



## **PINER HIGH SCHOOL SITE COUNCIL MINUTES**

**January 26, 2017**

**Attendance:** PRESENT: Dani Foster, Florentino Garcia, Marlena Hirsch, Edith Quintero, Karol Ramirez, Tim Zalunardo, and Michael Moore.

**I. Welcome, 3:05pm Garcia**

**II. Public Comments None**

**III. Review and Approval of Minutes from November 17, 2016 Approved**

**IV. Topics and Action Items:**

- **Update and changes to the Grace SPSA (action item)**  
-Under topics and action items, we began with an approval to change the SPSA (Single Plan for Student Achievement) at Grace so that Grace teachers and the counselor that do extra duty to monitor lunch can get extra hourly pay. This was unanimously approved with a motion from Dani Foster and a second from Karol Ramirez.
- **Making Piner High School a Title I school (action item)**  
-Tim explained procedures to register Piner High as a school-wide Title 1 school making us eligible for more funding. If approved, part of the procedure is for Tim to take this to the school board. The motion to go ahead with registering Piner High School as a Title 1 school was approved unanimously by a motion by Michael Moore and a second by Edith Quintero.
- **An overview of the expected timeline for completing the SPSA for 2017-2018**  
-Tim gave us an overview of the timeline for next school year's SPSA. Michael, Dani, Florentino, and Tim begin going over the plan in February. During March and April, drafting of the plan happens. It is done in late April, and sent in during May.

**V. Other:**

-Marlena Hirsch asked for approval of paid common-planning time for herself and two other teachers, Mr. Strathman and Mr. Bell, who are actively involved in the gardens. Four council members will consider this after the meeting.

-Edith Quintero asked to review the needs of the English Language Learners as considered in a previous meeting when the ELL teachers presented their concerns. Tim gave an overview of progress. Janelle Trageser and seven others met in January. Their future meetings are focusing on logistics and curriculum development. For curriculum, they are working to integrate the theme of immigration into fourth quarter using advice from experts, Sarah Walls and Marcie Martel. This will tie into the school-wide survival theme. Florentino mentioned that the Bay Area Writers Project is a good resource. Newsela was also mentioned as it has

articles at different reading levels. These meetings create a site-based EL collaborative between multiple disciplines which is part of a SRCS English Learner master plan. The idea of having ELAC parents read student writing and share comments with students was suggested as this gives students the idea that their work is valued by the community.

**VI. Adjournment:**

-At 3:40 pm Dani Foster motioned to adjourn the meeting and Karol Ramirez seconded it.

## 5. The Single Plan for Student Achievement

Piner High

49 70920 4935292

CDS Code

Date of this revision: 2016/17

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.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Tim Zalunardo

Position: Principal

Address: 1700 Fulton Rd., Santa Rosa, CA 95403-1815

Telephone Number: (707) 528-5245

FAX: (707) 528-5246

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

**FORM A: Services, Programs, Recommendations and Assurances**

School: Piner High School

Date: 9/21/2016

School Year: 2016/17

Check one: ☒ Original submission☐ Title revision

Enrollment: 1161

CDS Number: 49-70920-4935292

Funding Source	Preliminary Budget
LCFF Supplemental	\$253,800
LCFF Concentration	
TITLE I - Targeted Assistance	\$305,353

Title I Schools - Remember to budget for Parent Involvement

Title I Schools (Program Improvement Schools) - Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

**ASSURANCES**

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those policies related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Edith C. Quintero

Typed Name of ELAC Chairperson's

Edith C. Quintero

Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

4. The SPSA is based on a thorough analysis of student academic performance. The actions proposed in this plan form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The SPSA was adopted by the SSC at a public meeting on:

Jim Zalvarado

Typed Name of Principal

Jim Zalvarado

Signature of Principal

10/31/16

Date

April Baxman

Typed Name of SSC Chairperson

April Baxman

Signature of Chairperson

10/31/16

Date

State Template for the Single Plan for Student Achievement

## 2016/17 SCHOOL PLAN BUDGET (Form B)

5

01-resource-0-1140-1000-4312-site-mgmt	Software		\$0		\$5,000
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)		\$0		\$7,549
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)		\$0		\$1,000
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences		\$0		\$5,000
01-resource-0-1140-1000-5800-site-mgmt	Other Services - Consultants; Field Trip Admissions, etc.		\$4,000		\$16,583
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services		\$0		\$1,000
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses		\$0		\$5,000
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation		\$13,000		\$5,000
	PARENT INVOLVEMENT		Amount	Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Title 1 schools must budget at least 1% of allocation for Parent Involvement		\$0		\$500
01-resource-0-1140-2495-3xxx-site-mgmt	Classified Extra Duty - Childcare, Translator		\$0		\$114
01-resource-0-1140-2495-4300-site-mgmt	Hourly Class. Benefits (Total Above x 22.74%) Benefits will be automatically calculated		\$0		\$2,000
01-resource-0-1140-2495-5901-site-mgmt	Materials/Supplies/Food for Parent Mtgs/Trainings		\$0		\$500
	Postage		\$0		\$269,096
	Remainder for site to allocate		\$126,138		\$0
	Automatically total each column as values are entered		\$0		\$0
	Balance to allocate		\$0		\$0

# SUMMARY OF THE BUDGET

Total of Site Allocations	\$126,138		\$269,096
FTE Personnel Total	\$127,662		\$36,257
Preliminary Allocations	\$253,800		\$305,353

## Notes:

Title I schools must budget at least 1% of allocation for Parent Involvement.  
 Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.  
 Staff development records should be maintained at the site.  
 For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

