

School Year:

2020-21

## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Rubidoux High School
<b>Address</b>	4250 Opal Street Jurupa Valley, CA 92509
<b>County-District-School (CDS) Code</b>	33 67090 3337136
<b>Principal</b>	Dr. Jose L. Araux
<b>District Name</b>	Jurupa Unified School District
<b>SPSA Revision Date</b>	May 14, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	May 14, 2020
<b>Local Board Approval Date</b>	June 22, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	3
School Profile.....	4
SPSA Highlights.....	5
Review of Performance – Comprehensive Needs Assessment .....	5
Purpose and Description.....	6
Stakeholder Involvement .....	7
School and Student Performance Data .....	8
Student Enrollment.....	8
Overall Performance .....	10
Goals, Strategies, & Proposed Expenditures .....	12
Goal 1.0.....	12
Goal 2.0.....	20
Goal 3.0.....	24
Annual Evaluation and Update .....	28
Goal 1.....	28
Goal 2.....	46
Goal 3.....	52
Budget Summary and Consolidation .....	59
Budget Summary .....	59
Allocations by Funding Source.....	59
School Site Council Membership .....	60
Recommendations and Assurances .....	62

# School Vision and Mission

## VISION

Rubidoux High School's Vision is to provide a safe and dynamic learning environment through collaboration with students, staff, parents, and community. Our high expectations challenge all students to realize their full academic potential and become successful, contributing members of Rubidoux High School and society.

We believe we can best carry out our mission by focusing in the following areas:

- Academic achievement for all students
- Student Involvement in his/her education goals
- Fostering a safe and caring learning environment
- Preparing Students for success in the 21st century
- Welcoming parents as partners in the education process

We also focus our attention on the district vision as well and that has helped to support our work at the site. The district vision is outlined as: Our Children, Our Schools, Our Future!

District's Overall Mission Statement: The mission of the Jurupa Unified School District is to educate each student to the highest levels of academic achievement and prepare students to succeed in life.

District's High School Mission Statement: Preparing students for the challenges of today and tomorrow.

We work to help realize both our site and district vision with support from site and district staff. Our school is supported through Jurupa's Blueprint for Learning. Throughout the district, the focus is on learning. It is critical that we support student learning through our instruction and the environment we create—one where students are motivated and have the support they need to be able to learn. The five points of this Blueprint for Learning are:

1. **THE RESOURCES:** We focus fiscal resources at the site and district level to provide the tools needed to support learning. This includes funding for professional development, support and training for teachers, assessment, materials and human resources. We utilize an evaluation system where administrators clearly clarify expectations focusing on student learning and the school plan.
2. **THE STRUCTURE:** Our instructional program is based on the California State Content Standards and the Common Core State Standards (CCSS). We have been working diligently to develop resources and curricular materials to successfully facilitate the adoption and implementation of the Common Core State Standards.
3. **THE MATERIALS:** Every student is assured access to approved, standards-based textbooks for every core subject. We provide professional development to all teachers throughout the year, both formally and informally. Our administrators are evaluated by a process that emphasizes support for standards-based instruction and student learning that fosters the skills necessary to meet the mandate of the Common Core State Standards.
4. **THE METHOD:** Our focus is on continuous improvement through ongoing analysis of student data. In every content area, teachers work collaboratively in Professional Learning Communities (PLCs) to focus on improving student learning by:
  - Utilizing data to drive the instructional process
  - Sharing and critiquing instructional strategies
  - Looking collaboratively at student work

- Evaluating and modifying the instructional process

In the 2018-19 school year, we began transitioning to the Impact Team model with district support for a few select PLCs. We plan to continue the transition throughout the next few years until Impact Teams are fully implemented.

5. THE SUPPORT: Both at the site and district level, support staff and resources are available to carry out the work of our PLCs and the application of a high quality curriculum for our students.

In addition, RHS has the following Schoolwide Learner Outcomes (SLOs), which further facilitate a positive student-learning environment:

RHS Falcons will SOAR!

#### SEEKERS

- Seek knowledge and new learning experiences
- Seek and evaluate multiple solutions to a problem
- Seek a variety of ways to communicate your thoughts and solutions

#### OUTSTANDING CITIZENS

- Demonstrate respect through compassion, tolerance, and integrity
- Respect yourself and others
- Work with others, respecting their thoughts and opinions

#### ACHIEVERS

- Challenge yourself to achieve your full academic potential
- Set and achieve worthwhile personal goals
- Achieve and maintain wellness

#### RESPONSIBLE INDIVIDUALS

- Responsible for your own lifelong education and growth
- Responsible for your own choices
- Responsible for contributing to the advancement of your school, community, state, nation, and world

## School Profile

Describe The students and community and how school serves them.

### The Story

Opened in 1959, Rubidoux High School (RHS) is the oldest comprehensive high school in the Jurupa Unified School District (JUSD). RHS is located in the City of Jurupa Valley, and serves the communities comprising the eastern section of the district. Demographically RHS has an ethnically diverse enrollment of approximately 1,500 students (91% Hispanic, 4% White, 3% African American 2.7%, .9% Asian, and .5% other). Approximately 22% of our students are English Learners, 83% of our students qualify for free or reduced lunch.

Students at Rubidoux High School begin their school day at 7:15 a.m. and end their day at 2:10 p.m. after completing six periods of instruction and a 23-minute period of Advisory instruction. The school year is divided into two 18-week semesters. Successful completion of each course earns five credits per semester. Students can also earn an additional 2.5 credits each semester with the successful completion of Advisory. Academic class size has a maximum enrollment of 36 students per class.

After a brief closure for refurbishments and temporary relocation to the current Patriot High School campus, the reopening of Rubidoux High School in 2007 at the Opal Street campus has enabled the Jurupa Unified School District to embark on many new and exciting programs. The opportunity to develop and achieve high standards of citizenship, self-discipline, camaraderie, and critical thinking skills is crucial to meet the demands of the 21st century.

- RIGOR - providing all students the opportunity to succeed in challenging classes.
- RELEVANCE - providing courses and projects that garner students' interests by relating to their lives and the changing world.
- RELATIONSHIPS - providing students an environment where adult mentors are motivating and support them to achieve academic and social emotional success.

To maintain effectiveness as an educational institution in the 21st century, Rubidoux High School has established an Early College High School program in partnership with the Riverside Community College District (RCCD). Students earn their high school diplomas while concurrently earning college credits.

In addition, we offer our students a variety of academic programs such as Advanced Placement, (RECHS / CCAP) dual enrollment, articulated courses, career preparation through Regional Occupation Program/Career Technical Education (CTE), curricular programs such as AVID, AFJROTC, Yearbook, Foreign Languages, Visual and Performing Arts to support the core curriculum.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The key features of this year's SPSA include a continued focus on college and career readiness by supporting the programs that promote the skills necessary in this area, such as Rubidoux Early College program (RECHS), ROP vocational education programs, Visual and Performing Arts (VAPA) program, tutoring opportunities and programs promoting academic achievement such as AVID and National Honor Society. New additions included an increased focus on instruction by supporting teachers who are interested in improving their professional practice by observing other teachers. We provided release time for these teachers, and added new planning days to allow teachers and instructional aides to collaborate, especially in the area of Impact Teams. We also continued our focus on parent involvement and outreach by supporting our outreach coordinator and programs implemented by that office to improve parent involvement. Lastly, reflection was given to all areas in light of the effects of the Covid-19 quarantine orders issued by the state and county governments during the Spring of 2020.

## Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

The progress the school is most proud of is our reclassification rate of English Language Learners and the high level of students who achieved "ready" status for college and career readiness. We are planning to build upon this success by improving our preparation for students taking the ELPAC. This year, we made a concentrated effort to personally provide outreach to students who were taking state & AP tests and plan to continue this effective strategy. We increased funding for after-school tutors to help provide needed support to all students. We had especially hoped to reach low-income students who may not have tutoring resources available at home. Much progress has also been shown in Suspension Rates.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

Our greatest need is improving our Math test scores, which fall into the red category of the California Dashboard. Our English-Language Arts test scores also need improvement, as they are currently in the orange category. We are planning to provide additional release time for Impact Teams and progressively phase out the Professional Learning Community model in the hopes that the new model will provide more student-centered learning and better academic outcomes. We would also like our graduation rate to improve.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

Performance gaps still exist for students with IEPs and foster students. We are planning to address this discrepancy in performance by continuing to examine our Special Education program and providing professional development & release time to better prepare them to work effectively with this population.

## Purpose and Description

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

Schoolwide Program

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

The school plans to meet the ESSA requirements by providing services as outlined in the LCAP.

We will address homeless students through the Guidance Coordinators who will inform students about AB 216/AB 1806, which "provides that foster youth, homeless/transitional youth, and probation involved youth who transfer high schools any time after the completion of their second year of high school shall be exempted from JUSD's graduation requirements, and instead may obtain a high school diploma by meeting the state mandated graduation requirements UNLESS the district makes a finding that the pupil is reasonably able to complete the district's additional graduation requirements by the end of their 4th year of high school."

