School Year: | 2020-21

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
El Rancho High School	19 64527 1932706	October 8, 2020	

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.

El Rancho High School is working with its teachers, staff, parents, and students through the school site council to evaluate its current needs to allocate resources intended to increase student achievement. The six goals found in the School Plan for Student Achievement align directly with El Rancho Unified School District Local Control Area Plan. These goals were in the process of review and amendment in 2019-20, but the COVID dismissal changed that target. Like other districts in California, the Local Control Area Plan or LCAP for El Rancho Unfired School District is suspended for 2020-21. However, in order to maintain some consistency and use the measurements for evaluation that are within the current plan, the six goals have remained in place and resources allocated in the activity areas for each one that is intended for this year. There are a number of activities that remain within the School Plan for Student Achievement or SPSA but are not allocated

any resources. Our school site council has had to make some choices as to areas to prioritize this year as we remain currently on distance learning, and those areas without an allocation this year may be prioritized again at a later time.

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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).

El Rancho High School collects data from various stakeholders. Students have the opportunity to provide feedback through the California Healthy Kids Survey as well as our ERHS Student Survey.

In the 2019-20 California Health Kids Survey. Three hundred and seventy ninth graders and three hundred and twenty five eleventh grade students took the survey. Eighty-five percent of ninth graders and eighty-eight percent of eleventh graders who responded stated they live in "A home with one or more parents or guardians". Sixty-five percent of ninthh graders and seventy-five percent of eleventh graders stated that "there is a teacher or some other adult who wants me to do my best." Fifty-four percent of 9th graders and fifty-seven percent of 11th graders agreed or strongly agreed that they " feel close to people at school". Fifty-three percent of 9th graders and 59% of 11th graders agree or stongly agree that "teachers at this school treat students fairly."

We also have a staff survey and a parent survey that we distribute each year. Data from the parent survey shows that 89 percent of parents feel that the school's highest priority is student learning and 81 percent of respondents feel that the school prioritizes student safety. Additionally, eighty-five percent of respondents feel that their child has access to take higher level courses. A total of 159 parents responded to the survey.

This year during distance learning, the district offered a survey to parents regarding instruction. Four hundred twenty parents of students in ERHS responded. When asked about satifaction with DL services, the average score for parents was 3.63 out of 4. Sixty-nine percent stated that students were recieving an "adequate" amount of work from teachers in distance learning. Seventy-six percent responded that they felt "informed about the days and times" kids can get support. Ninety percent felt that they were receiveing "timely" updates about school information.

From the student survey, results show that 73 percent of student respondents feel that the schools highest priority is student learning and 80 percent of respondents feel that ERHS is preparing them for college. We are able to obtain responses from 1,763 students. Eighty-two percent of students feel that teachers are available for extra help and 80 percent of students feel that counselors give them the help they need in planning their schedule. Additionally, 69 percent of students feel challenged in their classes.

From the certificated staff survey, 71 percent of respondents reported that they clearly state the learning objective in every lesson. Of 119 respondents, 85 percent reported that every lesson they teach promotes critical thinking and rigor. Only 40 percent of staff feel that they have adequate planning time with colleagues.

Classroom Observations

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

Administrators visit classrooms on a regular basis, both formally and informally. During the weekly Admin Team Meetings, administrators discuss informal observations. Administrators divide up the campus by departments and spend 2-3 weeks conducting informal observations. Formal observations are also divided among administrators. They work with Human Resources and conduct formal observations twice a year. Each formal observation is accompanied by a follow-up meeting. The first formal observation is conducted in the fall, before winter break. The second formal observation occurs early in the second semester. Teachers also participate in instructional rounds (Rounds at the Ranch) as a way to collaborate and share best practices.

During distance learning, administrators are visiting classes virtually. They have visited all classes at least once and are focussed on the learning tools as well as the engagement strategies used by the teacher in distance learning. Administrators have also conducted group visits to classes and had meaningful discussions about the needs for our distance learning environment.

Findings indicated that teachers are implementing best practices and strategies that are shared during the Professional Development Series and other professional development opportunities. Teachers use common strategies such as Socratic Seminar, Think-Pair-Share, Gallery Walk, Focussed Notes, Marking the Text. The school has also adopted Project Based Learning as a school wide goal for implementation.

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)

Standardized assessment data is used to modify instruction and improve student achievement. Staff regularly gather, analyze, and synthesize assessment data in order to provide placement in appropriate level academic courses. Data from English Language Proficiency Assessments for California (ELPAC) and local formative and summative assessments are used to place students in appropriate level ELD English Courses. While older assessments are being phased out, the district is in discussion about more accurate, standards-aligned assessments to support student placement by level. Students not performing well, below grade level or at level 3 or 4 on the ELPAC are placed in the appropriate reading intervention programs.

El Rancho High School uses Illuminate as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. The staff has identified Essential Standards for all Collaborative Teams. Staff is currently working through department meetings and collaborative team meetings to develop common summative assessments and formative assessments in all core subject areas designed to assist and identify strengths and areas of concern. Curriculum and instruction practices are modified and re-teaching is taking place when areas of concern are identified. We have begun experimenting with RTI at the Integrated Math 1 level.

CAASPP (California Assessment of Student Performance and Progress) includes the EAP: Early Assessment Program (EAP) test scores are used to identify and place students into the appropriate program/course. This data drives collaboration between teachers during regular subgroup and department meetings.

California Alternate Assessments (CAA)
The California Alternative Assessments (CAA) is the alternate assessment for the California Standards for children with severe cognitive disability which is specified on their Individual Education Program (IEP) in the areas of English Language Arts, mathematics, and science.

Advanced Placement Exams/International Baccalaureate End-of-Course Assessments
Scores allow for program refinement, academic counseling, and post-graduate support.

Accelerated Reader STAR Reading Test
This information is used by students to check out grade appropriate books for Accelerated Reader. Students participating in Accelerated Reader take this test at the beginning and end of each semester.

District Benchmark Assessments
Working with English or Math cadre groups, the district has developed standards-aligned benchmark assessments intended as formative information about student learning that is used to make adiustments to on-going instruction on all secondary sites.

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

Departments and collaborative teams (course-alike groups) develop and administer common summative assessments. Groups are transitioning to use common formative assessments, as well. Course-alike teams meet twice per month to discuss strategies, assessments and modifications to instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

El Rancho HIgh School students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by the State of California under the federal Every Student Succeeds Act or ESSA approved in 2015.

El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County Teacher Induction Program as administered in El Rancho Unified School District.

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

All of our teachers are credentialed and have access to professional development on a regular basis, both voluntary and mandatory professional development.

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

The focus of staff/professional development activities is centered on Professional Learning Communities and the expansion of Common Core Standards instruction and assessment in every core academic course. Departments work collaboratively in all areas; special education staff and core academic staff collaborate to identify and ensure all Individual Educational Program (IEP) goals and objectives are met.There is district support, materials and training for instructors using EDGE who work in conjunction with instructors in English Language Arts on reading, writing and acquisition skills.

Inservice days, administrative meetings, leadership team meetings, instructional managers meetings, collaborative team meetings and department meetings are planned to allow teachers the opportunity to identify the most effective methods for improving student achievement. Administrators and teachers analyze the results of standardized tests and identify areas needing improvement. The results are considered when determining professional development necessary to meet the needs of students. Core departments use common assessments to determine student progress. The results of common assessments drive instruction by identifying areas for student improvement. Professional development training is designed to meet student needs based upon current data. Release time is provided for teachers to gather information from classroom observations, workshop and training.

The Math Curriculum Council provides resources for improvement of instructional strategies and extensive professional development and support to math teachers focusing on pedagogy associated with Algebra 1, Algebra Support, Geometry, and Geometry Support.

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

At El Rancho, teachers work with administration to create professional development. While transitioning to Common Core State Standards, teachers attended district Common Core meetings and then brought material to share with the rest of the staff in the format of the PD Series. Site resource teachers, instructional managers and other leaders collaborate to plan and implement our PD Series.

