



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ernest Righetti High School	42-69310-4234613	5/15/2024	6/12/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Ernest Righetti High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Ernest Righetti High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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. The SSC meets regularly to review testing and survey results to determine areas of need. The plan is a reflection of how the school plans to respond to these needs by allocating resources effectively.

Educational Partner Involvement

How, when, and with whom did Ernest Righetti High 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. SPSA goals were discussed in March and April and the plan was approved in May.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

ERHS had two state indicators where the overall performance was in the Red or Orange. ELA was in the Orange due to a slight drop in the overall performance of our students over the last two years (post covid). The school was in the Red for Suspension data. This was a result of a variety of factors that have arisen post covid. The school and district are taking measures to align curriculum in Math and English across sites to the CAASPP blueprints. Scores should improve over the next couple of years. In addition the school and district are initiating MTSS to address the increase in substance abuse and student conflict. This should also result in improved results in this area.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The school has identified low performance levels in English and Math for English Learners and Students with Disabilities. This is a focus of the work that we are doing to align our curriculum to target support for our students in these two sub groups in particular. The assessments that will be given in these core subject areas will be disaggregated to identify progress of all student groups. The information will be used to improve our co-taught general education classes. In addition, the district is working on aligning our designated ELD curriculum and instruction with the help of full time Instructional Coaches.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The school and district also does a twice a year survey that addresses student connectedness, well being and safety. Panorama survey in Fall of 2023 identified/reinforced the need for the school to work on student engagement and school connectedness as well as overall school climate. This continues to be a need as some students struggle with peer interactions, drug and alcohol use and overall social emotional well being. This is one of our school wide learner outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ernest Righetti High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.91%	1.32%	1.11%	23	33	27
African American	1.47%	1.2%	1.16%	37	30	28
Asian	1.39%	1.44%	1.73%	35	36	42
Filipino	2.06%	1.72%	1.65%	52	43	40
Hispanic/Latino	70.40%	72.21%	74.34%	1774	1801	1802
Pacific Islander	0.24%	0.28%	0.29%	6	7	7
White	21.03%	19.73%	18.52%	530	492	449
Multiple/No Response	1.75%	1.56%	0.70%	44	39	17
Total Enrollment				2520	2494	2424

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	627	617	593
Grade 10	678	634	634
Grade 11	632	648	584
Grade 12	583	595	613
Total Enrollment	2,520	2,494	2,424

Conclusions based on this data:

- Overall enrollment for Righetti has increased steadily each year from 2018 through 2022. There was a slight drop in 2023.
- There has been slight increase each year in the school's Hispanic/Latino population.
- The school's demographics have been impacted by boundary shifts that have taken place over the years. There is now a larger portion of the student body who reside in Santa Maria.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	300	250	228	14.10%	11.9%	9.4%
Fluent English Proficient (FEP)	724	774	817	24.60%	28.7%	33.7%
Reclassified Fluent English Proficient (RFEP)				10.6%		

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.
3. There was a drop in the number of EL students in 21-22. There was also an increase in the number of Fluent English Proficient students. This may be a result of reclassification efforts improving post pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	602	597	606	0	563	577	0	550	573	0.0	94.3	95.2
All Grades	602	597	606	0	563	577	0	550	573	0.0	94.3	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2581.	2574.		21.82	18.85		31.45	30.37		24.73	26.00		22.00	24.78
All Grades	N/A	N/A	N/A		21.82	18.85		31.45	30.37		24.73	26.00		22.00	24.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		25.70	21.12		57.97	59.69		16.32	19.20	
All Grades		25.70	21.12		57.97	59.69		16.32	19.20	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.78	21.93		53.41	48.07		24.81	30.00
All Grades		21.78	21.93		53.41	48.07		24.81	30.00

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		13.51	10.65		73.36	74.17		13.13	15.18
All Grades		13.51	10.65		73.36	74.17		13.13	15.18

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.51	21.82		63.42	64.40		15.07	13.79
All Grades		21.51	21.82		63.42	64.40		15.07	13.79

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Conclusions based on this data:

1. The CAASPP results in the Spring of 23 did show a small drop from in the number of students who were at or above standard. Righetti is working to address this by targeting key standards in our ELA curriculum to help students as we continue to rebound from distance learning.
2. The lowest domain was listening. Only 10.65% of the students were above standard in this area as compared to the other domains that were all over 20%. The school and district are working on strategies that will support ALL students, but particularly English Learners, that focuses on increasing "student talk" (communication) in the classroom.
3. The reading domain, demonstrating understanding of literary and informational texts, continues to be our strongest area. Over 80% of our students are either above, at or near standard. It is a good indicator that our ERWC 11 courses are preparing students to read informational text and respond using critical thinking and focused writing skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	602	595	606	0	554	568	0	534	568	0.0	93.1	93.7
All Grades	602	595	606	0	554	568	0	534	568	0.0	93.1	93.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2517.	2520.		5.06	5.99		13.86	12.15		23.60	25.00		57.49	56.87
All Grades	N/A	N/A	N/A		5.06	5.99		13.86	12.15		23.60	25.00		57.49	56.87

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.75	7.22		40.90	36.80		52.35	55.99
All Grades		6.75	7.22		40.90	36.80		52.35	55.99

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		6.19	8.10		59.47	60.39		34.33	31.51
All Grades		6.19	8.10		59.47	60.39		34.33	31.51

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.49	8.98		62.73	62.15		29.78	28.87
All Grades		7.49	8.98		62.73	62.15		29.78	28.87