Date

SSC Chairperson's Signature

Date

ELAC Chairperson's Signature

Date

## INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certificated

Add benefits to this amount

STRS  
 FICA (ssl)  
 MC  
 UI  
 WC

3101  
 3311  
 3331  
 3501  
 3601

50,000.00

12.58%  
 12.5%  
 10.05%  
 11.99%  
 16.07%

6290  
 725  
 25  
 995  
 8035

0.00

147,000.00  
 18493  
 2132  
 74  
 2925  
 23623

Classified

Add benefits to this amount

PERS  
 FICA  
 MC  
 UI  
 WC

3202  
 3312  
 3332  
 3502  
 3602

13.05%  
 16.20%  
 11.15%  
 10.05%  
 11.99%  
 22.74%

0  
 0  
 0  
 0  
 0  
 0

1500  
 196  
 93  
 22  
 1  
 30  
 341

## About Our School

### School Description and Mission Statement

Piner High School (PHS) has enjoyed excellence since opening in 1966. PHS is a rapidly evolving school that provides outstanding university preparation and career-technical education opportunities to a richly diverse student population. The balance of university and career-technical preparation is reflected in a partnership program with Santa Rosa Junior College—the Early College Magnet Program. Students complete college preparatory coursework in core academic and career interest areas, as well as college skills preparation courses. In their junior and senior years students take courses at SRJC that lead to career certification, an Associate's Degree or transfer to a four year university.

#### Program Highlights:

Career emphasis centers on courses offered in Arts and Communications, Health Science, and Biotechnology Pathway, Business Technology, Culinary Arts, and Geospatial Technologies.

A-G courses allow students to meet minimum entrance requirements for the University of California and California State University system.

Freshmen Transitions Program provides the underpinnings for a successful high school experience that includes a specialized ninth grade class called Computers for College and Careers. The goal of the program is a four-year plan that leads to graduation and success in higher level education and/or the work world.

Advanced Placement courses are offered in English, math, science, social science, art and world language.

A two-story administration and instructional building featuring 23 state-of-the-art classrooms welcomes students and their families to the campus.

A new Science and Technology Center supports Science, Technology, Engineering, and Math (STEM) learning in a state-of-the-art facility that includes an observatory and a planetarium.

#### Vision/Mission Statement:

Piner High School will be a dynamic educational community filled with compassionate individuals prepared to engage the 21st century. We will promote inquiry, collaboration, creativity, perseverance, and rigor in order to foster civic involvement and personal success.

**FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.**

### School Accountability Report Card

Available at: [http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-\(SARC\).aspx](http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx)

## FORM C: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.**

**SCHOOL GOAL:** Implement common rubrics across campus and common writing tasks among all subject areas, such as viable argument, with an additional focus on creating additional supports for English Learners. Additionally, continue to design STEM curriculum that is Common Core-based and promotes opportunities for students to be assessed against the common school-wide rubrics and through viable argument paragraph writing.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
<ol style="list-style-type: none"> <li>1. SBAC assessment data.</li> <li>2. Local teacher performance task assessments.</li> <li>3. Local teacher viable argument writing performance task assessments.</li> <li>4. Assessment data of English Learner proficiency in teacher classrooms, on SBAC tests, and on Let's Go Learn.</li> <li>5. Reclassification of EL students as fully English proficient – the number of students is currently too low.</li> <li>6. WASC feedback regarding our academic goals for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. SBAC data indicates a need for focused delivery of writing instruction to enhance success on the ELA and Math assessments, as well as student performance assessments in relation to Depth of Knowledge (DOK) complexity in all disciplines. Students operate at the beginning DOK levels in many areas.</li> <li>2. Teacher data and feedback highlight that students need to improve in their ability to operate at higher levels in their approaches to learning.</li> <li>3. Teacher data and feedback show that students struggle with developing evidence and analysis to support claims in writing.</li> <li>4. EL students are often in need of more structured supports to help them articulate themselves in speaking in writing with knowledge learned in the classroom. Often, EL students struggle to engage in expressing learning due to simple barriers, such as sentence starters, transitions, etc.</li> <li>5. Not enough of the students at PHS who start the year in CELDT level 3 get reclassified by year's end as fully English proficient. With daily classroom interaction and academic exercises, these students should be much more successful.</li> <li>6. The WASC feedback highlighted we are doing important and effective academic work in regards to helping students grow and learn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Common rubrics will be used to assess student competency and proficiency in connection to classroom curriculum connected to the Common Core. The school-wide rubric data will generate information about how students approach learning and making meaning out of content.</li> <li>2. The viable argument writing rubric based off of the Rigor and Inquiry school-wide rubrics will allow for quarterly assessment of student writing.</li> <li>3. The creation, collection, and collating of EL student supports (such as writing templates, sentences starter examples, and a writing handbook for PHS) will provide tangible teacher materials for supporting EL students.</li> <li>4. Creation of STEM unit design templates and unit examples that include Common Core, school-wide rubric assessments, and viable argument writing task assessments.</li> </ol>

State Template for the Single Plan for Student Achievement

**STRATEGY:** The school will provide support for developing Common Core related assessments, viable argument writing, and STEM development, while also integrating ELL strategies to better scaffold access to each.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Refine school-wide rubrics, including norming sessions, unit design that includes writing, and use of formative assessments	Administration, Principal's Advisory Committee, and Faculty	Provide opportunities for professional development sessions that advance staff competency and expertise, including faculty meetings, department meetings, common planning time, pay for work beyond the contract day, and release time	-Teacher release time			\$5,000
2	Develop common curriculum that scaffolds steps needed for analytical writing, including but not limited to Project Based Learning, CTE integrated projects, STEM, etc.	Administration, Principal's Advisory Committee, and Faculty	Provide collaboration time for faculty, including faculty meetings, department meetings, common planning time, pay for work beyond the contract day, and release time	-Teacher release time			\$5,000
3	Support common assessments, use of school-wide rubrics, and writing assignments through STEM-focused lessons	STEM Coordinator	Work with staff during release section that is specifically funded for STEM Coordinator; Coordinate STEM professional development geared toward implementation of common rubrics and common writing tasks	-Certificated salary and benefits	\$14,852 for .2 FTE		
4	Support common assessments, use of school-wide rubrics and writing assignments through use of technology to help with innovative curriculum integration	Tech Coordinator	Work with staff during release section that is specifically funded for the Tech Coordinator. Coordinate professional development geared towards implementation of technology infused curriculum that also incorporates common rubrics, STEM, and writing tasks.	-Certificated salary and benefits	\$20,602 for .2 FTE		
5	Create additional opportunities for students to exhibit skills related to analytical writing, such as in the completion of the STEM certificate	STEM Coordinator and other staff members	Provide opportunities for student involvement in the pursuit of a STEM certificate Begin the process of developing student writing portfolios that span four years	-Teacher release time -Materials/Supplies	-\$5,000 for STEM certificate -\$5,000 for development of portfolio of pilot		
6	Promote access to Advanced Placement courses for all students	PAC and Vice Principal	Provide AP training to AP teachers Promote enhancement of writing curriculum within all AP classes Provide supplemental supplies and technology	-Staff travel and conferences			\$5,000

