

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ernest Righetti High School	42-69310-4234613		

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.

The SPSA planning process supports continuous cycles of action, reflection, and improvement. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements. The plan is also tied to our WASC action plan. It serves as the focal part for our discussions in the School Site Council and English Language Advisory Committee. The school wants the plan to be a reflection of the overall goals of the school.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids Survey was administered to students in grades 9 and 11, parents and teachers in the Spring of 2021. Some results from the survey are that 54% of students feel there are caring adults in their school and 45% feel school connectedness. 88% of the teachers feel this school is providing effective instruction with the school's instructional model.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are dictated by the certificated contract, however teachers are given opportunities to observe one another's classes periodically and share best practices during PLC meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

*Historically, multiple data points have been used to determine student placement into classes, including CAASPP, ELPAC, READ 180, and Renaissance Learning placement test results. Students not scoring at a proficient level were placed in the appropriate level intervention course and we will evaluate and use new placement criteria and multiple data points.

*Core department teachers collaborate with other district schools to create common formative assessments and curriculum guides. Our intervention specialists use School City, an assessment management tool, to analyze data and recommend curricular modifications where necessary.

*Teachers use assessment results to drive instruction and share best practices during department PLC meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All district schools utilize the READ 180 program for qualifying English Learners. Highly qualified teachers attend ongoing intensive training in this program. We continue using Renaissance Learning assessment results for all new student course placements.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Righetti certificated staff meet the requirements for highly qualified staff in all core courses.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Santa Maria Joint Union High School District Board Policy 4112.24 addresses the Teachers Qualifications under the No Child Left Behind Act (NCLB). The Board Policy addresses the NCLB requirements for all teachers, particularly those supported by Title I, to be highly qualified. The policy also describes the requirement for teachers that are not highly qualified to develop a plan with the Assistant Superintendent of Human Resources for attaining full qualifications.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The site established staff development needs by reviewing student test results. School wide goals are aligned with the strict goals established in the Local Control and Accountability Plan (LCAP). These goals are included in this plan. Teachers can apply to attend conferences and training that align with the school's goals. The district has focused Professional Development activities on implementing Common Core curriculum, developing Common Formative Assessments, developing appropriate assessments and instructional techniques, and training on personal and professional use of tablets and other technology. Professional Learning Communities (PLCs) serve as the framework for all professional training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

*New teachers participate in the Santa Barbara County Teacher Induction Program (TIP).
*The ELD instructors are supported by the SMJUHS D Director of Multilingual and Migrant Education programs as well as support from our English TOSA.
TOSA's in English, Math, Science and Social Studies provide guidance and support for our Core Area PLC's. English and Math TOSA's also help administer and collect data from RenLearn assessments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Departments collaborated in PLC's and attended Professional Development with their departments during the 2020-21 school year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

SMJUHS D provides the most recent high school standards-aligned textbooks for all students. Every student has access to their own textbooks and instructional materials, including English Learners. Textbook selection is decided in a collaborative process. State approved textbooks are evaluated by certificated staff (who teach that specific area content) that best meet the needs of all students in the district. The textbook selection process is sometimes led by content area specialists by the County.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Righetti offers multiple sections and levels of English Support and ELD for each grade level each semester. We also have a number of Co-Taught classes where we pair a general education core teacher with a special education teacher with experience in that subject area.

Evidence-based educational practices to raise student achievement

There are teachers that are using various programs, including some social studies teachers using materials from the World History Project (OER) that has standards based readings at a variety of grade levels. This allows independent reading and access to rigorous curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