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Conclusions based on this data:

1. The school experienced a slight drop from 22 to 23 in the % of students who exceeded or met standard. Math is a focus area for the district and the school as we are below the state average in these areas. Curriculum alignment and a shift to an integrated series will begin in the Fall of 24.
2. There were fewer students who were Below Standard. The percentages went from 29.78 to 28.87. The school has over 60% of the students tested at or near standard. This is a target area for 23-24. The goal of the Math TOSA is to use assessment data to better prepare our students.
3. As the math curriculum is reviewed, coordination and training in strategies that improve student success on the CAASPP needs to be a priority. The work the department did in 23-24 aligning the new Integrated Math 1 to the CAASPP will help in this process. The school will increase the number of the students taking A-G math courses since the district has adopted a three year math requirement starting with the class of 2028.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1541.8	1536.4	1527.7	1546.5	1536.1	1521.4	1536.4	1536.2	1533.5	96	72	78
10	1545.5	1527.1	1539.8	1546.5	1512.3	1530.1	1543.9	1541.5	1548.9	62	78	74
11	1569.2	1534.2	1527.1	1568.8	1524.9	1519.6	1569.0	1542.8	1534.0	87	39	61
12	1566.9	1577.0	1564.8	1573.4	1587.3	1562.0	1559.9	1566.2	1567.3	38	51	31
All Grades										283	240	244

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	17.89	11.43	14.47	24.21	35.71	28.95	35.79	31.43	26.32	22.11	21.43	30.26	95	70	76
10	19.35	19.48	15.07	25.81	28.57	38.36	40.32	15.58	24.66	14.52	36.36	21.92	62	77	73
11	22.89	10.81	14.75	40.96	45.95	31.15	21.69	18.92	14.75	14.46	24.32	39.34	83	37	61
12	18.92	32.65	19.35	37.84	30.61	41.94	32.43	20.41	9.68	10.81	16.33	29.03	37	49	31
All Grades	19.86	18.45	15.35	31.41	33.91	34.02	32.13	21.89	20.75	16.61	25.75	29.88	277	233	241

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	30.53	25.71	25.00	33.68	31.43	31.58	20.00	31.43	15.79	15.79	11.43	27.63	95	70	76
10	29.03	25.97	23.29	35.48	28.57	42.47	20.97	6.49	15.07	14.52	38.96	19.18	62	77	73
11	49.40	32.43	24.59	28.92	35.14	29.51	10.84	10.81	11.48	10.84	21.62	34.43	83	37	61
12	48.65	46.94	29.03	32.43	28.57	41.94	10.81	10.20	6.45	8.11	14.29	22.58	37	49	31
All Grades	38.27	31.33	24.90	32.49	30.47	35.68	16.25	15.45	13.28	13.00	22.75	26.14	277	233	241

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.26	2.86	3.95	20.00	14.29	15.79	40.00	48.57	44.74	34.74	34.29	35.53	95	70	76
10	6.45	11.69	9.59	19.35	16.88	19.18	46.77	32.47	41.10	27.42	38.96	30.14	62	77	73
11	4.82	2.70	1.64	27.71	21.62	22.95	43.37	43.24	32.79	24.10	32.43	42.62	83	37	61
12	8.11	10.20	9.68	10.81	26.53	29.03	48.65	40.82	32.26	32.43	22.45	29.03	37	49	31
All Grades	5.78	7.30	5.81	20.94	18.88	20.33	43.68	40.77	39.00	29.60	33.05	34.85	277	233	241

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.63	1.43	14.47	61.05	81.43	57.89	26.32	17.14	27.63	95	70	76
10	6.45	5.33	12.33	58.06	62.67	67.12	35.48	32.00	20.55	62	75	73
11	1.22	10.81	8.20	76.83	56.76	45.90	21.95	32.43	45.90	82	37	61
12	5.41	18.37	22.58	72.97	61.22	48.39	21.62	20.41	29.03	37	49	31
All Grades	6.88	7.79	13.28	66.67	67.10	56.43	26.45	25.11	30.29	276	231	241

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.26	52.94	55.26	17.89	32.35	18.42	16.84	14.71	26.32	95	68	76
10	63.93	45.83	52.05	22.95	20.83	28.77	13.11	33.33	19.18	61	72	73
11	78.31	51.35	47.54	12.05	27.03	19.67	9.64	21.62	32.79	83	37	61
12	81.08	72.34	58.06	13.51	12.77	25.81	5.41	14.89	16.13	37	47	31
All Grades	71.01	54.46	52.70	16.67	23.66	22.82	12.32	21.88	24.48	276	224	241

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.57	10.00	10.53	42.55	44.29	39.47	47.87	45.71	50.00	94	70	76
10	8.06	13.16	13.70	46.77	40.79	49.32	45.16	46.05	36.99	62	76	73
11	7.23	2.70	6.56	59.04	54.05	40.98	33.73	43.24	52.46	83	37	61
12	8.11	12.24	19.35	45.95	57.14	38.71	45.95	30.61	41.94	37	49	31
All Grades	8.33	10.34	11.62	48.91	47.41	42.74	42.75	42.24	45.64	276	232	241

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.05	0.00	0.00	75.79	74.29	76.32	23.16	25.71	23.68	95	70	76
10	3.28	5.26	0.00	78.69	61.84	78.08	18.03	32.89	21.92	61	76	73
11	15.85	8.11	6.56	71.95	64.86	54.10	12.20	27.03	39.34	82	37	61
12	13.51	24.49	6.45	64.86	57.14	74.19	21.62	18.37	19.35	37	49	31
All Grades	7.64	8.19	2.49	73.82	65.09	70.95	18.55	26.72	26.56	275	232	241

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Each of the grade levels that took the ELPAC in 22/23 showed a slight decrease in their overall scores. Seniors did have increase of 7% in the Reading domain. However, there was a drop in the percentage of Seniors who were overall "Well Developed".

