

# 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 |
|------------------------------------|-----------------------------------|--|---------------------------|
| ROBERTSON CONTINUATION HIGH SCHOOL | 01-61176-0130138                  | May 24, 2022                           | June 29, 2022             |

## 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  
 Comprehensive Support and Improvement  
Robertson High School is a schoolwide CSI and Title 1 program that receives federal funding to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the state's academic standards.

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. ROBERTSON CONTINUATION HIGH SCHOOL works in collaboration with the Instructional Services Division to ensure that all Every Student Succeeds Act (ESSA) requirements are met. The Single Plan for Student Achievement (SPSA) plans are aligned to the District's Local Control and Accountability Plan (LCAP) to ensure alignment. State and federal funds that ROBERTSON CONTINUATION HIGH SCHOOL receives all supplement the general educational program to provide above and beyond resources and services to improve student outcomes.

# 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).

Robertson High School conducts multiple surveys off all community partners year-round. This information helps us to identify need, eliminate barriers, and informs us how to use our state and federal funds.

### PARENT SURVEYS

Parents are asked to complete a couple different surveys in order to get input on how to improve our school practices and to guide future endeavors. The Title I Parent Survey is the tool we primarily use to help share the direction of parent engagement events and provides feedback on how well the school is able to serve its community.

The link to the Title I survey was sent out electronically to all parents via Infinite Campus each quarter. The Title I parent survey is also located on the School Website. The survey link was shared with parents that attended virtual zoom events, such as the Annual Title I Parent Night, quarterly Parent Conferences, and the two Parent Cafe Events. Parent input in regards to the needs of the school, the Title I program, and regarding school events impacting their students was solicited during School Site council meetings held quarterly.

As of the Spring of 2022, only 7 English speaking parents have responded to the Title I Survey. An increased effort to reach our Spanish speaking households is needed. There will be at least two more round of emails, phone calls, and parent events to request additional responses prior to the end of the school year.

Questions regarding school connection were overwhelming positive. 86% rated this item a 4 or higher in the English version, which is higher than the previous year in which only 83% rated this item with a 3 or higher. The Spanish survey results from last year were even more positive, reporting 100%, therefore we need to investigate if this has changed and if this may be a reason why no Spanish surveys were submitted.

For the English survey results, 100% responded positively to items regarding the ease in arranging a meeting with teachers, receiving information from the school, knowledge of school activities and graduation requirements. In addition, at least 72% know where students can get help and additional resources to support their learning. Roughly 72% of both English speaking families felt that they were encouraged to participate in decision making through school meetings, which is up from last year's result of 50% and the previous 46% prior to that. While none of the survey participants has ever served on a parent group like SSC, PTA, or ELAC, there were two participants that responded they would be interested in serving on one of these committees. Since this result means the vast majority of our parents never served on parent committees, this would indicate the continued need to be more explicit about parent recruitment and the value of their participation.

Due to Covid 19 safety guidelines, we were not able to hold any parent events on campus for the 2021-22 school year. While the majority of parents in the previous school year wanted events to be offered online, there were an increasing number of parents that expressed wanting a combination of in-person and online offerings. On campus events yielded more survey results in that in recent years, so we anticipate an increased participation with the parent survey once in person events resume. We increased the number of parent events to include at least 5 additional opportunities for engagement independent of Back to School Night/Annual Title I meeting, the four Parent Conferences, and Open House, so there were a total of eleven evening virtual events that were scheduled for parents to attend.

Based on the Title I surveys from last year, there was a strong desire for more information about College Applications and Choosing a Career path. These survey results prompted Robertson to use some of the Title I funds to coordinate with Parent Institute for Quality Education (PIQE) for their Bridge to College series. This series was held over four consecutive weeks - March 17, March 24, March 31, and April 7. Eight families from Robertson attended. Based on parent testimonials at the end of the last session and surveys given to parents that attended any of the inclusive dates, parents found the series helpful and enjoyed learning about options for their child after graduation.

Parents that attended other school based Title I sponsored Parent Engagement/Education Events were provided an opportunity to voice their opinions in surveys conducted after every event. Each survey sent was unique to the topic that was presented for that evening. The surveys included questions such as whether they received helpful information and resources, as well as if they could apply the information they received to help their students/family. Surveys also

included opportunities for parents to provide written comment or feedback, in addition to providing a space to propose any other topics they would be interested in for future parent events.

From the Parent Engagement surveys that were completed for 2021-2022 school year, 100% of parents felt that the event and information received was helpful and immediately applicable. The survey did allow for parent input for future events, but no comments were submitted.

## STUDENT SURVEYS

The very first student survey of the school year was in September, when they were asked to provide their input on the ballot to vote for their student representatives for School Site Council. Although all students were emailed the link to this ballot through Infinite Campus and teachers were instructed to have their students vote during a Flex period, only 37 students responded.

In place of the California Healthy Kids Survey (CHKS), secondary schools in Fremont Unified School District were asked to administer the Stanford Student Survey in October 2021. The Challenge Success organization analyzed the data and reported out the areas of strength and the areas for growth for our site. On a positive note, our students had reported lower than average stress about homework and levels of academic worry. Also, 73% of our students believe that Robertson gives the right amount of homework and 72% of students feel they have an adult on campus that they can go to. The areas in which Robertson students need more support with are in the areas of belonging (peer to peer relationships) and issues with their sleep hygiene. Only 26% of our student reported that they felt connected to other students and the majority of our students, over 50%, get less than the average number of hours of sleep (less and 6.5 hours) than their peers - who already get fewer hours of sleep than the recommended 9 hours. Unfortunately due to the timing of the administration of the survey, we had 30 students whom just begun attended our campus as newly enrolled for quarter two, and they may have skewed the data.

In February, students were surveyed by our Social-Emotional Counselor to provide their input for the new Wellness Center. Students were asked to provide us with ideas of what they would like to see be incorporated into this shared space and how likely they would be to visit the new Wellness Center. Most students, 85% of those that responded, did not know there was going to be a Wellness Center prior to doing the survey. So this survey served as a great vehicle to get this on their radar. Many students, 64% wanted the space to serve as a social space, with 82% wanting games and puzzles to be available. Also, at least 65% of the surveyed students reported that they were very or highly likely to visit the Wellness Center once it is set up. There were no respondents that said they would never go.

A new Senior Exit Graduation Survey was drafted in March 2021 in response to the WASC mid-term report. The 2021-22 version of the survey continued to be given to all graduates of Robertson High School as a part of their check-out process. Student responses from this survey thus far in the school year, include:

- 79% felt safe at school
- 75% felt supported by the teachers and staff
- 81% felt their teachers accommodated for their special ed needs
- 97% felt Robertson prepared them for real-life situations
- 100% felt they were able to ask and receive help when they needed it and that Robertson prepared them for opportunities for career exploration or post-secondary education/training.

Another part of the survey asked students, on a scale of 1 to 10, with 1 being the worst and 10 being the best, when asked to rate their overall experience at Robertson, the following distribution was collected:

- 3% ranked it a five
- 12% ranked it a seven
- 32% ranked it an eight
- 22% ranked it a nine
- 31% ranked it a ten

This was the second year we hosted a Guest Speaker Series. Robertson was able to get one guest to speak to our students virtually and one speaker to visit in person. After the virtual guest speaker event, students were given a survey to complete. The vast majority of students had positive outcomes as a result of attending the guest speaker events. At least 92% of students felt the guest speaker to be interesting which is an increase from 85% of students last year. Also, 79% of student reported that the speaker helped them learn about something that they could use to be successful in school or life. Students requested return visits from our invited guest speakers and commented that the stories were inspirational and appreciated their presentations/talks. The fact that there were 67 responses to this survey demonstrates the value our students have towards guests coming to talk to them - as this is more than double the participation rate we get on any other type of student survey.

Intervention teacher/push-in support student surveys from students were given at the end of each quarter. Approximately 80% of students reported that they benefited directly or indirectly by having a second teacher available to assist them or others in the class. Students all reported positive outcomes, like increased focus, or completing more assignments since they had access to an additional teacher to give them direct intervention when the assigned classroom teacher was addressing other lessons or students.

## STAFF SURVEYS

Staff surveys were done informally, often through a show of hands vote during staff meetings and emails. Staff input is often gathered during monthly Instructional Leadership Meetings, Administrative and Counselor team meetings, COST meetings, and schoolwide staff meetings. Staff proposed to alter the finals schedules at the end of Term 2, 3, and 4 to allow for students to have more time to make up assessments if they missed a day and to ensure grading was done before the next term to limit student schedule changes once the term began. In addition, staff voted to change the testing schedule so that students would have all classes during a testing week instead of just two one week and two the next. A vote was taken to adjust the schedule and 92.3% of staff voted in favor of the change.

Each quarter, every department is asked to evaluate their progress towards their department SPSA goals and is asked to complete a reflective narrative in template form, where they get to provide insight as to what strategies or activities were helpful in progress towards goals as well as which need to be altered or eliminated.

Staff were also surveyed for technology needs in the classroom.

