

# 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

Identify, create and focus support for all students, paying special attention to predominate subgroups of students including English Learners, students with learning disabilities, students with social and emotional needs, and students who need support to meet academic standards.

## Identified Need

English learners make up approximately 30% of the school population, with Spanish speakers making up about 29% of the school population. English Learners have the highest rates of Ds and Fs of any subgroup; well over the school average. In the past three years, an average of 5% of English Learners met ELA CAASPP standards. This 4% less than the California average. An average of 3% of English Learners met CAASPP standards. 2% less than the California average. Students with disabilities are the lowest percentage of students meeting or exceeding standards in math (0%) 5% of students with disabilities met standards in English. As a whole, a lower percentage of Elsie Allen students meet standards in ELA and Math compared to both Santa Rosa Schools and all California students.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

D & F Reports, ELPAC scores and course completion for subgroups, MAP Testing Scores

1st Semester 2020 D & F Report - 3343 D's and F's  
2nd Semester 2021 D& F Report - When Available  
Illuminate Test Scores - When Available  
ELPAC Test Scores 28 Students Redesignated. 307 EL students

Decrease D & F's by 50%. Increase # of students redesignated and advancing to next level of language proficiency. Improve % of Level 3 and Level 4 in SBAC in all subgroups. Move from Orange to Yellow in the California Dashboard for our ELA and Math areas. Increase MAP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	MAP Test Scores for Fall 2021	(Reading/Math scores by 30 points from the beginning of the year to the end of the year.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Develop teacher efficacy, through PLC/Collaborative Inquiry to regularly review data, plan, teach, assess look at student work, and lesson studies. Increase rigor, relevance and equity in instructional resources and deliver strategies by developing a strong and consistent feedback cycle around standards -based instruction best practices. Support the development of strongly aligned school wide writing prompts (4 times a year) Use collaborative scoring and norming for Interim Assessment Blocks. Using MAP assessment, test all students in English and Math at a minimum twice a year. Using MAP results, PLC groups will be informed regarding student work and progress. Provide the necessary materials and supplies to support academic rigor in the classroom.

#### Monitoring Effectiveness

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

Regular meetings with minutes showing data review, planning, teaching, assessing student work and formulation of teaching strategies

#### 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)
0	0500 - Supplemental 1112 - Teacher Extended Day Team Leader Meetings
10000	0500 - Supplemental

	1122 - Teacher Release Time substitutes to support PLC work
49397.92	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) materials and supplies to support academic success
3500	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime support academic excellence
4600	0500 - Supplemental 3xxx – Benefits benefits to support subs
1028.70	0500 - Supplemental 3000 - Classified Hourly Benefits benefits to support clerical

## Strategy/Activity 2

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

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

Continue exploring the revision of the bell schedule looking at opportunities for all students to: make up failed classes, increase CTE Pathway completers, increase students completing Seal of Biliteracy, increase the number of students taking advanced placement exams, support college and career readiness goals, provide English and Math Support Classes for struggling students, prepare for CAASPP test, receive SEL support

### Strategy/Activity

Continue the bell schedule committee looking a various strategies to achieve the goals outlined above. Develop and obtain necessary support for changes during the 2021-2022 school year with an implementation date of 2022-2023

### Monitoring Effectiveness

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

Did the committee develop and report/strategy that meet the needs outlined above. Where they successful in gaining approval?  
Did the recommendation increasing the number of student taking more that 6 classes a year?

### 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)

0

0500 - Supplemental  
1112 - Teacher Extended Day  
EA for bell committee prep

### Strategy/Activity 3

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

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

EL Students

Strategy/Activity

Through ongoing collaboration between ALD teachers, ELA and Sheltered teachers, counseling department, family engagement and SOLL counselor regarding our EL population ensure that EL students are followed and placed. Provide additional resources to EL students which may include tutors, classroom aides, additional classes for lower class size, TOSA, Intensive labs, etc. . Adding two additional sections for Newcomers supporting lower class sizes for EL students.

#### Monitoring Effectiveness

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

Did appropriate placement of students occur. How did collaboration support academic success of EL students SSC will evaluate how the .4 sections contributed to the success of supporting EL 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)

27986.50

0500 - Supplemental  
1xxx – FTE Certificated Salaries  
.40 ELD sections

12242.37

0500 - Supplemental  
3xxx – Benefits  
9888.45

### Strategy/Activity 4

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

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

SPED students

Strategy/Activity

Pilot a co-teaching model in an English and Math class integrating our SPED population into Academic English and Math classes  
Annual training regarding IEP's and 504 Accommodations to teachers/staff

### **Monitoring Effectiveness**

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

Did the pilot program occur? Did it increase the % of general education classes taken by SPED students. What information did we learn to successfully implement a larger program in 2022/2023? Was this information shared with EAHS teaching staff? Did IEP and 504 Accommodations training occur? Using participant survey's, did training support our SPED 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)

### **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

Create an In-Class tutoring program for struggling learners during the 1st Semester of 2021 with pilot date of 2nd Semester of 2022. The In-Class tutoring program may include a tutoring coordinator, recruitment and training of tutors with an emphasis on biliterate and bicultural individuals, .