2. The results in the reading domain show a slight increase in the students who are well developed. However, the vast majority of students remain in somewhat moderately or beginning stages. This is definite area of emphasis. There are planned adjustments and alignment in the designated ELD classes that should lead to improvement.
3. There continues to be nearly 3/4ths of the students who fall into somewhat/moderately developed in the writing domain. It will be important to work on some common writing practices and supports that nudge more students into the Well Developed area. Changes in the curriculum that focus on structured discussion and scaffolded writing will improve student performance.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2494	66.5	10	1
Total Number of Students enrolled in Ernest Righetti High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	250	10
Foster Youth	25	1
Homeless	360	14.4
Socioeconomically Disadvantaged	1658	66.5
Students with Disabilities	336	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	1.2
American Indian	33	1.3
Asian	36	1.4
Filipino	43	1.7
Hispanic	1801	72.2
Two or More Races	39	1.6
Pacific Islander	7	0.3
White	492	19.7

Conclusions based on this data:

1. In 22-23, 66.5 percent of our student population was classified as Socioeconomically Disadvantaged. This is an increase of nearly 2% from the previous year. There are more students needing economic support. This will have an impact on how we allocate funding to our community liaison.
2. In 22-23, the school English Learners dropped from 12 to 10% of the student total population. However, there continues to be a real need to support our LTEL's based on grades and test scores.
3. In 22-23, the homeless population (based on the state's definition) has stayed at approximately 15%. This validates the resources spent on the FBSMV homeless liaisons. They provide guidance and resources to our students who qualify.

School and Student Performance Data

Overall Performance








The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Yellow	Chronic Absenteeism  No Performance Color	
English Learner Progress  Green		
College/Career  Medium		

Conclusions based on this data:

1. The area that ERHS is High is English Learner progress. This continues to be an area of focus. The goal is to leverage this progress into better grades and CAASPP scores in ELA.
2. Math results are in the yellow. There was a slight improvement in some components of our scores. However, overall this is an area of emphasis for the school and district.
3. The CCI was a medium. This was an area of focus last school year. There was some improvement from the past. However, the goal is to increase the number of students who are A-G or who meet it through CTE pathways.

School and Student Performance Data

Academic Performance English Language Arts

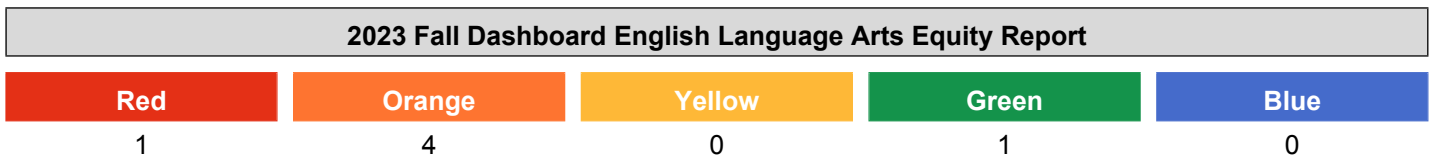
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>7.4 points below standard</p> <p>Maintained -1.1 points</p> <p>563 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>82 points below standard</p> <p>Increased +11 points</p> <p>111 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p>  <p>Orange</p> <p>46.5 points below standard</p> <p>Increased +4.2 points</p> <p>93 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>26.3 points below standard</p> <p>Maintained -0.3 points</p> <p>388 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>122.8 points below standard</p> <p>Maintained -0.1 points</p> <p>83 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 6 Students	Less than 11 Students 7 Students	35.3 points above standard Decreased Significantly - 29.2 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.8 points below standard Decreased -3.8 points 413 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	 Green 28.8 points above standard Increased Significantly +25.2 points 114 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
161.2 points below standard Maintained -1.6 points 45 Students	36.9 points below standard Increased Significantly +21.3 points 68 Students	1.9 points above standard Decreased -6.4 points 322 Students

Conclusions based on this data:

1. The school has identified EL students as an area of growth. There is a significant gap between EL and EO students. The EL/ELD Tosa has worked with the English teachers on more focused support in English and ELD classes. The district is aligning designated ELD instruction to address the needs identified at all sites.
2. Students with disabilities performed at the Very Low (122.8 points below standard) level in 2023. The school is working to provide them more targeted support in Co-taught classes. There has been training this year for Co-teachers that should help with overall student performance. In addition, all students should benefit from the curriculum alignment in ELA courses.
3. Overall, there was a slight drop from 22/23 in ELA scores. In particular, there is a gap between EL and SWD and the general student population. This has been identified in our SPSA and WASC action plan as an area of focus.