RHS employs multiple strategies to encourage and facilitate parent and community involvement. From elected councils to district-sponsored activities to site administrative efforts to individual teachers and counselors working with parent & community groups, RHS provides many opportunities for parent and community involvement and input in the teaching/learning process. As communication is integral to building parental and community involvement, RHS staff and administration has developed a system of communication via RHS website and mobile app, quarterly newsletters, parent/student handbooks, workshops and Back to School Nights throughout the year. RHS encourages parental involvement and leadership in a variety of organizations and agencies such as PTSA, Booster Clubs, SSC, ELAC, Warrior Parent Academy and SDMC. Parents also engage in VPA, AVID, and as Guest Speakers.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ERHS parents are part of District Parent Meetings that discuss school needs and give suggestions for the district expenditures on categorical funds. This also takes place at our ELAC and SSC meetings. In addition parents are surveyed at the District and site level.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide necessary classroom curriculum, supplies and materials for students in a variety of our courses. After school tutoring is also supported through Categorical Funds.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Righetti's School Site Council meet to develop and review the SPSA. The school's ELAC also reviews and provides input on the SPSA as it is being developed. In addition, the school's SPSA is tied to the WASC goals that were developed by Focus Groups that include representation from Certificated and Classified personnel. The SPSA is a living document and can be amended with approval of the School Site Council.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.65%	0.78%	0.7%	15	19	18
African American	1.65%	1.19%	1.5%	38	29	36
Asian	2.35%	1.89%	1.6%	54	46	39
Filipino	1.65%	1.72%	1.9%	38	42	47
Hispanic/Latino	66.67%	66.78%	69.2%	1,534	1,626	1,706
Pacific Islander	0.17%	0.25%	0.2%	4	6	5
White	23.51%	23.08%	22.1%	541	562	546
Multiple/No Response	2.56%	3.41%	2.2%	59	83	55
	Total Enrollment			2,301	2,435	2,467

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	640	684	668
Grade 10	604	668	661
Grade 11	521	565	621
Grade 12	536	518	517
Total Enrollment	2,301	2,435	2,467

Conclusions based on this data:

1. Overall attendance for Righetti has increased steadily each year from 2018 through 2021.
2. There has been slight increase each year in the school's Hispanic/Latino population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	333	351	349	14.5%	14.4%	14.1%
Fluent English Proficient (FEP)	569	556	606	24.7%	22.8%	24.6%
Reclassified Fluent English Proficient (RFEP)	58	30	55	19.3%	9.0%	15.7%

Conclusions based on this data:

1. After a drop in reclassification rate in 19-20 due to ELPAC testing issues created by the Pandemic, the rate rebounded in 20-21.
2. The EL percentage has stayed constant. However, the needs of the students have increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	521	489	602	492	461	0	489	457	0	94.4	94.3	0.0
All Grades	521	489	602	492	461	0	489	457	0	94.4	94.3	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2565.	2600.		13.70	23.19		31.90	38.73		29.04	20.35		25.36	17.72	
All Grades	N/A	N/A	N/A	13.70	23.19		31.90	38.73		29.04	20.35		25.36	17.72	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.52	29.61		51.53	51.54		24.95	18.86	
All Grades	23.52	29.61		51.53	51.54		24.95	18.86	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	16.87	27.63		49.38	48.68		33.74	23.68	
All Grades	16.87	27.63		49.38	48.68		33.74	23.68	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.34	23.46		66.46	66.89		18.20	9.65	
All Grades	15.34	23.46		66.46	66.89		18.20	9.65	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.65	32.46		54.40	50.44		24.95	17.11	
All Grades	20.65	32.46		54.40	50.44		24.95	17.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is no current CAASPP results for the 19-20 and 20-21 school year due to the suspension of testing in results from the Covid-19 Pandemic.
2. A large percentage of our students are on the cusp of meeting standards. Data will be analyzed to diagnose reasons, adjust placements and modify instruction where needed.
3. It will be important to use local assessment data like RenLearn and practice SBAC tests to prepare for the reinstatement of CAASPP testing in 21-22

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	521	489	602	490	464	0	486	462	0	94	94.9	0.0
All Grades	521	489	602	490	464	0	486	462	0	94	94.9	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2526.	2541.		4.94	6.71		15.84	16.23		21.81	25.76		57.41	51.30	
All Grades	N/A	N/A	N/A	4.94	6.71		15.84	16.23		21.81	25.76		57.41	51.30	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 11	10.10	13.91		27.42	26.74		62.47	59.35		
All Grades	10.10	13.91		27.42	26.74		62.47	59.35		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.01	10.65		41.44	45.43		51.55	43.91	
All Grades	7.01	10.65		41.44	45.43		51.55	43.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.00	10.20		51.03	52.28		41.98	37.53	
All Grades	7.00	10.20		51.03	52.28		41.98	37.53	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is no current CAASPP results for the 19-20 or 20-21 school year due to the suspension of testing in results from the Covid-19 Pandemic.
2. While we made great strides in only one year in reducing the number of students not meeting standards, 50% is still much too high.
3. As the math curriculum is reviewed, coordination and training in strategies that improve student success on the CAASPP needs to be a priority.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Grade 9		1541.8		1546.5		1536.4		96
Grade 10		1545.5		1546.5		1543.9		62
Grade 11		1569.2		1568.8		1569.0		87
Grade 12		1566.9		1573.4		1559.9		38
All Grades								283