One formal survey was sent to teachers that had the opportunity to work with an intervention teacher whom provided push-in support in the classroom. Intervention teachers provide support for students targeting the EL and SWD students in particular, but also work with other teachers during their preps to be available for support in lesson planning, reflection of their classroom activities, and sharing feedback based on observations. Seven teachers participated in the survey, which revealed the following:

Intervention teachers helped other teachers provide an educational environment conducive to learning, by:

- 90% of teachers benefited from the smaller student to teacher ratio
- 34% benefited from --> 1) help developing procedures/routines and/or 2) planning of Structured Student interaction and/or 3) classroom management

Intervention teachers helped to increase the academic achievement (Course completions rates increased in every department) by of all students, by:

- 66.7% Reported improved classroom management with a push-in teacher
- 83% Reported that observation feedback in the classroom helped eliminate barriers to success

An additional survey was given to students and staff participating in the Check and Connect program. These results should be available in the coming weeks.

## Classroom Observations

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

Formal and informal classroom observations are done throughout the year as a part of the administration's required evaluation process as well as for Induction Program requirements. Many informal classroom visits were done at the start of the school year to check that teachers were re-engaging students and reacquainting students which behavior expectations for an in-person on campus environment after over a year of distance learning. Formal observations were completed by the established set deadlines and feedback was provided to staff members post-observation.

Intervention teachers provided daily feedback to peers based on classroom observations.

Survey data indicates that 83% of teachers felt that they gained assistance to implement strategies to involve students in their learning and interventions to eliminate barriers to success via observation feedback.

New teachers on campus had additional opportunities to be observed as an integrated part of the Induction program. Mentors are asked to conduct at least three class observations as a requirement of the Induction Program. Mentors focused their observations on the three targeted California Standards for the Teaching Profession (CSTP) that their candidate selected for their Individualized Learning Plan (ILP). The observation feedback helped to provide evidence of teacher development or need for further action items in order to improve in that particular CSTP. Induction Program managers from the district office formally observed all candidates at least once during the school year. Their

observations provided more general feedback on all 6 areas of the CSTP and to help beginning teachers in how to improve on their practice. The feedback from these observations could be used for teachers to select their next focus CSTPs for their year two ILPs.

Outside groups and organizations were not permitted onto campus as Covid safety protocols were in place for much of the school year.

## **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)

Normally, data from the California Dashboard and California Assessment of Student Performance and Progress (CAASPP) are analyzed and used by staff to develop their learning targets and school-wide implementation of strategies/activities to improve upon our areas of opportunity. Due to the Covid-19 school closures and the distance learning model being implemented in March of 2020 through the end of the 2020-21 school year, the state suspended the reporting of local and state indicators on the 2021 Dashboard. Therefore, there are no indicators for English Language Arts, Mathematics, College and Career Readiness, Suspension Rate, and Graduation Rate. State testing is scheduled to resume in May of 2021 so this data may be available for future planning purposes.

The ELA district i-Ready assessments that were administered in the 2021-22 school year, yielded that following results:

#### Reading Start of Year

73% of students are 3+ Grade levels below target  
9% of students are 2 Grade levels below  
9% of students are 1 Grade level below  
5% of students are Early on Grade Level  
3% of students are Mid or Above Grade level

#### Reading Mid-Year:

70% of students are 3+ Grade levels below target  
7% of students are 2 Grade levels below  
13% of students are 1 Grade level below  
7% of students are Early on Grade Level  
2% of students are Mid or Above Grade Level

#### Math Start of Year

81% of students are 3+ Grade levels below target  
19% of students are 2 Grade levels below  
0% of students are 1 Grade level below  
0% of students are Early on Grade Level  
0% of students are Mid or Above Grade Level

#### Math Mid-Year:

83% of students are 3+ Grade levels below target  
10% of students are 2 Grade levels below  
2% of students are 1 Grade level below  
5% of students are Early on Grade Level  
0% of students are Mid or Above Grade Level

These numbers also represent different students as some students graduate each quarter and we intake new students every nine weeks. In order to meet the needs of our students, departments used a variety of learning platforms such as Reading Plus, Listenwise, and Gizmos, to support their core content areas. All teachers were able to use this site provided software to assist their students working through successful mastery of learning targets.

The graduation rate decrease was significant and under Comprehensive Supports and Interventions (CSI), so there is a continued need to have personnel to support students in graduating. This personnel would do targeted follow up and further intervention for senior students and coordinate the Check and Connect program of mentors.

Classes that had higher enrollments of English Learner students were assigned an intervention teacher in order to provide additional academic assistance. All teachers track EL progress in comparison to overall student progress in their department teams to highlight any disparity and to identify additional intervention needs. For Q2 and Q3, our EL students course completion rates were comparable or higher than the overall completion rates in the core content subject areas of; English, Social Studies (Hist.), as well as in Math for Q3. The course completion rates for our EL students is lower for both quarters in the area of Science, and was lower for Q1 of Math. When adjusted to account for attendance, the EL course completion rates were either comparable or much higher than that of the overall percentage.

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

At the start of the school year, departments create data tracking tools in order to monitor progress towards content area goals and course completion rates. During PLC meetings, assessment data is analyzed and discussed within departments regularly, as the data tracking tools are updated weekly, monthly, or at minimum quarterly. Based on the trends in their data, teachers used this to inform their instruction for the following unit or quarter. There were quarterly reflection templates that required departments to look for trends in their data, decide what to keep or change, and outline their next steps for the following quarter.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Fremont Unified School District hires teachers and staff based on qualifications as evidenced by the SARC report.

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

All teaching staff at Robertson are credentialed. Professional development (PD) occurs prior to the school year during staff development days in August. District offered PD is also available during the school year. This year training was focused on trauma informed practices and social emotional learning as we transitioned back to in person learning. New teachers are provided an orientation meeting to acquaint them to Robertson's school culture and expectations such as flex, and our instructional model. The District's Induction Program provides mentor teachers two PD meetings and also offers new teachers the opportunity and support to clear their credential after participating for two years.

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

All staff participates in department based Professional Learning Communities in order to create and adjust learning targets and/or teaching strategies, discuss interventions, and enrichment options for specific academic skills or concepts.

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

Mentor teachers are additional support for new teachers. District level instructional coaches are available for content area or English Learner support. Daily late start and early dismissal of students provide daily opportunities for teachers to get support from peers or other staff within their contract work hours.

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

Teachers are often assigned singleton subjects, so the teacher may be the only teacher on campus in charge of teaching students that particular subject. Department based meetings and PLCs allow for collaboration across subject areas. These department team meetings occur at least weekly during their allocated time and teacher have thirty minutes each morning open for collaboration.

## Teaching and Learning

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

All departments have identified their priority standards and have developed backwards designs and learning targets for each course.

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)

Fremont Unified School District provides access to instructional materials for all students. These materials undergo an adoption process to ensure materials are standards-based and teacher input was considered.

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

Per the SARC, all textbooks are based on the State Board of Education or Local School Board approved list with a rigorous adoption process.

## Opportunity and Equal Educational Access

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

Robertson has a period priority schedule in place in order to utilize Flex time to provide students additional intervention time within the school day. Teachers offered one hour per day office hours and after school tutoring through our Homework Club to support under performing students to meet standards. Teachers allow for make up work and retakes in order to give students additional opportunities to demonstrate proficiency. Students are routinely scheduled to meet with academic counselors to discuss and track their academic progress.

Evidence-based educational practices to raise student achievement

Students are provided with opportunities to receive help and benefit from smaller class sizes, Flex time intervention during the school day, regular lunch time intervention, and after school help by attending Homework Club.

## Parental Engagement

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

Robertson receives additional funding to assist under-achieving students via Local Control Accountability Plan (LCAP) funds, Gifts/Donations, Title I, and CSI grant funding in order to use to support a schoolwide assistance program.

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)

Parents and community representatives, including an ELPAC representative are involved in the planning and implementation, and evaluation of ConApp programs through participation in School Site Council (SSC) and attendance/participation in Title I funded Parent Education/Engagement Events. Teachers and other school personnel are involved in the planning, implementation, and evaluation of these programs during Instructional Leadership meetings, Staff Meetings, Department meetings, Professional Learning Community meetings, and serving on SSC. Students are involved in the evaluation and implementation of these programs through SSC.

## Funding

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

Intervention support provided through teacher push-in  
Homework Club for after school support  
Staffing a full-time therapist on-site for mental health  
Online programs to assess skills and support various content areas  
Classroom materials to support handout activities, such as science labs or Flex time activities  
Time card/extra duty pay for teachers to collaboratively readjust learning targets and backward design

Fiscal support (EPC)

Title I, LCAP, CSI

## 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

School Site Council (SSC) Date: March 21, 2022  
\*\*ELAC is included as a part of the SSC meetings.

\*Data analysis: The team reviewed the data from the quarterly course completion rates, attendance rates, intervention attendance rates, and senior students projected graduate date.



\*Root Cause analysis: The team determined that distance learning has increased the number of students with engagement struggles, social-emotional issues, and lower rates of attendance.  
\*Findings: Mental health and graduation rate are areas of continued need.  
\*Goal recommendations: The goals that were recommended are to continue to support mental health and increase course completion rates.  
\*Action recommendations: The team recommended that we look to address Mental Health deficiencies and continue providing interventions in all content areas.