School and Student Performance Data

Academic Performance Mathematics

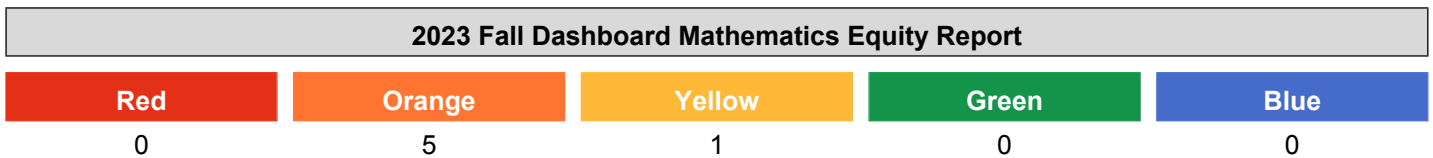
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 105.8 points below standard Increased +13.2 points 557 Students	English Learners  Orange 193.5 points below standard Increased +5.6 points 115 Students	Foster Youth Less than 11 Students 5 Students
Homeless  Orange 157.3 points below standard Increased +3.4 points 95 Students	Socioeconomically Disadvantaged  Orange 124.1 points below standard Increased +12.9 points 387 Students	Students with Disabilities  Orange 218.6 points below standard Increased Significantly +16.7 points 85 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 6 Students	Less than 11 Students 7 Students	48.3 points below standard Decreased -12.1 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 122.8 points below standard Increased +13.8 points 408 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	 Yellow 68.3 points below standard Increased Significantly +34.5 points 113 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
250.3 points below standard Maintained +2.4 points 49 Students	159.8 points below standard Increased +7.2 points 69 Students	88.2 points below standard Increased Significantly +16.1 points 316 Students

Conclusions based on this data:

1. The student scores in math were low across the subgroups. There is a significant gap between our English Learners and our EO students. The school and district are investigating ways to address student performance in Math. The curriculum alignment project is targeting aligning standards to the CAASPP. In addition, the district is adding an additional year of Math to graduation requirements.
2. Students with disabilities were Very Low. They scored 218.6 points below standard. The emphasis on co-taught classes and encouraging students to take a third year of math should result in improved scores. The addition of intermediate geometry and algebra 2 should provide access for more students.
3. The Spring of 2023 test scores are serving as baseline for the site and district. The district has adopted an integrated curriculum that will be used district wide to support students. In addition, this year the district added Saturday Academies for 9th graders in Math and English for each site. Steps are being taken to make long term change.

School and Student Performance Data

Academic Performance English Learner Progress

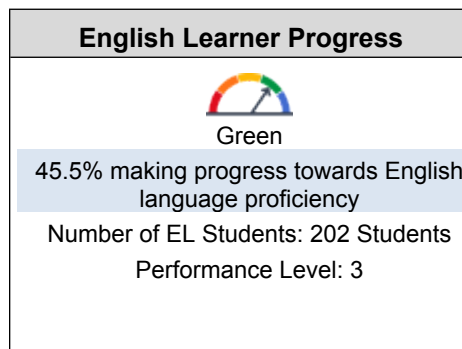
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
37	67	2	90

Conclusions based on this data:

1. This was an area that the school was in the green. Overall the school was 45.5 points above standard.
2. Nearly half of the students improved one ELPI level. This continues to be a positive result of the designated ELD instruction.
3. 18% of the students decreased one ELPI level. The cause of this decrease needs to be investigated. It may be an issue with regular attendance. It is important that we monitor regular period attendance as it applies to support classes.

School and Student Performance Data

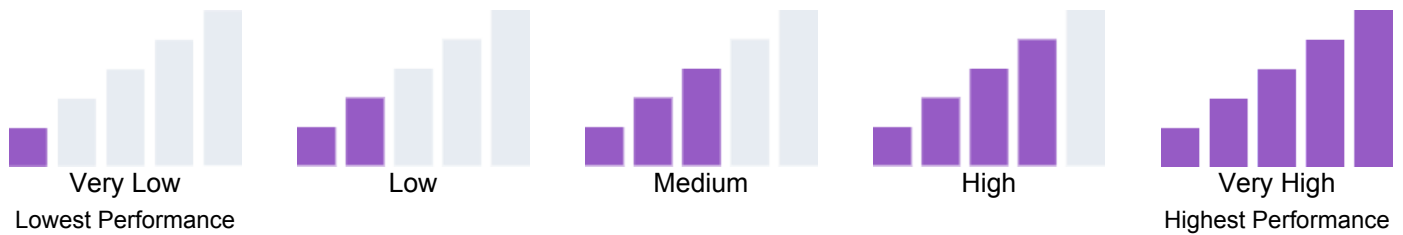
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

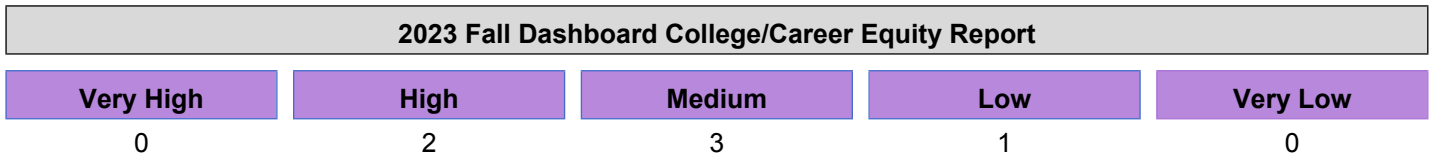
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