We will target students with disabilities for additional support and improvement by ensuring that teachers receive training in behavior interventions and social-emotional learning. Many organizations provide conferences on these topics and can offer workshops and courses that teachers can complete to be compliant in these areas. Additionally, we are providing for increased collaboration time for teachers to better plan for instruction and provide needed support through accommodations and modifications.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## 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

Stakeholders were involved in providing feedback for the SPSA through multiple means. One of the ways they could provide feedback was via the District Advisory Committee (DAC), the District English Language Advisory Committee (DELAC), and feedback sought during site ELAC and SSC meetings. Another way stakeholders were involved was through LCAP surveys provided to parents, students, and staff. Voluntary site staff meetings were offered after school to allow input from staff members. During the 2020 Covid-19 quarantine, virtual opportunities were also offered for staff to provide feedback.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.38%	0.13%	0.06%	6	2	1
African American	2.48%	2.65%	2.68%	39	41	43
Asian	0.83%	0.91%	1.06%	13	14	17
Filipino	0.13%	0.13%	0.12%	2	2	2
Hispanic/Latino	91.16%	91.59%	92.52%	1433	1,416	1,485
Pacific Islander	0.25%	0.19%	0.25%	4	3	4
White	4.20%	3.88%	2.87%	66	60	46
Multiple/No Response	%	0.06%	0.25%		1	3
<b>Total Enrollment</b>				1572	1,546	1,605

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	417	375	407
Grade 10	389	437	393
Grade 11	403	384	430
Grade 12	363	350	375
<b>Total Enrollment</b>	1,572	1,546	1,605








**Conclusions based on this data:**

1. Enrollment has increased slightly over the past three years.
2. White student enrollment has dropped over the last three years with African American and Hispanic populations increasing slightly.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Two areas are Orange - English Language Arts and College/Career with slight increase in ELA of +2 points and large increases for Students with Disabilities of 27.6 points and English Learners of 9.4 points even though student group is in low Orange indicator. Our College and Career indicator declined by 7.8% with our SWD and EL students needing additional support to meet CCI requirements.
2. Mathematics was the only area in Red. Additional resources are needed to support. Even though overall students maintained in Mathematics, they did not grow. Our Socioeconomically Disadvantaged and EL students also maintained and additional support in math instruction will be necessary.
3. Suspension Rate has improved to Green with a decline of 1.3% and an overall 5.6% suspension rate. When reviewing data, our White student group increased by 8.4%. We will monitor and address necessary support.



# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 2: State Standards (Conditions of Learning)  
                                  Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

We continue to strive to have more students prepared for college and career readiness. In light of the Covid-19 quarantine, resources have been adjusted to other areas from years prior to respond to anticipated needs.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. 2018 LCAP survey 2. Statewide assessments CAASPP 3. Percentage of English learners 4. CSI: English 5. CSI: Math CCI Data - college and career indicator data Graduation rate	Fall 2019: Actual DFS points indicate a +2.0 and -0.5 in English and Math respectively  ELPAC data indicates the following: <ul style="list-style-type: none"> <li>Students only tested at Level 4 in Oral Language &amp; Written Language (73 students) out of 318.</li> </ul> Graduation rate <ul style="list-style-type: none"> <li>general rate maintained at -0.9%.</li> <li>English Learners increased by 6.1%</li> <li>Socioeconomically Disadvantaged declined 1.9%</li> <li>Students with Disabilities increased 12.5%</li> </ul>	Fall 2020: Data Dashboard data growth of +10 Distance From Standard (DFS) points in both English and Math Academic Indicators  ELPAC data to increase by level by 2% and review redesignation criteria for Level 4 students  Graduation rate will increase by 2% for all students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

### Planned Strategies/Activities

# Action 1.1

## 1.1 High-quality curriculum and instruction aligned to CCSS

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, District UoS, NGSS, and other District initiatives (AP, AVID, Dual-Enrollment, etc.)</p> <p>a. Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration</p> <p>b. Provide staff opportunities and sub coverage for needed collaboration and planning related to curriculum and instruction (this also includes items related to continuing work on WASC goals after year 3 mid-term review, Vision work, &amp; Impact Team needs)</p> <p>c. Provide students and staff with needed support material, such as supplemental resources/material, technology access (i.e, Blue Bear, etc.), etc.</p> <p>d. Provide a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course</p> <p>e. Administer a yearly Reading Inventory of all students to guide possible placement, intervention, and supports</p> <p>f. Provide opportunities and sub coverage to observe their peers in action</p>	<p><u>X</u> All Students</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3700</p> <p>b, e, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$9000</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$33615</p> <p>c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9000</p> <p>b, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

		<p>\$1300</p> <p>Assistant Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$261,201</p> <p>Hourly Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3000</p> <p>c. Materials &amp; Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3000</p>
--	--	--

**Action 1.2**

1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways:

	<u>X</u>	Modified Action	
--	----------	-----------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways:</p> <p>a. Provide staff with professional development opportunities related to supporting A-G completion, FAFSA completion, AVID, AP, Dual-Enrollment (RECHS / CCAP), CTE, and/or related topics</p> <p>b. Provide release time and sub coverage for staff to analyze data, develop an action plan and take action</p> <p>c. Site based support to subsidize all 10th graders taking the PSAT</p> <p>d. Continue providing additional support staff to help students with all things related to college/career readiness</p> <p>e. Provide students and staff with needed support material, such as supplemental resources/material, technology access, etc., as it relates to college and career readiness</p> <p>f. Provide students and staff with necessary materials, supplies and transportation as it relates to college and career readiness</p>	<p><u>X</u> All Students</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7200</p> <p>d. CCR Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$139,173</p>

g. Provide staff opportunities to support at-promise populations with items related to graduation, A-G completion, & FAFSA, etc.

(Note: Counselors will support review of a-g completion rates, student access to AP courses, and dual enrollment opportunities, especially for under served populations, i.e., Homeless and Student with Disabilities; with 10th grade PSAT assessment data counselors will work with students to support college readiness, and meet with parents as needed for at-promise population)

d. CC Clerk  
2000-2999: Classified Personnel Salaries  
LCFF District -- 500 0707  
\$52,472

d. Library Tech  
2000-2999: Classified Personnel Salaries  
LCFF District -- 500 0707  
\$72,581

e. Materials & Supplies  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$3000

f. Materials & Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$3800

g. Teacher Hourly  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$2000

### Action 1.3

1.3 Support the growth of our various on-site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.3 Support the growth of our various on site-curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. AVID support for teachers and students in pushing AVID strategies across all content areas</p> <p>b. Support AVID, RECHS and other students in gaining access to college and career exploration experiences, such as field trips, guest speakers, and other resources</p> <p>c. Provide resources/materials to help promote and enhance our current programs using print materials when necessary</p> <p>d. Provide AVID tutors</p>	<p><u>X</u> All Students</p>	<p>b. AVID travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$8300</p> <p>b. College / Career Field Trips &amp; Other Resources 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6040</p>

e. Provide staff professional development opportunities regarding AVID (e.g. AVID Summer Institute, RIMS AVID)

a, c. Materials and resources (e.g. college banners)  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$5000

e. Professional Development  
 5000-5999: Services And Other Operating Expenditures  
 Title I Basic -- 3010  
 \$1500

d. AVID Tutors  
 2000-2999: Classified Personnel Salaries  
 LCFF AVID – 0765  
 \$2511

d. AVID Tutors  
 2000-2999: Classified Personnel Salaries  
 Title I Basic -- 3010  
 \$6,559

c. AVID Materials and Supplies  
 4000-4999: Books And Supplies  
 LCFF AVID – 0765  
 \$18156

c. AVID Consultants, Trans Services, Printing  
 5000-5999: Services And Other Operating Expenditures  
 LCFF AVID – 0765  
 \$3248

### Action 1.4

1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students  a. Provide sub coverage to administer tests, analyze data, collaborate and to ensure proper placement of students in the various courses	Other student group(s) English Learners and Students with Disabilities  <u>X</u>	a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000  b. Gap materials and supplies



- b. Purchase gap materials for supplemental support of intervention and all content areas; scholastic magazines, academic vocabulary posters, etc.
- c. Provide staff with professional development opportunities related to ELs, SpEd and other at-risk populations
- d. After-School tutoring provided in all content areas (with SpEd, and EL support)
- e. Intervention teachers for Math, ELA, Credit Recovery

4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$6746

c. Professional Development / Conferences  
 5000-5999: Services And Other Operating Expenditures  
 Title I Basic -- 3010  
 \$1000

d. Teacher Hourly  
 1000-1999: Certificated Personnel Salaries  
 Title I Basic -- 3010  
 \$9400

d. Classified Hourly  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$1000

e. Intervention Teachers  
 1000-1999: Certificated Personnel Salaries  
 LCFF Sec Int -- 0046  
 \$440,622

## Action 1.5

1.4 (Cont.) Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
1.4 (Cont.) Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students. (cont.)	<u>X</u> Other student group(s) English Learners and Students with Disabilities	g. One BLT (50%) with Benefits 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$10304
g. Provide Bilingual Language Tutors to support our English Learners		g. One BLT (50%) with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11203
h. Provide a Communication Enhancement Program (CEP)		g. One BLT with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

\$18807

g. Five BLTs with Benefits  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010  
\$97503

**Action 1.6**

1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.