State Template for the Single Plan for Student Achievement

		as needed for these courses				
7	Provide teacher support for and/or certified staff initiated professionally appropriate research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure requisite materials that promote common rubrics, STEAM integration, writing instruction to improve learning and/or school climate and culture	Principal and Site Council	Provide time for targeted development of collaborative interdisciplinary projects, performance tasks, and units that are connected to the Common Core; provide supporting materials and student experiences in connection to the projects, academic tasks, and/or units. Also, provide technology to enhance student learning. And finally, provide experiential learning opportunities for students that not only connect to standards and skills, but also help develop school climate and culture for the positive.	-Teacher Release Time -Teacher Extra Day Pay -Books -Consumable and Non Consumable Material/Supplies -Instructional Materials -Field Trips -Student engagement activities -Technology (hardware and software) -Professional Development	\$53,499.5	\$104,987
8	Provide extra supports for English learners.	Principal and Site Council	Purchase Rosetta Stone licenses to aid in language acquisition at the lowest CELDT levels for English learners	-Online Computing Services/Software Licenses		\$110 per license – 15 licenses x \$110 \$1650
9	Develop a writing tool kit with an emphasis on writing supports for English learners	Principal, Department Chairs and departments (especially ELA and Social Science)	Gather, develop, and publish a writing toolkit that all disciplines can use to help students develop effective writing to express knowledge and critical thinking with an added emphasis on making sure that supports exist for English learners.	-Teacher release time	\$5,000	
10	Provide extra support for migrant education students who are also part of our English learner population	Principal and MEAP Advisor	Provide advising and support for migrant students by advising them on the education system and giving additional counseling support for transitioning from high school to colleges and careers for a unique population of students.	-Other Services	\$4,000	

Please duplicate this page as necessary for additional goals, strengths, or action steps.

# BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I

## FORM C: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL 2 :** Increase student and family wellness and engagement through the full service community school model.

**SCHOOL GOAL:** Decrease the number of students with multiple Ds and Fs, across all grade levels but with particular emphasis on ninth and tenth grades. Place an emphasis on extending and refining current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling.

What data did you use to form this goal?	What data did you use to form this goal?	What were the findings from the analysis of this data?
1. Analysis of grade data from 2014-2015 and from fall semester 2015. 2. Analysis of current student supports at Piner High School. 3. WASC feedback regarding the need for more robust and effective interventions for student support.	1. The percentage of students with two of more Ds and Fs at the freshmen and sophomore levels are between 40% and 45%. 2. Piner High School offers many varied supports for students, but despite this, not as many are as effective as they should be and student involvement in these is not as robust as we would like. 3. The WASC team's feedback identified that Piner High School has made important and positive movement in getting rid of non A-G courses so that all students are having a rigorous learning experience. But, the WASC visiting team admits that this puts pressure on the classroom and teachers to better help students who struggle.	1. Our TOSA will continue to monitor data from grades on a quarterly basis. Attendance rates and graduation rates will also be examined. 2. Student participation with different supports. 3. The quality and quantity of supports that are put in place and/or strengthened. 4. The reduction or changing of supports that do not impact students. 5. Classroom data around student performance with the school-wide rubrics, argumentative writing, and STEM integration curriculum.

**STRATEGY:** Decrease the number of students with multiple Ds and Fs, across all grade levels but with particular emphasis on ninth and tenth grades. Place an emphasis on extending and refining current student supports, investigating and collating possible new supports, and deciding on and implementing new interventions for students who are struggling.

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
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		Teacher on Special Assignment (TOSA)	Share information with Student Intervention Committee (SIC) and determine subsequent support services; Hold initial meetings one on one with students and offer support services as needed	Salary for TOSA is funded at the District Level.		
1	Create a baseline of data for all grade levels and subgroups in the fall 2016 using spring semester grades.	Vice Principal and teachers of record	Enroll students, as needed, in support section in math and/or ELA (scheduling is completed by the counselors)	-Certificated salary and benefits		\$35,646 for .2 FTE for each
2	Provide support sections in math and English in the master schedule.	Vice Principal and teachers of record	Enroll students, as needed, in support section in Math, Social Science and Science (scheduling is completed by the counselors)	-Certificated salary and benefits	\$33,506 for .2 FTE for each	
3	Provide support sections in Math, Social Science, and Science in the master schedule (primarily to reduce class sizes for intensive support of struggling students and English learners).	Teacher on Special Assignment (TOSA) and counselor, under the direction of the Assistant Principals (Site Supplemental Services Program Administrators)	Provide extended day pay for TOSA and Counselor to develop plans for Link Crew and to work with a team of sophomores, juniors, and seniors in providing services to freshmen; provide supplies for program, including food for meetings with students and parents, as applicable	-Teacher release time	\$10,000	
4	Refine and Improve Link Crew in Fall 2016	Ninth grade teachers, including teachers of Computers for College and Careers, under direction of the Principal	Provide extended day pay and release time, as needed, for ninth grade teachers to develop engaging curriculum that supports student access to college and careers, including a Career Day sponsored by the Volunteer Center of Sonoma County and multiple assemblies sponsored by organizations, such as Kaiser, SAY, and CAPE	-Teacher release time		\$5,000
5	Continue to develop the Freshmen Transitions Program	Classroom teachers (after school), under	Make recommendations of students who are in danger of failing to the Academic Support Group, which meets during school hours;	-Teacher extended day		\$7,000 for extended
6	Provide academic support during school and after school					