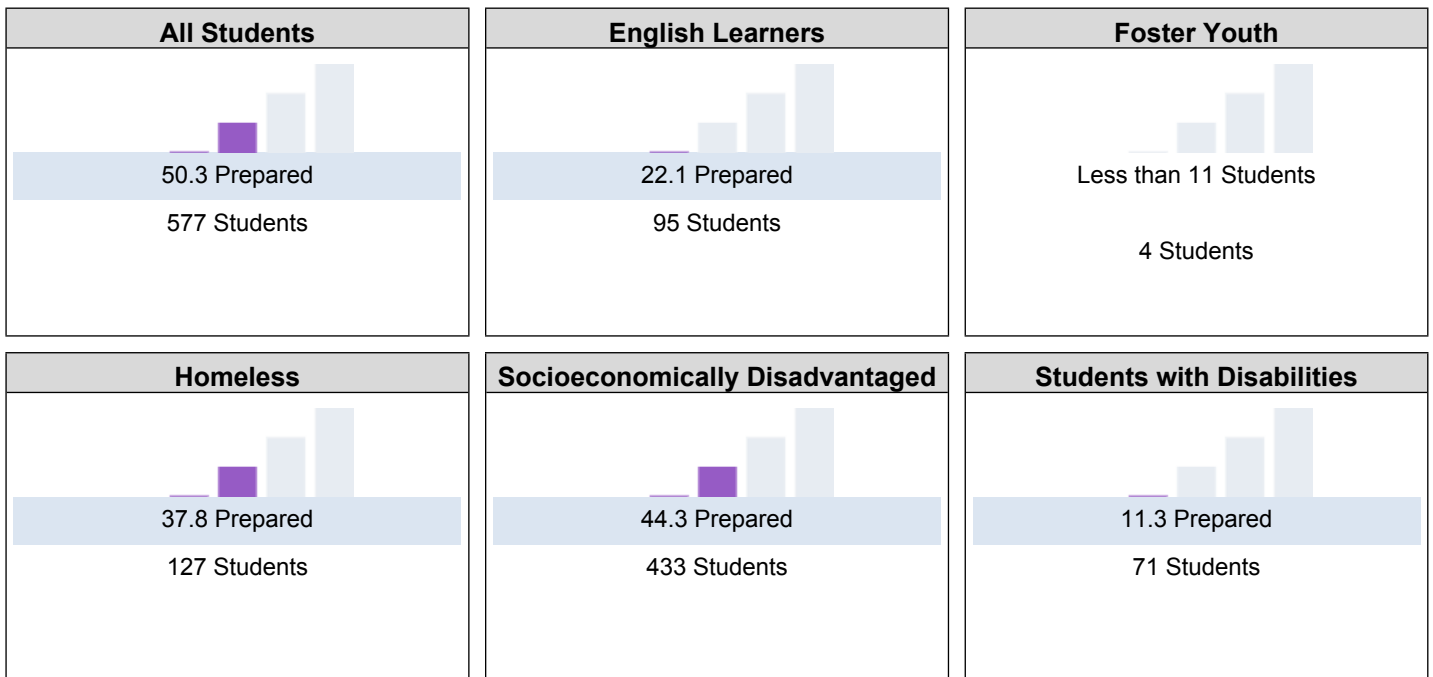


This section provides number of student groups in each level.