X

Modified Action

**Planned Actions/Services**

1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready

- a. Provide necessary supplies, equipment, and other resources necessary to give students access to high quality CTE, VAPA and electives
- b. Support and expand CTE courses and pathways
- c. Support and expand current VAPA programs
- d. Provide sub coverage when needed to support our CTE, VAPA, elective courses
- e. Provide staff professional development opportunities related to CTE, VAPA, and other career readiness programs

**Students to be served**

X All Students

**Budget and Source**

- a. CTE, VAPA, and elective resources and supplies  
4000-4999: Books And Supplies  
Voc Ed CTE -- 3550  
\$19450
- a. AG materials and supplies (i.e. hay for animals)  
4000-4999: Books And Supplies  
Ag Voc Ed -- 7010  
\$6113
- a. Equipment maintenance--vet care, medicine.  
5000-5999: Services And Other Operating Expenditures  
Ag Voc Ed -- 7010  
\$2038
- c. VAPA tech equipment, materials/supplies  
4000-4999: Books And Supplies  
LCFF VAPA -- 0763  
\$17060
- b. CTE materials/supplies, and tech equipment  
4000-4999: Books And Supplies  
Voc Ed CTE -- 3550  
\$26917

d. Substitute Teachers  
1000-1999: Certificated Personnel Salaries  
Voc Ed CTE -- 3550  
\$3,000

e. Professional Development/Conferences  
5000-5999: Services And Other Operating  
Expenditures  
Title I Basic -- 3010  
\$1000

# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

We would like to increase the amount budgeted for Goal #2 to better monitor and address attendance, truancy, suspension rates, behavior interventions and mental health support.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ol style="list-style-type: none"> <li>1. Suspension/expulsion rate</li> <li>2. Discipline referrals</li> <li>3. Graduation rate</li> <li>4. Dropout rate</li> </ol>	<p>Fall 2019: 1. 14.4% of our student population is considered chronically absent</p> <p>67.83% have missed less than 5% of the school year</p> <p>2. Suspension rates</p> <ul style="list-style-type: none"> <li>• Declined overall 1.3%</li> </ul> <p>2. Suspension rates for the school were as follows:</p> <ul style="list-style-type: none"> <li>• Declined overall 1.3%</li> <li>• 5.6% of students were suspended at least once</li> <li>• Improvements are needed in the following subgroups:</li> </ul> <p>*White students who had an increase of 8.4%</p>	<p>Fall 2020: We expect the chronic absenteeism rate to decrease because Rubidoux's new administrator over Attendance is placing emphasis on the SART/SARB processes.</p> <p>2. We expect the suspension rate to decrease because we have discontinued the practice of assigning on-campus suspension to truant students.</p> <p>3. We expect the graduation rate to increase because of the emphasis on college and career readiness, expanded CTE programs, and the addition of an outreach coordinator.</p> <p>4. We expect the dropout rate to decrease with the continuation of the new PIQE program to help parents learn more about the process of college and career preparation as well as the increasing attention to individual students through home visits with the assistant principal and deputy.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*African American students who declined in suspensions overall 12.3%, but still saw 10.2% of this group's students suspended at least once</p> <p>*English Learners/Students with disabilities who declined in suspensions overall 2.5%, but still saw 14% of this group's students suspended at least once</p> <p>3. Graduation rates were as follows:</p> <ul style="list-style-type: none"> <li>• general rate maintained at -0.9%.</li> <li>• English Learners increased by 6.1%</li> <li>• Socioeconomically Disadvantaged declined 1.9%</li> <li>• Students with Disabilities increased 12.5%</li> </ul> <p>4. 5.2% of Seniors did not graduate in 2019. An increase from the previous year of approximately 3%.</p>	

## Planned Strategies/Activities

### Action 2.1

2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>a. Professional development related to discipline, interventions (PBIS/SEL), chronic absenteeism and other best practices</p>	<u>X</u> All Students	<p>f. Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6000</p> <p>e. Teacher Hourly for SEL Committee 1000-1999: Certificated Personnel Salaries</p>

<p>b. Maintain a safe &amp; welcoming campus by providing all staff training on best practices related to a safe &amp; welcoming environment</p> <p>c. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for at-promise students</p> <p>d. Provide sufficient and adequate supervision at all school sponsored events (possibly based on projected attendance) (e.g. lunch supervision coverage)</p> <p>e. Allow the SEL committee an opportunity to discuss, develop and implement an RHS focused SEL plan</p> <p>f. Materials and Supplies to promote and secure a welcoming, safe, orderly and inviting learning environment such as 5-star supplies</p> <p>g. Continue to use the Raptor system to check-in visitors to ensure a higher level of safety</p> <p>h. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices</p> <p>i. Conduct Home visits for at-risk students as well as provide necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades)</p>	<p>LCFF Suppl/Conc -- 0707 \$3600</p> <p>g. Raptor System Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>d. Classified Hourly 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>i. Absenteeism/at promise student materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>h. Training for Campus Supervisors 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p> <p>b. Training for office staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p> <p>a, c. Professional Development for at promise students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p>
---	--

## Action 2.2

### 2.2 Student Health and School Safety

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
2.2 Student Health and School Safety:	<u>X</u> All Students	a. Two Health Care Aides (2.0) 2000-2999: Classified Personnel Salaries

- a. School Nurse and Health Care Aides will monitor and maintain the health care needs of students and carry out duties as outlined in their job descriptions
- b. Mental Health Support - Secure interns to provide greater access; promote mental health
- c. Provide access for students to a variety of mentors and support services
- d. The Safe School Plan will be modified to meet annual safe school expectations with provisions made as necessary for necessary materials and supplies

LCFF District -- 500 0707  
 \$48000

d. Safe School materials and emergency supplies  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$2000

c. Subs, Instructional Aides  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$4000

b, c. Interns from PICO  
 5000-5999: Services And Other Operating Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$8000

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

We would like to see an increase in parent and community involvement. Goal #3: Parent, Student and Community Engagement.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ol style="list-style-type: none"> <li>1. Attendance at ELAC meetings</li> <li>2. Attendance at School Site Council meetings</li> <li>3. Participation in cultural events at lunch</li> <li>4. Enrollment in special interest classes</li> <li>5. Involvement in extra curricular activities</li> <li>6. Attendance at sports events, concerts, etc.</li> </ol>	<p>Fall 2019:</p> <ol style="list-style-type: none"> <li>1. 17-18 average attendance was 19.3, 18-19 15.5, and 19-20 is currently 15.2 with two meetings still pending</li> <li>2. SSC attendance currently averages at 8 members present at meetings as of 2/26/20 with 3 meetings remaining. (19-20)</li> <li>3. Approximately 800 students participated in African Soul presentation (2019-2020)</li> <li>4. Over 700 students enrolled in CTE classes during fall and spring semesters respectively (19-20 school-year)</li> <li>5. 267 male athletes/373 female athletes during the 19-20 school year. Note that some of these athletes have been counted twice or three times.</li> <li>6. \$28,442.98 in ticket sales as of 2/26/2020</li> <li>7. As of late February 2020, 7 home visits have been conducted, with more planned.</li> </ol>	<p>Fall 2021:</p> <ol style="list-style-type: none"> <li>1. Attendance at ELAC meetings will increase due to the addition of our Outreach Coordinator to the staff.</li> <li>2. Attendance at School Site Council meetings would increase due to increased parent communication through InTouch, PeachJar, and the marquee.</li> <li>3. Participation in cultural events would increase due to social media promotion.</li> <li>4. Enrollment in special interest classes is estimated to be similar to last year.</li> <li>5. We expect involvement in extra curricular activities to be similar to last year because we didn't make any major changes</li> </ol>

### Planned Strategies/Activities



## Action 3.1

3.1 Students will feel connected to RHS communities

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>3.1 Students will feel connected to RHS communities</p> <p>a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of a Student Advisory Committee</p> <p>b. Develop and Conduct a survey of student needs and interests</p> <p>c. Provide training for student to student mentoring and also support PBIS/SEL, Link Crew course, and other selected leadership trainings</p> <p>d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (i.e. extended lunch, free break, Career Day, College / Career Kickoff)</p> <p>e. Purchase student incentives for behavior, attendance, academics, and general school engagement</p> <p>f. Hold Cultural Awareness Events throughout the school year and continue expanding this to encompass different cultures (i.e. Inspire Week, March Madness, Cultural Passport Events)</p> <p>g. Develop, adopt and offer courses that can help students feel connected to not only RHS but to the curriculum. (i.e. Ethnic Studies, Ballet Folklorico)</p>	<p><u>X</u> All Students</p>	<p>a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> <p>d, e, f. Certificates, Recognition, Awards and other Prizes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9000</p> <p>i. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> <p>a, b, c, g, i. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

h. Utilize 5-Star Students and accompanying technology to track student engagement and participation in school activities and event (this will be accounted for in the software licenses under goal 1)

i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events

j. Provide an opportunity for ASB, School Culture, Student Advisory Committee, and others to meet, discuss ideas, develop action plans and take action