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

Teachers have collaboration time embedded into the bell schedule every Monday and Friday. Course-alike collaborative teams meet twice a month, departments meet once a month and various other collaborative groups meet about once per month.

Teaching and Learning

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

Curriculum alignment is an ongoing process and is being supported through department meetings and subgroup meetings in each academic discipline. Staff is mapping curriculum vertically and horizontally and implementing standard-based instruction and assessment practices. Additionally, staff is utilizing both common assessment data from their subject area uploaded to Illuminate to identify academic areas of strength and concerns on standardized assessments and implementing a series of standard-based benchmark assessments in core academic subjects

Social Science
Visualizing Human Geography 2014: Wiley Publishers 2nd Edition
At Home in a Diverse World by Alyson Greiner
Modern World History McDougal Littell 10th
The Americans   McDougal Littell 11th
Economics Principles in Action Prentice Hall   12th
Magruder's American Government Prentice Hall   12th
Sociology   Holt, Rinehart & Winston 11th and 12th
Myers' Psychology for AP Worth Publishers   2nd Edition
by David G Myers
Psychology with Updates on DSM-5 Worth Publishers 10th Edition
By David G. Myers
A History of Western Vol. 1 Bedford St. Martin's   Pre-AP (9th)
A History of Western Vol. 2 Bedford St. Martin's   AP Euro Hist.
The Enduring Vision   Heath   AP US Hist.
Nystrom World Atlas 2014 Herff Jones/Nystrom
Human Anatomy & Physiology Pearson   AP   9th Edition
Gardner's Art through the Ages: Cengage Learning AP
A Global History, 15th Edition
A Multicultural Reader,   Perfection Learning ML
Collection Two
The Absolutely True Diary of Little, Brown   ML
A Part-Time Indian   Young Readers
The Piano Lesson   Penguin/Plum   ML
Traditions & Encounters: McGraw Hill   AP Edition
A Global Perspective on the Past
6th Edition (Bundle with Connect, Onboard & Scoreboard)
Law 101: Everything You Need Oxford University Press
To know about American Law (4th Edition)
The Cultural Landscape, Intro to
Human Geography   Pearson   11th Edition
U. S. History   Prentice Hall   2010 Edition
American Government Institution Cengage   16th Edition
& Policies
Advanced Placement United AMSCO a Division   2019 Edition
States Government & Politics of Perfection Learning
Fabric of a Nation: A Brief History with Skills and Sources, 2020 Edition
For the AP® Course   Bedford Freeman & Worth

Math
Algebra Connections   CPM   9th-12th
Geometry Connections CPM   9th-12th
Geometry Connections (Spanish) CPM   9th-12th
Algebra 2 Connections CPM   9th-12th

Algebra 2 Connections (Spanish) CPM   9th-12th
Geometry Connections 2 CPM.org   9th-12th
Pre-Calculus with Trigonometry CPM   9th-12th
Core Connections Integrated 1 CPM   9th-12th
Core Connections Integrated II CPM
Core Connections Integrated III CPM
Trigonometry-2004   Thomson-Brookscole 11th-12th
Statistics through Application W.H. Freeman   11th-12th
The practice of Statistics, 2nd Ed. W.H. Freeman   11th-12th
Single Variable Calculus: Thomson-Brookscole 10th-12th
Concepts and Contexts
Stats Your World   Pearson Education   11th-12th
SV Calculus: Concepts & Contexts Houghton Mifflin AP Cal
Business Math, 17th Ed. Cengage Learning 12th
Integrated Mathematics Common Core   Pearson Education 11th-12th

Modern Lang.
Temas   Vista Publishing AP Edition
Preparing for Lang. & Culture
AP French   Pearson   AP Edition
Preparing for the Lang. & Culture
AP Spanish   Pearson   AP Edition
Preparing for the Lang. & Culture
Themes 1 Student Edition Pearson   AP Edition
Themes Teacher Resource Box Pearson
Realidades I   Pearson
Realidades II   Pearson
Realidades III   Pearson
Tu Mundo   McDougal Littell
Spanish Years 1-3   Amsco
El Español Para Nosotros McGraw Hill/Glencoe
Que Chevere Level 2   EMC School
Que Chevere Level 3   EMC School
Que Chevere Level 4   EMC School
Que Chevere Level 5   EMC School
Que Chevere Spanish Level 3 EMC   2020 Edition
Que Chevere Spanish Level 2 EMC   2020 Edition
Abriendo Puertas Workbook Wayne Scott Bowen   Sp. Edition
Cracking the AP Spanish Princeton
Language & Culture Exam
2019 Edition
Descubre 1   Vista Higher Learning
Descubre 2   Vista Higher Learning
Autentico Student Edition
Plus Digital Course   Pearson

Science Lifetime Health 2007   Holt, Rinehart & Winston
Comprehensive Health 2018 Goodheart-Wilcox 9th-12th
Exploring Earth Science 2006 Prentice Hall   9th-12th
Biology 2006   Prentice Hall   9th-12th
World of Chemistry 2007 McDougal Littell 10th-12th

Campbell Biology 8th Ed. Benjamin/Cummings AP Biology 10th-12th
Addison Wesley Longman
Biology Miller Levine Foundation Prentice Hall   Bio Concepts
Edition 2010
Prentice Hall Conceptual   Prentice Hall   10th-12th
Physics 2009
Marine Biology 7th 2008 McGraw-Hill/Glencoe 10th-12th
Physics Principles 2009   Prentice Hall   11th-12th
w/Applications
Living in the Environment 2009 Cengage Learning   11th-12th
Principles Connection and Solutions
Campbell Biology (9th Edition) Benjamin Cumming AP
Chemistry (9th Edition) Zumdahl   AP
AP Chemistry Lab Manual The College Board   AP
Student & Teacher Edition
Mastering Chemistry: The Central Pearson   13th Edition
Science with e-text Plus printed text
Forensic Science-An Introduction Pearson   3rd Edition Workbook and Textbook
English Holt Literature and Language Arts Holt, Rinehart & Winston 9th
Third Course
Holt Literature and Language Arts Holt, Rinehart & Winston 10th
Fourth Course
Holt Literature and Language Arts Holt, Rinehart & Winston 11th
Fifth Course
Holt Literature and Language Arts Holt, Rinehart & Winston 12th
Sixth Course
Language! The Comprehensive Sopris West Educational Literacy
Literacy Curriculum 3rd Ed.   Services   Intervention
Jolliffe, Roskelly Writing America Pearson   AP
Language and Composition in Context 2014

ELD ELD 1 Edge-   Cambridge University 9th-12th
Fundamentals
ELD 2 Edge-   Cambridge University 9th-12th
Fundamentals
ELD 3   Edge-   National Geographic   9th-12th
Level A School Publishing
Hampton Brown

ELD 4 Edge-   National Geographic   9th-12th
Level B School Publishing
Hampton Brown

ELD 5 Edge-   National Geographic 9th-12th
Level C School Publishing
Hampton Brown
English 3D   Houghton Mifflin Harcourt
Literature and Language Arts   Holt   9th-12th

World Lang. Signing Naturally 1-6   Dawn Sign Press
Signing Naturally 7-12 Dawn Sign Press

Level 1 Student Set Dawn Sign Press
Signing Naturally Level 2 Dawn Sign Press
Signing Naturally Level 3 Dawn Sign Press
Master ASL & Fingerspelling Signmedia

International Baccalaureate
IB Mathematical Studies   OXFORD
Standard Level Course Book
Oxford IB Diploma Prog. 2Nd Edition

IB Mathematics Higher Level Course OXFORD
Book: Oxford IB Diploma Program

IB Mathematics SL 3rd edition OXFORD

IB History of the Americas   OXFORD
1880-1981: IB History Course Book
IB Extended Essay Course Book OXFORD
IB Diploma