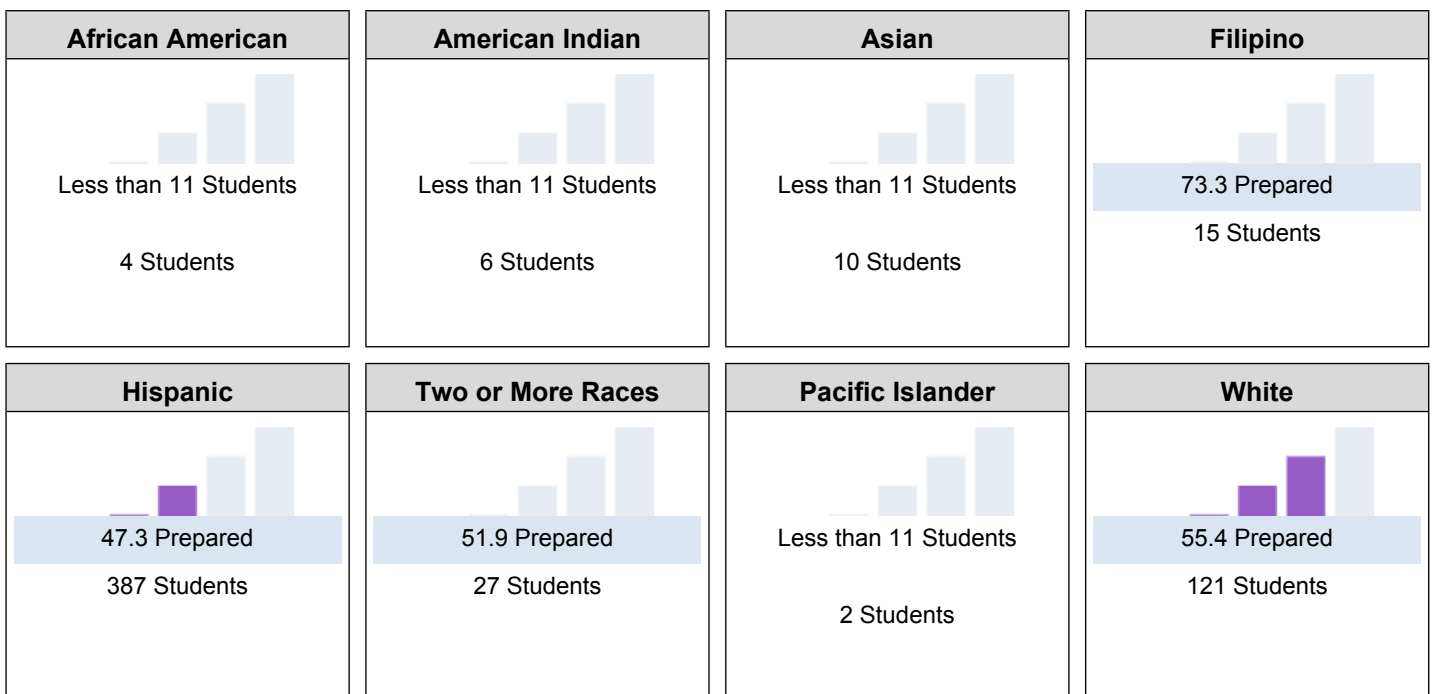


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. The number of students that meet the CCI prepared standard has increased over the last three years. The school had slightly over 50% of its seniors prepared.
2. Though English Learners and Students with Disabilities are prepared at a much lower percentage, there was improvement in that area. EL percentages increased from 12 to 22.1% and SWD went from 5.1% to 11.3%. CTE pathways on campus and at the District CTE center are helping to move more students into the prepared category.

3. This continues to be an area of emphasis with the school. ERHS had most 9th graders take Prod 301 for the first time this year. This is a concurrent class that will earn students college credit. In addition, starting in the Fall of 24, nearly all math students will start in A-G math. This has not been the case previously.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr><th>All Students</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>English Learners</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Foster Youth</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr><th>Homeless</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Socioeconomically Disadvantaged</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr><th>Students with Disabilities</th></tr> <tr><td> No Performance Color 0 Students</td></tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement Graduation Rate

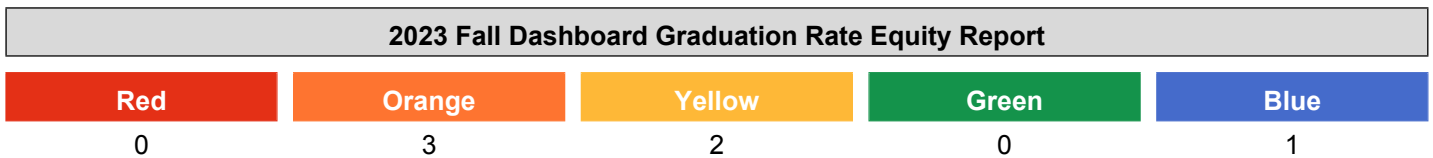
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 93.6% graduated Decreased -1.8 578 Students	English Learners  Orange 84.2% graduated Decreased Significantly -8.6 95 Students	Foster Youth Less than 11 Students 4 Students
Homeless  Orange 89.8% graduated Decreased -4.4 127 Students	Socioeconomically Disadvantaged  Yellow 92.4% graduated Decreased -2.5 433 Students	Students with Disabilities  Orange 73.6% graduated Decreased Significantly -11.4 72 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 6 Students	Less than 11 Students 10 Students	100% graduated Maintained 0 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 93% graduated Decreased -2.9 387 Students	88.9% graduated 27 Students	Less than 11 Students 2 Students	 Blue 95.9% graduated Increased 2.8 122 Students

Conclusions based on this data:

1. ERHS graduation rate dipped in 2019 from 94.5 to 93.5. The 22/23 school year the grad rate was 93.6%. This is more in line with the past due the elimination of covid waivers.
2. The EL graduation rate dropped this year to 84.2%. It was higher in 22 due to the Covid waiver. However, it is below our overall rate and it needs to be investigated.
3. Graduation rates in 2023 dropped in nearly every subgroup. SWD dropped significantly to 73.6%. The special education department is focusing on increasing the number of grads this school year. There were a number of fifth year students last year that could have impacted the overall rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

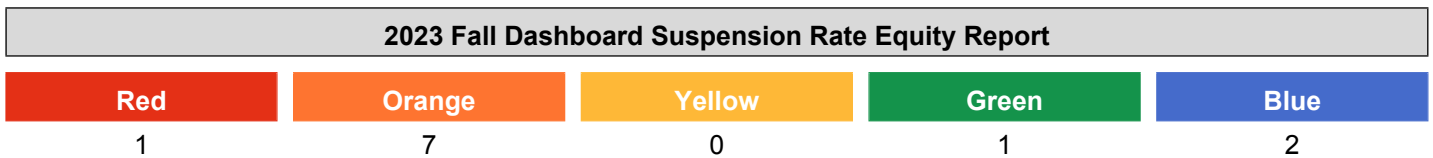
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 5.5% suspended at least one day Increased 0.6 2640 Students	<p>English Learners</p>  Orange 8.1% suspended at least one day Maintained -0.2 296 Students	<p>Foster Youth</p>  Red 27.7% suspended at least one day Increased 5.8 47 Students
<p>Homeless</p>  Orange 7.6% suspended at least one day Increased 2.3 461 Students	<p>Socioeconomically Disadvantaged</p>  Orange 6.9% suspended at least one day Increased 1 1828 Students	<p>Students with Disabilities</p>  Orange 10.5% suspended at least one day Declined -1.1 382 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.1% suspended at least one day Declined -0.8 36 Students	5.7% suspended at least one day Declined -3 35 Students	 Blue 0% suspended at least one day Maintained 0 39 Students	 Blue 0% suspended at least one day Declined -1.9 46 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.1% suspended at least one day Increased 1.1 1906 Students	 Orange 8.9% suspended at least one day Increased 4.4 56 Students	Less than 11 Students 7 Students	 Green 3.1% suspended at least one day Declined -1.1 515 Students