		the direction of the Vice Principal and the TOSA	Provide extended day pay for Cyber High and for after-school tutoring, as needed.				day pay and needed
7	Provide emotional, social, and mental support counseling through SAY.	SAY Counselor, TOSA, and Vice Principal	Provide more counseling for students who are referred and/or request it, including expanding services to ongoing support groups for students. Also, this will allow for more frequent staff support when necessary.	-Other services			\$16,583 for 1 day (with 2 additional days paid for by SRCS at a cost of \$30,869). \$104,987
8	Provide teacher support for and/or certificated staff initiated professionally appropriate research-based, collaborative experiential units, lessons, performance tasks, activities, and/or procure requisite materials that promote common rubrics, STEAM integration, writing instruction to improve learning and/or school climate and culture	Principal and Site Council	Provide time for targeted development of collaborative interdisciplinary projects, performance tasks, and units that are connected to the Common Core; provide supporting materials and student experiences in connection to the projects, academic tasks, and/or units. Also, provide technology to enhance student learning. And finally, provide experiential learning opportunities for students that not only connect to standards and skills, but also help develop school climate and culture for the positive.	-Teacher Release Time -Teacher Extra Day Pay -Books -Consumable and Non Consumable Material/Supplies -Instructional Materials -Field Trips -Student engagement activities -Technology (hardware and software) -Professional Development	\$53,499.5		
9	Provide support for a positive attendance program	Assistant Principals (Site Supplemental Services Program Administrators)	Create a committee focused on positive attendance and tardy reductions that includes representation from classified and certificated staff to devise and implement rewards for positive attendance among all grade levels	-Materials/supplies	\$2,500		
10	Increase parental involvement in school activities and provide more support for families of EL, LI, & FY students	Assistant Principals (Site Supplemental Services Program Administrators)	Provide enhanced communication with families by giving access to college and career exploration programs through online programs, the PHS website, Parent Link, and college and financial aid nights; also update the PHS website and encourage teachers to	Materials/supplies/food for parent meetings/trainings (Title I)			\$2,000

		communicate through Home Access Center (or a comparable program)				
11	Provide funds for teacher release time to investigate and study the results of support and intervention programs.	Principal, PAC, and staff.	Staff will study its own practices to refine them, consider supports at Piner now for improvement, and look into adding new and/or different supports for students that better meet their needs.	-Teacher release time		\$12,500
12	Support smaller student to counselor ratios so socio-economically disadvantaged students, along with ELL, and Foster Youth receive more intensive interaction/help	Principal, Vice Principal and Counselors	Provide a counselor so student needs are completely met, especially increased academic counseling and support for the populations listed under actions/services.	-Certificated salary and benefits	\$46,341 for .6 FTE	

Please duplicate this page as necessary for additional goals, strengths, or action steps.

**BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I**

### **FORM D: 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.<sup>1</sup> The current make-up of the SSC is as follows:

School: Piner High School Year: 2015-2016

Principal's Signature: Tim Zalunardo Date: November 17, 2016

Names of Members					
Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	

<sup>1</sup> EC Section 52852

Tim Zalunardo	x					
Steve Carpenter		x				
Judy Barcelon		x				
Florentino Garcia		x				
Karol Ramirez			x			
Lizabeth Moreno			x			
Dani Foster				x		
Edith Quintero				x		
Jill McCormick				x		
Megyn Price						x
Lindsey Snetsinger						x
Numbers of members in each category	1	3	2	3	2	2

### **FORM E: Single Plan for Student Achievement Annual Evaluation**

PLEASE INCLUDE: A summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data. Based on this information, what might be some recommendations for future steps to meet this goal? Determine conclusions based upon all data and discussions.

- PHS is making great progress on our first goal. The alignment of school wide, local data generated from our assessment language, along with district and state testing information and student writing will help us build a well-rounded view of student academic progress.
- D's and F's are a difficult challenge. Currently, we are not making positive progress on this goal, but are slipping backwards. We have started to focus on BESTPlus/restorative practices, classroom strategies for mitigating behavior, and a more intense focus on

struggling students coming into Piner as our way to actually make ground here. We are becoming more analytical about how to better understand who is failing before they become a 9<sup>th</sup> grader here and why they are failing.

- Finally, my insight now is that our site must broaden our SPSA goals as we move forward, while at the same time getting more specific about how we will accomplish them and what specific steps come next.
- PHS has completed its viable argument writing rubric that will be shared campus wide by all departments. The viable argument writing rubric has two criteria related to evidence and reasoning that are built directly off of, and in relation to, the school-wide SLOs rubrics for Inquiry and Rigor (see next slide examples). This allows the staff to connect our SLOs and the rubrics associated with those to a specific, focused rubric on viable argument writing that specifically addresses CA Standards.
- Shared pedagogical tools and approaches for assessment (found in both the school-wide SLOs rubrics and viable argument rubric) allow for more focused and purposeful dialogue regarding student learning. As part of this process, at the March staff meeting, PHS staff worked together to norm scores on writing and then had rich, in depth, and reflective dialogue about student writing, rubric use, and student meta-cognition.
- Most importantly, in helping students become college and career ready, it is vital that staff share expectations, approaches, and assessment tools so that student academic experiences and performance tasks are properly demanding and engaging.
- The staff agreed that our focus on the community school model and need to reduce D's and F's requires a more focused view of incoming students and how and what they have received in the past. PHS has just begun to compile this data and consider how to respond to it. As part of this, PHS staff has agreed that we need to also implement mandatory tutoring and academic supports throughout the year to compliment our programmatic supports such as Line Crew, etc.
- Places for improvement next year:
  - Identifying struggling students from district schools before year starts. Also, identification of struggling students from non-district schools before the first IPR (see next slide as an example).
  - Setting up meetings with incoming struggling students with our TOSA in week 2 of the school year.
  - Integrating quarterly writing and student use of rubrics for meta-cognitive purposes.
  - Implementing the use of student performance task samples and robust peer assessment as part of shared classroom practices.
  - Implementing some process by which mandatory tutoring/support is provided/given during the school week.