Staff Meeting Date: March 18, 2022

We spent our entire staff development day working on the SPSA as a staff.

The SPSA goals are 1) Increase course completion rates, 2) Increase graduation rate, 3) Increase attendance rate 4) increases in ELPAC or iReady assessment scores.

\*Data analysis: Staff looked at local data sources, such as district-level assessments and their department data.

\*Root Cause analysis: Staff participated in the 5 Whys activity to determine the root causes of the identified weaknesses from the local data. The root causes were identified were mental health and attendance.

\*Goal recommendations: The goals need to address course completion rates and mental health support to increase engagement/attendance.

\*Action recommendations: There is a continued need for mental health support to increase incentive for student engagement.

Associated Student Body Date: March 22, 2022

Outcomes from the 3/18/22 staff meeting and were reviewed with ASB. A discussion what these finding were shared with the students. ASB concurred with the staff outcomes and recommendations.

\*Action recommendations:

\*Attendance

\*Graduation rate

\*Substance abuse

\*Course completion

## Resource Inequities

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

Due to state and federal funding, there are no identifiable resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |       |        |                    |       |       |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |       |        | Number of Students |       |       |
|                                | 19-20                 | 20-21 | 21-22  | 19-20              | 20-21 | 21-22 |
| American Indian                | 1.09%                 | %     | 0.65%  | 2                  |       | 1     |
| African American               | 6.01%                 | 8.4%  | 7.74%  | 11                 | 12    | 12    |
| Asian                          | 9.29%                 | 11.2% | 15.48% | 17                 | 16    | 24    |
| Filipino                       | 6.56%                 | 7.0%  | 4.52%  | 12                 | 10    | 7     |
| Hispanic/Latino                | 53.55%                | 46.9% | 47.74% | 98                 | 67    | 74    |
| Pacific Islander               | 2.73%                 | 3.5%  | 2.58%  | 5                  | 5     | 4     |
| White                          | 18.58%                | 19.6% | 17.42% | 34                 | 28    | 27    |
| Multiple/No Response           | 1.64%                 | 3.5%  | 3.87%  | 3                  | 5     | 6     |
| <b>Total Enrollment</b>        |                       |       |        | 183                | 143   | 155   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 19-20              | 20-21 | 21-22 |
| Kindergarten                      |                    |       |       |
| Grade 1                           |                    |       |       |
| Grade 2                           |                    |       |       |
| Grade 3                           |                    |       |       |
| Grade 4                           |                    |       |       |
| Grade 5                           |                    |       |       |
| Grade 6                           |                    |       |       |
| Grade 7                           |                    |       |       |
| Grade 8                           |                    |       |       |
| Grade 9                           |                    |       |       |
| Grade 10                          | 5                  | 3     | 3     |
| Grade 11                          | 57                 | 39    | 48    |
| Grade 12                          | 121                | 101   | 104   |
| <b>Total Enrollment</b>           | 183                | 143   | 155   |

### Conclusions based on this data:

1. The majority of our students are 12th graders.

2. The majority of our students are Hispanic.
3. The majority of our students are male.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 18-19              | 19-20 | 20-21 | 18-19               | 19-20 | 20-21 |
| English Learners                              | 19                 | 22    | 16    | 10.8%               | 12.0% | 11.2% |
| Fluent English Proficient (FEP)               | 56                 | 66    | 55    | 31.8%               | 36.1% | 38.5% |
| Reclassified Fluent English Proficient (RFEP) | 1                  | 5     | 1     | 6.3%                | 26.3% | 4.5%  |

### Conclusions based on this data:

1. The percentage of EL students decreased by 0.8%.
2. Fluent English Proficient (FEP) students increased 2.4% from 2019-20 to 2020-21
3. Reclassified FEPs decreased 22.2% from 2019-20 to 2020-21.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 17-18                  | 18-19 | 20-21 | 17-18                | 18-19 | 20-21 | 17-18              | 18-19 | 20-21 | 17-18                  | 18-19 | 20-21 |
| Grade 11                               | 85                     | 110   | 84    | 82                   | 104   | 46    | 82                 | 104   | 44    | 96.5                   | 94.5  | 54.8  |
| All Grades                             | 85                     | 110   | 84    | 82                   | 104   | 46    | 82                 | 104   | 44    | 96.5                   | 94.5  | 54.8  |

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

### 2019-20 Data:

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 17-18            | 18-19 | 20-21 | 17-18      | 18-19 | 20-21 | 17-18          | 18-19 | 20-21 | 17-18             | 18-19 | 20-21 | 17-18          | 18-19 | 20-21 |
| Grade 11                             | 2491.            | 2524. | 2524. | 1.22       | 10.58 | 6.82  | 13.41          | 18.27 | 20.45 | 36.59             | 25.96 | 38.64 | 48.78          | 45.19 | 34.09 |
| All Grades                           | N/A              | N/A   | N/A   | 1.22       | 10.58 | 6.82  | 13.41          | 18.27 | 20.45 | 36.59             | 25.96 | 38.64 | 48.78          | 45.19 | 34.09 |

### 2019-20 Data:

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

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 4.88             | 13.46 | 14.63 | 52.44                 | 38.46 | 60.98 | 42.68            | 48.08 | 24.39 |
| All Grades   | 4.88             | 13.46 | 14.63 | 52.44                 | 38.46 | 60.98 | 42.68            | 48.08 | 24.39 |

### 2019-20 Data:

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

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11  | 2.44             | 9.62  | 5.00  | 32.93                 | 44.23 | 52.50 | 64.63            | 46.15 | 42.50 |
| All Grades  | 2.44             | 9.62  | 5.00  | 32.93                 | 44.23 | 52.50 | 64.63            | 46.15 | 42.50 |

### 2019-20 Data:

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

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11  | 6.10             | 10.58 | 2.44  | 52.44                 | 65.38 | 85.37 | 41.46            | 24.04 | 12.20 |
| All Grades  | 6.10             | 10.58 | 2.44  | 52.44                 | 65.38 | 85.37 | 41.46            | 24.04 | 12.20 |

2019-20 Data:

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

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 7.32             | 15.38 | 7.14  | 43.90                 | 44.23 | 76.19 | 48.78            | 40.38 | 16.67 |
| All Grades   | 7.32             | 15.38 | 7.14  | 43.90                 | 44.23 | 76.19 | 48.78            | 40.38 | 16.67 |

2019-20 Data:

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

**Conclusions based on this data:**

1. The participation rate for 11th graders in English language arts/literacy was severely impacted by the online testing model due to distance learning.
2. Only 54.8% of students took the test.
3. Of the students who tested only 27.7% of students were at or above standard overall.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 17-18                  | 18-19 | 20-21 | 17-18                | 18-19 | 20-21 | 17-18              | 18-19 | 20-21 | 17-18                  | 18-19 | 20-21 |
| Grade 11                               | 85                     | 113   | 84    | 81                   | 107   | 35    | 81                 | 106   | 34    | 95.3                   | 94.7  | 41.7  |
| All Grades                             | 85                     | 113   | 84    | 81                   | 107   | 35    | 81                 | 106   | 34    | 95.3                   | 94.7  | 41.7  |

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

### 2019-20 Data:

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 17-18            | 18-19 | 20-21 | 17-18      | 18-19 | 20-21 | 17-18          | 18-19 | 20-21 | 17-18             | 18-19 | 20-21 | 17-18          | 18-19 | 20-21 |
| Grade 11                             | 2446.            | 2473. | 2496. | 0.00       | 1.89  | 0.00  | 4.94           | 2.83  | 8.82  | 3.70              | 15.09 | 29.41 | 91.36          | 80.19 | 61.76 |
| All Grades                           | N/A              | N/A   | N/A   | 0.00       | 1.89  | 0.00  | 4.94           | 2.83  | 8.82  | 3.70              | 15.09 | 29.41 | 91.36          | 80.19 | 61.76 |

### 2019-20 Data:

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

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 0.00             | 3.77  | 2.94  | 7.41                  | 12.26 | 38.24 | 92.59            | 83.96 | 58.82 |
| All Grades   | 0.00             | 3.77  | 2.94  | 7.41                  | 12.26 | 38.24 | 92.59            | 83.96 | 58.82 |

### 2019-20 Data:

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

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 3.70             | 1.89  | 0.00  | 18.52                 | 29.25 | 55.88 | 77.78            | 68.87 | 44.12 |
| All Grades   | 3.70             | 1.89  | 0.00  | 18.52                 | 29.25 | 55.88 | 77.78            | 68.87 | 44.12 |

### 2019-20 Data:

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

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 0.00             | 3.77  | 0.00  | 29.63                 | 29.25 | 64.71 | 70.37            | 66.98 | 35.29 |
| All Grades   | 0.00             | 3.77  | 0.00  | 29.63                 | 29.25 | 64.71 | 70.37            | 66.98 | 35.29 |

2019-20 Data:

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

**Conclusions based on this data:**

1. The participation rate for 11th graders in math was only 41.7%; 35 students took the test.
2. Of the 35 students tested, 8.8% of students met the standard overall with 29.41% in the nearly met score range.
3. Applying mathematical concepts and procedures seems to be the most difficult for our students with 58.8% scoring below the standard.



# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | 20-21  | 17-18         | 18-19 | 20-21  | 17-18            | 18-19 | 20-21  | 17-18                     | 18-19 | 20-21 |
| 10   | *       | *     |        | *             | *     |        | *                | *     |        | *                         | 4     | 0     |
| 11   | *       | *     | 1587.1 | *             | *     | 1592.6 | *                | *     | 1581.1 | *                         | 6     | 13    |
| 12   | *       | *     | *      | *             | *     | *      | *                | *     | *      | *                         | 10    | 11    |
| All Grades   |         |       |        |               |       |        |                  |       |        | 21                        | 22    | 24    |

### 2019-20 Data:

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

| Overall Language<br>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 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 10  | *       | *     |       | *       | *     |       |         | *     |       |         | *     |       | *                        | *     |       |
| 11  | *       | *     | 30.77 | *       | *     | 38.46 | *       | *     | 30.77 |         | *     | 0.00  | *                        | *     | 13    |
| 12  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | *       | 18.18 | 43.48 | *       | 22.73 | 30.43 | *       | 40.91 | 21.74 | *       | 18.18 | 4.35  | 21                       | 22    | 23    |

### 2019-20 Data:

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

| Oral Language<br>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 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 10   | *       | *     |       | *       | *     |       |         | *     |       |         | *     |       | *                        | *     |       |
| 11   | *       | *     | 61.54 | *       | *     | 38.46 |         | *     | 0.00  |         | *     | 0.00  | *                        | *     | 13    |
| 12   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades   | 52.38   | 27.27 | 69.57 | *       | 31.82 | 26.09 | *       | 36.36 | 4.35  |         | 4.55  | 0.00  | 21                       | 22    | 23    |

### 2019-20 Data:

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

| Written Language<br>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 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18   | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 10  | *       | *     |       | *       | *     |       | *       | *     |       |         | *     |       | *                        | *     |       |
| 11  | *       | *     | 7.69  | *       | *     | 30.77 | *       | *     | 53.85 | *       | *     | 7.69  | *                        | *     | 13    |
| 12  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | *       | 13.64 | 13.04 | *       | 4.55  | 39.13 | *       | 36.36 | 34.78 | *       | 45.45 | 13.04 | 21                       | 22    | 23    |

2019-20 Data:

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

| Listening Domain<br>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 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 11  | *              | *     | 7.69  | *                   | *     | 76.92 | *         | *     | 15.38 | *                        | *     | 13    |
| 12  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | 9.09  | 4.35  | 52.38               | 45.45 | 82.61 | *         | 45.45 | 13.04 | 21                       | 22    | 23    |

2019-20 Data:

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

| Speaking Domain<br>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 | 20-21  | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 11   | *              | *     | 100.00 |                     | *     | 0.00  |           | *     | 0.00  | *                        | *     | 12    |
| 12   | *              | *     | *      | *                   | *     | *     |           | *     | *     | *                        | *     | *     |
| All Grades   | 90.48          | 63.64 | 95.45  | *                   | 31.82 | 4.55  |           | 4.55  | 0.00  | 21                       | 22    | 22    |

2019-20 Data:

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

| Reading Domain<br>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 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 10  | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 11  | *              | *     | 15.38 | *                   | *     | 69.23 | *         | *     | 15.38 | *                        | *     | 13    |
| 12  |                | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | 9.09  | 21.74 | *                   | 50.00 | 60.87 | *         | 40.91 | 17.39 | 21                       | 22    | 23    |

2019-20 Data:

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

| Writing Domain<br>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 | 20-21 | 17-18               | 18-19 | 20-21  | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 11  | *              | *     | 0.00  | *                   | *     | 100.00 |           | *     | 0.00  | *                        | *     | 12    |
| 12  | *              | *     | *     | *                   | *     | *      | *         | *     | *     | *                        | *     | *     |
| All Grades  | *              | 9.09  | 18.18 | *                   | 63.64 | 77.27  | *         | 27.27 | 4.55  | 21                       | 22    | 22    |

2019-20 Data:

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

**Conclusions based on this data:**

1. In the speaking domain, 95.45% of students scored in the well-developed category.
2. In the listening domain, 82.61% of students scored in the somewhat/moderately category.
3. In the oral language domain, 69.57% of students scored in a level four.

# School and Student Performance Data

## Student Population

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

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

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

| 2020-21 Student Population                     |   |   |  |
|--|---|---|--|
| Total Enrollment                               | Socioeconomically Disadvantaged   | English Learners  | Foster Youth   |
| <b>143</b>                                     | <b>65.7</b>   | <b>11.2</b>   | This is the percent of students whose well-being is the responsibility of a court. |
| 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. |  |

| 2019-20 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 16    | 11.2       |
| Foster Youth                                      |       |            |
| Homeless  | 9     | 6.3        |
| Socioeconomically Disadvantaged                   | 94    | 65.7       |
| Students with Disabilities                        | 32    | 22.4       |

| Enrollment by Race/Ethnicity        |       |            |
|-------------------------------------|-------|------------|
| Student Group                       | Total | Percentage |
| African American                    | 12    | 8.4        |
| American Indian or Alaska Native    |       |            |
| Asian                               | 16    | 11.2       |
| Filipino                            | 10    | 7.0        |
| Hispanic                            | 67    | 46.9       |
| Two or More Races                   | 5     | 3.5        |
| Native Hawaiian or Pacific Islander | 5     | 3.5        |
| White                               | 28    | 19.6       |

### Conclusions based on this data:

1. Socioeconomically Disadvantaged make up 62.5% of the student population.

2. Hispanic students make up the majority of the student population on campus.

3. RHS demographics do not mirror FUSD data.






# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

| Academic Performance  | Academic Engagement  | Conditions & Climate   |
|---|--|--|
| <b>English Language Arts</b><br><br>Yellow | <b>Graduation Rate</b><br><br>Red | <b>Suspension Rate</b><br><br>Red |
| <b>Mathematics</b><br><br>Yellow           |  |  |
| <b>College/Career</b><br><br>Red         |  |  |

#### Conclusions based on this data:

1. Suspension rate is in the red and must be addressed.
2. Graduation rate is in the red and must be addressed.
3. College and Career is in the red and must be addressed.

# School and Student Performance Data

## Academic Performance English Language Arts

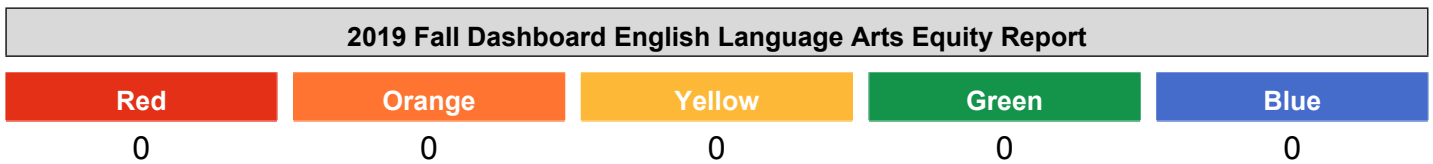
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |   |
|--|--|---|
| <p><b>All Students</b></p> <p>Yellow</p> <p>67 points below standard</p> <p>Increased Significantly<br/>++21.4 points<br/>52</p> | <p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>                  | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>91.4 points below standard</p> <p>Increased ++10 points</p> <p>35</p> | <p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>121.8 points below standard</p> <p>Maintained -1 points</p> <p>12</p> |

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| African American  | American Indian  | Asian   | Filipino  |
|---|--|---|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2                | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5  |
| Hispanic  | Two or More Races  | Pacific Islander  | White   |
| <br>No Performance Color<br>52 points below standard<br>Increased Significantly<br>+156.8 points<br>24 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 |

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   |
|---|---|--|
| Less than 11 Students - Data Not Displayed for Privacy<br>4 | Less than 11 Students - Data Not Displayed for Privacy<br>5 | 70.8 points below standard<br>Increased Significantly<br>+124.2 points<br>31 |

**Conclusions based on this data:**

- All Students, although 67 points below standard, increased their performance by 31.4 points from last year's ELA score.