### Action 3.2

3.2 RHS will continue to develop partnerships with parents and community

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>a. Hold the Best of Rubidoux event to highlight our various offerings</p> <p>b. Provide Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker will continue acting as a community liaison and continue to run the Parent Center</p> <p>d. Develop and conduct a survey of parent needs and interests</p> <p>e. Provide ongoing parent trainings and classes based on parent needs and interests (i.e. Parent Connect, Cash for College, Parent Literacy ESL, Citizenship, and/or Zumba classes, etc.,)</p>	<p><u>X</u> All Students</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$701</p> <p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$50378</p> <p>f. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>j. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

f. Provide child care to encourage more parents to attend the available classes / trainings

\$4000

g. Hold the Falcon Pride Day event to help foster the relationship with our feeder schools and future students and their families

d, j. Material and Supplies  
4000-4999: Books And Supplies  
Title I Parent Involvement -- 3010 1902  
\$2,292

h. Support performances on site from the numerous departments / groups on campus  
(i.e. Art Show, Best of Rubidoux)

k. Translator Clerk  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$32569

i. Hold an RHS-focused CTE Showcase

d. Presenters, Reps, Consultants, Parent Classes  
5000-5999: Services And Other Operating Expenditures

j. Continue to provide opportunities for parents to get involved and/or provide input (i.e. Parent Empowerment, ELAC, SSC)

Title I Parent Involvement -- 3010 1902  
\$2,102

k. A Translator Clerk Typist (4 hrs.) will be available to provide parents with communication support, translations and other supports

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 1

College and Career Readiness

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>1. 2018 LCAP survey                      2. Statewide assessments CAASPP                      3. Percentage of English learners                      4. CSI (Comprehensive Support and Improvement): English                      5. CSI: Math                      CCI Data - college and career indicator data                      Graduation rate</p>	<p>Data Dashboard data growth of +10 Distance From Standard (DFS) points in both English and Math Academic Indicators</p> <p>ELPAC data to increase by level by 2% and review redesignation criteria for Level 4 students</p> <p>Graduation rate will increase by 2% for all students including English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.</p>	<p>Actual DFS points indicate a +2.0 and -0.5 in English and Math respectively</p> <p>ELPAC data indicates the following:</p> <ul style="list-style-type: none"> <li>Students only tested at Level 4 in Oral Language &amp; Written Language (73 students) out of 318.</li> </ul> <p>Graduation rate</p> <ul style="list-style-type: none"> <li>general rate maintained at -0.9%.</li> <li>English Learners increased by 6.1%</li> <li>Socioeconomically Disadvantaged declined 1.9%</li> <li>Students with Disabilities increased 12.5%</li> </ul>