SRHS Site Council Meeting 11/7/16 in the library

F. Harper, L. Valentine, J. Lehrer, A. Oden, D. Stornetta, V. Carpenter, S. Lehrer, A. Macken, E. Zavala, Oden, J. Oyer, J. Hauch, S. Sedlik

Call to order: 3:12 PM

Changes\additions to the agenda: Additional proposal by Ms. Bombace

Approval of the minutes: 1<sup>st</sup>: Stornetta, 2<sup>nd</sup>: Lehrer. Passed unanimously

Public input: no public input

Agenda items:

- Proposal: Ms. Delello- Proposal to fund \$8,174 to purchase three digital cameras, an external hard drive, software and four 21.5-inch iMacs for the fine arts department. 1st: F. Harper 2nd: V. Carpenter. Passed unanimously.
- Proposal: Ms. Bombace- Proposal to fund \$2,000 for an updated audio-visual system for the fine arts department. This includes speakers and two screens. 1st: F. Harper 2nd: V. Carpenter. Passed unanimously.
- Title 1 Update- Mr. Harper explained the process to become a schoolwide Title 1 school. First, the SPSA needs to be modified to focus more on Title 1 students. Next, after SSC approves becoming a schoolwide school, Ms. Cranke in State & Federal will put together a proposal for the school board. After the board approves it, the request is submitted to the state. Mr. Harper discussed our process for identifying Title 1 students at SRHS; now over 50% of our students are identified as Title 1 students. Mr. Harper shared he did research into what are the downsides to being schoolwide. He found little, most people mentioned schools have to have a specific Title 1 parent meeting, but SRHS already does that. We discussed other potential negatives, such as a stigma of being a schoolwide school, any red tape we may encounter and how to get out of being schoolwide if we wanted. Motion to become a schoolwide school = 1<sup>st</sup>: V. Carpenter, 2<sup>nd</sup>: L. Valentine. Passed unanimously.
- School Safety Plan- SSC was given the school safety plan in advanced and members reviewed the plan. Updates were made to the new safety plan. 1<sup>st</sup>: J. Lehrer, 2<sup>nd</sup>: V. Carpenter. Passed unanimously.

Reports:

- Principal- Dance concert is this Friday and Saturday. Choir concert is next Friday and Saturday. The Arts Charter is coming to campus to see the nutcracker. FFA is doing their annual can drive foodbank. Dec 6 is STP. Dec 10 is the ACT. Ag Boosters is on Dec 13. Finals and dead week are coming up; there will be minimum days from the 20<sup>th</sup> to the 22<sup>nd</sup>. Dec 23 is a teacher workday, students don't come to school.
- ELAC- Last ELAC meeting there was a discussion on immigration awareness. 50 students are being taken on a field trip to Sac State and UC Davis in January.
- Students- Mr. Panther applications are due the 9th. Beginning to narrow down contestants. We are submitting our application to Battle of the Fans.
- Community- No report.

Meeting adjourned- 3:52 PM

## 5. The Single Plan for Student Achievement

Santa Rosa High

49 70920 4936803  
CDS Code

Date of this revision: 2016/17

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.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brad Coscarelli

Position: Principal

Address: 1235 Mendocino Ave., Santa Rosa, CA 95401-4312

Telephone Number: (707) 528-5292

FAX: (707) 528-5724

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

# FORM A: Services, Programs, Recommendations and Assurances

School: Santa Rosa High School

Date: 9/21/2016

School Year: 2016/17

Check one:

☒ Original submission  
☐ Title revision

Enrollment: 1988

CDS Number: 49-70920-4936803-

Funding Source	Preliminary Budget
LCFF Supplemental	\$239,760
Targeted Assistance	\$138,735

Title I Schools - Remember to budget for Parent Involvement

Title I Schools (Program Improvement Schools) - Remember to budget for Parent Involvement and Professional Development

The cost to the school for centralized services is not included in the "Net Site Budget" nor is it included on the budget page.

The School-level programs are supported by the Office of State and Federal Programs by providing: overall planning, implementation, and evaluation of Consolidated Application programs; administrative, clerical, accounting, training and scheduling for compliance reviews; dissemination and interpretation of district, state, and federal information.

## ASSURANCES

The signatures below verify that the Council chairpersons and the principal have adhered to the legal requirements as described below:

1. The School Site Council (SSC) was correctly constituted in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those policies related to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and consider all recommendations from the following committee, as appropriate, before adopting this plan.

Emma Zavala

Typed Name of ELAC Chairperson's



Signature of ELAC Chairperson

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, in the local educational agency plan (LEAP & LCAP).

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

5. The SPSA was adopted by the SSC at a public meeting on:

Brad Coscarelli

Typed Name of Principal



Signature of Principal

12-5-16

Date

Alana Macken

Typed Name of SSC Chairperson



Signature of Chairperson

12-5-16

Date

State Template for the Single Plan for Student Achievement



01-resource-0-1140-1000-4312-site-mgmt	Software					\$29,100
01-resource-0-1140-1000-44xx-site-mgmt	Equipment (under \$5,000)					
01-resource-0-1140-1000-4412-site-mgmt	Hardware (under \$5,000)					
01-resource-0-1140-1000-5215-site-mgmt	Staff Travel & Conferences					
01-resource-0-1140-1000-5800-site-mgmt	Other Services - Consultants; Field Trip Admissions, etc.					
01-resource-0-1140-2420-5815-site-mgmt	Media / Library Services					
01-resource-0-1140-1000-5817-site-mgmt	Online Computing Services / Software Licenses					
01-resource-0-1140-1000-5832-site-mgmt	Field Trip Transportation					\$5,000
	PARENT INVOLVEMENT Title I schools must budget at least 1% of allocation for Parent Involvement	Amount			Amount	Amount
01-resource-0-1140-2495-2913-site-mgmt	Classified Extra Duty - Childcare, Translator					
01-resource-0-1140-2495-33xx-site-mgmt	Hourly Class. Benefits (Total Above x 22.74%) Benefits will be automatically calculated	\$0			\$0	\$0
01-resource-0-1140-2495-4300-site-mgmt	Materials/Supplies/Food for Parent Mtgs/Trainings					
01-resource-0-1140-2495-5901-site-mgmt	Postage					
Remainder for site to allocate						
Automatically total each column as values are entered		\$0			\$0	\$77,342
Balance to allocate		\$112,314				\$1