# School and Student Performance Data

## Academic Performance Mathematics

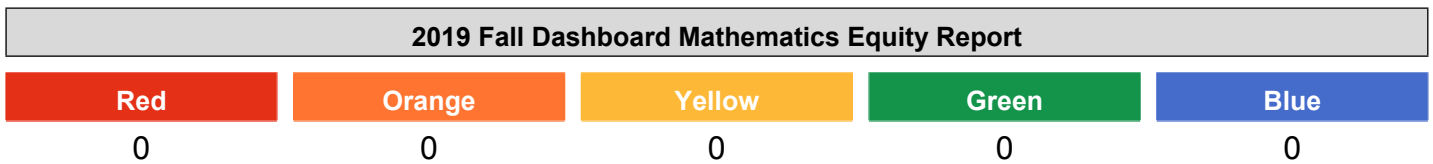
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p> <p>Yellow</p> <p>171.4 points below standard</p> <p>Increased Significantly<br/>++15 points<br/>52</p> | <p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>                    | <p><b>Foster Youth</b></p>  |
| <p><b>Homeless</b></p>  | <p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>177.7 points below standard</p> <p>Increased ++8.2 points</p> <p>35</p> | <p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>216.6 points below standard</p> <p>Declined -7.7 points</p> <p>12</p> |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino  |
|--|--|---|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5  |
| Hispanic   | Two or More Races  | Pacific Islander  | White   |
| <br>No Performance Color<br><span style="background-color: #cccccc; padding: 2px;">154.2 points below standard</span><br>Increased Significantly<br>+127 points<br>24 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 |

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  |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy<br>4 | Less than 11 Students - Data Not Displayed for Privacy<br>5 | <span style="background-color: #cccccc; padding: 2px;">190.5 points below standard</span><br>Declined -6 points<br>31 |

**Conclusions based on this data:**

1. All Students, although 171.4 points below standard in math, increased 15 points from last year's math score.

# School and Student Performance Data

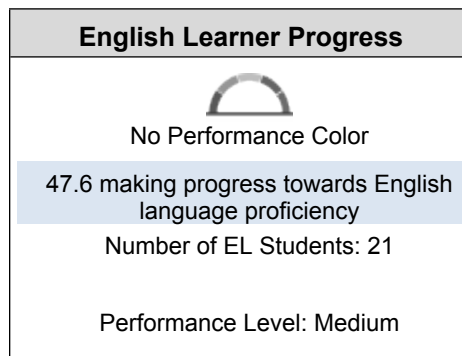
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 38.0                     | 14.2                                       | 9.5                     | 38.0                               |

#### Conclusions based on this data:

- 47.6% of students are making progress towards English language proficiency.
- 8 out of 21 EL Students decreased one English Learner Progress Indicator Level.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

| <b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b> |                      |                       |
|---|----------------------|-----------------------|
| <b>Student Group</b>  | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>   | 115                  | 100                   |
| <b>African American</b>   | 5                    | 4.3                   |
| <b>American Indian or Alaska Native</b>   | 1                    | 0.9                   |
| <b>Asian</b>  | 11                   | 9.6                   |
| <b>Filipino</b>   | 12                   | 10.4                  |
| <b>Hispanic</b>   | 56                   | 48.7                  |
| <b>Native Hawaiian or Pacific Islander</b>  | 3                    | 2.6                   |
| <b>White</b>  | 25                   | 21.7                  |
| <b>Two or More Races</b>  | 2                    | 1.7                   |
| <b>English Learners</b>   | 12                   | 10.4                  |
| <b>Socioeconomically Disadvantaged</b>  | 66                   | 57.4                  |
| <b>Students with Disabilities</b>   | 29                   | 25.2                  |
| <b>Foster Youth</b>   |                      |                       |
| <b>Homeless</b>   | 7                    | 6.1                   |

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

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

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

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

| <b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>  | 5                    | 4.3                   |
| <b>African American</b>  |                      |                       |
| <b>American Indian or Alaska Native</b>  |                      |                       |
| <b>Asian</b>   | 0                    | 0                     |
| <b>Filipino</b>  | 1                    | 8.3                   |
| <b>Hispanic</b>  | 4                    | 7.1                   |
| <b>Native Hawaiian or Pacific Islander</b>   |                      |                       |
| <b>White</b>   | 0                    | 0                     |
| <b>Two or More Races</b>   |                      |                       |
| <b>English Learners</b>  | 0                    | 0                     |
| <b>Socioeconomically Disadvantaged</b>   | 3                    | 4.5                   |
| <b>Students with Disabilities</b>  | 1                    | 3.4                   |
| <b>Foster Youth</b>  |                      |                       |
| <b>Homeless</b>  |                      |                       |

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

| <b>Completed a-g Requirements – Number and Percentage of All Students</b> |                      |                       |
|---|----------------------|-----------------------|
| <b>Student Group</b>  | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>   | 0                    | 0                     |
| <b>African American</b>   |                      |                       |
| <b>American Indian or Alaska Native</b>                                   |                      |                       |
| <b>Asian</b>  | 0                    | 0                     |
| <b>Filipino</b>   | 0                    | 0                     |
| <b>Hispanic</b>   | 0                    | 0                     |
| <b>Native Hawaiian or Pacific Islander</b>                                |                      |                       |
| <b>White</b>  | 0                    | 0                     |
| <b>Two or More Races</b>  |                      |                       |
| <b>English Learners</b>   | 0                    | 0                     |
| <b>Socioeconomically Disadvantaged</b>                                    | 0                    | 0                     |
| <b>Students with Disabilities</b>   | 0                    | 0                     |
| <b>Foster Youth</b>   |                      |                       |
| <b>Homeless</b>   |                      |                       |

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

| <b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>  | 0                    | 0                     |
| <b>African American</b>  |                      |                       |
| <b>American Indian or Alaska Native</b>  |                      |                       |
| <b>Asian</b>   | 0                    | 0                     |
| <b>Filipino</b>  | 0                    | 0                     |
| <b>Hispanic</b>  | 0                    | 0                     |
| <b>Native Hawaiian or Pacific Islander</b>   |                      |                       |
| <b>White</b>   | 0                    | 0                     |
| <b>Two or More Races</b>   |                      |                       |
| <b>English Learners</b>  | 0                    | 0                     |
| <b>Socioeconomically Disadvantaged</b>   | 0                    | 0                     |
| <b>Students with Disabilities</b>  | 0                    | 0                     |
| <b>Foster Youth</b>  |                      |                       |
| <b>Homeless</b>  |                      |                       |

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

| <b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b> |                           |                            |
|--|---------------------------|----------------------------|
| <b>Student Group</b>   | <b>Number of Students</b> | <b>Percent of Students</b> |
| <b>All Students</b>  | 6                         | 5.2                        |
| <b>African American</b>  |                           |                            |
| <b>American Indian or Alaska Native</b>  |                           |                            |
| <b>Asian</b>   | 1                         | 9.1                        |
| <b>Filipino</b>  | 0                         | 0                          |
| <b>Hispanic</b>  | 4                         | 7.1                        |
| <b>Native Hawaiian or Pacific Islander</b>   |                           |                            |
| <b>White</b>   | 0                         | 0                          |
| <b>Two or More Races</b>   |                           |                            |
| <b>English Learners</b>  | 1                         | 8.3                        |
| <b>Socioeconomically Disadvantaged</b>   | 3                         | 4.5                        |
| <b>Students with Disabilities</b>  | 2                         | 6.9                        |
| <b>Foster Youth</b>  |                           |                            |
| <b>Homeless</b>  |                           |                            |

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

| <b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b> |                           |                            |
|---|---------------------------|----------------------------|
| <b>Student Group</b>  | <b>Number of Students</b> | <b>Percent of Students</b> |
| <b>All Students</b>   | 2                         | 1.7                        |
| <b>African American</b>   |                           |                            |
| <b>American Indian or Alaska Native</b>   |                           |                            |
| <b>Asian</b>  | 1                         | 9.1                        |
| <b>Filipino</b>   | 0                         | 0                          |
| <b>Hispanic</b>   | 1                         | 1.8                        |
| <b>Native Hawaiian or Pacific Islander</b>  |                           |                            |
| <b>White</b>  | 0                         | 0                          |
| <b>Two or More Races</b>  |                           |                            |
| <b>English Learners</b>   | 1                         | 8.3                        |
| <b>Socioeconomically Disadvantaged</b>  | 1                         | 1.5                        |
| <b>Students with Disabilities</b>   | 1                         | 3.4                        |
| <b>Foster Youth</b>   |                           |                            |
| <b>Homeless</b>   |                           |                            |

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

| <b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b> |                      |                       |
|--|----------------------|-----------------------|
| <b>Student Group</b>   | <b>Cohort Totals</b> | <b>Cohort Percent</b> |
| <b>All Students</b>  | 0                    | 0                     |
| <b>African American</b>  |                      |                       |
| <b>American Indian or Alaska Native</b>  |                      |                       |
| <b>Asian</b>   | 0                    | 0                     |
| <b>Filipino</b>  | 0                    | 0                     |
| <b>Hispanic</b>  | 0                    | 0                     |
| <b>Native Hawaiian or Pacific Islander</b>   |                      |                       |
| <b>White</b>   | 0                    | 0                     |
| <b>Two or More Races</b>   |                      |                       |
| <b>English Learners</b>  | 0                    | 0                     |
| <b>Socioeconomically Disadvantaged</b>   | 0                    | 0                     |
| <b>Students with Disabilities</b>  | 0                    | 0                     |
| <b>Foster Youth</b>  |                      |                       |
| <b>Homeless</b>  |                      |                       |