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 High-quality curriculum and instruction aligned to CCSS                      1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, district</p>	<p>1.1 Curriculum and instruction was aligned to CCSS, History-Social Science Frameworks, district UoS, NGSS, and other district initiatives (AP, AVID, Dual-Enrollment, etc.)</p>	<p>a. Professional Development / Conferences                      5000-5999: Services And Other Operating Expenditures                      Title I Basic -- 3010</p>	<p>a. Professional Development / Conference                      5000-5999: Services And Other Operating Expenditures                      Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
UoS, NGSS, and other district initiatives (AP, AVID, Dual-Enrollment, etc.)	a. Provided staff with high quality professional development opportunities related to curriculum (i.e., English composition, California History - Social Science frameworks) instruction (i.e., target language professional development for Foreign Language teachers) and technology integration which included Google Docs and ALEKS	\$8,000	\$5640
a. Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration.	b. Provided staff opportunities and sub coverage for needed collaboration and planning related to curriculum and instruction (this also includes items related to our upcoming WASC year 3 mid-term review)	b, e, f, g. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$18,000	b, e, f, g. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8032
b. Provide staff opportunities and sub coverage for needed collaboration and planning related to curriculum and instruction (this also includes items related to our upcoming WASC year 3 mid-term review)	c. Provide students and staff with needed support material, such as supplemental resources/material, technology access, etc.	d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,581.04	d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2565
c. Provide students and staff with needed support material, such as supplemental resources/material, technology access, etc.	d. Provide a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course	c. Software licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$27,605	c. Software licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$13317
d. Provide a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course	e. Administer a yearly Reading Inventory of all students to guide possible placement, intervention, and supports.	c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000	c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5422.47
e. Administer a yearly Reading Inventory of all students to guide possible placement, intervention, and supports.	f. Provide opportunities and sub coverage to observe their peers in action.	b, d, e, f, g. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$8,407	\$
f. Provide opportunities and sub coverage to observe their peers in action.	d. Provided a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course - not held - plans in progress for Summer 2020	c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,459.01	c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2459
(Note: Modified to expand increased supports in mathematics intervention relative to math assessment, extra tutoring, and professional time to plan.)	e. Administered a yearly Reading Inventory of all students to guide possible placement, intervention and supports	Assist Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$261,201	AP and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$261201
	f. Provided opportunities and sub coverage for teachers to observe their peers in action within the Impact Team model scheduled for February 2020		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	g. Added Impact Team roll out in English, Math, and Social Science classes required additional hourly substitutes		
<p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways:</p> <p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways:</p> <p>a. Provide staff with professional development opportunities related to supporting A-G completion, FAFSA completion, AVID, AP, Dual-Enrollment (RECHS / CCAP), CTE, and/or related topics.</p> <p>b. Provide release time and sub coverage for staff to analyze data, develop an action plan and take action.</p> <p>c. Site based support to subsidize all 10th graders taking the PSAT.</p> <p>d. Continue providing additional support staff to help students with all things related to college/career readiness</p> <p>(Note: Counselors will support review of a-g completion rates, student access to AP courses, and dual enrollment</p>	<p>1.2 Worked toward increasing graduation rates, A-G completion rates, FAFSA completion rates, and increasing the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways:</p> <p>a. Provided staff with professional development opportunities related to supporting A-G completion (counselors attended the UC high school counselor conference), FAFSA completion (counselors attended statewide financial aid workshop), AVID (various coordinators' conferences), AP, Dual-Enrollment (RECHS / CCAP), and CTE (MAAP instructors attended career conference). Teachers attended AP Psychology, Government/Politics, &amp; French Culture Summer and Fall Institutes. Additionally, AP Calculus practice tests were administered.</p> <p>b. Provided release time and sub coverage for staff to analyze data, develop an action plan and take action especially in Math placement</p> <p>c. Utilized site-based support to subsidize all 10th graders taking the PSAT.</p> <p>d. Continued providing additional support staff to help students with all</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5,000</p> <p>c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000</p> <p>d. CCR Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$139,173</p> <p>d. CC Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$52,472</p> <p>d. Library Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72,581</p>	<p>a. Professional Development/Conferences-- AVID 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1280</p> <p>b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5000</p> <p>c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>d. CCR Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$139,173</p> <p>d. CC Clerk (.91) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$52,472</p> <p>d. Library Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72581</p> <p>d. CC Clerk (.09)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>opportunities, especially for underserved populations, i.e., Homeless and Student with Disabilities; with 10th grade PSAT assessment data counselors will work with students to support college readiness)</p>	<p>things related to college/career readiness.  e. Offered on-campus college presentations to inform students about choices in higher education  f. Increased AVID-sponsored events and field trips such as participation in the high school coordinators' workshop, Tutorology, regional coordinators' workshop, &amp; the RIMS AVID K-12 Conference  g. Conducted student field trips to colleges (i.e., San Bernardino City College, Riverside Community College, UC Irvine, UCR and the college fair at Tyler Mall) and universities  h. Facilitated opportunities such as a phone bank on Saturdays and evenings to encourage FAFSA completion.</p>	<p>\$</p> <p>b. Benefits  3000-3999: Employee Benefits  LCFF Suppl/Conc -- 0707  \$1,681</p>	<p>2000-2999: Classified Personnel Salaries  Voc Ed CTE -- 3550  \$</p> <p>\$</p>
<p>1.3 Support the growth of our various on-site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)  1.3 Support the growth of our various on site-curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. AVID support for teachers and students in pushing AVID strategies across all content areas  b. Support AVID, RECHS and other students in gaining access to college and career exploration experiences, such as field trips, guest speakers, and other resources.  c. Provide resources and material to help promote our current programs</p>	<p>1.3 Supported the growth of our various on site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. Provided AVID support for teachers and students in pushing AVID strategies across all content areas (Focused note taking training opportunity extended to all staff)  b. Supported AVID, RECHS and other students in gaining access to college, career, and cultural exploration experiences, such as field trips (i.e., for a world religion course), guest speakers, and other resources.</p>	<p>b. AVID travel, conferences, and field trips  5000-5999: Services And Other Operating Expenditures  LCFF AVID – 0765  \$5,967</p> <p>b. College / Career Field Trips  5000-5999: Services And Other Operating Expenditures  LCFF Suppl/Conc -- 0707  \$4,000</p> <p>a, c. Materials and resources (e.g. college banners)  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$500</p>	<p>b. AVID travel, conferences, and field trips  5000-5999: Services And Other Operating Expenditures  LCFF AVID – 0765  \$835</p> <p>b. College / Career Field Trips  5000-5999: Services And Other Operating Expenditures  LCFF Suppl/Conc -- 0707  \$135</p> <p>a, c. Materials and resources (e.g. college banners)  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$188.78</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. Provide AVID tutors</p> <p>e. Provide sub coverage to support the AVID certification process, to hold recruitment events and to conduct interviews.</p> <p>f. Provide staff professional development opportunities regarding AVID (e.g. AVID Summer Institute, RIMS AVID)</p>	<p>c. Provided resources and material to help promote our current programs through participation in District high school showcase where programs were highlighted and advertised to the community</p> <p>d. Provided AVID tutors</p> <p>e. Provided sub coverage to support the AVID certification process, to hold recruitment events and to conduct interviews.</p> <p>f. Provided staff professional development opportunities regarding AVID (e.g. Regional Coordinators Meeting, RIMS AVID, Tutorology, Focused note training)</p>	<p>f. Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$5,000</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$11,261</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$6,522</p> <p>c. AVID Materials and Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$8,487</p> <p>c. AVID Consultants, Trans Services, Printing 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$5,000</p> <p>e. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$1,500</p> <p>d, e. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$2,698</p>	<p>f. Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1520</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>c. AVID Materials and Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$435.17</p> <p>c. AVID Consultants, Trans Services, Printing 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$5000</p> <p>e. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$0</p> <p>\$</p>
<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p>	<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-promise students.</p>	<p>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>	<p>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p> <p>a. Provide sub coverage to administer tests, analyze data, and to ensure proper placement of students in the various courses</p> <p>b. Purchase gap materials for supplemental support of intervention and all content areas; scholastic magazines, academic vocabulary posters.</p> <p>c. Provide staff with professional development opportunities related to ELs, SpEd and other at-risk populations</p> <p>d. After-School tutoring provided in all content areas (with SpEd, and EL support)</p> <p>e. Intervention teachers for Math, ELA, Credit Recovery.</p> <p>f. Provide training on collaborative teaching and time to collaborate, to better serve our SPED population.</p>	<p>a. Provided sub coverage to administer tests, analyze data, and to ensure proper placement of students in the various courses, especially for SPED student placement in classes</p> <p>b. Purchased gap materials for supplemental support of intervention and all content areas; scholastic magazines, academic vocabulary posters.</p> <p>c. Provided staff with professional development opportunities related to ELs, SpEd and other at-risk populations through RCOE and district office specialists</p> <p>d. After-School tutoring provided in all content areas (with SpEd, and EL support provided with BLTs and IAs)</p> <p>e. Intervention teachers provided for Math, ELA, Credit Recovery.</p> <p>f. Offered training on collaborative teaching, to better serve our SPED population. - completed during 18-19 SY</p>	<p>\$5,000</p> <p>b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,065</p> <p>c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500</p> <p>f. Substitute Teachers 3000-3999: Employee Benefits Title I Basic -- 3010 \$4,200</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$7,500</p> <p>d. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$3,000</p> <p>a, d. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$5,212</p> <p>e. Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$440,622</p>	<p>\$7612.50</p> <p>b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3215</p> <p>c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$8442</p> <p>f. RCOE Consultant (SpEd Support) 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$730.49</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4760.95</p> <p>d. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$294.83</p> <p>\$</p> <p>e. Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$440622</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 (Cont.) Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p> <p>1.4 (Cont.) Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students. (cont.)</p> <p>g. Provide Bilingual Language Tutors to support our English Learners</p> <p>h. Provide a Communication Enhancement Program (CEP)</p>	<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students. (cont.)</p> <p>g. Provided Bilingual Language Tutors to support our English Learners and added two additional positions.</p> <p>i. Continued providing support to students with Special Education teachers and Instructional Aides in collaborative classes.</p> <p>j. Created additional pull-out classes (Math and Social Science) to meet the needs of students on IEPs</p> <p>k. Provided sub coverage for SpEd teachers to collaborate and work on common needs</p> <p>l. Provided Bilingual Language Tutors to support students during classroom instruction.</p>	<p>g. One BLT (50%) with Benefits 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$8,826</p> <p>g. One BLT (50%) with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$10,826</p> <p>g. One BLT with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$16,024</p> <p>g. Three BLTs with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$63,252</p>	<p>One BLT with benefits (.50) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$8826</p> <p>One BLT with benefits (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$10826</p> <p>One BLT with benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$16024</p> <p>Three BLTs with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$63252</p>
<p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>a. Provide necessary supplies, equipment, and other resources necessary to give students access to high quality CTE, VAPA and electives.</p> <p>b. Support and expand CTE courses and pathways.</p>	<p>1.5 Supported multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>a. Provided necessary supplies, equipment, and other resources necessary to give students access to high quality CTE (new espresso/cappuccino professional machine purchased), VAPA (participation in regional band and choral events) and electives.</p> <p>b. Supported and expanded CTE courses and pathways.</p>	<p>a. CTE, VAPA, and elective resources and supplies 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$20,716</p> <p>a. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies Ag Voc Ed -- 7010 \$5,800</p> <p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures Ag Voc Ed -- 7010 \$8,874</p>	<p>a. CTE, VAPA, and elective resources and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7557.67</p> <p>a. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies Ag Voc Ed -- 7010 \$5766.79</p> <p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures Ag Voc Ed -- 7010 \$5901</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Support and expand current VAPA programs.</p> <p>d. Provide sub coverage when needed to support our CTE, VAPA, elective courses</p> <p>e. Provide staff professional development opportunities related to CTE, VAPA, and other career readiness programs.</p>	<p>c. Supported and expanded current VAPA programs.</p> <p>d. Provided sub coverage when needed to support our CTE, VAPA, elective courses.</p> <p>e. Provided staff professional development opportunities related to CTE, VAPA, and other career readiness programs.</p>	<p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$6,500</p> <p>b. CTE materials/supplies, and tech equipment 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$28,174</p> <p>d. Substitute Teachers 1000-1999: Certificated Personnel Salaries Voc Ed CTE -- 3550 \$3,000</p> <p>e. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000</p> <p>d. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$1,009</p>	<p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2458</p> <p>b. CTE materials/supplies, and tech equipment 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$11343</p> <p>d. Substitute Teachers 1000-1999: Certificated Personnel Salaries Voc Ed CTE -- 3550 \$0</p> <p>e. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$180</p> <p>\$</p>

## Analysis

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

1.1 Curriculum and instruction was aligned to CCSS, History-Social Science Frameworks, district UoS, NGSS, and other district initiatives (AP, AVID, Dual-Enrollment, etc.); 1.2 Worked toward increasing graduation rates, A-G completion rates, FAFSA completion rates, and increasing the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways; 1.3 Supported the growth of our various on site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)

\*Professional Development was offered in the following areas:

- Related to supporting A-G completion, counselors attended the UC high school counselor conference
- For FAFSA completion, counselors attended statewide financial aid workshop
- AVID (various coordinators' conferences) and attendance at Regional Coordinators Meeting, RIMS AVID, Tutorology, Focused note training

- AP: Teachers attended AP Psychology, Government/Politics, & French Culture Summer and Fall Institutes. Additionally, AP Calculus practice tests were administered.
- Dual-Enrollment (RECHS / CCAP)
- CTE (MAAP instructors attended career conference).
- Covid-19 may have a significant impact on AP scores as strategies to teach concepts have had to move to a virtual setting.

1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students & 1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students. (cont.)

\*Interventions were offered in the following areas:

- Provided Bilingual Language Tutors to support our English Learners and added two additional positions.
- Continued providing support to students with Special Education teachers and Instructional Aides in collaborative classes
- Created additional pull-out classes (Math and Social Science) to meet the needs of students on IEPs
- Provided sub coverage for SpEd teachers to collaborate and work on common needs
- Provided Bilingual Language Tutors to support students during classroom instruction.

1.5 Supported multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.

\*Resources:

- Provided necessary supplies (professional espresso/cappuccino machine purchased), equipment, and other resources necessary to give students access to high quality CTE
- VAPA (participation in regional band and choral events) and electives.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Dashboard data indicates the following RE College and Career Indicator: 32.2% prepared, a decline from the previous year of 7.8%. Socioeconomically disadvantaged and Hispanic students were both prepared for college and career at 31.3% and 32.5% respectively according to the Dashboard. This is a decline of 8.4% and 8.9% respectively from the previous year.