Causes and Effects of 20th Century OXFORD
Wars: IB History Course Book

The Cold War-Tensions and   OXFORD
Rivalries: IB History Course Book

Rights and Protest IB History   OXFORD
Course Book

Revolution and Development of   OXFORD
Democratic States 2nd Edition
IB History Course Book

IB History: Skills and Practice: OXFORD
IB Diploma Program

Visual Arts: Course Companion   OXFORD
IB Diploma Program

Spanish B for the IB Diploma   OXFORD
(Spanish Edition)

Mañana Spanish B for the IB Diploma Cambridge University
(2nd Edition)

Bundle: IB Spanish B Course Book OXFORD
Skills and Practice

Spanish B for the IB Diploma   OXFORD
Grammar & Skills Workbook

Language AB Initio Student   OXFORD
Workbook 1st Edition

Panorama hispanohablante 2nd Edition Cambridge University

Biology for the IB Diploma Exam OXFORD
Preparation Guide 2nd Edition

Biology for the IB Diploma   OXFORD
Coursebook 2nd Edition

Biology for the IB Diploma   OXFORD
Coursebook 2nd Edition (2014)

Theory of Knowledge for the IB OXFORD
Diploma 2nd Edition

IB Psychology: Study Guide: OXFORD
IB Diploma Program Study Guide Ed.

IB Extended Essay Course Book OXFORD
IB Diploma Program

IB Sports, Exercise and Health Science OXFORD
IB Diploma Program Course Companion

Exercise Physiology: Nutrition, Energy, Lippincott Williams & Wilkins
And Human Performance (8th Edition)

Human Anatomy and Physiology (10th Edition) Pearson

Curriculum Alignment Tools:
El Rancho High School utilizes curriculum maps and pacing guides aimed at achieving a better alignment of curriculum, instruction, assessment and standards across all grade levels and subject areas. In addition, the school has implemented Illuminate, a web-based student assessment platform. Illuminate allows departments to create common assessments and analyze the results in various forms.

Late start on Mondays and Fridays provide teachers the time to analyze assessment results and adjust curriculum pacing guides where necessary. Teacher reports generated by this program allow for curriculum maps to be reevaluated and adjusted as necessary.

Distance Learning (NEW) - ERUSD has implemented distance learning for the first semester of 2020-21. This means that students will remain off site for instruction until deemed safe by the El Rancho Board of Education in cooperation with the Los Angeles County Office of Public Health, and the Los Angeles County Office of Education. Students are required by law to attend 240 minutes of instruction each day that school is in session. Students participate in 40 minutes of synchronous instruction and 40 minutes of asynchronous instruction for periods 1, 3 and 5 on Monday and Wednesday, and for period 2, 4, and 6 on Tuesday and Thursday. Students meet with all six classes

on Friday for 20 minutes of synchonous and 20 minutes of asynchonous instruction.

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

N/A

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

N/A

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

Standard-based text and ancillary materials are available to all students in all academic disciplines. State adoptions in core academic subject are an ongoing and materials are purchased accordingly. Materials, accommodations, and modification to curriculum for specialized areas of instruction in Special Education, English Language Learners (ELL) and students with 504 plans are available and applicable as necessary. All students have equal access to standard-based curriculum, instruction, and assessments in English, math, social sciences, and science. English Language Development courses are aligned with the English Department.

Standards-based instructional materials are purchased for all students through the district textbook fund. A textbook is checked out to every student in each of their classes for the entire semester or school year. In addition, some classes have a class set of textbooks in the classroom.

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

All instructional materials, including intervention materials, provide students with access to SBE-adopted and standards-aligned materials in core courses.

Opportunity and Equal Educational Access

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

English Language Development I, II, III, IV and %, as well, as ELITE, Accelerated Literacy 1 and 2 English classes provide primary language support through instructors, literacy coaches for core content areas. Students identified as Language English Proficient (LEP) and Redesignated/Reclassified Fluent English Proficient (RFEP) are able to access Advance Placement courses and students are assessed annually for reclassification. English Language Development (ELD) instructors meet regularly to discuss curriculum, assessment, instructional strategies and practices. Students identified as under-performers are eligible for additional services including double period English courses; after school tutoring; use of technology; Accelerated Reader; EDGE, and Language!; Integrated Math 1 Intervention, Student Study teams (SST's), Special Education services; counseling for college and career information and discussion; honors, AP programs; and a host of elective courses and options including career/vocational education and the Regional Occupation Program (ROP).

Instructional Practices
El Rancho High School teachers meet twice a week. During this time, teachers collaborate, work on implementing Common Core Standards, analyze assessment data, share best practices, and share student work to ensure consistent and common grading practices.

English Language Development (ELD)
Course Outlines and progress report tests are updated every year to be aligned with the California ELD Standards. The textbook adopted by the ELD Department is standards based Edge. This text provides students with access to a standards based curriculum.

During the 1st and 2nd semester, ELD students have 375 minutes per week of English Language Development. Teachers use Specially Designed Academic Instruction in English (SDAIE) techniques that teach students who are in mainstream English classes. English Learners receive support in the acquisition of the core curriculum at all grade levels. The following Bilingual classes are offered: World History, Chemistry, Integrated Math 1 and 2.

Link Crew
As students move into a high school setting, the freshman orientation and year-long transition program supports and mentors students at all academic levels. During their fourth period class, Link Crew leaders make their way to freshman classes and provide tutoring. They tutor in all subjects, from Math and Science to English and History.

Advancement Via Individual Determination (AVID)
AVID is a nationally recognized program that prepares students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap. El Rancho currently offers classes at each grade level 9th-12th.

Rio Hondo College Early College Academy
In the Rio Hondo Early College Academy, students will earn up to 25 transferable college units. Most of the core curriculum of an Associate of Arts Degree will be fulfilled. In addition, students will have completed the four core courses –English Composition, Critical Thinking, Oral Communications, and Mathematics required for transfer to a California State University (CSU) or University California (UC) campus. Upon completing the Early College Academy, most students will be prepared to go onto a 4-year University or transfer with Junior status within one year of graduation from high school. El Rancho currently has three cohorts at the 10th, 11th and 12th grade level.

Evidence-based educational practices to raise student achievement

Teachers implement instructional strategies that are research-based, including schoolwide implementation of AVID strategies. Students in core areas recieve instruction that is aligned to the Common Core State Standards planned in common during assigned collaboration time with teachers in course-alike groups. Essential standards by content are used to determine areas of periodic common assessment.

Parental Engagement

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

El Rancho High School makes available to all students a variety of resources including after school tutorial that meets Monday-Friday. The program reaches all students through a host of programs including academics, English Language Development (ELD), college prep, and Special Education. Additional resources include: District English Learners Advisory Committee (DELAC), District Advisory Council (DAC) and School Site Council (SSC). Students receive services from Student Study Team (SST) meetings, Individual Educational Program (IEP), college and career nights, sophomore counseling, migrant education, school psychologist, speech therapists, occupational therapists, physical therapists, Special Education Vocational Counselor and Cal Works-free and reduced lunch.

Student services are available from an instructional and counseling staff that are highly qualified. They are supported by an excellent classified clerical and maintenance staff and a wonderful tradition that promotes support among peers. All staff engage in professional development activities with student interests at the focal point; Associated Student Body (ASB), Regional Occupation Programs (ROP), computer labs, and after school tutoring. Community support is available through the El Rancho High School Website, TeleParent, Parent Ed. Center and teacher-created websites.

School Site Council (SSC)
The School Site Council is a group of stake holders that meet monthly to analyze school data and categorical budgets as they relate to student achievement. The SSC also develops and revises the School Plan for Student Achievement annually.

English Learner Advisory Council (ELAC)
ELAC is a group of parents of English Learners and other stakeholders that meet monthly to analyze school data and programs as they relate to student achievement. ELAC also provides input for the School Plan for Student Achievement annually.