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



**Conclusions based on this data:**

1. 3.3% of our students are prepared.
2. There was a 2.1% decrease for our Socioeconomically Disadvantaged students on the College and Career Readiness Dashboard.
3. 0% of Hispanic students are prepared and are in the red on the data dashboard.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

| 2021 Graduation Rate by Student Group |   |                     |                                |                 |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group                         | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students                          | 115                                       | 63                  | 0                              | 54.8            |
| English Learners                      | 12  | 4                   | 0                              | 33.3            |
| Foster Youth                          |   |                     |                                |                 |
| Homeless                              | 7   |                     | 0                              |                 |
| Socioeconomically Disadvantaged       | 66  | 32                  | 0                              | 48.5            |
| Students with Disabilities            | 29  | 14                  | 0                              | 48.3            |
| African American                      | 5   |                     | 0                              |                 |
| American Indian or Alaska Native      | 1   |                     | 0                              |                 |
| Asian                                 | 11  | 5                   | 0                              | 45.5            |
| Filipino                              | 12  | 8                   | 0                              | 66.7            |
| Hispanic                              | 56  | 32                  | 0                              | 57.1            |
| Native Hawaiian or Pacific Islander   | 3   |                     | 0                              |                 |
| White                                 | 25  | 14                  | 0                              | 56              |
| Two or More Races                     | 2   |                     | 0                              |                 |

### Conclusions based on this data:

1. in 2021 Robertson had a 54.8% graduation rate. Robertson has been identified for CSI for graduation.
2. 48.5% of our Socioeconomically Disadvantaged students graduated. This is a 6.7% decrease from last year.
3. 57.1% of our Hispanic students graduated. This is a 12.7% increase from last year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

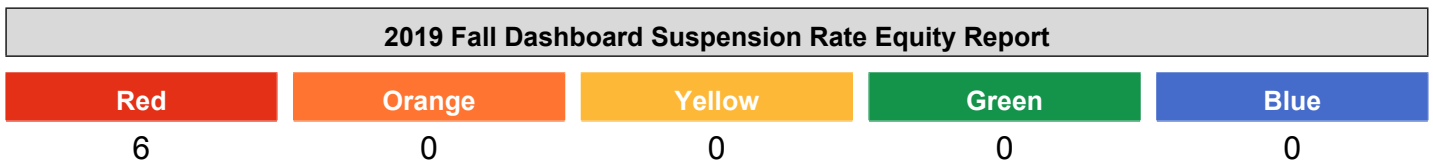
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group          |   |  |
|---|---|--|
| <p><b>All Students</b></p> Red<br>16<br>Increased Significantly +5.1<br>331 | <p><b>English Learners</b></p> Red<br>10.5<br>Increased +4.1<br>38                  | <p><b>Foster Youth</b></p> No Performance Color<br>Less than 11 Students - Data Not<br>2 |
| <p><b>Homeless</b></p> No Performance Color<br>11.5<br>Declined -2.1<br>26  | <p><b>Socioeconomically Disadvantaged</b></p> Red<br>16.6<br>Maintained -0.1<br>187 | <p><b>Students with Disabilities</b></p> Red<br>18.1<br>Increased +0.9<br>72             |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American  | American Indian  | Asian  | Filipino   |
|---|--|--|--|
| <br>No Performance Color<br><span style="background-color: #e6f2ff; padding: 2px;">21.4</span><br>Increased +2.2<br>28 | <br>No Performance Color<br>Less than 11 Students - Data<br>4   | <br>Red<br><span style="background-color: #e6f2ff; padding: 2px;">15.6</span><br>Increased +10.7<br>45 | <br>No Performance Color<br><span style="background-color: #e6f2ff; padding: 2px;">18.2</span><br>Increased +10.5<br>22 |
| Hispanic  | Two or More Races  | Pacific Islander   | White  |
| <br>Red<br><span style="background-color: #e6f2ff; padding: 2px;">16.3</span><br>Increased +3.9<br>147                 | <br>No Performance Color<br><span style="background-color: #e6f2ff; padding: 2px;">0</span><br>Maintained 0<br>11 | <br>No Performance Color<br>Less than 11 Students - Data<br>7  | <br>Red<br><span style="background-color: #e6f2ff; padding: 2px;">16.4</span><br>Increased +6.1<br>67                   |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 10.9 | 16   |

**Conclusions based on this data:**

1. There was a 5.1% increase in suspensions for all students.
2. 16.4% of our White students were suspended and are in the red.
3. There was minimal change a .9% increase in suspensions for our Students with Disabilities and a 3.9% increase in suspensions for our Hispanic students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Increase the academic achievement of all students through challenging and engaging instruction.

## Goal 1

By June 2023, course completion rates will increase by 5% in English, math, science and social science courses as measured by the end of the semester course completion report.

## Identified Need

All students are credit deficient and haven't passed courses consistently. Transcript analysis will be used to determine which courses students will need to be enrolled in for each quarter.

## Annual Measurable Outcomes

| Metric/Indicator                 | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|-------------------------|------------------|
| English Course Completion        | 85.6%                   | 90.6%            |
| Math Course Completion           | 76.5%                   | 81.5%            |
| Science Course Completion        | 60.3%                   | 65.3%            |
| Social Science Course Completion | 83%                     | 88%              |

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 in an English class

### Strategy/Activity

The English department will:

\*Utilize a universal screener for all students at time of enrollment (or at the start of the new year for all returning students).

\*Based on screening results, students who score multiple grade levels below will be enrolled in a mandatory Academic Literacy elective for continuing/newly enrolled students.

\* Reading Plus will be used exclusively in Academic Literacy to boost reading levels.

\* Plan weekly focus on reading strategies and purchase of materials to support:

- reading for information using a schoolwide NYT digital subscription.
- reading literature from the newly adopted district supplemental list to "give all students access to a range of human experiences and foster empathy" (FUSD Core Literature Adoption Vision Statement).

- \*Provide weekly structured standards-based writing practice.
- \*Provide intervention during Flex or in class as needed.
- \*Utilize push-in support for classes with multiple EL & SWD students.

**Proposed Expenditures for this Strategy/Activity**

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

|           |           |
|-----------|-----------|
| Amount(s) | Source(s) |
|-----------|-----------|

**Strategy/Activity 2**

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

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

All graduating seniors

Strategy/Activity

We will provide technology.

**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) |
|-----------|-----------|

11,050

Title I Part A: Allocation

**Strategy/Activity 3**

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

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

All Students in a math class

Strategy/Activity

The Math Department will:

- provide multiple opportunities for reworking skills and assignments to show mastery.
- utilize Flex for additional 1:1 support and reworks/reteach opportunities as needed, providing opportunities to show learning target mastery.
- provide extra duty time cards, summer collaboration, and release day allocation to create and revise Backwards Design Units, conduct cycles of inquiry, collaborate on best practices, analyze student learning evidence/data, improve instructional strategies, develop intervention/enrichment, and reflect on effectiveness of practice revisit/revise formative assessments.
- create common content commitments for teaching and grading.

- call parents when student is tardy/absent every 3 times and log calls, with positive follow up or repeated call.
- use data collected to analyze student success in order to revise and improve teaching practices.
- attend Math PD to focus on EL needs/resources.
- create engagement catered to the variety of learning styles through online resources such as Google Classroom, Edia, IXL, iReady, Kahoot, Edpuzzle etc.
- provide instant feedback and engagement tools for students (technology platforms).
- regular feedback and update Infinite Campus at least 3 times a week to make students more aware of missing work and opportunities for rework.
- utilize push-in support for math classes.
- use technology (calculators, chromebooks, etc) in Algebra 1 courses and above to help focus on the process by easing simple calculations.
- provide printed progress reports weekly, and set short term goals.
- increase math course selections/pathways to provide students multiple options to gain math (and elective) credits.
- provide additional support outside of school hours (before school, lunch, after school)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

Title I Part A: Allocation

**Strategy/Activity 4**

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

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

All Students in a social science class

**Strategy/Activity**

The Social Science Department will:

- teach and assess skills associated with historical research including identifying credible sources, paraphrasing or avoiding plagiarism, and critical analysis.
- schedule students to attend Flex for additional intervention.
- use PLC to solidify students' expected learning outcomes, ways to demonstrate mastery, and to develop appropriate plans to support students in mastering the standard or extend their learning.
- use Google Classroom, Zoom, and other available digital resources to improve student engagement.
- use Yondr to keep students on track.
- refer students to tier 2 and tier 3 "will" intervention.

- Refer students to Homework Club.
- update Infinite Campus weekly so students are aware of missing work and see their grade improve when they exhibit growth for positive reinforcement.
- use push-in support to provide additional intervention for students.
- provide extra duty time cards, summer collaboration, and release day allocation to create and revise Backwards Design Units, conduct cycles of inquiry, collaborate on best practices, analyze student learning evidence/data, improve instructional strategies, develop intervention/enrichment, and reflect on effectiveness of practice.
- Zoom

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

Title I Part A: Allocation

**Strategy/Activity 5**

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

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

All Students taking a science class

Strategy/Activity

The Science Department will:

- Establish common commitments for grading, absence, late work and rework policies.
- Signup students for intervention during Flex Time (catch up, test corrections, instruction).
- Encourage students to complete classwork and missing work during Homework Club.
- Estimate budget for lab materials that support learning and course completion.
- Create practices to facilitate student focus and engagement in the classroom.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

Title I Part A: Allocation

**Strategy/Activity 6**

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

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

All Students enrolled in elective and PE classes

Strategy/Activity

The electives department will:



- provide students multiple opportunities for students to rework assignments.
- utilize Flex time to work with students who need intervention.
- Resource teachers will work with student's other classroom teachers to get students to complete more work and/or formulate a plan to support students.
- reach out to Special Ed designated counselor for support with students.
- use social-emotional learning opportunities and check-ins during class.
- use PLC time effectively to develop engaging curriculum to support student learning.
- provide or utilize push-in to work with students on "will" and "skill".
- continue to provide support to students even if they are not on their current roster.
- update Infinite Campus regularly.
- Enforce Yondr policy regularly.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

Purchase Yondr pouches to decrease cell phone distractions during class time, resulting in more positive student engagement with the content and higher course completion rates.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

6000

Title I Part A: Allocation

**Strategy/Activity 8**

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

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

English Learners

Strategy/Activity

The ELD department head will:

- work with departments to monitor the progress of EL students in core classes.
- provide ongoing EL instructional strategy training for staff.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 9

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

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

All Students

Strategy/Activity

We will provide additional support for students after school during Homework Club.