Class of 2019 # Merit Diplomas # a-g Completers % MD who Completed # seniors a-g rate

RHS 139 122 87.80% 283 43.10%

Class of 2018 # Merit Diplomas # a-g Completers % MD who Completed # seniors a-g rate

RHS 145 127 87.5% 309 41.1%

Class of 2017 # Merit Diplomas # a-g Completers % MD who Completed # seniors a-g rate

RHS 136 123 90.4% 311 39.5%

Class of 2016 # Merit Diplomas # a-g Completers % MD who Completed # seniors a-g rate

RHS 95 333 28.5%

Maintained in math (-0.5) and English (2).

In math, the following groups performed as follows: current English Language Learners (decreased 7.6 points) reclassified English Learners (increased 10.4 points) and English Only (declined 22.3 points).

Regarding English proficiency, our students are making progress towards proficiency. Nearly 60% (58.7%) of English Language Learners scored at Level 3 or 4. 58.7% 23.4% were Level 4, 35.3% were Level 3, 22.8% were Level 2, and 18.5% were Level 1.

#### ELA CAASSP Summative Data RHS

Standards 2015-2016 2016-2017 2017-2018 2018-2019

Exceeded 12.61 15.56 11.76 12.43

Met 29.43 35.73 27.94 28.65

Nearly Met 32.43 22.19 27.94 25.95

Not Met 25.53 26.51 32.35 32.97

#### Math CAASSP Summative Data RHS

Standards 2015-2016 2016-2017 2017-2018 2018-2019

Exceeded 4.20 2.01 2.35 3.24

Met 15.32 14.08 10.59 7.84

Nearly Met 21.92 29.31 21.47 24.86

Not Met 58.56 54.60 65.59 64.05

Survey data indicates the following:

- Staff survey data indicates the following regarding the question - "The district is preparing our students for future college readiness or career pathways"

\*Strongly agree - 20%

\*Agree - 32%

\*Disagree - 23%

\*Strongly disagree - 8%

\*Other comments - 14%

- Student survey data indicates the following regarding the question - "To what extent do you feel your school is preparing you to be college or career ready?"

\*Extremely well - 23%

\*Moderately well - 61%

\*Somewhat well - 14%

- Staff survey data indicates the following regarding the question - "English learners are learning English as quickly as possible within the English Learner Program"

\*Strongly agree - 8%

\*Agree - 41%

\*Disagree - 29%

\*Strongly disagree - 11%

\*Other comments - 8%

- Staff survey data indicates the following regarding the question - "The district has adequate instructional supplies to support learning"

\*Strongly agree - 12%

\*Agree - 39%

\*Disagree - 42%

\*Strongly disagree - 6%

Student survey data indicates the following regarding the question - "How satisfied are you with instruction at your school?"

\*Extremely satisfied 14.29%

\*Moderately satisfied 57.14%

\*Not satisfied 0.00% 0

\*Somewhat satisfied 28.57%

AP Data indicates the following:

1. Highest number of AP Ss in the last 5 yrs (253)
2. Highest number of exams (414). Continuous increased in the last 3 yrs.
3. Second best % of AP Ss with scores 3+ (32.8) in the last 5 yrs.
4. Highest mean score in Calculus AB (3.36)
5. Highest mean score in European History (1.87) and continuous improvement in last 3 yrs
6. 1st time in the last 5 yrs (at least) RHS Students took AP French (5 Ss) with a mean of 2.4, 3 students score level 3.
7. Highest number of students taking AP Span Lang test (56 Ss) and highest number of students passing with 3+ (54 Ss)
8. Highest number of Ss taking AP US Gov (101) and highest mean score (1.4), 11 Ss scored 3+ (previous years we had no more than 3 Ss passing w/3+)
9. Highest number of Ss taking AP US History (43)

2015 2016 2017 2018 2019

Total AP Students 140 144 207 207 253

Number of Exams 200 218 295 311 414

AP Students with Scores 3+ 38 38 69 51 83

% of Total AP Students with Scores 3+ 27.1 26.4 33.3 24.6 32.8

FAFSA Completion 2019

75% submitted

75.2% completed

68.4% received Cal Grant Awards

FAFSA Completion 2018

76% submitted

Specific Program Data

PROGRAM TOTAL STUDENTS TOTAL CREDITS

CCAP 71 350

RECHS 82 1790

CRJOLT/CRJOLT-4 186 505

AP COURSES 349 1690

EL Data

Reading Lab/Eng 9-Read 180 Total students

2017-2018 55

2018-2019 41

2019-2020 57

Reclassified Data from Technology

School Year 9th 10th 11th 12th Total

2018 11 2 10 4 27

2019 8 5 9 11 33

\*2020 4 3 2 1 10 \*as of 2/27/2020

LTEL District Provided Data

Year 9th 10th 11th 12th

2018 88 87 108 68

2019 78 84 75 75

2020 98 82 74 59 (313)

Site data (268)

2017-2018 Language Proficiency

Level Total Students

EO 402



I-FEP 66

Level 1 61

Level 2 85

Level 3 96

Level 4 36

R-FEP 701

Grand Total 278/1447

2018-2019 Language Proficiency

Level Total Students

EO 405

I-FEP 58

Level 1 74

Level 2 93

Level 3 86

Level 4 22

R-FEP 707

Grand total 275/1445

2019-2020 Language Proficiency

Level Total Students

EO 413

I-FEP 62

Level 1 89

Level 2 113

Level 3 114

Level 4 12

R-FEP 719

Test Pend 3

Grand Total 328/1525

2017-2018

Grade ELs Average GPA

9 2.3016

10 2.5553

11 2.6215

12 2.7591

2018-2019

Grade ELs Average GPA

9 2.3564

10 2.3392

11 2.6421

12 2.8204

2019-2020

Grade ELs Average GPA

9 2.3924

10 2.3315

11 2.4561

12 2.8327

BLTs = 7 (21 hours)

Read 180

- Students currently utilizing the program: 58 Read 180 (grade 9)
- Students currently utilizing the program as a support resources: 56 ELD (grades 9-12)
- Program Expectations: 100 lexile point gains per year
- Current Gains (mid semester) average 71.8 lexile points
- Estimated Gains (end of year) average 100+ lexile points
- Lexile Ranges of student enrolled in the program: Beginning Reader (BR) - 700

Special Education

2017-2018

Program 9 10 11 12 Grand Total

410-Related Srvcs(DIS) 1 1 1 3

420-RSP 39 34 28 20 121

430-SDC 15 5 1 2 23

Pending Assessment SE 1 2 1 4

Grand Total 55 42 31 23 151

2018-2019

Program 9 10 11 12 Grand Total

410-Related Srvcs(DIS) 1 1

420-RSP 34 41 32 23 130

430-SDC 15 14 6 1 36

Pending Assessment SE 1 1 2

Grand Total 50 55 39 25 169

2019-2020

Program 9th 10th 11th 12th Grand Total

410-Related Srvcs(DIS) 1 1 2

420-RSP 27 36 42 28 133

430-SDC 15 10 9 6 40

Pending Assessment SE 2 1 1 4

Grand Total 45 48 52 34 179

Number of Courses

2018-2019

Course Total

Collab 57

Pull-out 14

Grand Total 71

2019 - 2020

Course Total

Collab 57

Pull-out 17

Grand Total 74

IAs = 21

Teachers = 9

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Added differences:

- Resume workshop led by guidance coordinators
- Interventions for "F" students after school
- Impact Team additional release time to complete goals and analysis of student work
- Weight room equipment
- Additional resources allocated to provide guidance coordinator support during Cash for College Workshops

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.

