all learners in developing investigation, collaboration, creativity, communication, problem-solving, and critical thinking skills.

**Strategy/Activity**

Through partnership between the PHS SPARQ center and SSU, our STEM and Science curriculum will grow strong learners.

**Monitoring Effectiveness**

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) Science Materials
2000	0500 - Supplemental 1122 - Teacher Release Time STEM support per MOU with SSU
3000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) STEM support per MOU with SSU
5000	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) STEM Support per MOU with SSU

**Annual Review**

**SPSA Year Reviewed: 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.

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

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

- engaging our students' families and our larger community
- developing lasting partnerships with our community (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

Piner High School commits to engaging students and families in a welcoming and inclusive school community through the development of a rich and engaging community of services and programs that support the whole student. Improved student academic outcomes are measured academic progress and CAASPP data, and social emotional outcomes are measured by Youth Truth and Panorama data.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey family participation	2020-21 school year, we had a 24% response rate from our family survey	Through increased family communication using Aeries and Parent Square, our goal is to increase parent participation in the 22-23 school year Youth Truth survey to 30% or higher.
Parent response to Youth Truth question: "Families are engaged in their school and empowered to influence decision making."	In the 2021-2022 school year, PHS families reported an increase from 3.39 to a 3.48 on a scale of 2.16 - 4.63. This is above the SRCS average, and higher	Through increased family communication using Aeries and Parent Square, and through increased in-person activities and programs, and increased to technology,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	than the Jan 2021 Youth Truth survey response.	our goal is to increase the parent response to this answer.
Student Response to "How often do you work with other students for your classes because your teachers ask or tell you to?"	In the 2021-2022 school year, PHS students reported an increase from 3.01 to a 3.22 on a scale of 1.36 - 4.71. This is below the SRCS average, but higher than the Jan 2021 Youth Truth survey response.	Through increased student engagement in class, and a transition back to on campus instruction, and increased focus in collaboration across the classroom, our goal is to increase the student response to collaboration with peers to meet or exceed the district average response.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Youth Truth and Universal Screener data

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

101069.08

3010 - Title I



	1000-1999: Certificated Personnel Salaries supplemental counseling
29357.97	0500 - Supplemental 1000-1999: Certificated Personnel Salaries supplemental counseling

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

all students and families

**Strategy/Activity**

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

**Monitoring Effectiveness**

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

Youth Truth Survey

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1013.53	3010 - Title I 4412 - Hardware (under \$5,000) parent communication
500	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings parent communication
500	3010 - Title I 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) parent communication

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

all students

#### Strategy/Activity

PHS Staff will increase student peer-to-peer engagement through instructional practices, with focus on equity and increased engagement in culture and community including our gold card incentive program

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

Youth Truth

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1755	0500 - Supplemental 1122 - Teacher Release Time training and engagement for Link Crew
2000	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings) materials for Link Crew
1000	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) College and Career Center Materials
1000	0500 - Supplemental 1112 - Teacher Extended Day College and Career Center Materials
1000	0500 - Supplemental 5832 - Field Trip Transportation College and Career Center Materials

1000

0500 - Supplemental  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs  
/ Trainings  
Student engagement meetings, gold card

## 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.

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

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

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

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

Changes in Goal 2 from 2021-22 to 2022-23 school year include the increase of funding for supplemental counseling staffing, and direct budget lines for counseling services such as Gold Card, Link Crew and the College and career center.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PHS will ensure a safe and secure student learning environments through sustainable staffing for positive school culture & student supervision and a safe and clean campus during the instructional day and after school

**Monitoring Effectiveness**

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

56572.50

0500 - Supplemental  
2xxx – FTE Classified Salaries  
Student Supervision during and after school

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

PHS Staff will endowing grants to support staff and department collaboration and engagement in professional development to engage students and families in support for academic success