Conclusions based on this data:

1. Suspension rates increased in the 22-23 school year increased slightly. It went up .6%. The majority of suspensions continue to be for fighting and drug use. The creation of the Intervention to Success class, referrals to Por Vida and Fighting Back Santa Maria for students with substance abuse issues should help over time.
2. Students with disabilities and Foster Youth both had very high rates of suspension. There is a need to work on proactive mitigation efforts with these two sub groups in particular. There is support for our foster youth. However, the transitory nature of the student population makes long term support plans difficult.
3. Our overall total of 5.5% is an increase from prior years. Training in alternative means and restorative approaches to suspension and expulsion are taking place. The school and district are working on an MTSS plan that will provide alternatives to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal #1: Standards Based Instruction

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

LCAP Goal 4: Students will show progress toward meeting or surpassing academic standards in core subjects, including English Language Arts and Mathematics. Additionally, English learners will demonstrate advancement in acquiring English language skills.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores in ELA/Math	Scores from Spring 2023 ELA-49.22% of all students proficient or advanced (drop of 4% from 2022) Math-18.14 of all students proficient or advanced (drop of .78% from 2022) Subgroup scores were much lower EL in ELA 9.26% (this was an increase from last year. Math (no students met/exceeded standard) SWD in ELA 9.32% in Math: No student met/exceeded standard (decrease of over 9% in ELA)	The goal is to increase ELA and Math (All Student) scores by 5% in 2024 The goal with subgroups is to see the following: 5% increase in EL students meeting or exceeding standard in ELA 3-5% increase in EL students meeting or exceeding standard in Math 3-5% increase in SWD meeting or exceeding standard in ELA 3% increase in SWD meeting or exceeding standard in Math
College/Career Readiness	Currently 50% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 5% in Fall of 24.
ELPAC scores	In 22-23, nearly 50% of our students increased one or more ELPI levels. However, we had 18% of our student decrease a level.	In 23-24, ERHS would like to increase by 5% the percentage of students who increased one or more ELPI levels and

Decrease the students who dropped a level by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	ALL	4,500 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
1.2	Common Core Classroom Support for academic achievement.	ALL	4,800 Title I Supplies, equipment and software for academic achievement as well as college and career preparedness.
1.5	Provide release time for teaching staff to analyze data to inform instruction and support student achievement	ALL	2,000 Title I EWR's/substitutes
1.10	Student incentives for academic achievement	ALL	3,000 Title I Incentives are awarded for academic progress in core subjects, attendance, A-G completion and/or behavior.
1.11	Senior Academic Letter Postage as well as targeted student support letters and credit notifications.	ALL	5,000 Title I Purchase postage to mail home letters to improve parent involvement and communication on academic progress. Summer school and deficiency notices.
1.12	Before and after school In Person Tutoring	ALL	25,000 Pay for student mentors and certificated staff tutors to provide in person before and after school tutoring. This would occur on campus as

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The scores on Math and English dropped slightly. This school year the district provided support for curriculum alignment in ELA and Math tied to the SBAC. This will have an impact moving forward. It will be interesting to see whether it helps slightly on the Spring of 24 test.

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

Implementation went as expected. There continues to be gaps in learning that need to be made up once the students arrive at high school. LCAP and SPSA support for additional support classes, TOSAs, teacher materials and training have helped to mitigate in some areas. EL's and SWD's are still struggling to get back on track. Distance learning was a huge detriment to them.

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.

There are not any specific changes to the goal. However, the school has set some specific goals for improvement on the SBAC. In addition, the TOSA's are working with the core departments on developing and scoring common assessments utilizing Formative. There will likely be some funding allocated to this work as well as curriculum, particularly, as math begins year 1 of integrated math. The school is also focusing on improving PLC's across the curriculum. Science and Social Studies begin curriculum alignment in 24/25

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal #2 Culture of Respect

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Establish school environments that are nurturing, safe, and conducive to well-being, fostering strong relationships, a sense of belonging, and a positive atmosphere for all educational partners, including staff, educational partners, parents, and students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Panorama survey in Fall of 2023 identified/reinforced the need for the school to work on student engagement and school connectedness as well as overall school climate. This continues to be a need as some students struggle with peer interactions, drug and alcohol use and overall social emotional well being. This is one of our school wide learner outcomes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey-Fall of 2023	<p>School Connectedness was determined by looking at School Climate, School Mindset and School Safety. There were over 1000 students surveyed split over 9, 10, 11th and 12th grade level.</p> <p>54% of our students reported a growth mindset. This was 4% higher than the district average.</p> <p>69% of the parents reported favorably on school safety. This was 4% higher than the district average.</p> <p>43% reported in a favorable fashion on school safety. This was lower than the District average by 4%.</p> <p>42% reported in a favorable fashion on school climate. This is 2% above the district average.</p> <p>These were all Fall of 23 responses. The expectation is that they would improve in the Spring of 24. In addition, there are high percentage of students who choose somewhat favorable. These responses are not considered positive. There may be a number of students who are not included in the percentages above.</p>	<p>The school survey should reflect at five percent increase in favorable responses in the following areas: growth mindset, safety and climate.</p> <p>The Fall Semester is always tough as students get acclimated to school after the summer.</p>
Suspension Rate	The suspension rate increased to 5.5 % in 22-23.	A slightly higher rate of suspensions continued into the 22-23 school year. There are some plans to improve our preventative and restorative approaches that should result in lower percentages moving forward. The district and site are proposing a Multi tiered system of support that highlights restorative discipline practices. The goal is to decrease the suspension rate by 1% over the 23-24 and 24-25 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent Involvement via parent education or information nights throughout the year. Funding to cover costs related to daycare provision, supplies and salary costs.	ALL	<p>2,500 Title I Part A: Parent Involvement</p> <p>Parent informational evening costs. 2,500 Title I</p>