- Continue with implementation Impact Teams Model:

\*Year 3 of implementation for English 9, 10

\*Year 2 of implementation for Math 1, 2, 3

\*Year 2 of implementation for US and World History

\*Year 1 of implementation for Earth & Space Science and Biology

\*Year 1 of implementation for English 11

- Incorporating an Honors Math II class
- Implement a computerized ELA/Math CAASPP test preparation program
- Increase library materials, specifically the purchasing of new books, support Makerspace
- Continue to enhance IEP monitoring of SPED students

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ol style="list-style-type: none"><li>1. Suspension/expulsion rate</li><li>2. Discipline referrals</li><li>3. Graduation rate</li><li>4. Dropout rate</li></ol>	<ol style="list-style-type: none"><li>1. We expect the chronic absenteeism rate to decrease because our new administrator and new attendance clerks are still learning the procedures for SART/SARB. As they become more knowledgeable and proficient, they should also become more efficient and effective.</li><li>2. We expect the suspension rate to decrease because we have discontinued the practice of assigning on-campus suspension to truant students.</li><li>3. We expect the graduation rate to increase because of the emphasis on college and career readiness, expanded CTE programs, and the addition of an outreach coordinator.</li><li>4. We expect the dropout rate to decrease with the continuation of the new PIQE program to help parents learn more about the process of college and career preparation as well as the increasing attention to individual students through home visits with the assistant principal and deputy.</li></ol>	<ol style="list-style-type: none"><li>1. 14.4% of our student population is considered chronically absent  67.83% have missed less than 5% of the school year</li><li>2. Suspension rates<ul style="list-style-type: none"><li>• Declined overall 1.3%</li></ul></li><li>2. Suspension rates for the school were as follows:<ul style="list-style-type: none"><li>• Declined overall 1.3%</li><li>• 5.6% of students were suspended at least once</li><li>• Improvements are needed in the following subgroups:<ul style="list-style-type: none"><li>*White students who had an increase of 8.4%</li><li>*African American students who declined in suspensions overall 12.3%, but still saw 10.2% of this group's students suspended at least once</li><li>*English Learners/Students with disabilities who declined in suspensions overall 2.5%, but still saw 14% of this group's students suspended at least once</li></ul></li></ul></li><li>3. Graduation rates were as follows:<ul style="list-style-type: none"><li>• general rate maintained at -0.9%.</li></ul></li></ol>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<ul style="list-style-type: none"> <li>English Learners increased by 6.1%</li> <li>Socioeconomically Disadvantaged declined 1.9%</li> <li>Students with Disabilities increased 12.5%</li> </ul> <p>4. 5.2% of Seniors did not graduate in 2019. An increase from the previous year of approximately 3%.</p>

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>a. Professional development related to discipline, interventions (PBIS/SEL), chronic absenteeism and other best practices.</p> <p>b. Maintain a safe campus by providing all staff training on best practices related to safety.</p> <p>c. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication</p> <p>d. Provide sufficient and adequate supervision at all school sponsored events (possibly based on projected attendance) (e.g. lunch supervision coverage)</p>	<p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>a. Conducted professional development related to discipline, interventions (SEL - Character Strong Training), chronic absenteeism (PDs at RCOE) and other best practices.</p> <p>b. Maintained a safe campus by providing all staff training on best practices related to safety.</p> <p>c. Provided on-site training for staff on disciplinary steps, interventions, and avenues of communication via reminders from Administration</p> <p>d. Provided sufficient and adequate supervision at all school sponsored events (possibly based on projected attendance) (e.g. lunch supervision coverage)</p>	<p>g. Materials and Supplies to promote a welcoming, safe, orderly and inviting learning environment - added 1500 for 25 new tables and cart. 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>f. Teacher Hourly for SEL Committee 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3600</p> <p>h. Raptor System Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>d. Classified Hourly 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>a. Professional Development</p>	<p>g. Materials and Supplies to promote a welcoming, safe, orderly and inviting learning environment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>f. Teacher Hourly for PBIS Committee 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1655</p> <p>h. Raptor System Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>d. Classified Hourly 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>a. Professional Development</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Allow the SEL committee an opportunity to discuss, develop and implement an RHS focused SEL plan.</p> <p>g. School Culture Team, Student Advisory Committee, SEL Committee, Link Crew and ASB will work together to promote a unified positive message.</p> <p>h. Continue to use the Raptor system to check-in visitors to ensure a higher level of safety.</p> <p>i. Ongoing training for Campus Supervisors on Systematic Supervision and other best practices.</p> <p>j. Training for office staff to help foster a welcoming learning environment</p> <p>k. Conduct Home visits for at-risk students (behavior, attendance, grades).</p>	<p>f. Formed a new SEL committee, provided the committee an opportunity to discuss, develop and implement an RHS focused SEL plan.</p> <p>g. School Culture Team, Student Advisory Council (members serve through Advisory with scheduled monthly meetings), SEL Committee, Link Crew and ASB worked together to promote a unified positive message.</p> <p>h. Continued to use the Raptor system to check-in visitors to ensure a higher level of safety.</p> <p>i. Ongoing training provided for Campus Supervisors on Systematic Supervision and other best practices. Done through District office.</p> <p>j. Training for office staff provided to help foster a welcoming learning environment through use of Q communications. Done through District office.</p> <p>k. Conducted home visits for at-risk students (behavior, attendance, grades).</p> <p>l. repairs and updates to golf carts used by campus supervisors and administrators for patrol purposes</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4000</p> <p>i. Training for Campus Supervisors 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>j. Training for office staff 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>d. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$1,883</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$279</p> <p>i. Training for Campus Supervisors 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>j. Training for office staff 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>\$</p>
<p>2.2 Student Health and School Safety 2.2 Student Health and School Safety:</p>	<p>2.2 Student Health and School Safety:</p>	<p>a. Two Health Care Aides (1.48) 2000-2999: Classified Personnel Salaries</p>	<p>a. Two Health Care Aides (2.0) 2000-2999: Classified Personnel Salaries</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. School Nurse and Health Care Aides will monitor and maintain the health care needs of students and carry out duties as outlined in their job descriptions.</p> <p>b. Mental Health Support - Secure interns to provide greater access; promote mental health.</p> <p>c. Provide access for students to a variety of mentors and support services.</p> <p>d. The Safe School Plan will be modified to meet annual safe school expectations.</p>	<p>a. School Nurse and Health Care Aides monitored and maintained the health care needs of students and carry out duties as outlined in their job descriptions.</p> <p>b. Mental Health Support - Secured interns to provide greater access and promote mental health as well as mental health groups provided to students during Advisory</p> <p>c. Provided access for students to a variety of mentors and support services.</p> <p>d. The Safe School Plan was modified to meet annual safe school expectations.</p>	<p>LCFF District -- 500 0707 \$33,352</p> <p>a. Two Health Care Aides (0.52) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,910</p> <p>d. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>c. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>a. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$5,190</p> <p>b, c. Two Interns from PICO 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,500</p>	<p>LCFF District -- 500 0707 \$48000</p> <p>\$11910</p> <p>d, e. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>c. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$3246</p> <p>a. \$</p> <p>b, c. Two Interns from PICO 5000-5999: Services And Other Operating Expenditures \$3500</p>

## Analysis

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

### 2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment

In order to address concerns in the areas of safety and discipline, various opportunities, interventions and materials were offered and implemented :

- professional development offered to staff related to implementing interventions in discipline
- professional development offered to staff related to addressing chronic absenteeism
- adequate supervision for student activities
- repairs made to golf carts used for campus supervision
- implementation of a Student Advisory Council to better assess success of programs

- house visits made by student services staff and SRO to truant students

2.2 Student Health and School Safety:

- provided students to mental health services (interns) as needed via PICO referrals

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Survey data indicated the following:

When asked, "How safe do you feel at school/site or department," staff responded as follows:

Extremely safe 15.63%  
 Moderately safe 28.13%  
 Somewhat safe 34.38%  
 Unsafe 6.25%  
 Other comments 15.63%

When asked, "How often do you observe bullying of students at your school/site," staff responded as follows:

A lot 25.93%  
 Some of the time 18.52%  
 Not often 48.15%  
 Other comments 7.41%

When asked, "Overall, the climate and learning environment at my school/site or department is positive for everyone," staff responded as follows:

Strongly agree 0.00%  
 Agree 45.16%  
 Disagree 41.94%  
 Strongly disagree 12.90%

When asked, "How safe do you feel at school" students responded as follows:

Extremely safe 27.27%  
 Moderately safe 50.00%  
 Somewhat safe 22.73%  
 Unsafe 0.00%

When asked, "How safe do you feel your child is at his or her school" parents responded as follows:

Extremely safe 36%  
 Moderately safe 42%  
 Somewhat safe 18%  
 Unsafe 4%

Attendance data:

AS OF 2/18/2020	Total	9th	10th	11th	12th
Truancy Letter 1	327	83	75	94	75
Truancy Letter 2 - SART Contract	101	19	32	38	12

Truancy Letter 3 - SARB	27	5	9	11	2
Home Visits	7	2	0	2	3
Total Q Attendance Interventions	2004	534	646	501	323
Student Services Q Attendance Interventions	1787				

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences include:

- resources allocated to fix golf carts
- resources allocated to purchase new golf carts

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.

