

**Cotati-Rohnert Park USD**  
**SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

**AT Rancho Cotate High School**

**49-73882-4935482**  
**CDS Code**

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

11-19-2021

12-14-2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Louis Ganzler  
Position: Principal  
Telephone Number: (707) 792-4750  
Address: 5450 Snyder Lane  
E-mail address: [Louis\\_Ganzler@crpusd.org](mailto:Louis_Ganzler@crpusd.org)

## Table of Contents

Section 1 School Mission Statement and Description .....	3
Section 2 CSI & ATSI: Purpose and Description .....	4
Section 3 Educational Partners Involvement .....	5
Section 4 ELA Goal.....	6
Section 4 Math Goal .....	11
Section 4 College & Career Readiness / Equity Goal.....	16
Section 4 Climate & Culture.....	21
Section 4 Parent Involvement .....	26
Section 5 Staffing.....	29
Section 6 Budget Summary .....	30
Section 7 Funding Allocations.....	31
Section 8 School Site Council Membership .....	32

## Section 1 School Mission Statement and Description

### **School Mission Statement:**

The mission of Rancho Cotate High School is to provide a rigorous and comprehensive curriculum that enables students to be successful now and in the future. RCHS provides an excellent and competitive athletic program, and it has many student extra-curricular and co-curricular activities for students. The staff at RCHS believes that all students can learn and should be afforded the opportunity to develop intellectually, physically, and emotionally within an environment that is safe and promotes respect for the dignity of life. RCHS staff further encourages students to develop a desire for knowledge and guides them in becoming thoughtful, responsible, and contributing members of society.

### **School Description:**

Rancho Cotate High School (RCHS) campus is located on 43 acres and has an enrollment of approximately 1650 students. In addition to nine classroom wings, the school facilities include a multimedia library, a music room, two industrial technology pods, a theater, academic and gymnasium building, a mini-gymnasium, multi-use cafeteria and stage, and multiple playing fields to serve our physical education and athletic programs. All classrooms are equipped with a computer providing internet access to support 21st Century instructional needs as well as on-line attendance and online grading to facilitate parent and student communication. There is a state of the art computer lab in the library and 7 classroom computer labs used by students throughout the school day.

Our Career Technical Education center includes an automotive shop building that now houses an auto collision and repair program, complimenting a state of the art woodworking and construction shop.

The mission of Rancho Cotate High School is to provide a rigorous and comprehensive curriculum that enables students to be successful now and in their future. In recent years, we designed five 9th grade academies that are further supported by additional CTE pathways.

### **COVID-19 Impact:**

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

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

Schoolwide Program

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

### Resource Inequities

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

### **Section 3 Educational Partners Involvement**

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

#### **Involvement Process for the 2020-21 SPSA Annual Review and Update**

The Site Council met to review the SPSA in April of 2021.

#### **Involvement Process for the 2021-22 SPSA and Update**

The involvement process for the 2021-22 SPSA began with a discussion of the leadership team, comprised of site administrators and department heads from all ten departments. Department heads then led a discussion among their respective departments. Finally, our school site council evaluated the SPSA. Feedback was sent back to the principal, who collated the requests. At each discussion level participants examined and identified learning gaps, and proposed solutions. The priorities for the SPSA were formulated using the outcome from these discussions and evaluation by the SSC.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 1

**Subject: English Language Arts**

**SPSA 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.

PLC implementation was supported by the modified schedule and departments continue to develop and analyze formative assessments.

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

Intended implementation from last year included the use of Illuminate, which will be implemented this year.

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.

Initial Year for school SPSA

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Smarter Balanced Assessment - ELA	In 2019, the latest year for which results are accessible, 17% exceeded the standard, 31% met the standard, 29% nearly met the standard, and 23% did not meet the standard.	Increased formative assessments to inform modification of instruction, additional writing support for students.