### 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)

6,552

LCAP G3A2: Intervention Funds

### Strategy/Activity 10

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

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

All seniors in Check and Connect

Strategy/Activity

We will provide an incentive field trip to all seniors who show improvement every semester.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

Comprehensive Support and Improvement (CSI)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Department teams will create tracking tools to monitor student progress for course completion. Interventions such as Yondr, Check and Connect, Flex scheduling, "will" and "skill" intervention teachers, after school intervention and on-site therapists provided to support students academic needs and eliminate barriers to success. Course completion was consistently higher for all subject areas. For example, for Q1 2020 the English department had a 70% course completion rate but the pass rate rose to 90.91% for Q1 2022. Q1 math had an 88% pass rate, 95% when factoring in attendance. Of the students who attended 80% or more of the days, the pass rate was 88% and 86% for Q2 and Q3. (Analysis is based off the current school year 21-22)

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

Not all 2021-22 Title 1 expenditures have been implemented. Release days weren't implemented. We have additional unspent funds moving into the 2022-23 school year.

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

In the 2022-23 school year, we will implement newly adopted SEL curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.

## Goal 2

By June 2023, we will increase our graduation rate to 75% as measured by the California Dashboard Graduation Rate.

## Identified Need

RHS graduation rate is 54.8% (declined 1.8%) and RHS has been identified as a CSI school for graduation rate.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome    | Expected Outcome |
|--|----------------------------|------------------|
| California Dashboard Graduation Rate (All students)                              | 54.85 (declined 1.8%)      | 75%              |
| California Dashboard Graduation Rate (Hispanic students)                         | 57.1% (increased by 12.7%) | 75%              |
| California Dashboard Graduation Rate (Socio-Economically Disadvantaged students) | 48.5% (declined 6.7%)      | 75%              |

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 graduating seniors

### Strategy/Activity

The Math Department will:

- call parents when student is tardy/absent every 3 times and log calls, with positive follow up or repeated call.
- Utilize the Check and Connect program.
- Refer students to COST.
- utilize push-in support.
- provide additional support outside of school hours (before school, lunch, after school) through homework club/math club.

- invite former Robertson students to visit and speak to current students about the importance of high school and how they succeeded after struggling
- support students to be enrolled in more than one math class at a time.
- continue offering math course: Business Math B so that students can earn math credit or use it for math elective, that can be taken before or concurrently with Business Math A.
- provide more opportunities for extracurricular activities.
- engage in purposeful talk about post-high school plans and goals both one-on-one and whole 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) |
|-----------|-----------|

**Strategy/Activity 2**

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

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

All graduating seniors

**Strategy/Activity**

Hire a Senior Graduation Specialist:

- will facilitate the Check and Connect Program, pairing students with mentors.
- will manage, monitor, and arrange Flex appointments to ensure appropriate intervention and support is provided to students.
- accountability for students to attend appropriate Flex sessions.
- hold FASA meetings to assist seniors with the process of getting financial aid for college.
- be the liaison between students, families, and teachers in order to support students in passing their classes and checking in about Service Learning hours.

**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) |
|-----------|-----------|

|        |   |
|--------|---|
| 29,784 | Comprehensive Support and Improvement (CSI) |
|--------|---|

**Strategy/Activity 3**

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

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

All graduating seniors

## Strategy/Activity

All Departments will:

- provide re-work opportunities.
- ensure to prompt students at least once a week to check their Infinite Campus and Google Classroom accounts.
- hold individual conferences with each student at least once per quarter.
- prioritize referrals to COST for seniors.
- provide push-in support.
- will reach out to counselors of struggling students to ask if there are necessary steps or additional accommodations that need to be made in their respective 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)

### **Strategy/Activity 4**

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

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

All graduating seniors

## Strategy/Activity

The Counseling Department will:

- collaborate with all teachers to ensure student success as needed.
- ensure students are slated for the correct classes for the following quarter based on IC grades during the last 3 weeks of the current quarter.
- ensure students are properly placed in the correct classes during the first 2 weeks of the quarter.
- identify students who will need alternative credit recovery options to graduate (APEX).
- meet with students to facilitate the summer school registration process to meet graduation timeline if necessary (Tier 2 Support).
- meet/phone calls with parents/guardians of graduating seniors to review academic progress and graduation status.
- update student's academic plan at least once a quarter after the end of the grading period conduct regular (at least once a quarter) check-ins and intervention meetings with the counselor (Tier 1 Support).
- provide additional support to struggling students both academically and emotionally for students receiving 3 or more failing grades beginning week 4 when progress reports are posted. (Tier 2 Support).
- advise students to attend homework club twice a week to get additional academic support from a credentialed teacher.
- collaborate with attendance clerk once a week to address attendance concerns (Tier 2 Support).
- collaborate with "Will Intervention Specialist" once a week to discuss at-risk students (Tier 2 Support).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

All graduating seniors

Strategy/Activity

- Hire two a therapist to address the social-emotional needs of our students.
- Utilize Check and Connect, specifically targeting 12th grade students that may have barriers to graduation, pay mentors for collaboration.
- ROP Liaison will notify counselor when ROP teacher sends out NOF or “In Danger of Failing” notices so that the counselor can meet with the student and make a phone call phone to parent/guardian.
- Send out Bright Arrow phone calls to invite all parents to parent teacher’s conference, back to school night, and open house.
- Send out messages in Infinite Campus including invitations to all guardians/parents to attend parent teacher’s conference, back to school night, and open house.

**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)

60,000 Comprehensive Support and Improvement (CSI)

10,000 Title I Part A: Allocation

**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

-We will allocate funds to provide college and career field trips and work exploration field trips.

**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)

1560

Source(s)

LCAP G2A5: Library Money

### Strategy/Activity 7

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

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

All seniors

Strategy/Activity

We will also provide RHS incentives to seniors that have passed all courses each semester.

#### 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)

Title I Part A: Allocation

### Strategy/Activity 8

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

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

All Seniors

Strategy/Activity

We will fund one section to focus directly with credit recovery through Independent Study a

#### 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)

27108

Source(s)

Comprehensive Support and Improvement (CSI)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Although the numerous strategies provided various methods of student support and decreased barriers to their success, distance learning was a real obstacle. This data reflects the challenges of



the distance learning model. We remained online for the duration of the 2020-21 school year. As we transition back to in person, we anticipate the number of students graduating to increase as course completion data shows positive trends.

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

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

The graduation goal remains a prioritized goal.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: Implement strategies to involve students in their learning and interventions to eliminate barriers to success.

## Goal 3

By June 2023 there will be a 5% increase in attendance rate measured by annually attendance reports.

## Identified Need

RHS attendance rate 20% or more of the student are not attending classes regularly.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| Daily Attendance | 77.7% (increase 3%)     | 82.7%            |

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

Staff will:

- Organize fun/team building activities for students- Rebel Challenges.
- Staff will develop relationships with students to encourage them to come to class.
- Teachers will spend a few minutes each period to connect and check in with students to foster better relationships.
- Utilize the newly adopted SEL curriculum.
- Send personal emails to students who have missed multiple days.
- Utilize circles to build relationships in the classroom.
- Create a safe environment for learning and participating with classmates.
- Create a hands-on engaging environment that students do not want to miss. (\$COST)
- Provide incentives including rebel points for students to advocate for their own success.
- Refer students for support services and resources for mental health and wellness.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

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

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

All Students that need Tier 2 support

Strategy/Activity

- We will allocate one section of intervention support.
- We will utilize intervention teachers to support the "Will" and "Skill" of students.
- We will create intervention and enrichment opportunities for flex time.
- Teachers will provide opportunities for students to rework/retake assignments/assessments show growth/mastery.
- Teachers will update grades in Infinite Campus weekly to provide feedback on progress.
- Intervention sessions will take place after school or during lunch to provide extra time and support for 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)

50,000

Title I Part A: Allocation

**Strategy/Activity 3**

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

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

All Students that need Tier 2 support

Strategy/Activity

- Counselors will attend attendance intervention meeting.
- Students in need of additional emotional or mental health support will be referred to therapist/Care Solace/YFS/ other agency.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

All staff will create intervention, enrichment, and the use software programs (Reading Plus, IXL) lessons for Flex time and utilize Flex time during the school day to provide additional support for all students to address their gaps.