District Advisory Council (DAC)
The chairperson of the School Site Council represents El Rancho High School on the District Advisory Council that meets monthly and serves as a liaison between the two bodies.

District English Learner Advisory Council (DELAC)
The chairperson of the English Language Advisory Council represents El Rancho High School on the District Advisory Council that meets monthly and serves as a liaison between the two bodies.

Parent Education Workshops
El Rancho High School provides parent education courses that support parents to take a participatory role in their child's academic growth. Topics include: understanding the high school system, graduation requirements, higher education options and financial aid. Counselors are trained through the Latino Family Literacy Project to be the facilitators of parent education.

Student Services
The Student Services Office includes six academic counselors, a special education counselor and an opportunity counselor. Students and parents receive academic support and guidance as well as referrals to outside agencies when appropriate. The Student Services Office also provides Sophomore Counseling to all 10th graders. In addition, the College and Career Counselor provides services to special education students.

College and Career Center (CCC)
The CCC includes one full time college career counselor and clerk. In addition, there is an ROP counselor that is in the CCC regularly as well as college representatives from Rio Hondo and UCI's

EAOP program. There is also an advisor from Be A Leader (funded through Generation 1st Degree) who assist students with the application and financial aid process and provides additional workshops for students.

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)

Students, parents, teachers and other stakeholders are part of School Site Council. The SSC is an important group at ERHS; it provides input in a variety of areas. The ERUSD facilities steering committee has developed a 10 year facilities master plan with input from our school community. Many stakeholders also had input in the creation of the ERUSD LCAP.

The school will provide written notice in English and Spanish about the school's program improvement status, as well as supplementary education services.

Funding

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

Assessment data through standardized testing illustrates a growth in the achievement gap creating a greater disparity between students performing well and students considered under-performing. Closing the achievement gap is a priority at El Rancho High School and services for students representing the latter category are available. The use of Title 1 categorical funds has served to reduce the gap over the last few years. Funds have been used to employ additional human resources, i.e. instructional assistants and college tutors.

Title I funding will provide additional staff support in classrooms, instructional materials, and human and instructional resources and services to enhance student achievement.

The Bilingual Office has one clerk that assists with student assessment, translations, and parent communication.

College Tutors
College tutors are employed to assist in AVID, classes with a high number of English Learners and Intervention classes and assist students in the computer labs.

Library
The library is open from 7:30 a.m. to 3:30 p.m. every day. The librarian or a library media technician is on duty at all times to assist students. Over sixteen computers, with exclusive on-line resources, are available for research. These resources are also available to students at home with password access.

Teachers and parents are encouraged to send their students to tutoring to get additional help.

Fiscal support (EPC)

Fiscal support is provided through the Title I Budget and LCFF Base Budget.

Stakeholder 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

El Rancho High School is committed to fostering partnerships with parents to support students to be successful. In the past year, we have created a WASC Parent Class series that has found various ways to make sure our parents feel welcomed and part of the educational process of their children. During the meetings we offer "Coffee with the Principal." Parents have the opportunity to talk with the principal, other administrators, counselors and teachers about any concerns or feedback they have about El Rancho High School. The input received from the the parent groups is used by the principal to update the SPSA.

These stakeholder groups will meet as follows:

School Site Council:

October 8, 2020
November 12, 2020
December 10, 2020
February 11, 2021
March 11, 2021
April 15, 2021

English Learner Advisory Council:

October 1, 2020
November 5, 2020
December 3, 2020
February 4, 2021
March 4, 2021
April 1, 2021

During distance learning the principal has established a series of weekly "virtual announcements" through the last Friday in October 2020 to provide parents with information about school programs and events. Virtual parent meetings at the beginning of the year on September 29 and October 1 had nearly 100 parents engaged on line. Continued regular monthly updates will continue through distance learning.

The SPSA is presented to School Site Council at the beginning of the school year for review and approval. Once the SPSA is approved by the SSC, it is sent to the school board for approval.

Resource Inequities

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

Due to distance learning, we have implemented site distance learning procedures effective August 24, 2020. This includes the creation of a sign in and self screening area in the main office, the implementation of digital sign protocol on the site, and distrubution of PPE to all site members. In order to begin to invite hybrid learning on to the site in 2020-21, the school will need plexglass installed in our guidance department and the attendance area for either students or parents to make safe contact with staff. The main office has already received appropriate plexiglass to receive temporary visitors. We will need santiziing stations added per hallway (2 x 12) for student and staff use, addtional contactless santizing stations in each restroom (2 x10). Plexiglass protection for each class (104) will also be needed but the configuration will depend on the class set up.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.04%	0.04%		1	1
African American	0.12%	0.34%	0.48%	3	8	11
Asian	0.37%	0.42%	0.3%	9	10	7
Filipino	0.29%	0.21%	0.44%	7	5	10
Hispanic/Latino	98.31%	98.1%	97.34%	2392	2,319	2,236
Pacific Islander	0.04%	0.04%	0.09%	1	1	2
White	0.78%	0.68%	1.09%	19	16	25
Multiple/No Response	0.08%	0.04%	0.22%	2	1	0
			Total Enrollment	2,433	2,364	2,297

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	612	634	608
Grade 10	582	590	609
Grade 11	606	548	537
Grade 12	602	592	543
Total Enrollment	2,433	2,364	2,297

Conclusions based on this data:

1. We continue to experience declining enrollment.

2. The number of students in 10th grade significantly dropped.

3. The number of students in the 12th grade significantly increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	228	187	179	9.4%	7.9%	7.8%
Fluent English Proficient (FEP)	1145	1,124	1,066	47.1%	47.5%	46.4%
Reclassified Fluent English Proficient (RFEP)	33	59	49	13.5%	25.9%	26.2%

Conclusions based on this data:

1. Decrease in English Learners and Fluent English Proficient students and reclassified students.

2. The number of Reclassified Fluent English Proficient students has decreased.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	615	564	514	596	553	506	595	553	506	96.9	98	98.4
All Grades	615	564	514	596	553	506	595	553	506	96.9	98	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2604.	2595.	2595.	24.71	21.34	22.13	37.48	38.16	34.19	24.87	24.41	27.08	12.94	16.09	16.60
All Grades	N/A	N/A	N/A	24.71	21.34	22.13	37.48	38.16	34.19	24.87	24.41	27.08	12.94	16.09	16.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.42	27.90	24.11	51.93	50.18	50.79	17.65	21.92	25.10
All Grades	30.42	27.90	24.11	51.93	50.18	50.79	17.65	21.92	25.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.32	29.58	30.50	51.18	51.91	53.07	16.50	18.51	16.44
All Grades	32.32	29.58	30.50	51.18	51.91	53.07	16.50	18.51	16.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.52	19.24	20.55	67.06	65.88	65.61	10.42	14.88	13.83
All Grades	22.52	19.24	20.55	67.06	65.88	65.61	10.42	14.88	13.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.45	36.30	30.83	52.44	46.46	52.77	13.11	17.24	16.40
All Grades	34.45	36.30	30.83	52.44	46.46	52.77	13.11	17.24	16.40

Conclusions based on this data:

1. Ninety-eight percent of all 11th grade students were tested and will serve as a baseline for future data comparisons.

2. The percentage of students meeting the standard increased from previous year.

3. The percentage of students at or near meeting the standard for Reading increased as well as the percentage of students testing above standard in Research and Inquiry.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	612	564	513	593	544	497	593	542	496	96.9	96.5	96.9
All Grades	612	564	513	593	544	497	593	542	496	96.9	96.5	96.9

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2575.	2553.	2561.	14.00	10.33	11.29	19.73	19.56	19.35	28.33	23.80	25.00	37.94	46.31	44.35
All Grades	N/A	N/A	N/A	14.00	10.33	11.29	19.73	19.56	19.35	28.33	23.80	25.00	37.94	46.31	44.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.93	19.78	22.02	29.85	27.36	27.88	47.22	52.87	50.10
All Grades	22.93	19.78	22.02	29.85	27.36	27.88	47.22	52.87	50.10