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

**Goal #1** Continue Common Core State Standards (CCSS) implementation and related professional development with the goal of having all students attain proficiency in ELA/literacy achievement level descriptors (ALDs) as measured on the CCSS aligned Smarter Balanced Assessment for the 2014-15 school year. We will focus on professional development regarding the establishment of CCSS aligned common assessments and benchmarked pacing. The goal is to improve the Smarter Balanced Assessment outcomes as well as to improve the overall academic success rates of our significant subgroups - English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

All significant subgroups will demonstrate adequate progress toward mastery of the Common Core State Standards as measured by Smarter Balanced assessments Achievement Level Descriptors (ALDs). All significant subgroups will be able to articulate the knowledge, skills, and abilities represented in different categories of performance on the Smarter Balanced assessments, including college- and career-readiness.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 48	Goal 50
English Learners (EL)	Actual 0	Goal 5
Students with Disabilities (SWD)	Actual 11	Goal 15
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	1.01 RCHS will continue developing "professional learning communities" (PLCs), facilitated by district leadership and by the Illuminate data assessment program. PLC structure will be supported by a combination of teacher release days, by our modified weekly collaboration schedule, and by workshops scheduled by the school district outside of the regular school day.	Regular PLC meetings monitored by department head and administrative team, school will examine the following data: CAASP scores, number of students failing quarterly.			
	Provide 24 hour tutoring through Paper Tutoring. This will also include the capability of having first drafts of essays receiving feedback.	9th grade student survey to assess perceived effectiveness of online tutoring. Usage data from paper tutoring will be used to assess implementation levels.	Paper Tutoring Contract	ESSER	10,000
English Learners (EL)	1.02 The English department will align courses to Common Core State Standards and link pacing to benchmark periods throughout the instructional year.	Curriculum pacing guide and PLC meetings will provide evidence of completion.			
	Library will increase collection of books available in Spanish. Librarian will continue	Purchases will be tracked in requisition system, Escape.	Books in Spanish	ESSER	2,000



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures		Funding Source	Estimated Cost	
	to hold book talks coordinated with ELD classes.						
	English Learners will be placed in small groups and assigned a certificated staff member to provide mentorship throughout the year	Student records will be reviewed for formative adjustments. Overall progress will be monitored by tracking student GPA.	Extra duty	ESSER	20,175		
Students with Disabilities (SWD)	1.03 The English department will develop, design, and administer common formative and summative assessments for progress monitoring and instructional collaboration at benchmark periods to ensure that instruction is aligned to the rigorous standards mastery measured by Smarter Balanced assessments.	PLC calendar and Drive provide evidence of meetings and work accomplished.					
Other Student Groups	1.04 The English department will implement benchmark	PLC calendar and Drive provide evidence of					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures		Funding Source	Estimated Cost
	assessments for each grade level course, and then complete data analysis to assess instructional strategies following each assessment.	meetings and work accomplished.				
	Academy students will receive updated readings to align with their focus area.	Academy survey	Supplemental reading	ESSER	5,000	

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

---

**Goal 2**

**Subject: Math**

**SPSA 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.

Initial year of implementation

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

Initial year of implementation

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.

Initial year of implementation

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CAASP mathematics	17% of students met standards on the 2018-19 CAASP assessment. This measurement is two years old.	Increase access to scientific calculators, provide increased opportunities for online tutoring, perform audit of measures taken by department

**Subject: Math**

**LEA/LCAP:**

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

**Goal #2** SITE: Continue Common Core State Standards (CCSS) implementation and related professional development with the goal of having all students attain proficiency in Mathematics achievement level descriptors (ALDs) as measured on the CCSS aligned Smarter Balanced Assessment for the 2015-16 school year. We will focus on professional development regarding the establishment of CCSS aligned common assessments and benchmarked pacing. The goal is to improve the Smarter Balanced Assessment outcomes as well as to improve the overall academic success rates of our significant subgroups - English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