# SUMMARY OF THE BUDGET

Total of Site Allocations	\$112,314		\$77,343
FTE Personnel Total	\$127,446		\$61,392
Preliminary Allocations	\$239,760		\$138,735

Notes:  
 Title I schools must budget at least 1% of allocation for Parent Involvement.  
 Title I Program Improvement schools must budget at least 10% of allocation for Staff Development.  
 Staff development records should be maintained at the site.  
 For budget purpose, we are only using the goal codes 1000 (Instruction) or 2495 (Parent Involvement)

Signatures Certify SSC review and approval:

Principal's Signature

Date

*[Signature]*

12/15/16

SSC Chairperson's Signature

Date

*[Signature]*

12/15/16

ELAC Chairperson's Signature

Date

## INFORMATION FOR THE ACCOUNTING OFFICE REGARDING DRIVEN COSTS

Certified  
 Add benefits to this amount

STRS 3101 0 0 0  
 FICA (ssi) 3311 0 0 0  
 MC 3331 0 0 0  
 UI 3501 0 0 0  
 WC 3601 0 0 0

Classified  
 Add benefits to this amount

PERS 3202 0 0 0  
 FICA 3312 0 0 0  
 MC 3332 0 0 0  
 UI 3502 0 0 0  
 WC 3602 0 0 0

## About Our School

### School Vision and Mission:

#### SRHS Vision

Santa Rosa High School has an uncompromising commitment to achieve powerful results for all students. Students are confident, inquisitive, principled, and respectful. All students are actively engaged, share in the responsibility for their own learning, and attain high standards. Personal and interpersonal growth, leadership, and service are valued and fostered. Each student graduates prepared for success.

#### SRHS Mission

The mission of Santa Rosa High School is to produce students who are educated, productive citizens of our society prepared to enter post-secondary education and employment opportunities. They will be critical thinkers and consumers aware of the social and political consequences of their choices.

### School Profile and Description:

Santa Rosa High School is part of the Santa Rosa City Schools district, serving approximately 16,500 students. The elementary district serves 4,000 students in grades K-6 and a high school district serving 12,500 students in grades 7-12. There is a common administration with one Board of Education and district administration for 28 schools: eleven K-6 elementary schools, five 7-8 comprehensive middle schools, one alternative middle school, three small necessary alternative programs, five comprehensive 9-12 high schools, including Santa Rosa High School, one alternative High School, and three charter schools.

Established in 1874, Santa Rosa High School is the 7th chartered High School in California and the oldest of the district's schools. We are a comprehensive high school serving students in grades 9 –12. The facilities feature graceful, gothic-revival buildings set on 44 acres, immediately adjacent to the Santa Rosa Junior College. Proud of its history, Santa Rosa High School maintains a strong tradition as the area's "school of choice." Over 50% of the student population comes from outside its attendance boundaries, in large part because Santa Rosa High School has a strong academic core curriculum, and is home to award-winning arts (including ArtQuest), Career Technical Education and Special Education programs. The attendance district covers low, middle and upper- middle class central Santa Rosa and Mark West district. 45% of our 2015 population are designated Low Income (LI). In our last full WASC report from 2006, the median home price in Sonoma County was \$615,000 with the median home in the Santa Rosa High School attendance area at \$600,000. Since 2006, the recession dramatically changed these prices. The median price in Sonoma County for 2011 is \$368,000. The Santa Rosa High School attendance area median home price is \$340,000. Now in 2015, the economy has strengthened and home prices are recovering to pre-recession prices.

The academic programs at Santa Rosa High School are designed to fit the needs of students of varying abilities and interests. In core areas, we offer many different class levels including regular, academic, honors, and Advanced Placement. Every Santa Rosa High School student receives a free planner/organizer at the beginning of the school year. Departments incorporate these planner/organizers as part of the daily curriculum, and free after-school tutoring is available to all students twice weekly. Counselor ratios are 510:1, with our counseling staff meeting with each student individually to design the program that best fits his/her needs. The staff is made up of 68.8 full-time teachers, 11.0 FTE Special Education teachers, 3.0 FTE ROP teachers, 5 administrators and 5 counselors. Classified staff includes 7 full time and 1 part time office/clerical, and 5 full time and 1 part time custodial staff.

Santa Rosa High School is home to several award-winning programs, and has received the California Distinguished School Award, the Exemplary Career Technical Education Distinguished School Award, and the Jack London Award. Students, required to select from one of many available career pathways, can choose additional concentrations. Santa Rosa High School's Career Technical Education provides numerous exceptional programs. Industrial technology offerings include welding/manufacturing, automotive technology, and cabinetry construction. In 2009, our welding program was named California's only "Outstanding Manufacturing Program" by the California Industrial Technical Education Association. Students who select business and computer technology may opt to enroll in Santa Rosa City Schools only CISCO Academy. In each of the last three years our students placed first in the Skills USA Competition. Yearly, students enrolled in our CISCO Academy win national honors and prestigious industry designations in IT router management. Students choosing a broader focus may select Business Management, Computer Applications and/or Web Page Design.