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.51	11.83	11.31	46.88	46.40	48.48	37.61	41.77	40.20
All Grades	15.51	11.83	11.31	46.88	46.40	48.48	37.61	41.77	40.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.37	12.38	12.30	53.79	54.90	51.21	28.84	32.72	36.49
All Grades	17.37	12.38	12.30	53.79	54.90	51.21	28.84	32.72	36.49

Conclusions based on this data:

1. The percentage of students tested decreased slightly. We would like to get to 98% of students tested.

2. The percentage of students at standards met decreased the least.

3. The percentage of students at or near standard for Communicating Reasoning increased.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1497.1	1525.0	1485.5	1511.7	1508.2	1537.7	46	53
Grade 10	1537.2	1496.2	1528.9	1480.3	1544.9	1511.6	42	35
Grade 11	1477.8	1503.2	1449.9	1478.8	1505.3	1527.1	33	23
Grade 12	1514.9	1485.2	1493.8	1461.7	1535.6	1508.1	28	21
All Grades							149	132

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	11.32	23.91	37.74	43.48	30.19	23.91	20.75	46	53
10	28.57	2.86	26.19	34.29	30.95	31.43	*	31.43	42	35
11	*	8.70	*	26.09	*	34.78	45.45	30.43	33	23
12	*	4.76	*	9.52	42.86	47.62	*	38.10	28	21
All Grades	14.09	7.58	24.83	30.30	36.24	34.09	24.83	28.03	149	132

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	20.75	32.61	47.17	36.96	15.09	*	16.98	46	53
10	38.10	5.71	*	34.29	30.95	34.29	*	25.71	42	35
11	*	8.70	*	39.13	*	17.39	39.39	34.78	33	23
12	*	4.76	42.86	23.81	*	28.57	*	42.86	28	21
All Grades	24.16	12.12	30.87	38.64	27.52	22.73	17.45	26.52	149	132

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.66	*	22.64	30.43	49.06	47.83	22.64	46	53
10	*	0.00	35.71	25.71	*	34.29	28.57	40.00	42	35
11	*	4.35	*	21.74	*	43.48	54.55	30.43	33	23
12	*	4.76	*	4.76	53.57	52.38	*	38.10	28	21
All Grades	*	3.79	21.48	20.45	30.87	44.70	40.94	31.06	149	132

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	7.55	60.87	79.25	23.91	13.21	46	53
10	33.33	5.71	50.00	65.71	*	28.57	42	35
11	*	0.00	36.36	47.83	54.55	52.17	33	23
12	*	0.00	60.71	28.57	*	71.43	28	21
All Grades	20.13	4.55	52.35	62.12	27.52	33.33	149	132

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	23.91	49.06	65.22	35.85	*	15.09	46	53
10	52.38	28.57	38.10	45.71	*	25.71	42	35
11	36.36	43.48	*	26.09	36.36	30.43	33	23
12	50.00	33.33	*	33.33	*	33.33	28	21
All Grades	39.60	40.15	43.62	36.36	16.78	23.48	149	132

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	11.32	36.96	54.72	58.70	33.96	46	53
10	*	11.43	26.19	45.71	50.00	42.86	42	35
11		8.70	*	47.83	78.79	43.48	33	23
12	*	4.76	*	23.81	67.86	71.43	28	21
All Grades	9.40	9.85	28.19	46.21	62.42	43.94	149	132

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.66	69.57	77.36	*	16.98	46	53
10	26.19	11.43	59.52	60.00	*	28.57	42	35
11	*	4.35	45.45	69.57	*	26.09	33	23
12	*	4.76	71.43	71.43	*	23.81	28	21
All Grades	18.79	6.82	61.74	70.45	19.46	22.73	149	132

Conclusions based on this data:

1. There is a significant number of students reading at the Beginning level.

2. There is a significant number of students writing at the Well to Somewhat Moderate level.

3. Overall 40% of the students speak at the Well Developed level.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2364	**69.5**	**7.9**	**1.2**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	187	7.9
Foster Youth	29	1.2
Homeless	8	0.3
Socioeconomically Disadvantaged	1644	69.5
Students with Disabilities	294	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.3
American Indian	1	0.0
Asian	10	0.4
Filipino	5	0.2
Hispanic	2319	98.1
Two or More Races	3	0.1
Pacific Islander	1	0.0
White	16	0.7

Conclusions based on this data:

1. Our student population continues to be primarily Hispanic.

2. Seventy-two percent of our total student population are socioeconomically disadvantaged.

3. Our white students continue to be the second largest student group on campus.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1. Graduation rate is at the blue level and is a highlight for our school.

2. The El Rancho High School suspension rate is at the orange and needs to be identified as an area of concern.

3. Mathematics is at the yellow level and while there has been some evidence of improvement with sub-groups remains a continuing concern.

School and Student Performance Data

Academic Performance
English Language Arts

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
13.7 points above standard	74.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	Increased ++4.2 points	
498	64	5
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	6.5 points above standard	107.6 points below standard
	Maintained -0.8 points	Increased Significantly ++16.1 points
	357	53

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		4	2

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
12.9 points above standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1 points			4
487			

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
104.7 points below standard	61.3 points below standard	8.8 points above standard
Increased Significantly ++56.3 points	Declined Significantly -23.2 points	Declined -9.3 points
20	44	197

Conclusions based on this data:

1. Overall our 11th grade students declined 8.5 points from the previous school year.

2. Our English Learners continue to be our students with the largest decline from the previous school year.

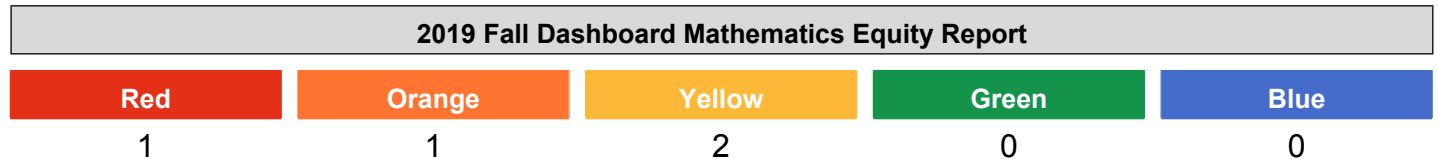**3.** Hispanic students as group declined in this area.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
65.3 points below standard	158.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.8 points	Increased Significantly ++20.9 points	4
490	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Red
	71.6 points below standard	202.7 points below standard
	Increased ++9.5 points	Maintained ++0.5 points
	352	52

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

4 | No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow

66.4 points below standard

Increased ++8.2 points

479 | | | No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4 |

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**
169.7 points below standard	153.1 points below standard	84.3 points below standard
Increased Significantly ++76.8 points	Declined -8.2 points	Declined Significantly -16.4 points
20	44	193

**Conclusions based on this data:**

1. Overall ERHS students declined by 23.5 points.

2. English Learners continue to be the group with the biggest decline.

3. Students with disabilities grew by 6.7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

English Learner Progress
No Performance Color
40.9 making progress towards English language proficiency
Number of EL Students: 110
Performance Level: Low
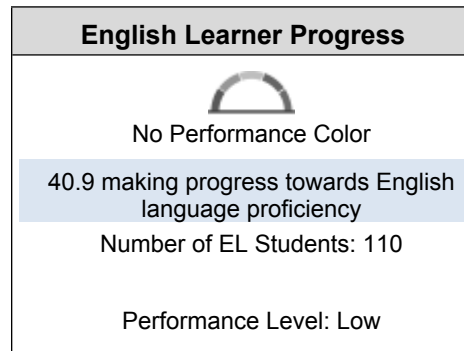
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
11.8	47.2		40.9

Conclusions based on this data:

1. Overall 61% of English Learners at ERHS are at the Somewhat Developed to Beginning Level.

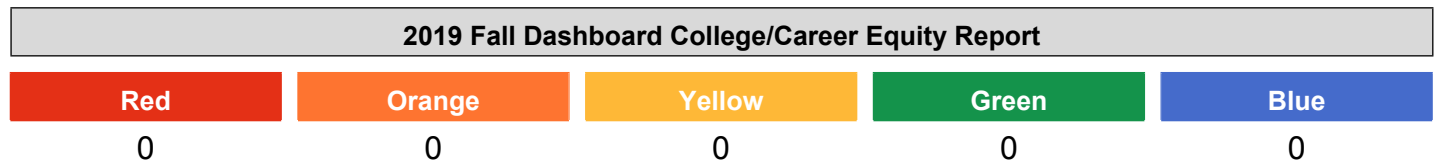2. Overall the largest group of students are Moderately to Somewhat developed.