			Daycare, supplies, salary costs.
2.2	Community liaison off-campus visits to student homes, community resource offices, stores to purchase student school supplies, etc.	At-Risk/Socio-economically disadvantaged students	10,000 Title I Purchase clothing, P.E. Uniforms, school supplies, eyeglasses, bus passes, etc. for students unable to afford them. Mileage costs and Extra Hours

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There was an increase in the suspension rate during the 2022-2023 school year. The school finished with a rate of over 5.5%. The staff noticed and cataloged an increase in student disagreements that led to altercations. In addition, overall use of controlled substances increased. The school is working to improve restorative practices. In addition the district's support of increased security personnel will help long term. Initially there may be an increase as students who make poor choices are identified at a higher rate. However, this will lead to providing more targeted support earlier in their school career at ERHS.

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

There were no major differences. The focus will move from providing some of the basic necessities to targeting students for SEL support, peer mediation and drug and alcohol education. This year a Wellness Center was added. This provides additional support for students with social emotional needs.

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.

The goal needs to take into account an increase in behavior that leads to suspension and/or expulsion. There is also a need to develop a coordinated approach to accessing all the various resources on campus: ESS, FBSMV, and the newly developed wellness room.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal #3 College and Career Ready

Strengthen district wide support systems, processes and practices that support student learning. Specifically, increasing the number of students who finish high school A-G plus CTE.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP: Goal 1: Provide opportunities for every student to be involved and achieve College & Career Readiness through A-G & CTE completion, industry and academic certifications, and concurrent enrollment for all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Career Indicator	All Students 50.3, EL 22.1%, Low Income 44.3%, SWD 11.3% (2023)	To increase percentages for each subgroup as well as the total student body by 5% in 2024
A-G Percentage	All Students from 2023 was 40.4% (over a ten percent increase)	To increase ERHS overall percentage of students who are A-G eligible by 3%
Percent of Pupils who passed an AP exam	54% (met prior year's goal with a 9% increase)	Increase by 3% in the 23-24 school year.
CTE Pathway Completion	54/213 or 25.4% who started (total students) Only 23 EL/SWD started pathways (2021)	Increase the number of CTE starters and completers by 5% in 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Hold Parent College/Financial Aid Informational Meetings - Fund staff EWRs, purchase meeting supplies	ALL	2,500 Title I EWR's for classified/certificated staff 2,500 Title I Supplies/Materials/hospitality
3.2	Purchase Library or College/Career Center supplemental curricular materials/equipment	ALL	2,500 Title I Materials and supplies tied to College/Career Readiness or building student capacity to meet A-G standards.
3.4	Support our seniors who need financial support to apply to additional schools and colleges as well as provide college visits where appropriate.	All (Senior focused)	5,000 Title I Funds to support students who need help to apply to additional colleges and college visits for students who need assistance to gain access to the school.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

CCI data from 2023 showed ERHS improving to 50.3% prepared. This was a nearly 10 percent jump. Next year the plan is to increase our 9th graders who are enrolled in a concurrent class with AHC. This will set our students on the path to be College Career Ready. In addition, there is work being done to improve the CTE pathways on campus as well as increase options at the CTE center.

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

The school saw an improvement of 10 percent in the number of students who were A-G. There was an emphasis put on students who were one or two classes away by the counseling team. The goal is to continue the upward trend.

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.

The goal may change slightly, but the purpose is the same. The school is working to increase the number of students who are college/career ready by providing a premium education. The changes in math and curriculum alignment should help with increasing the number of 9th graders who begin their high school journey on track for A-G.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$71,812.07
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,800.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$44,300.00
Title I Part A: Parent Involvement	\$2,500.00

Subtotal of additional federal funds included for this school: \$46,800.00

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 (\$)
	\$25,000.00

Subtotal of state or local funds included for this school: \$25,000.00

Total of federal, state, and/or local funds for this school: \$71,800.00

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	86,500	42,200.00
None Specified	0	0.00
None Specified		
Title I Part A: Parent Involvement	3500	1,000.00
Title I Part A: Professional Development (PI Schools)		

Expenditures by Funding Source

Funding Source	Amount
	25,000.00
Title I	44,300.00
Title I Part A: Parent Involvement	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		25,000.00
	Title I	44,300.00
	Title I Part A: Parent Involvement	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	44,300.00
Goal 2	15,000.00
Goal 3	12,500.00

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

Name of Members	Role
Ted Lyon, Jr.	Principal
Diana Peinado	Parent or Community Member
Leigh Collier	Parent or Community Member
Sylvia Adame	Parent or Community Member
Lisa Dominguez	Other School Staff
Jennifer Dolan	Classroom Teacher
Joseph Graack	Classroom Teacher
Caitlin Bernardo	Classroom Teacher
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

English Learner Advisory Committee

Other: ELAC met and reviewed and discussed the plan in May

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

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

This SPSA was adopted by the SSC at a public meeting on 5/15/2024.

Attested:



Principal, Ted Lyon on 5/15/2024



SSC Chairperson, Erin Consorti on 5/15/2024