The initial focus will be AVID classes, shelter classes and tutoring for struggling students. A potential program would use any combination of the following: Paid tutors, peer tutors, and volunteer tutors. Program elements may include training, incentives, field trips, parent education and outreach and other materials and supplies to support such an effort. Continue to work with CCLA in providing vertical integration and enrichment opportunities includes such activities as summer algebra academy and supporting Compact for Success, a program with Sonoma State University. Provide additional support for academic achievement including but not limited to extra duty time to support classes that do not have full time regular teachers, support for long term subs, lunch time academic make up time, and other school needs that support academic rigor, achievement and positive school culture.

## Monitoring Effectiveness

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

The tutor program will be evaluated based on whether this strategy was implemented and a review of effectiveness in the classroom including student grades. D-F's report and GPA Report

## 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)
30000	0500 - Supplemental 1112 - Teacher Extended Day summer academy and other support efforts
3000	0500 - Supplemental 5832 - Field Trip Transportation support academic excellence
3500	0500 - Supplemental 2413 - Clerical Extra Duty / Overtime support academic excellence
1028.70	0500 - Supplemental 3xxx – Benefits benefits to support clerical extra duty

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

On an annual basis, providing training regarding CAASPP/SBAC scores and the California Dashboard. Using this information to inform the feedback loop and PLC's evaluation of student work.

## Monitoring Effectiveness

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

Did this activity occur? Survey Participants to be informed about whether this activity provided necessary information and how it informed the work of Strategy 1.

**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)

**Strategy/Activity 7**

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

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

All students and subgroups

Strategy/Activity

Assess the effectiveness of existing systems in place that support student achievement including truancy and other tools such as embedded support?

**Monitoring Effectiveness**

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

Use Truancy Data, Grades Data and Graduation Data to inform the systems analysis.

**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)

**Strategy/Activity 8**

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

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

all students

Strategy/Activity

Continue and expand the AVID program on the campus. Create a TOSA to support the AVID program. Provide financial support for AVID activities include such items as materials and supplies, conferences, and field trips.

**Monitoring Effectiveness**

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

Using baseline information for AVID students, did AVID students increase their GPA's and college and career readiness?

**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)
50055.94	3010 - Title I 1xxx – FTE Certificated Salaries .60 teachers - .20 paid by general fund
14627.80	3010 - Title I 1xxx – FTE Certificated Salaries AVID Tosa
375	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings materials and supplies for AVID
1750	3010 - Title I 5215 - Staff Travel & Conferences AVID support
0	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) AVID support
5000	3010 - Title I 5832 - Field Trip Transportation Avid Support
18489.30	3010 - Title I 3xxx – Benefits .60 AVID teachers



4659.14	3010 - Title I 3xxx – Benefits .20 Tosa AVID
0	3010 - Title I 1xxx – FTE Certificated Salaries salary increase

**Strategy/Activity 9**

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

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

all students

Strategy/Activity

Develop implementation plan and execute the plan in support of recently created Graduate Student Profile

**Monitoring Effectiveness**

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

Was the implementation created. Access how the implementation plan and execution of that plan helped improve student achievement.

**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)
0	0500 - Supplemental 1112 - Teacher Extended Day Graduate Student Profile implementation

**Strategy/Activity 10**

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

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

EL students

Strategy/Activity

.40 FTE Math To provide two sections of math to support our EL students. This strategy is occurring and being support by funding from the district.

### Monitoring Effectiveness

How will this activity be monitored during the year?

D & F Report. SBAC test scores for EL Subgroup.

### 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)
0	0500 - Supplemental 1xxx – FTE Certificated Salaries .40 math sections
0	0500 - Supplemental 3xxx – Benefits .40 math sections

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The SSC evaluated the 20-21 SPSA to determine the overall effectiveness of the strategies and activities. This occurred 02/25/21. Many of our activities and strategies were impacted by COVID 19. Further the SSC as committed to alignment of SPSA with updated WASC document and CSI activities.

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

COVID drastically reduced the ability to implement and execute programs and strategies. Elsie Allen has taken the time given to plan, train and develop new systems to support current and future goals.

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.

We aligned our SPSA in 2020-2021 with the draft WASC report. Following the WASC visit, the draft WASC report was significantly changed focusing primarily Academic achievement. This is seen in the 2021/2022 SPSA as most of the goals are aligned with our updated draft WASC report. The 2021/2022 SPSA is in alignment with CSI activities.

# 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

To provide greater resources for parents and students which may including specific parent education, a comprehensive college & career program, Link Crew, community outreach, and other parent and student educational opportunities. Communicate available resources in a variety of platforms. Support of programs may include materials and supplies, Overtime and Extended duty, field trips and other outreach and marketing tools.

## Identified Need

One of the lowest responses in the Parent/Family Youth Truth Survey was available resources for student community. It was 3.59 up from a 3.46 in the previous Youth Truth survey. Using this as a reference point, EAHS will working on better communicate with parents and the greater community as well as implementing specific parent education programs and student specific programs. The number of parents attending ELAC and Site Council is low.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey and #'s of parents/students who participated in various programs, Track parent and community participation at school events. Analytics for Instagram, Facebook, Website and Snapchat.	YouthTruth Survey - 2020/2021 - 3.59 for necessary resources	Increase Youth Truth Survey results regarding resources. Increase parent participation in EAHS activities and events, including parent education. Increase our pool of active parents. Increase the number of students touched

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

with a comprehensive College and Career program.