School and Student Performance Data

Academic Performance
College/Career

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.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
47.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.5	0 Students	0 Students
558		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
54.2 **Prepared**	54.2 **Prepared**	47.7 **Prepared**
20.5 **Approaching Prepared**	20.5 **Approaching Prepared**	18.8 **Approaching Prepared**
25.3 **Not Prepared**	25.3 **Not Prepared**	33.5 **Not Prepared**

Conclusions based on this data:

1. Overall students at ERHS declined 4% in being college and career ready.

2. English Learner students increased 2.5% to be college and career ready.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |

| Red | Orange | Yellow | Green | Blue |

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 |
| 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. No data

School and Student Performance Data

Academic Engagement
Graduation Rate

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.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	2
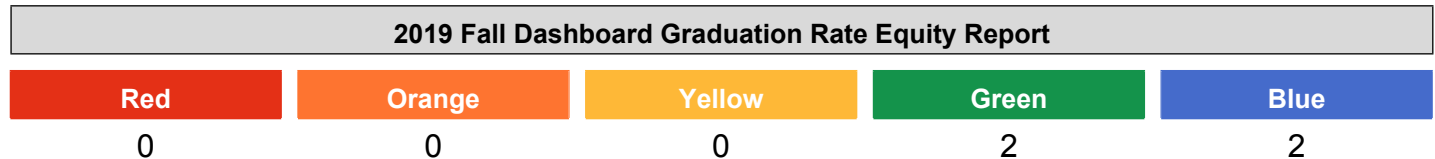
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
96.8	92.4	94.1
Maintained +0.1	Increased +10	Increased +6.6
558	66	17
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
92.9	96.7	84.6
Increased +16.4	Maintained -0.2	Increased +9.2
14	479	65

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
96.9	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
Maintained -0.3	1		
551			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
96.7	96.8

Conclusions based on this data:

1. Overall graduation rate increased by 1.5%

2. English Learners had the greatest increase by 4.5%

3. Socioeconomically disadvantaged students grew by 2.1%

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0
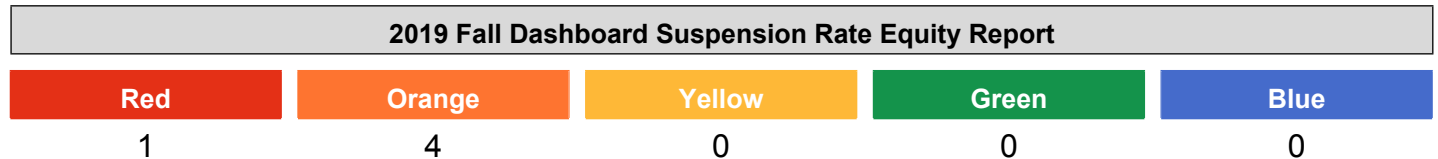
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Orange	Orange	Red
4.9	5.3	11.6
Increased +1.4	Increased +0.6	Increased +9.8
2492	207	43

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
6.7	5.3	7.1
Increased +3.1	Increased +1.3	Maintained -0.2
15	1745	311

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1	10	7
12			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
4.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
	5	1	
Increased +1.3			Declined -9.1
2438			18

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.6	4.9

Conclusions based on this data:

1. The suspension rate for all students at ERHS maintained the same and had a 0% increase

2. Students with disabilities had the highest increase by 0.7%

3. Foster youth suspension declined by -8.3%

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

School-wide Rigorous Instructional Strategies

LEA/LCAP Goal

Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.

Goal 1

Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.

Identified Need

Students at all grade levels need support to perform at or near grade level in identified literacy skills. This need can be supported by direct instructional support either from the teacher or a trained tutor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/EPA (ELA 11)	ELA 11th grade CAASPP data reflected 25% Standard Exceeded, indicating that 25% of students measured are Ready for College on the EAP.	ELA 11th grade CAASPP data will increase by 2% Standard Exceeded, to indicate that 27% of students measured are Ready for College on the EAP.
English Learner Progress School Dashboard	The California Dashboard shows English Learner Progress to be Very High 86.5%, with Increased Significantly change of 11.9%.	The graduation rate will grow from 88% to 90% and the College/Career percentage will grow 5%, from 32.5% to 37.5%.
Accelerated Reader 9th grade ZPD range	Current ZPD range data showed the 60% of our students showed growth in their reading range from the beginning to the end of the school year.	65% of our 9th grade students will show growth in their reading range from the beginning to the end of the school year as measured by the STAR assessment.
10th grade PSAT Scores	The average score for 10th grade students on the PSAT/NMSQT was 843, ELA 422 and 421.	The PSAT average score for 10th grade students will increase to 860 points. NOTE: PSAT will not be offered in 2020-21.

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 English Learner Students

Strategy/Activity

EL Task Force

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Substitutes and Extra Hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development Series

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Professional Developement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALl Students

Strategy/Activity

ELA Tutoring from College Tutors, as well as to provide tutoring before and after school and during lunch time.

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)
10,300	Title I 2000-2999: Classified Personnel Salaries College Tutor Salaries
20,200	LCFF - Base 2000-2999: Classified Personnel Salaries College Tutor Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Ninth grade English students who earned a D or an F during their first semester English class in high school.

Strategy/Activity

ELA make up class (credit recovery) after school during the 2nd semester for 9th graders

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Additional hours for teacher to teach class after school

Annual Review

SPSA Year Reviewed: 2019-20

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

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

El Rancho High School made measurable progress towards the goals in 2018-19, particularly in the areas of graduation rate for English Learner and Special Needs Students. Due to the COVID dismissal, no summative tests were offered in 2019-20.

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

Due to significant transition in the principal role over the last 5 years, not all initiatives received follow up at the level of the school either because they were not planned out or did not have a plan for implementation from the former leadership. Some of the specific allocations are being set to zero during distance learning but may be funded in the future.

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.

Dated or obsolete programs were removed and a new initiative in development of an overall English Learner Task force was created.

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

Mathematics

LEA/LCAP Goal

Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.

Goal 2

Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.

Identified Need

Students continue to perform below expectations particularly in Integrated Math 1. More focus on the development of common formative assessments and common interventions is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/EAP (MATH 11)	MATH 11th grade CAASPP data reflected 12% Standard Exceeded, indicating that 12% of students measured are Ready for College on the EAP.	MATH 11th grade CAASPP data will increase by 2% Standard Exceeded, to indicate that 14% of students measured are Ready for College on the EAP. NOTE: Due to the COVID dismissal, no summative test was offered in 2019-20.
End of Course Grades	Currently, the Integrated Math 1 class has 40% D/F rate.	The D/F rate for this course will decrease by 5% resulting in 35% of students passing the course upon their first taking it.

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 11th grade math students

Strategy/Activity

CAASPP Bootcamp

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Sub Coverage

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Integrated Math 1 students

Strategy/Activity

Integrated Math 1 Intervention, provide support for all Integrated Math 1 teacher who will co-teach, re-teach and assess students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCFF 1000-1999: Certificated Personnel Salaries Subs and additional hours

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Math Tutors, three math tutors will be used to support the Integrated Math 1 Intervention program, as well as to provide tutoring before and after school and during lunch time.