#### 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

Title I Part A: Allocation

### 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

We will:

- increase student led School Spirit activities.
- provide opportunities for social interactions in a structured environment, clubs.
- invite guest speakers for students to hear inspirational or motivational examples.
- utilize peer intervention program to provide positive peer role models, using Peer Circle Up and Restorative Practices.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 6

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

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

All Students

Strategy/Activity

In order to eliminate transportation and punctuality barriers, we will provide busing routes for students to get to and from school.

### **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)

40000

Title I Part A: Allocation

### **Strategy/Activity 7**

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

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

All Students that need Tier 2 support

Strategy/Activity

We will:

- provide time cards for Check and Connect mentors to meet monthly to evaluate program.
- provide incentives/ rewards for students and families that fully participate in the Check and Connect mentoring program (Field Trip).
- hold recognition celebrations rewarding students that have had perfect attendance every month.
- provide family nights for seniors and their parents.

### **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)

3000

Title I Part A: Allocation

Comprehensive Support and Improvement (CSI)

### **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

The school will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support the academic progress and social-emotional needs of their students. Parent engagement opportunities will be promoted through Bright Arrow, Infinite Campus, and personal calls.

### **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)

819

Source(s)

Title I Part A: Parent Involvement

### **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

Staff will continue to use PLC to solidify students' expected learning outcomes, ways to demonstrate mastery, and to develop appropriate plans to support students in mastering the standard or extending their learning.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 10**

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

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

All Students

Strategy/Activity

The counselors will:

- ensure that all students are properly placed in the correct classes during the first two weeks of the quarter.
- ensure students are slated for the correct classes for the following quarter during based on Infinite Campus grades during the last 3 weeks of the current quarter.
- update student's academic plan at least once a quarter after the end of the grading period.
- conduct regular (at least once a quarter) check-ins and intervention meetings with the counselor (Tier 1 Support).
- provide additional support to struggling students both academically and emotionally for students receiving 3 or more failing grades beginning week 4 when progress reports are posted. (Tier 2 Support).
- provide additional support to struggling students both academically and emotionally for students receiving ALL failing grades either during FLEX or during after school "Will Intervention" (Tier 3 Support).
- advise students to attend homework club to get additional academic support from a credentialed teacher.
- collaborate with attendance clerk once a week to address attendance concerns (Tier 2 Support).

- collaborate with “Will Intervention Specialist” once a week to discuss at-risk students (Tier 2 Support).

**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)

## Annual Review

**SPSA Year Reviewed: 2021-22**

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.

For most of the 2021-22 school year, students and staff adjusted from distance back to in person learning. We have seen a 3% increase in attendance this school year.

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

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.

As students adjust to in person learning, attendance will continue to be an important goal. In looking at the data, course completion and therefore graduation rates rely heavily on student attendance. Staff will work on ways to make students feel connected to the school in order to encourage more regular attendance.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Provide an educational environment that is conducive to learning.

## Goal 4

By June 2023, on the English Language Proficiency Assessments of California (ELPAC), English Learners will increase one level on their overall score or increase their i-Ready score by 5%.

## Identified Need

43.48% of EL students scored "proficient" on the 2021 ELPAC assessment.

## Annual Measurable Outcomes

| Metric/Indicator            | Baseline/Actual Outcome | Expected Outcome |
|-----------------------------|-------------------------|------------------|
| English Learner Proficiency | 43.48%                  | 48.48%           |

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)

English Learners in an English class

### Strategy/Activity

The English Department will:

- Provide opportunities for EL students to engage with academic language and vocabulary in real-time via smartboard instruction, modeling, and interaction.
- Utilize push-in support for EL students.
- Provide opportunities for EL students to engage in authentic spoken and written language use; scaffolded reading and writing support; authentic listening activities (Listenwise lessons).
- Promethean board supplies, Pens, Bulbs, Newsela, and NY Times subscriptions are necessary to engage and make prompts relevant.

## Proposed Expenditures for this Strategy/Activity

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



Amount(s)

Source(s)

## Strategy/Activity 2

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

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

English Learners in a math class

### Strategy/Activity

The math department will incorporate reading, writing, listening, and speaking by:

- attending math PD to focus on EL needs/resources.
- utilizing push-in support for math classes.
- utilizing specific strategies to support EL students provided by ELD coordinator.
- reminding our EL students to use toolkits, rephrasing directions/understanding back to us, utilizing pictures/diagrams to support understanding and learning.
- including “explain” questions in lessons and assessments with sentence starters and frames.
- assigning EL students to attend FLEX at least once per week but trying to grab them more often when available.
- incorporate Structured Student Interactions to provide opportunities to use academic language.
- providing more group learning opportunities.
- using universal design for learning in lesson plans.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

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

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

English Learners in a social science class

### Strategy/Activity

The Social Science Department will:

- provide targeted intervention using scaffolds to support students in the development of their literacy and historical research skills.
- ensure that EL students have attended FLEX for additional support at least three times per quarter or if needed.
- attend professional development to support implementation of best practices for teaching ELD students.
- utilize push-in teachers to better support ELD students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

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

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

English Learners in a science class

Strategy/Activity

The Science Department will:

- Utilize backward-design lesson plans and display What, Why, How on whiteboard.
- Check for understanding of learning targets.
- Give assessments with varied opportunities to demonstrate understanding.
- Incorporate scientific reading activities and subscriptions.
- Incorporate Claim-Evidence-Reasoning strategies for students to develop writing skills.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

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

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

All English Learners

Strategy/Activity

The ELD department chair will:

- provide annual professional development to staff on strategies and best practices.
- provide incentives/rewards for students to do well on the ELPAC (RHS gear such as water bottles and shirts).
- monitor progress of EL students course completion/grades.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All English Learners in an electives class

**Strategy/Activity**

The Electives Department will:

- explicitly teach Tier 2 vocabulary words to students.
- track data with a pre, mid, and post assessment.
- support EL students by providing scaffold instructions, lessons, and visuals when appropriate.
- utilize push-in support as needed to provide extra support.
- use Listenwise at least once per quarter.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

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

All English Learners that need Tier 2 support

**Strategy/Activity**

- We will allocate an intervention section to support English Language Learners.
- We will utilize intervention teachers to support the "Will" and "Skill" of students.
- We will create intervention and enrichment opportunities for flex time.
- Teachers will provide opportunities for students to rework/retake assignments/assessments show growth/mastery.
- Teachers will update grades in Infinite Campus weekly to provide feedback on progress.
- Intervention sessions will take place after school or during lunch to provide extra time and support for 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)

20000

Comprehensive Support and Improvement (CSI)

20000

Title I Part A: Allocation

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

This year students adjusted back to in-person learning. Teachers across all content areas worked to provide engaging lessons and the necessary instructional supports. Mid year, staff was granted access to the Listenwise platform to engage EL students in reading, writing, and listening assignments in order to make content accessible for ELs. Classes with higher concentration of ELD students were provided push-in support.

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

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.

This goal was adjusted to use overall ELPAC proficiency and to include local standardized assessments (i-Ready) as a measure of growth.

# 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 | \$0          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$152,547.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$306,873.00 |

## Allocations by Funding Source

| Funding Source                | Amount  | Balance |
|-------------------------------|---------|---------|
| LCAP G2A5: Library Money      | \$1,560 | 0.00    |
| LCAP G3A2: Intervention Funds | \$6,552 | 0.00    |

## 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 (\$) |
|---|-----------------|
| Comprehensive Support and Improvement (CSI) | \$142,892.00    |
| Title I Part A: Allocation                  | \$155,050.00    |
| Title I Part A: Parent Involvement          | \$819.00        |

Subtotal of additional federal funds included for this school: \$298,761.00

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

| State or Local Programs       | Allocation (\$) |
|-------------------------------|-----------------|
| LCAP G2A5: Library Money      | \$1,560.00      |
| LCAP G3A2: Intervention Funds | \$6,552.00      |

Subtotal of state or local funds included for this school: \$8,112.00

Total of federal, state, and/or local funds for this school: \$306,873.00

# School Site Council Membership

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

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

| Name of Members      | Role                       |
|----------------------|----------------------------|
| Salvador Herrera Jr. | Principal                  |
| Alicia Miranda       | Other School Staff         |
| Lauren Kincheloe     | Classroom Teacher          |
| Mary Barrs           | Other School Staff         |
| Aimee Hubacek        | Parent or Community Member |
| Renee Swayze         | Classroom Teacher          |
| Laura Mitch          | Parent or Community Member |
| Alejandra Nurie      | Parent or Community Member |
| Wynn Kyaw            | Secondary Student          |
| Sean Membrido        | Secondary Student          |
| Earl Cabugao         | Secondary Student          |
| Suzette Takei        | 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, the number of parent and/or community members and pupil members selected shall equal the number of school members selected.

# 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**

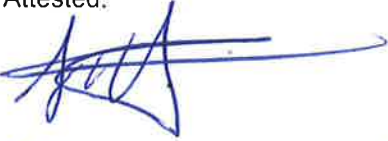
Other: Leadership Team

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 .

Attested:



Principal, Salvador Herrera, Jr. on 5/24/22



SSC Chairperson, Aimee Hubacek on 5/24/22