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		17.89		24.21		35.79		22.11		95
10		19.35		25.81		40.32		14.52		62
11		22.89		40.96		21.69		14.46		83
12		18.92		37.84		32.43		10.81		37
All Grades		19.86		31.41		32.13		16.61		277

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		30.53		33.68		20.00		15.79		95
10		29.03		35.48		20.97		14.52		62
11		49.40		28.92		10.84		10.84		83
12		48.65		32.43		10.81		8.11		37
All Grades		38.27		32.49		16.25		13.00		277

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9										
10										
11										
12										
All Grades										

9		5.26		20.00		40.00		34.74		95
10		6.45		19.35		46.77		27.42		62
11		4.82		27.71		43.37		24.10		83
12		8.11		10.81		48.65		32.43		37
All Grades		5.78		20.94		43.68		29.60		277

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	
9		12.63		61.05		26.32			95
10		6.45		58.06		35.48			62
11		1.22		76.83		21.95			82
12		5.41		72.97		21.62			37
All Grades		6.88		66.67		26.45			276

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	
9		65.26		17.89		16.84			95
10		63.93		22.95		13.11			61
11		78.31		12.05		9.64			83
12		81.08		13.51		5.41			37
All Grades		71.01		16.67		12.32			276

Reading Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	
9		9.57		42.55		47.87			94
10		8.06		46.77		45.16			62
11		7.23		59.04		33.73			83
12		8.11		45.95		45.95			37
All Grades		8.33		48.91		42.75			276

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
9		1.05		75.79		23.16		95
10		3.28		78.69		18.03		61
11		15.85		71.95		12.20		82
12		13.51		64.86		21.62		37
All Grades		7.64		73.82		18.55		275

Conclusions based on this data:

1. The large majority of our students who took the ELCAP in 20-21 scored in the Somewhat/Moderately range in the writing domain. This should be an area of emphasis in our ELD courses.
2. The results in the reading domain point to a number of students (116) in the beginning stages. This is definite area of emphasis. It will be interesting to compare these scores with 21-22.
3. The overall scores show that we have 87 students at a level 3. Identifying those students and providing supports should lead to an increase in 4's in 21/22

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2467	56.7	14.1	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	349	14.1
Foster Youth	22	0.9
Homeless	310	12.6
Socioeconomically Disadvantaged	1398	56.7
Students with Disabilities	322	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	1.5
American Indian or Alaska Native	18	0.7
Asian	39	1.6
Filipino	47	1.9
Hispanic	1706	69.2
Two or More Races	55	2.2
Native Hawaiian or Pacific Islander	5	0.2
White	546	22.1

Conclusions based on this data:

1. In 19-20, 60 percent of our student population was classified as Socioeconomically Disadvantaged.

2. In 19-20, the school English Learners made up nearly 15% of the student total population.

3. In 19-20, nearly 11 percent of the students were considered Homeless by the state's definition.






School and Student Performance Data

Overall Performance

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Yellow	Suspension Rate  Blue
Mathematics  Yellow	Chronic Absenteeism N/A	
College/Career  Orange		

Conclusions based on this data:

1. Dashboard data is still based on 2019 due to Covid shutdown. Some of the data is accessible but not in dashboard format.
2. ELA results for the school are in the Green due to the jump in student performance in ELA in the Spring of 2019 (last SBAC scores)
3. College and Career index is in Orange. This is an area of emphasis for the school.