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)
30390	District Funded 2000-2999: Classified Personnel Salaries Tutor salary

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Introduction to Data Science students

Strategy/Activity

Continued implementation of Introduction to Data Science, an a-g approved, third year science course.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Sub coverage

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teacher Professional Development through attendance at the California Math Conference

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 5000-5999: Services And Other Operating Expenditures Registration
0	Title I 5000-5999: Services And Other Operating Expenditures Lodging
0	Title I 1000-1999: Certificated Personnel Salaries Subs

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

El Rancho High School made measurable progress towards the goals in 2018-19, particularly in the areas of graduation rate for English Learner and Special Needs Students. Due to the COVID dismissal, no summative tests were offered in 2019-20.

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

While no items in this area have been significantly modified, these areas need to monitored more closely to determine what elements may be more effective. Some areas were set to zero during distance learning but may be funded in the future.

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.

Based on teacher input and considerations of the availability of training/conferences during distance learning, areas within this goal were not funded and those funds diverted to other priorities. They remain in the plan so that they may be considered at a later date.

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

Literacy Skills

LEA/LCAP Goal

All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.

Goal 3

All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.

Identified Need

Make adjustments to include more time for college/career support as well as additional consultants to support teacher training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (11th Grade)	CAASPP Data reflected that only 45.5% of our students met the College/Career Ready criteria.	ERHS CAASPP Data will show 5% increase in the percentage of our students meeting the College/Career Ready criteria.
a-g Data	In 2019, 47.7% of seniors met the a-g criteria upon graduating.	ERHS a-g completion rate will increase to 50% of seniors will meet a-g criteria upon graduating.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

District will pay for all Advanced Placement Exams for students who are enrolled in an AP class.

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)
95,000.00	District Funded 5000-5999: Services And Other Operating Expenditures AP Exam Cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Incoming 9th grade students

Strategy/Activity

Summer Spanish Placement Assessment

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

Amount(s)	Source(s)
0	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra hours for teachers

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

District will pay for the PSAT 8/9 and the PSAT 10 NMSQT Exams for 9-11th grade students.

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Contract w/ College Board

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaborative Team Leaders will lead their course-alike teams throughout the 2018-19 school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13340	Title I 1000-1999: Certificated Personnel Salaries Extra-duty/extra-pay assignment for all Collaborative Team Leaders.
13341	LCFF - Base 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

10th grade students

Strategy/Activity

Additional hours to service students by conducting 10th grade counseling sessions and grade specific evening meeting.

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)
1487	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra-duty/extra-pay assignment for all counselors.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor and administration attendance at UC and CSU Counselor Conference

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)
1400	LCFF - Base 5000-5999: Services And Other Operating Expenditures Registration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counselors will review student transcripts to ensure correct placement towards college readiness and a-g readiness; Career Counselor will host evening and weekend events

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)
13409	Title I 1000-1999: Certificated Personnel Salaries Extra-duty/extra-pay assignment for all counselors.
13117	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra-duty/extra-pay assignment for all counselors.
2000	Title I 1000-1999: Certificated Personnel Salaries Extra-duty for College/Career Counselor for weekend and evening events

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All 11th grade students

Strategy/Activity

Additional hours to service students by conducting 11th grade counseling sessions and grade specific evening meeting

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)
1487	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra Duty/extra pay assignment for counselors

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AP Students, Computer Science, Spanish Language, Spanish Literature and US Govenment

Strategy/Activity

Training and Planning for Advanced Placement teachers

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

Amount(s)	Source(s)
4000	District Funded 5000-5999: Services And Other Operating Expenditures Conference Registration for AP Summer Institute
4000	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra Duty/extra pay for collaborative time and attendance of summer institute

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

0	

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

AVID program: Implement and evaluate AVID program including Senior Seminary class, training for staff, certification of program

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)
5000.00	Title I 4000-4999: Books And Supplies Materials
2656	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College Application guidance, Parchment

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)
9300	LCFF - Base 4000-4999: Books And Supplies Parchment Site License
	None Specified None Specified

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Create opportunities for students to visit colleges

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)
2000.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures Bus

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Summer Leadership Retreat to plan and create the instructional plan for the year.

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

Amount(s)	Source(s)
0	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra hours, pay for teachers

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Departmental Goals and Objectives

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)
13000.00	LCFF - Base 4000-4999: Books And Supplies

	Science Supplies
2000.00	LCFF - Base 4000-4999: Books And Supplies World Language Supplies
2000.00	LCFF - Base 4000-4999: Books And Supplies Math Supplies
3200.00	LCFF - Base 4000-4999: Books And Supplies PE Supplies
3200.00	LCFF - Base 4000-4999: Books And Supplies SPED Supplies
2000.00	LCFF - Base 4000-4999: Books And Supplies English Supplies
2000.00	LCFF - Base 4000-4999: Books And Supplies Social Science Supplies
2000	LCFF - Base 4000-4999: Books And Supplies Ethnic Studies Supplies
2000	LCFF - Base 4000-4999: Books And Supplies ELD Supplies

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

0	

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Collaboration/Release Time

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)
15000	Title I 1000-1999: Certificated Personnel Salaries Extra duty, extra pay
13500	LCFF - Base 1000-1999: Certificated Personnel Salaries WASC extra hours for certificated staff

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff participation in conferences and training, to include consultants who conduct on site PD.

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

Amount(s)	Source(s)
4000	Title I 5000-5999: Services And Other Operating Expenditures Registrations
0	Title I 5000-5999: Services And Other Operating Expenditures Accommodations and Travel
0	Title I 5000-5999: Services And Other Operating Expenditures Fees for on site consultants for teacher training

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Areas were implemented with fidelity and reasonably supported by appropriate documentation.

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

Areas were implemented with fidelity but closer monitoring and support is needed from the administration to ensure that actions are results based. A number of areas were set to zero but should be considered in the future.

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.

Additional resources were set aside for the college and career counselor (Activity 7) and for on site PD conducted by consultants (Activity 18). Resources for travel and accommodations in Activity 18 were reduced due to COVID 19.

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

Safety and 21st Century Skills

LEA/LCAP Goal

El Rancho High School will invest resources to ensure a safe and productive 21st century learning environment for all students.

Goal 4

El Rancho High School will invest resources to ensure a safe and productive 21st century learning environment for all students.

Identified Need

Students need to demonstrate increased capacity to work with instructional technology. They need to demonstrate pro-social behavior in managing their conduct.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Advance Placement Pass Rates	College Board Data reflected that, in 2019, students took 971 AP exams and passed with a rate of 40.2% (435 exams).	In 2020-21,our AP pass rate will increase to 45% with half of the tests taken resulting in a score of 3 or higher.
Attendance at Junior and Sophomore Night	Attendance at our grade-level nights has, traditionally, been low. Under 35% of junior and sophmore parents have attended.	45% of all junior and sophomore parent(s) or students will attend their respective grade-level night.
CA-Dashboard Suspension Rate Number of Referrals	The suspension rate for 2019 was 4.9%.	ERHS suspension rate will be below the 3% mark.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase technology in the classroom, but with the limitations set by our budget. Promote and continue a positive behavior interventions and supports model for all students.

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

Amount(s)	Source(s)
30,000	LCFF - Base 4000-4999: Books And Supplies Computers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase the number of chromebooks for student use with the goal of reaching 1:1.