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

To continue a Link Crew program on the Elsie Allen Campus

**Monitoring Effectiveness**

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

Did the Link Crew program occur. SSC survey and evaluate the overall effectiveness of Link Crew and outcomes in supporting students and school culture.

**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)

7000

3010 - Title I  
1112 - Teacher Extended Day  
Link Crew

375

3010 - Title I  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings  
Link Crew parent meetings

0

3010 - Title I  
5215 - Staff Travel & Conferences  
Link Crew Support

0	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc) Link Crew Support
0	3010 - Title I 5832 - Field Trip Transportation Link Crew Support
1000	0500 - Supplemental 4311 - Instructional Materials (Non-Consumables) materials for link crew program

## 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

Creation of a specific Parent Education focusing on resources for parents, how a parent can support an EAHS student, provide information regarding College and Career and how to provide and receive support.

### Monitoring Effectiveness

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

Did this activity occur? Evaluate how parent engagement has supported student activities and achievement. Looking at exit surveys, 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)
950	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings support of parent education
5000	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement)

	support parent meetings
2500	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings support parent education

### Strategy/Activity 3

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

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

all students
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#### Strategy/Activity

Create and Implement a comprehensive College and Career Program. The College and Career Program may need additional materials and supplies, staff support and monies for field trips.
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#### Monitoring Effectiveness

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

SSC to evaluate the College and Career Program using # of students and families served, market metrics regarding the program and survey of participants.
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#### 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 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings materials an supplies for college and career program
4000	0500 - Supplemental 5832 - Field Trip Transportation support college and career program
1000	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) support college and career

## 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

Communicate to parents using all forms of communication including In-Person meetings, Zoom Meetings, Facebook, Parent Square, Website, one-on-one, and through the mail. Encourage Parent Participation using incentives, materials, food , etc... Encourage regular communication between parents and teachers.

### Monitoring Effectiveness

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

Did this occur? How did parents rate our activities through 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)

975

3010 - Title I  
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings  
support of parent activities and meetings

6028.69

0500 - Supplemental  
5901 - Postage  
support of parent communication

2000

0500 - Supplemental  
2413 - Clerical Extra Duty / Overtime  
support parent communication

1028.70

0500 - Supplemental  
3xxx – Benefits  
benefits for clerical extra duty

5000

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)



## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Many Parent Activities were suspending due to COVID. We did have some success in a variety of Zoom based meetings including Back to School Night. All programs were evaluated by SSC at the February 2021 SSC meeting. There was an acknowledgement of the impact of COVID on outreach activities.

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

We did not use any monies for parent participation given the inability to host in-person events.

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.

Parent and Community communication continues in the 2021/2022 SPSA . The steps outlined in Goal 2 will continue our approach in working to engage more Parents and the broader community.

# 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

To support the selection and creation of a professional development development plan for the 2022/2023 with an emphasis on academic excellence and rigor. Provide the necessary technology tools, school facility expenditures and other materials and supplies to support academic excellence. Provide targeting professional development opportunities as appropriate.

## Identified Need

Teachers have old technology that is not compatible with flexible learning environments. This also extends to other teaching and learning tools as well as existing capital improvement needs (e.g. no water bottle filling stations, broken chairs). Creation of the professional development plan for 2022/2023 will provide the necessary structure to support implementation of professional development in the 2021/2022 school year as well as provide a structure for these activities.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

## Strategy/Activity 1

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

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

all students

Strategy/Activity

Implementation of Step up to Writing - site wide and PLC collaboration. Provide targeted professional development opportunities as appropriate.

**Monitoring Effectiveness**

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

SSC will monitor whether the professional development plan was created for 2022/2023 and evaluate the effectiveness of the plan as it relates to our current approach of 2021/2022. The SSC will also monitor and evaluate any other targeted professional development to understand how it supports other strategies and goals.

**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)

4000

0500 - Supplemental  
5215 - Staff Travel & Conferences  
Targeted PD

**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

Provide the necessary tools to support a safe and clean school and provide resources in the classroom to support a rigorous academic environment

**Monitoring Effectiveness**

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

SSC will evaluate whether this monies was used, for what and how it supported a safe/clean school or a rigorous academic environment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

6000

0500 - Supplemental

	5817 - Online Computing Services / Software Licenses go guardian and other software needed
12000	0500 - Supplemental 4412 - Hardware (under \$5,000) tech hardware
10000	0500 - Supplemental 4400 - Equipment (under \$5,000) furniture/materials for classrooms
5000	3010 - Title I 5817 - Online Computing Services / Software Licenses software to support academic achievement in the classroom

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Goal 3 is in the first year of implementation for the 2021-22 school year. Therefore, an analysis will be implemented as part of the 2021/2022 evaluation process.

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

N/A

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

N/A