School and Student Performance Data

Academic Performance English Language Arts

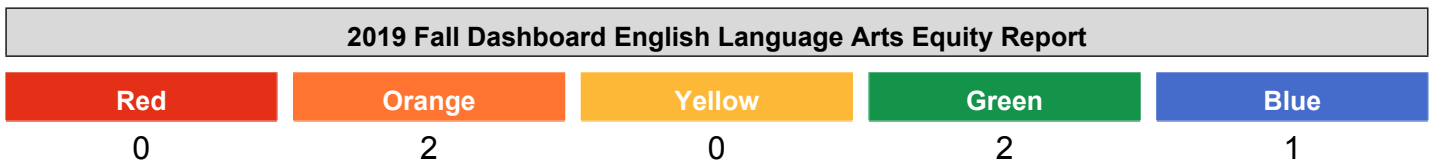
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>18 points above standard</p> <p>Increased Significantly ++25.5 points 452</p>	<p>English Learners</p> <p>Orange</p> <p>62.3 points below standard</p> <p>Increased Significantly ++20.7 points 73</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>11.2 points below standard</p> <p>Increased Significantly ++23.9 points 50</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>3.1 points above standard</p> <p>Increased Significantly ++16 points 275</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>79.8 points below standard</p> <p>Increased Significantly ++23.1 points 43</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 23.9 points above standard Declined Significantly -48.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9 points above standard Increased Significantly ++15.1 points 289	 No Performance Color 47 points above standard 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 46.8 points above standard Increased Significantly ++17.6 points 110

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.8 points below standard	35.2 points below standard	27.8 points above standard
Increased Significantly ++51.0 points 35	Increased Significantly ++28.8 points 38	Increased Significantly ++25.2 points 296

Conclusions based on this data:

- This data is based on the Spring of 2019. The school did see an increase in its overall ELA CAASPP scores that year.
- Though the subgroups of English Learners and Students with Disabilities both increased significantly, there is still a need to provide more support to these students.
- There was definitely data worth celebrating that year. However, it has been two years since the students were assessed in this manner. It will be important to establish a baseline in Spring of 2022

School and Student Performance Data

Academic Performance Mathematics

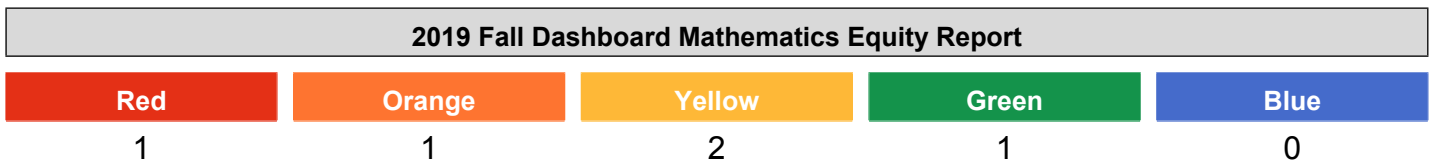
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>84.7 points below standard</p> <p>Increased Significantly ++15 points 455</p>	<p>English Learners</p> <p>Orange</p> <p>158.7 points below standard</p> <p>Increased ++11 points</p> <p>73</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>110.9 points below standard</p> <p>Increased Significantly ++50.2 points 50</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>103.9 points below standard</p> <p>Increased Significantly ++10.6 points 276</p>	<p>Students with Disabilities</p> <p>Red</p> <p>162.6 points below standard</p> <p>Maintained ++2.7 points</p> <p>42</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 45.5 points below standard Declined Significantly -81.5 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 103.8 points below standard Increased Significantly ++17.5 points 290	 No Performance Color 39.5 points below standard 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 58.7 points below standard Increased ++11.5 points 112

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.4 points below standard Increased Significantly ++17.9 points 35	140.6 points below standard Increased ++5 points 38	73.8 points below standard Increased ++10.9 points 298

Conclusions based on this data:

1. A number of groups and the students as a whole saw increases in the Spring of 2019. However, they were still quite a bit below the standard.
2. The EL and Reclassified EL group were both over 140 points below the standard. This may be a result of the increased reliance on literacy on this test.
3. The Spring of 2022 will need to be a baseline as students have not taken this assessment since the Spring of 2019.

School and Student Performance Data

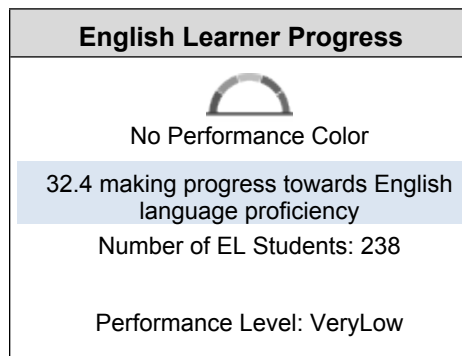
Academic Performance English Learner Progress

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.5	31.0	6.7	25.6

Conclusions based on this data:

- The data is from the Spring of 2019. It will be important to review more recent ELPAC data, student grades and District level assessment (I.E.) RenLearn to evaluate current student progress.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	499	100
African American	8	1.6
American Indian or Alaska Native	3	0.6
Asian	9	1.8
Filipino	3	0.6
Hispanic	329	65.9
Native Hawaiian or Pacific Islander	2	0.4
White	123	24.6
Two or More Races	17	3.4
English Learners	75	15
Socioeconomically Disadvantaged	350	70.1
Students with Disabilities	56	11.2
Foster Youth	6	1.2
Homeless	86	17.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	50	10.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	33	10.1
Native Hawaiian or Pacific Islander		
White	11	9.2
Two or More Races	1	5.9
English Learners	1	1.4
Socioeconomically Disadvantaged	25	7.3
Students with Disabilities	0	0
Foster Youth		
Homeless	2	2.4

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	103	20.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	66	20.1
Native Hawaiian or Pacific Islander		
White	25	20.3
Two or More Races	8	47.1
English Learners	10	13.3
Socioeconomically Disadvantaged	65	18.6
Students with Disabilities	10	17.9
Foster Youth		
Homeless	14	16.3

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	174	34.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	102	31
Native Hawaiian or Pacific Islander		
White	51	41.5
Two or More Races	8	47.1
English Learners	8	10.7
Socioeconomically Disadvantaged	94	26.9
Students with Disabilities	1	1.8
Foster Youth		
Homeless	18	20.9

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	43	8.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	25	7.6
Native Hawaiian or Pacific Islander		
White	11	8.9
Two or More Races	5	29.4
English Learners	1	1.3
Socioeconomically Disadvantaged	24	6.9
Students with Disabilities	1	1.8
Foster Youth		
Homeless	6	7

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	51	10.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	32	9.7
Native Hawaiian or Pacific Islander		
White	12	9.8
Two or More Races	2	11.8
English Learners	4	5.3
Socioeconomically Disadvantaged	36	10.3
Students with Disabilities	4	7.1
Foster Youth		
Homeless	9	10.5

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	19	3.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	8	2.4
Native Hawaiian or Pacific Islander		
White	9	7.3
Two or More Races	0	0
English Learners	2	2.7
Socioeconomically Disadvantaged	12	3.4
Students with Disabilities	1	1.8
Foster Youth		
Homeless	5	5.8

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	69	13.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	64	19.5
Native Hawaiian or Pacific Islander		
White	2	1.6
Two or More Races	1	5.9
English Learners	10	13.3
Socioeconomically Disadvantaged	58	16.6
Students with Disabilities	0	0
Foster Youth		
Homeless	7	8.1

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

Conclusions based on this data:

1. The number of students that meet the CCI prepared standard has increased over the last two years. It is not represented in this data due to the suspension of the Dashboard.
2. It is clear that a focus needs to be put on English Learners and Students with Disabilities when it comes to College/Career Preparedness. The percentages in those two groups are low. 12 and 5.1% respectively.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	499	462	6	92.6
English Learners	75	59	1	78.7
Foster Youth	6		0	
Homeless	86	74	3	86
Socioeconomically Disadvantaged	350	314	6	89.7
Students with Disabilities	56	44	5	78.6
African American	8		1	
American Indian or Alaska Native	3		0	
Asian	9		0	
Filipino	3		0	
Hispanic	329	301	2	91.5
Native Hawaiian or Pacific Islander	2		0	
White	123	117	3	95.1
Two or More Races	17	17	0	100

Conclusions based on this data:

1. ERHS graduation rate dipped in 2019 from 94.5 to 93.5. The 21/22 school year may not provide a good comparison due to changes in the requirements.
2. 2020, 2021 and 2022 graduation data will be impacted by COVID closures and the temporary shift in graduation standards.