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

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies Chrome Books
0	LCFF - Base 4000-4999: Books And Supplies Chromecarts and Chromebooks

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

0	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher professional development int the area of technology, CUE Conference

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

Amount(s)	Source(s)
0	Title I 5000-5999: Services And Other Operating Expenditures CUE Registration
0	Title I 5000-5999: Services And Other Operating Expenditures Lodging Accommodations/Travel/Meals
0	Title I 1000-1999: Certificated Personnel Salaries Subs

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued Implementation of PBIS program, creation and implementation of Schoolwide Positive intervention lessons

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)
5000	LCFF - Base 1000-1999: Certificated Personnel Salaries PBIS Program

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Areas were implemented with fidelity and reasonably supported by appropriate documentation.

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

Areas were implemented with fidelity but closer monitoring and support is needed from the administration to ensure that actions are results based.

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 a number of areas where funding is set to zero due to distance learning but should be considered for funding in the future, particulary in restoration of funding to purchase student technology.

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

Partnership with Parents and the Community

LEA/LCAP Goal

El Rancho High School will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.

Goal 5

El Rancho High School will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.

Identified Need

El Rancho High School needs to develop a more transparent relationship with parent stakeholders. In distance learning, El Rancho High School needs to develop strategies that meet the parent needs for virtual communication from the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at WASC Parent Focus Group	In the 2019-20 school year, we had an average of 17 parents at each monthly WASC Parent Focus Group meeting.	Parent attendance at WASC Parent Focus Group meeting will increase by 25% from 17 to 22. Virtual meetings need to include at least 40 parents.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

WASC Focus Group Meetings and Parent Classes

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)

1500	LCFF - Base 1000-1999: Certificated Personnel Salaries Meetings and parent classes to support the Focus on Learning process, extra duty pay

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Instructional Rounds

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Liaison

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)
25,000	Title I 2000-2999: Classified Personnel Salaries Salary for Clerk
10,000	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Areas were implemented with fidelity and reasonably supported by appropriate documentation.

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

Areas were implemented with fidelity but closer monitoring and support is needed from the administration to ensure that actions are results based. One area was set to zero due to distance learning but should be considered in the future.

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.

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

Differentiated Learning Options Beyond the Core Program

LEA/LCAP Goal

ERHS will provide differentiated learning options for students above and beyond the core program.

Goal 6

ERHS will provide differentiated learning options for students above and beyond the core program.

Identified Need

El Rancho High School needs to develop a more transparent relationship with parent stakeholders. In distance learning, El Rancho High School needs to develop strategies that meet the parent needs for virtual communication from the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sports Participation	In 2019-20, 836 students, approximately 30% of students, participated in extra-curricular sports.	Participation in extra-curricular sports will increase by 20%.
Club and Co-curricular Participation	Track club and co-curricular participation	In the 2020-21 school year, 50 % of ERHS students will participate in a club and/or co-curricular program. NOTE: Club activitiy is limted during distance learning to start the year.
Athletic Team Records	During the 2018-19 school year, 40% of teams or individuals reached CIF level competition and 11% won league.	In the 2020-21 school year, the number of league championships and CIF participation will increase by 20%. NOTE: sports participation is limited during distance learning to start the year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Visual and Performing Arts Enhancements

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)
55000	LCFF - Base 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All PLTW students

Strategy/Activity

Project Lead the Way Operations

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)
2200	LCFF - Base 1000-1999: Certificated Personnel Salaries Counselor support
1500	LCFF - Base 5000-5999: Services And Other Operating Expenditures Transportation
11000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Enrollment, training, recruitment
11805	LCFF - Base 4000-4999: Books And Supplies Supplies and equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintenance of Teen Court program

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)
2,500.00	LCFF - Base 1000-1999: Certificated Personnel Salaries Stipend

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Freshmen and Link Leaders

Strategy/Activity

ERHS will provide transitional support for incoming 9th grade students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra-duty/extra-pay assignment for teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Academic Decathlon Team

Strategy/Activity

Support for Academic Decathlon progam

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)
2,500.00	LCFF - Base 4000-4999: Books And Supplies Materials

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Pepster Team

Strategy/Activity

Summer Support for Pepster Program

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)
1400.00	LCFF - Base 1000-1999: Certificated Personnel Salaries Stipend

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math, Engineering, and Science Association membership

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

Amount(s)	Source(s)
0	LCFF - Base 5000-5999: Services And Other Operating Expenditures Membership

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Transportation for Extra Curricular program

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)
50,000.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures Buses

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Athletic Program Goals and Objectives

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

Amount(s)	Source(s)
30000	LCFF - Base 4000-4999: Books And Supplies Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintenance and Operations

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)
160,000	LCFF - Base 4000-4999: Books And Supplies

	Materials and Supplies

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Summer Activities Director

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)
850	LCFF - Base 1000-1999: Certificated Personnel Salaries Extra-duty pay

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Graduating Seniors

Strategy/Activity

Graduation Ceremony

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)
18000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Commencement Ceremony

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Graduating Seniors

Strategy/Activity

Senior Awards Night

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)
2000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Scholarships and Awards distributed

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

9th grade students who are identified and placed in the FSA program.

Strategy/Activity

Freshman Success Academy to support incoming freshmen who have demonstrated ability but lack motivation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Fieldtrip transportation
500	LCFF - Base 1000-1999: Certificated Personnel Salaries Subs
500	LCFF - Base 4000-4999: Books And Supplies Materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All IB Students

Strategy/Activity

International Baccalaureate Operations

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)
2452	LCFF - Base 5000-5999: Services And Other Operating Expenditures Assessments and return postage
13550	LCFF - Base 5000-5999: Services And Other Operating Expenditures Program enrollment and training
7600	LCFF - Base 1000-1999: Certificated Personnel Salaries CAS, EER, Counseling Support

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attend conferences to support a positive school culture and extra-curricular involvement

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

Amount(s)	Source(s)
0	LCFF - Base 5000-5999: Services And Other Operating Expenditures registration and membership
0	LCFF - Base 5000-5999: Services And Other Operating Expenditures Travel and Accommondations

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student Athletes

Strategy/Activity

Athletic Trainer

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)
5000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Athletic Trainer Fee

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All CNA Students

Strategy/Activity

El Rancho High School will pay the Nursing Assistant Certification Exam fee

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)
5500	LCFF - Base 5000-5999: Services And Other Operating Expenditures Nursing Assistant Certification Exam fees

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Community Outreach and School Promotion

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

Amount(s)	Source(s)
0	LCFF - Base 5000-5999: Services And Other Operating Expenditures Purchasing

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Activities implemented with fidelity and with appropriate documentation.

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

Areas were implemented with fidelity but closer monitoring and support is needed from the administration to ensure that actions are results based. PLTW and IB were previously paid by the district general fund but have now been designated as site funds. There were areas that were set to zero during distance learning but that should be considered in the future.

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.

Action 17 was replaced with a new action and $3500 diverted to other areas.

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	$100,705.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$642,043.00

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	$100,705.00
Title I Part A: Parent Involvement	$1,007.05

Subtotal of additional federal funds included for this school: $101, 712.05

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 ($)
District Funded	$142,730.00
LCFF - Base	$541,388.00

Subtotal of state or local funds included for this school: $541,388.00

Total of federal, state, and/or local funds for this school: $642,043.00

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

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Chris Silvas	Principal
Rosalia Luevano	Parent or Community Member
April Farris	Classroom Teacher
Cynthia Dorado	Classroom Teacher
Pablo Gomez	Classroom Teacher
Ana Duran	Other School Staff
Camryn Banuelos	Secondary Student
Daisy Martir	Secondary Student
Jordan Uribe	Secondary Student
Ester Mejia	Parent or Community Member
Rosanna Cabrera	Parent or Community Member
Stephanie Senteno Tapia	Classroom Teacher

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: El Rancho High School Extended Leadership Team (Instructional Managers, WASC Focus Group Leaders, Resource Teachers, Collaborative Team Leaders & Administrators)

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 October 8, 2020.

Attested:

Chris Silvas	Principal, Chris Silvas on October 8, 2020
Rosalia Luevano	SSC Chairperson, Rosalia Luevano on October 8, 2020

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.

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 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.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019