**Monitoring Effectiveness**

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

23166.74

0500 - Supplemental

	1112 - Teacher Extended Day teacher collaboration grants and professional development
12371.06	3010 - Title I 1122 - Teacher Release Time teacher collaboration grants and professional development

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Monitoring Effectiveness

##### How will this activity be monitored during the year?

surveys about effectiveness of workshops and trainings attended.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	0500 - Supplemental 5215 - Staff Travel & Conferences teacher collaboration and professional development
3245	0500 - Supplemental 5215 - Staff Travel & Conferences Link Crew Training

## 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.

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

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

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

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

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

# 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
Supplemental counselor				Goal 2 Activity 1
	Karol Ramirez, .8 FTE	3010 - Title I		
	New Staff, .4 FTE	3010 - Title I		
Sparq Coordinator				
	Kurt Kruger, .4 FTE	0500 - Supplemental		
Campus Supervisor				
	Robert Reece, 1.0 FTE	0500 - Supplemental		



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	\$145,453.67
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,710.65

## 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	\$145,453.67

Subtotal of additional federal funds included for this school: \$145,453.67

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	\$246,256.98

Subtotal of state or local funds included for this school: \$246,256.98

Total of federal, state, and/or local funds for this school: \$391,710.65

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010 - Title I	145,453.67	0.00
0500 - Supplemental	246,256.98	0.00
General Fund Transfer to Title I		

## Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	246,256.98
3010 - Title I	145,453.67

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,427.05
1112 - Teacher Extended Day	33,166.74
1122 - Teacher Release Time	37,549.56
1xxx – FTE Certificated Salaries	63,387.86
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	500.00
2xxx – FTE Classified Salaries	56,572.50

4200 - Books - Other than Textbooks	2,500.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	1,500.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	8,348.41
4311 - Instructional Materials (Non-Consumables)	26,000.00
4312 - Software	10,000.00
4412 - Hardware (under \$5,000)	13,013.53
5215 - Staff Travel & Conferences	4,245.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	3,000.00
5832 - Field Trip Transportation	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	29,357.97
1112 - Teacher Extended Day	0500 - Supplemental	33,166.74
1122 - Teacher Release Time	0500 - Supplemental	25,178.50
1xxx – FTE Certificated Salaries	0500 - Supplemental	63,387.86
2xxx – FTE Classified Salaries	0500 - Supplemental	56,572.50
4200 - Books - Other than Textbooks	0500 - Supplemental	2,500.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	1,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	8,348.41
4311 - Instructional Materials (Non-Consumables)	0500 - Supplemental	16,000.00

4412 - Hardware (under \$5,000)	0500 - Supplemental	2,000.00
5215 - Staff Travel & Conferences	0500 - Supplemental	4,245.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	3,000.00
5832 - Field Trip Transportation	0500 - Supplemental	1,500.00
1000-1999: Certificated Personnel Salaries	3010 - Title I	101,069.08
1122 - Teacher Release Time	3010 - Title I	12,371.06
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	3010 - Title I	500.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	500.00
4311 - Instructional Materials (Non-Consumables)	3010 - Title I	10,000.00
4312 - Software	3010 - Title I	10,000.00
4412 - Hardware (under \$5,000)	3010 - Title I	11,013.53

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,159.77
Goal 2	140,195.58
Goal 3	96,355.30

# 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
- 2 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Stacy Desideri	Principal
Neil Strathman	Classroom Teacher
Lorraine Perez	Classroom Teacher
Ed Weber, alternate	Classroom Teacher
Delmar Billy	Other School Staff
Tina Guerrero	Parent or Community Member
Cynthia Erickson	Classroom Teacher
Secondary Student, Senior	Secondary Student
Secondary Student, Senior	Secondary Student
Secondary Student, Senior	Secondary Student
Secondary Student, Senior	Parent or Community Member
Christian Tarr	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

On File

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/21.

Attested:

SD

Principal, Stacy Desideri on 5/18/22

On File

SSC Chairperson, Tina Guerrero on 5/18/22



# 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](mailto: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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019