School and Student Performance Data

Conditions & Climate Suspension Rate

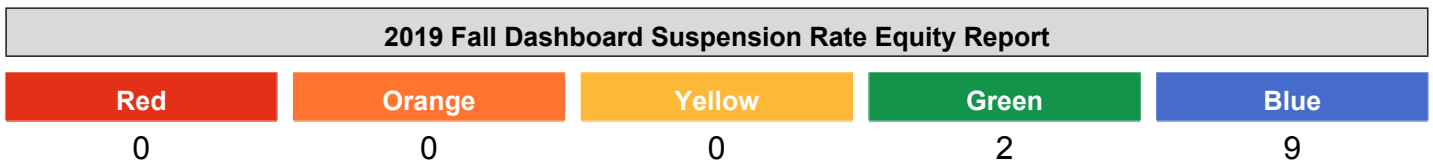
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.3 Declined Significantly -3.1 2474	<p>English Learners</p> Blue 0.5 Declined Significantly -4.3 370	<p>Foster Youth</p> Green 2.5 Declined -15.8 40
<p>Homeless</p> Blue 0.3 Declined Significantly -5.6 296	<p>Socioeconomically Disadvantaged</p> Blue 0.4 Declined Significantly -4.2 1582	<p>Students with Disabilities</p> Blue 0.7 Declined Significantly -4.2 288

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -5.3 42	 No Performance Color 5.9 Declined -5.2 17	 Blue 0 Maintained 0 60	 Blue 0 Maintained 0 39
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Declined Significantly -3.7 1650	 Green 1.2 Declined -1.6 84	 No Performance Color Less than 11 Students - Data 5	 Blue 0.2 Declined Significantly -2.1 577

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	0.3

Conclusions based on this data:

1. Suspension Rates dropped by 3 percent in 2019. However, it will be tough to compare these rates with 2020, 2021 and especially 2022.
2. ERHS will need to take a look at the suspension rates from 21-22. This will provide a new baseline to work off of moving forward.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #1

LEA/LCAP Goal

All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

LCAP: Promote all students' achievement, particularly for low-income, foster youth, English learner students, and students with unique needs, emphasizing standards-based instruction and targeted support to meet the desired outcomes by 2024.

Goal 1

Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.

Identified Need

There is a significant need to increase and improve student proficiency in all academic areas, particularly for underperforming subgroups, based on California Dashboard data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores in ELA/Math	Last scores available from Spring 2019 ELA-61.92% of all students proficient or advanced Math-22.94% of all students proficient or advanced Subgroup scores were much lower EL in ELA 20.59% Math 2.94% SWD in ELA 11.76% in Math 2.94%	Since there were no tests given the last two years. The 21-22 will need to serve as baseline. Hopefully, scores will not drop.
College/Career Readiness	Currently 41.8% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 6% from 41.8% to 47%
ELPAC scores	In 20-21 53 students or 19.4% of the students who took the ELPAC received a score of 4.	In 21-22 increase the percentage of students who receive a 4.

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

Strategy/Activity

Provide release time for teachers to work on common core curriculum development, calendars, benchmark assessments, and data analysis. Cover costs for staff to attend conferences and workshops.

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)

15,000

Source(s)

Title I

Substitute time, training, conferences, materials/resources, duplication costs, release time for curriculum guides and benchmarks; standards; Feeder articulation, EWR for AP and Core Teachers. Staff Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Common Core Classroom Support for academic 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)

24,000

Source(s)

Title I

Supplies, equipment and software for academic achievement.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Provide release time for Intervention TOSA's to administer student assessments analyze data to share with teacher to inform instruction

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)

5,000

Source(s)

Title I

EWR's/substitutes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Intervention TOSAs (Teacher on Special assignment) - Fund five sections: Math Intervention (2), English Intervention (1), Social Science(2)

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)

115,000

Source(s)

Title I

Fund five sections (1.0 FTE) for certificated TOSA's to provide additional support to our most at-risk students. TOSA's will assess and place students throughout the year, collaborate with departments during PLC time, and give resources support to teachers.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Student incentives for academic 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)

5,000

Source(s)

Title I

Are awarded for academic progress in core subjects, attendance, and/or behavior

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Senior Academic Letter Postage as well as targeted student support letters and credit notifications.

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)

5,000

Source(s)

Title I

Purchase postage to mail home letters to improve parent involvement and communication on academic progress. Summer school and deficiency notices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #2

LEA/LCAP Goal

LCAP: Create respect and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all stakeholders.

Goal 2

Create a culture of respect and caring that supports positive relationships among all stakeholders.