SITE: All significant subgroups will demonstrate adequate progress toward mastery of the Common Core State Standards as measured by Smarter Balanced assessments Achievement Level Descriptors (ALDs). All significant subgroups will be able to articulate the knowledge, skills, and abilities represented in different categories of performance on the Smarter Balanced assessments, including college- and career-readiness.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 17	Goal 20
English Learners (EL)	Actual 0	Goal 5
Students with Disabilities (SWD)	Actual 17	Goal 20
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	2.01 RCHS will continue developing "professional learning communities" (PLCs), facilitated by district leadership and by the Illuminate data assessment program. The PLC structure will be supported by a combination of teacher release days, by our modified weekly collaboration schedule, and by workshops scheduled by the school district outside of the regular school day.	Regular PLC meetings monitored by department head and administrative team, school will examine the following data: CAASP data, number of students failing quarterly.			
	The math department will receive professional development from consultants with expertise in developing and analyzing common formative assessments.	Department will develop 5 common formative assessments aligned to CCSS.	Professional development	ESSER	10,000
English Learners (EL)	2.02 The math department will align courses to Common Core State Standards by pacing to CCSS, and link pacing to benchmark periods throughout the instructional year.	Power standards and pacing will be posted to shared Google Drive.			
	Calculators will be purchased to increase access to algebraic applications and put a powerful tool in the	Student grades in mathematics.	Materials & Supplies	ESSER	6,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	hands of all students.				
Students with Disabilities (SWD)	2.03 The Math department will develop, design, and administer common formative and summative assessments for progress monitoring and instructional collaboration at benchmark periods to ensure that instruction is aligned to the rigorous standards mastery measured by Smarter Balanced assessments.	Common formative assessments reviewed at PLC meetings and posted to shared Google Drive.	Hire a consultant to help develop common formative assessments.		
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			<hr/>		
			<hr/>		

## Section 4 College & Career Readiness / Equity Goal

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 3

**Subject: College & Career Readiness / Equity**

**SPSA 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.

RCHS expanded and refined CTE pathways, 9th grade academies, and A-G course offerings.

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

First year of implementation

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.

First year of implementation

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Graduation rate	Our graduation rate is 93%, 7 points higher than the state average.	Continued support for academic and counseling interventions and support.
AP participation rate	Student participation rate is 11%.	In conjunction with the family, develop a 4 year plan to complete either an AP course of study, or a CTE pathway.
A-G completion rate	Student completion rate is 85%	Continue to support students with a variety of academic offerings, counseling support, and optimized schedule which allows students to focus on 3-4 classes at a time.
CTE completer	Student completer rate is 9%.	In conjunction with the family, develop a 4 year plan to complete



		either an AP course of study, or a CTE pathway.

**Subject: College & Career Readiness / Equity**

**LEA/LCAP:** LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

**Goal #3** Increase percent of students prepared for college and career.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 43	Goal 45
English Learners (EL)	Actual 14	Goal 18
Students with Disabilities (SWD)	Actual 16	Goal 20
Other Student Groups	Actual	Goal
Graduation Rate (GR)	Actual 93	Goal 94

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Continue to support the development of 5 9th grade academies.	Number of students enrolled in each academy, student survey with satisfaction of academy experience.			
	Continue to staff a counselor focused on college and career.	Number of students who use Naviance, number of guest speakers/events held annually.			
	Continue to develop and maintain robust CTE program.	CTE completer rate			
	Continue to develop and maintain robust AP program.	AP completion rate			
English Learners (EL)	Increase college and career support for EL students by providing 1:1 mentoring by individual staff.	CCI Indicator	Extra Duty	ESSER	10,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Provide more comprehensive support by introducing RSP classes in English and Math.	CCI Indicator			
Other Student Groups					
Graduation Rate (GR)	Graduation rate is currently one of the highest in the county. The goal is to	Graduation Rate			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	continue offering extensive support for students including, credit recovery, 4 year counselor plans, formative review of student progress.				

## Section 4 Climate & Culture

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 4

**Subject: Climate & Culture**

**SPSA 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.

Staff was trained in AVID strategies, with the key focus on developing student relationships.

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

First year of implementation

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.

First year of implementation

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Tardy data from Power Schools	34% of students were tardy one or more times per week.	Increased tracking capability for tardy students.