Santa Rosa High School was recently awarded the 2015 California Gold Ribbon award. Out of over 12,000 schools in our state, only 180 high schools have been honored with this award. State Superintendent Tom Torlakson states "These schools are academically successful, vibrant and innovative centers of learning and teaching, embracing rigorous academic standards, and creating a positive school climate".

The third oldest Future Farmers of America (FFA) program in the state, housed at Santa Rosa High School and on our school farm, includes Viticulture Practices and Environmental Horticulture, and Animal Anatomy and Physiology and Veterinary Sciences. Assisted by Kendall Jackson winery, Santa Rosa High School's Agriculture Boosters markets our own Chardonnay made from grapes grown on our 60-acre school farm. The Veterinary Tech program, linked to UC Davis, is housed in the community-funded, cutting-edge facility, which includes one of our two livestock barns. Our students win numerous awards at the Sonoma County Fair at which they showcase livestock and floriculture arrangements. During the 2014-2015 school year 18 students won California Farmer designations and three students won the prestigious National American Farmer Degree.

ArtQuest, our arts magnet program, allows students to choose from a variety of artistic disciplines including dance, photography, video, digital arts, theatre arts, visual fine arts, choir and orchestra. In 2007, our ArtQuest program received a Golden Bell award by the California State School Board Association. The prestigious award "recognizes exemplary performance in 19 major categories, which are essential to support teaching and learning."

The voter-approved school bond demonstrated community support in 2014; it will fund facility and technology improvements throughout the district over the next several years. When lack of funding threatened our woodshop program, local benefactors provided full funding (approximately \$80,000). Our many parent/community organizations support specific programs at the school, including Friends of ArtQuest, Choir Boosters, Instrumental Boosters and Agriculture Boosters. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Student/Teacher/Parent organization (STP), and Boosters' groups. In the parent, student and staff surveys administered as part of the self-study process, the majority of student and parent responses supported the fact that the school was doing a good job educating students, and the majority of parents and students felt the school was a safe and orderly place to learn. Twenty-six years ago, our active alumni formed the Santa Rosa High School Foundation. Since its inception, the Foundation has donated over 2 million dollars to our school. This unique source of funding allows for the purchase of educational supplies that may otherwise be unavailable.

Santa Rosa High School sponsors over 35 clubs designed to promote student involvement. Students can choose from clubs including La Raza, Debate, Gay-Straight Alliance, Inter-Key and Christian Club. Santa Rosa High School is a safe campus for diversity; all views and lifestyles are welcome. Campus culture and community involvement are central to the success of Santa Rosa High School. Santa Rosa High School is legendary in the community for our enthusiastic (and loud) support of our athletes. Numerous spirit events are organized and led by our very active Student Government team. The large number of academic programs and clubs, coupled with a 136-year tradition of school spirit, encourages students to become involved and take ownership of their school. Every Friday in the fall

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State Template for the *Single Plan for Student Achievement*

semester, students sing our fight song (written in 1925) in the main building before the start of each period. This promotes unity and pride in the school; students feel a sense of belonging. Students, staff, and our alumni possess a fierce loyalty to the school as evidenced by our motto, "Once a Panther, Always a Panther."

FOR DATA INFORMATION ABOUT THIS SCHOOL, PLEASE SEE THE SCHOOL ACCOUNTABILITY REPORT CARD AT THE LINK BELOW.

### **School Accountability Report Card**

Available at: [http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-\(SARC\).aspx](http://www.srcs.k12.ca.us/District/IT/MISTS/Pages/School-Accountability-Report-Cards-(SARC).aspx)

## FORM C: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. *(In addition, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities).* As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL:** Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

**SCHOOL GOAL:** Graduate all students, 100% of each cohort starting in 9<sup>th</sup> grade, college and career ready with steady improvement of graduation rate.

What data did you use to form this goal? Drop-out rates Graduation rates U.C. a-g data, PSAT data CTE end of year survey Student transcripts IEPs	What were the findings from the analysis of this data? We will use the data to inform our teaching, school protocols and procedures, curriculum, course rigor and homework policies, data from our new College and Career Center, along with Credit Recovery and tutorial programs.	What metrics and/or tools will the school use to evaluate the progress of this goal? Same metrics and data from the first column in this section.
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### STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I
1	Implement new State Standards into all curricular areas	Administration, Dept. Chairs, all faculty and staff	The SRHS staff has been working on the Common Core State Standards, now called the State Standards implementation for four years. We are now State Standards based in all core areas. Professional Development will continue in all areas.	Staff travel and conferences	\$ 10,000		
2	English and math support section created in the Master Schedule	Site administration and teachers	2016-17 school year	Certificated Salary and Benefits	\$85,000 (already built in & paid for)		\$59,509
3	Continuation of a new position at SRHS: EL Classroom Aide	Site administration and teachers	Implementation in the Fall of the 2016-17 school year	Classified overtime	\$17,900		

State Template for the Single Plan for Student Achievement

4	ELD-PLC support	Site administration and ELD PLC members	Ongoing support of college fieldtrips, EL celebration events, supplies, materials and technology.	Materials/ supplies		\$5,000
5	Update student and staff technology	Ongoing implementation of technology based instruction, software, hardware	Addition of student technology in all current labs on campus, and in teacher classrooms. Upgrade teachers' technology in their classrooms.	Online computing services	\$10,000	\$37,300
6	Teacher on Special Assignment (TOSA) position	Site Administration	Assist with data collections, curricular development and other assigned duties	Certificated Salary and Benefits	\$20,000	
7	InnovateEd site plan will be updated	Site administration and teachers	Implementation of InnovateEd site plan and updating of InnovateEd site plan.		\$0. District funded.	
8	Purchase supplemental materials and school supplies	Site administration	Earmarked funds to purchase any necessary materials that teachers and/or need	Materials/ supplies	\$2,500	\$22,200
9	Purchase non-consumable instructional materials for classes	Site administration	Earmarked funds to purchase any necessary materials that teachers and/or need, specifically for non-consumable materials.	Instructional materials	\$7,300	\$8,400
10	Continue to take college field trips and expand the number of trips taken	ELAC and site administration	Pay for buses in order for students to tour various colleges and universities in Northern California	Field trips	\$30,000	
11	Continue to offer free after school tutoring for SRHS students	Site administration	Pay credentialed teachers to tutor students after school Monday through Thursday	Certificated Salary and Benefits	\$6,500	
12	Support for counselors completing extra activities	Site administration	Have counselors complete College Info Nights, FAFSA	Materials/ supplies	\$1,000	

Please duplicate this page as necessary for additional goals, strengths, or action steps.

**BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I**

## FORM C: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. (In 2010, pursuant to Education Code section 52060, the district, in its LCAP, has described for this school goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities). As a result, the School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL 2:** Increase student wellness and family engagement through the full service community school model.

**SCHOOL GOAL:** Provide services to students and families to increase wellness as evidenced by lower truancy rates, fewer disciplinary incidences, and increased success for ELLs, foster youth and homeless students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	What metrics and/or tools will the school use to evaluate the progress of this goal?
Student discipline SART meetings SARB meetings Truancy rates Suspension rates Number of referrals	While SRHS has a good truancy rate compared to other schools in the state and county, there is still room for improvement. SRHS can increase its SART and SARB meetings for the 2016-2017 school year.	Same metrics and data from the first column in this section.

### STRATEGY:

#	Action/Service/Date	Person(s) Responsible	Task/Date	Item Description	0500 Supplemental Amount	0510 Concentration Amount	3010 Title I Amount
1	Increase SART and SARB meetings	Assistant Principals and counselors	Ongoing throughout the school year with the help of the Family Engagement Facilitator.		District level support		
2	Increase campus security measures	Site Administration	Add at least two new security cameras in order to increase student wellness.	Software	\$6,000		
3	Continued support for counseling services	Site administration	Peer counselors training and development SAY, MEAP and CAPE services will continue at SRHS for 2016-2017.	Teacher extended day	\$7,500 \$0		\$0 \$10,300

State Template for the Single Plan for Student Achievement

4	Academic incentives	Site administration	EL celebration will continue at SRHS. Principal's honor roll recognition will also continue.	Materials/ supplies	\$2,000		
5	Multi-Cultural month	Teacher	Celebrating cultures once a week for a month.	Equipment	\$4,000		
6	Additional resources and support for English language learner families	ELAC and site administration	Resources for Panther Purr translation. Also, funds to support the ELD PLC and the ELAC Coordinator position.	Classified overtime	\$7,500		
7	AP Coordinator position	Principal and Assistant Principal	Fund the position of advanced placement coordinator to approve AP courses and run AP testing.	Teacher extended day	\$2,500		

Please duplicate this page as necessary for additional goals, strengths, or action steps.

**BE SURE BUDGET TOTALS MATCH BUDGET PAGE FOR EACH CATEGORY: Supplemental, Concentration, Title I**

**FORM D: 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.<sup>1</sup> The current make-up of the SSC is as follows:

School:

Santa Rosa High School

Year:

2016-2017

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Names of Members		Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brad Coscarelli		X				
Dawn Stornetta			X			
Emma Zavala			X			
Victoria Carpenter			X			
Lynnette Casey				X		
Forrest Harper				X		
Lynn Valentine					X	
Jake Lehrer					X	
Selwa Sedlik					X	
Alana Macken					X	
Nickolas Caravelli						X
Sawyer Lehrer						X
Numbers of members in each category		1	3	2	3	3

<sup>1</sup> EC Section 52852

## **FORM E: Single Plan for Student Achievement Annual Evaluation**

Last year was SRHS' first year implementing our SPSA. It was written at the end of the school year, in June 2015, with help from site council members. We modified the SPSA several times throughout the year. For example, we wrote in the SPSA to have a TOSA (teacher on special assignment) and a COSA (counselor on special assignment); however, those positions never started. We eliminated them from our SPSA and changed our focus. Throughout the year administration collaborated with the SSC on various changes to the SPSA.

We were successful in implementing our SPSA this school year. This year we created a College and Career Center hub on our campus. There have been many events to showcase various schools, colleges, universities and career options. Teachers have also reported that the support sections we built into the master schedule were a great success. We purchased ten chromebook carts, which teachers and students are very excited about! In terms of attendance, the assistant principals worked on increasing the number of SART (site attendance review team) and SARB (school attendance review board) meetings this year. Last year, SRHS referred six students to SARB, this year we referred 21 students to SARB.

Although SRHS had more successes than challenges, there were a few items that didn't work out for our SPSA. As mentioned above, our COSA and TOSA positions were never opened, so we were not able to hire. We also wrote in our SPSA about adding more security cameras on our campus. This did not happen because we learned the district technological capacity for security cameras is already at its maximum level. We still wish to add more security cameras and we are working with the district office in order to create solutions to this situation. Lastly, we could have concentrated more on restorative practices professional development. This year was our WASC visitation year, so most of our staff meetings had a WASC focus.

This year we are focusing on becoming a schoolwide Title 1 school. We have put in increased effort to identify our Title 1 students. So far, we've identified our Title 1 students through suspension data, CELDT data, truancy data and D & F data. We plan to also identify students who were below proficient on the SBAC and update our previous designations at the new semester. So far we have identified half of the school's population as Title 1, however, we predict that number will increase at the new semester.

### **Future Goals:**

Based on our SSC feedback, we added an AP coordinator position for next school year. Also, based on our ELAC's recommendations, we vastly increased our budget to take students on college & university field trips. All of our action items that were successful this year, we are keeping in our SPSA for next year. Next year will be our second year we've built support sections in the master school and we will work on gathering data to analyze those classes' efficacy. SRHS is excited to have a TOSA for one period. This person will help with data, which we can use for WASC and also use to help guide SRHS' SPSA decisions. The TOSA will also assist in developing classroom curriculum. Our future goal is to become a Title 1 schoolwide school.