Identified Need

California Healthy Kids Survey (20-21) indicated some areas of need for the school. Engagement and school connectedness as well as overall school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Survey 21-22	School Connectedness was noted at 45% for both 9th and 11th grade. Caring Adult relationships were noted at 53% for both 9th and 11th. On the parent portion, 27% respondents noted communication as a strength.	Increase to 55% for both grade levels. Return to "in person" should help with these numbers. Increase to 60% positive adult relationships. Communication to parents should also increase to the 50% level.
Suspension Rate	The suspension rate has declined three years consecutively. 2017 3.5%, 2018 2.1% 2019 1.7%	The last two years have been so different that it is tough to assess. 21-22 will serve as a baseline moving forward.

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

Strategy/Activity

Parent Involvement via parent education or information nights throughout the year. Funding to cover costs related to daycare provision, supplies, salary costs

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)
3,685	Title I Part A: Parent Involvement Parent informational evening costs.
6,315	Daycare, supplies, salary costs.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At-Risk/Socio-economically disadvantaged students

Strategy/Activity

Community liaison off-campus visits to student homes, community resource offices, stores to purchase student school supplies, etc.

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)
15,000	Title I Purchase clothing, P.E. Uniforms, school supplies, eyeglasses, bus passes, etc. for students unable to afford them. Mileage costs and Extra Hours

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal #3

LEA/LCAP Goal

LCAP: Continue to provide college and career services and academic support to all students, particularly low-income students, English learners, and foster youth in a college-going environment.

Goal 3

Strengthen district wide support systems, processes and practices that support student learning.

Identified Need

English Learners, Students with Disabilities, Low Income, and Foster Youth all have lower than average percentages on the College Career Indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Career Indicator	All Students 41.8%, EL 24%, Low Income 35.9%, SWD 8.6%	To increase percentages for each subgroup as well as the total student body.
A-G Percentage	All Students 36%	To increase ERHS overall percentage of students who are A-G eligible.
Percent of Pupils who passed an AP exam	42%	Increase to 50% over the 21-22, 22-23 school year.
CTE Pathway Completion	54/213 or 25.4% who started (total students) Only 23 EL/SWD started pathways	Increase the number of CTE starters and completers.

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

Strategy/Activity

Hold Parent College/Financial Aid Informational Meetings - Fund staff EWRs, purchase meeting supplies

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)

5,000

Title I

EWR's for classified/certificated staff

5,000

Title I

Supplies/Materials/hospitality

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Purchase Library or College/Career Center supplemental curricular materials/equipment

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)

5,000

Title I

Curricular materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Staff Development / Collaboration for Guidance staff in SBAC, development of cross-curricular units, conferences, workshops

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)

5,000

Source(s)

Title I

EWRs, Workshops, conferences, travel

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$214171
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$204,000.00
Title I Part A: Parent Involvement	\$3,685.00

Subtotal of additional federal funds included for this school: \$207,685.00

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

State or Local Programs	Allocation (\$)
	\$6,315.00

Subtotal of state or local funds included for this school: \$6,315.00

Total of federal, state, and/or local funds for this school: \$214,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	210486	6,486.00
None Specified	0	0.00
None Specified		
Title I Part A: Parent Involvement	3685	0.00
Title I Part A: Professional Development (PI Schools)		

Expenditures by Funding Source

Funding Source	Amount
	6,315.00
Title I	204,000.00
Title I Part A: Parent Involvement	3,685.00

Expenditures by Budget Reference

Budget Reference	Amount
	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		6,315.00
	Title I	189,000.00
	Title I	15,000.00
	Title I Part A: Parent Involvement	3,685.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	169,000.00
Goal 2	25,000.00
Goal 3	20,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Ted Lyon, Jr.	Principal
Nicole Latham	Parent or Community Member
Dan Mathers	Parent or Community Member
Kelly Davis	Parent or Community Member
Jennifer Dolan	Classroom Teacher
Joseph Graack	Classroom Teacher
Deborah Ostini	Classroom Teacher
Kelley Debernardi	Classroom Teacher Other School Staff
Erin Consorti	Other School Staff
Student 1	Secondary Student
Student 2	Secondary Student
Student 3	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

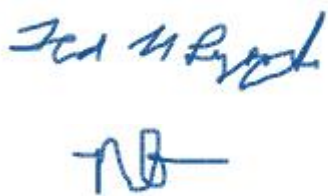
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 12/1/2021.

Attested:



Principal, Ted Lyon on 12/1/2021

SSC Chairperson, Nicole Latham on 12/1/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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