**Subject: Attendance/PBIS**

**LEA/LCAP:** LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

**Goal #4** Increase student attendance.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 91.9%	Goal 93%	Actual 17.5%	Goal 15%
English Learners (EL)	Actual N/A%	Goal 93%	Actual 15.4%	Goal 14%
Students with Disabilities (SWD)	Actual N/A%	Goal 93%	Actual 28%	Goal 26%
Other Student Groups Socioeconomically Disadvantaged	Actual %	Goal 93%	Actual 20.3%	Goal 18%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 5.8%	Goal 5%
English Learners (EL)	Actual 3.2%	Goal 3%
Students with Disabilities (SWD)	Actual 11.4%	Goal 9%
Other Student Groups Socioeconomically Disadvantaged	Actual 6.7%	Goal 5%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures		Funding Source	Estimated Cost	
Schoolwide (SW)	3.00 Continue to refine our "Freshman Academy" structure in the master schedule where 9th graders are grouped together in common English and Math classes as well as a focused "selective" choice.	Number of students enrolled in 9th grade academies.					
	Creation of a student senate, including training to be a safe school ambassador.	Student senate meetings held monthly attended by admin.					
	Students have become unaccustomed to following a bell schedule. In order to ensure students learn to follow a sequential schedule, a tardy tracking system will be purchased.	Reports on student tardiness will be run through Power School and include metrics on tardiness per period and per teacher that will be analyzed for assessment of effectiveness.	Software	ESSER	15,000		
English Learners (EL)	3.01 Continue to refine the series of courses to be offered as freshmen "selectives" which provide a "theme" for the Freshman Academy as well as an introduction toward the pathway options in high school.	Number of EL students enrolled.					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>3.02 Continue to implement strategies to reach the defined "outcome goals" for the Freshman Academy structure.</p> <ul style="list-style-type: none"> <li>• Organizational and Note Taking strategies will be emphasized by our freshman English and Math teachers.</li> <li>• Career Planning and Employment Development will be emphasized by the freshmen selective teachers, through the use of the Kuder Navigator Career inventory program.</li> </ul>	IEP meetings for each student.			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
			<hr/> <hr/>		
				<hr/> <hr/>	
Other Student Groups			<hr/> <hr/>		
				<hr/> <hr/>	
			<hr/> <hr/>		
				<hr/> <hr/>	
			<hr/> <hr/>		
		<hr/> <hr/>			

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 5

**Subject: Parent Involvement**

**SPSA 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.

First year of implementation

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

First year of implementation

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.

First year of implementation

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Healthy Kids Survey	12% of 9th graders and 16% of 11th graders indicated school connectedness.	Increased family engagement

**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

**Goal #5** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Use social media sites to engage parents.	Quantitative analysis of Twitter and Facebook interactions.			
	Send parents information about school and events.	Number of messages sent.			
	Hold events for families and students.	Number of sporting events, concerts, performances.			
	Maintain regular communication with parents	Family engagement survey			
	A2A letters for students who are tardy and/or absent, hold meetings with site administrator when letters go out to families	A2A summary			
English Learners (EL)	Translate messages sent to parents.	Translation copy			
	Retain community liaison	Parent satisfaction survey			
Students with	Hold IEP meetings for all students with	IEP notes and documentation in SEIS			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	disabilities.				
Other Student Groups					

## Section 5 Staffing

**Subject: Staffing**

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

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
ESSER	78,175	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$78,175.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$78,175

Total of State and local programs that the school is including in the schoolwide program: \$78,175

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: Rancho Cotate High School**

**Committee Composition Requirements:** In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Salma Santorineos Term: 2021-22 XParent Community Member	1. Name: Louis Ganzler <b>Principal</b>
2. Name: Gina Piccinini Term: 2021-22 Parent XCommunity Member	2. Name: Mark Stratos Term: 2021-22 <b>Teacher</b>
3. Name: Karen Schubert Term: 2021-22 Parent XCommunity Member	3. Name: Alex Coursey Term: 2021-22 <b>Teacher</b>
4. Name: Erica Pring Term: 2021-22 <b>Student</b>	4. Name: Mathew Samuelson Term: 2021-22 <b>Teacher</b>
5. Name: David Zepeda Acosta Term: 2021-22 <b>Student</b>	5. Name: Nancy Ellis Term: 2021-2022 <b>Teacher</b>
6. Name: Kaitlyn Antonetti Term: 2021-2022 <b>Student</b>	6. Name: Angie Scardina Term: 2021-22 <b>Other School Staff</b>