Changes include:

- implementation of CBITS (for MS/9th Gr Ss) groups (identified through a survey administered in 9th Gr advisory) via PICO to work with students who have experience trauma
- implementation of House of Ruth Wellness Circles to address community domestic violence trends
- purchase of new new golf carts
- participation in RCOE chronic absenteeism workshops
- allocate resources to enhance mental health support (i.e., additional mental health interns)
- Potential proposal of implementing a double lunch model

# Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ol style="list-style-type: none"><li>1. Attendance at ELAC meetings</li><li>2. Attendance at School Site Council meetings</li><li>3. Participation in cultural events at lunch</li><li>4. Enrollment in special interest classes</li><li>5. Involvement in extra curricular activities</li><li>6. Attendance at sports events, concerts, etc.</li></ol>	<ol style="list-style-type: none"><li>1. We projected that attendance at ELAC meetings would increase due to the addition of our Outreach Coordinator to the staff.</li><li>2. We thought attendance at School Site Council meetings would increase due to increased parent communication through InTouch, PeachJar, and the marquee.</li><li>3. We believed that participation in cultural events would increase due to social media promotion.</li><li>4. Enrollment in special interest classes is estimated to be similar to last year.</li><li>5. We expected involvement in extra curricular activities to be similar to last year because we didn't make any major changes</li><li>6. Attendance at sports events, concerts, etc. decreased. During 2017-2018 we made approximately \$20,000 and in 2018-2019 we made approximately \$17,500, based on ticket sales.</li><li>7. We do not have numbers from 2017-18, but approximately 30 home visits were conducted in 2018-19.</li></ol>	<ol style="list-style-type: none"><li>1. 17-18 average attendance was 19.3, 18-19 15.5, and 19-20 is currently 15.2 with two meetings still pending</li><li>2. SSC attendance currently averages at 8 members present at meetings as of 2/26/20 with 3 meetings remaining. (19-20)</li><li>3. Approximately 800 students participated in African Soul presentation (2019-2020)</li><li>4. Over 700 students enrolled in CTE classes during fall and spring semesters respectively (19-20 school-year)</li><li>5. 267 male athletes/373 female athletes during the 19-20 school year. Note that some of these athletes have been counted twice or three times.</li><li>6. \$28,442.98 in ticket sales as of 2/26/2020</li><li>7. As of late February 2020, 7 home visits have been conducted, with more planned.</li></ol>

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Students will feel connected to RHS communities</p> <p>3.1 Students will feel connected to RHS communities</p> <p>a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of a Student Advisory Committee</p> <p>b. Develop and Conduct a survey of student needs and interests</p> <p>c.. Provide training for student to student mentoring and also support PBIS/SEL, Link Crew course, and other selected leadership trainings.</p> <p>d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (e.g. extended lunch, free break, Career Day, College / Career Kickoff)</p> <p>e. Purchase student incentives for behavior, attendance, academics, and general school engagement.</p> <p>f. Hold Cultural Awareness Events throughout the school year and continue expanding</p>	<p>3.1 We helped students feel connected to RHS communities by doing the following:</p> <p>a. Provided opportunities for students to provide input on issues directly affecting the campus through continued support of a Student Advisory Committee</p> <p>b. Developed and Conducted a survey of student needs and interests in Advisory and will continue through Student Advisory Committee. District surveys administered in areas of technology, school climate, and college &amp; career</p> <p>c. Support student to student mediation/mentoring and our current Link Crew course.</p> <p>d. Held student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (e.g. Fabulous Falcon Luncheon, Career Day, College / Career Kickoff)</p> <p>e. Purchased student incentives for behavior, attendance, academics, and general school engagement.</p> <p>f. Held Cultural Awareness Events throughout the school year and continue expanding this to encompass</p>	<p>a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,600.99</p> <p>d, e, f. Certificates, Recognitions, Awards and other Prizes 4000-4999: Books And Supplies Title I Basic -- 3010 \$9,000.99</p> <p>i. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,200.99</p> <p>a, b, c, g, i. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$2,959.99</p> <p>a, b, c, g, i. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.99</p>	<p>a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>d, e, f. Certificates, Recognitions, Awards and other Prizes 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>i. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$874.35</p> <p>\$</p> <p>a, b, c, g, i. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>this to encompass different cultures (e.g. Inspire Week, March Madness, Cultural Passport Events)</p> <p>g. Develop, adopt and offer courses that can help students feel connected to not only RHS but to the curriculum. (e.g. Ethnic Studies, Ballet Folklorico)</p> <p>h. Utilize 5-Star Students and accompanying technology to track student engagement and participation in school activities and event (this will be accounted for in the software licenses under goal 1).</p> <p>i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events.</p> <p>j. Provide an opportunity for ASB, School Culture, Student Advisory Committee, and others to meet, discuss ideas, develop action plans and take action.</p>	<p>different cultures (e.g. Black History Month and Cinco de Mayo events)</p> <p>g. Developed, adopted and offered courses that can help students feel connected to not only RHS but to the curriculum. (e.g. Ethnic Studies)</p> <p>h. Utilized 5-Star Students and accompanying technology to track student engagement and participation in school activities and event (this will be accounted for in the software licenses under goal 1).</p> <p>i. Promoted involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events.</p> <p>j. Provided an opportunity for ASB, School Culture, Student Advisory Committee, and others to meet, discuss ideas, develop action plans and take action.</p>		
<p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>3.2 RHS will continue to develop partnerships with parents and community</p>	<p>3.2 RHS continued to develop partnerships with parents and community by:</p> <p>a. Holding the Best of Rubidoux and participation District High School Showcase events to highlight our various offerings</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$701</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Hold the Best of Rubidoux event to highlight our various offerings</p> <p>b. Provide Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker will continue acting as a community liaison and continue to run the Parent Center</p> <p>c. Develop and conduct a survey of parent needs and interests</p> <p>d. Provide ongoing parent trainings and classes based on parent needs and interests (e.g. Parent Connect, Cash for College, Parent Literacy ESL, Citizenship, and/or Zumba classes)</p> <p>e. Provide child care to encourage more parents to attend the available classes / trainings.</p> <p>f. Hold the Falcon Pride Day event to help foster the relationship with our feeder schools and future students and their families.</p> <p>g. Support performances on site from the numerous departments / groups on campus (e.g. Art Show, Best of Rubidoux)</p> <p>h. Hold an RHS-focused CTE Showcase</p>	<p>b. Provided Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker continued acting as a community liaison and continue to run the Parent Center</p> <p>c. Developed and Conducted a survey of parent needs and interests - via District</p> <p>d. Provided ongoing parent trainings and classes based on parent needs and interests (e.g. Parent Connect, Cash for College)</p> <p>e. Provided child care to encourage more parents to attend the available classes / trainings.</p> <p>f. Will hold the Falcon Pride Day event to help foster the relationship with our feeder schools and future students and their families.</p> <p>g. Supported performances on site from the numerous departments / groups on campus as well as clerical staff to support with translations (e.g. Art Show, Best of Rubidoux)</p> <p>h. Will hold an RHS focused District High School/CTE Showcase</p>	<p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$43,727</p> <p>d, e. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p> <p>d, i. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500</p> <p>c, d, i. Material and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$2,000</p> <p>c, d, e, j. Benefits 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$15531</p> <p>j. Translator Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32,094</p> <p>d. Presenters, Reps, Consultants, Parent Classes 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$2,152</p>	<p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$43727</p> <p>d, e. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$156</p> <p>d, i. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>c, d, i. Material and Supplies 4000-4999: Books And Supplies \$1522</p> <p>\$</p> <p>j. Translator Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$32094</p> <p>d. Presenters, Reps, Consultants, Parent Classes 5000-5999: Services And Other Operating Expenditures \$1300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>i. Continue to provide opportunities for parents to get involved and/or provide input (e.g. Parent Empowerment, ELAC, SSC)</p> <p>j. A Translator Clerk Typist (4 hrs.) will be available to provide parents with communication support, translations and other supports</p>	<p>i. Continued to provide opportunities for parents to get involved and/or provide input (e.g. Parent Empowerment, ELAC, SSC)</p> <p>j. We added another Translator Clerk position to be available to provide parents with communication support, translations and other supports.</p>		

## Analysis

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

3.1 We helped students feel connected to RHS communities by doing the following:

- implementation of a Student Advisory Committee in 19-20 school year
- survey of student needs and interests in Advisory and will continue through Student Advisory Committee. District surveys administered in areas of technology, school climate, and college & career
- student to student mediation/mentoring via Link Crew course.
- student recognition and post-secondary preparation events (e.g. Fabulous Falcon Luncheon, Career Day, College / Career Kickoff)
- Purchased student incentives (i.e. stickers and school supplies) for behavior, attendance, academics, and general school engagement.
- Held Cultural Awareness Events (i.e. rally with African Soul)
- Developed Ethnic Studies course
- Utilized 5-Star Students and accompanying technology to track student engagement, participation in school activities and events, and safety drills

3.2 RHS continued to develop partnerships with parents and community by:

- Best of Rubidoux and participation District High School Showcase events to highlight our various offerings
- Outreach Worker continued acting as a community liaison and continue to run the Parent Center
- Conducted a survey of parent needs and interests - via District
- Provided Parent Connect classes and Cash for College based on parent needs and interests (e.g. Parent Connect, Cash for College)
- Provided child care to encourage more parents to attend the available classes / trainings.
- Falcon Pride Day event to help foster the relationship with our feeder schools and future students and their families.
- Supported performances on site from the numerous departments / groups on campus as well as clerical staff to support with translations (e.g. Art Show, Best of Rubidoux)
- Continued to provide opportunities for parents to get involved and/or provide input (e.g. Parent Empowerment, ELAC, SSC)
- Added another Translator Clerk position to be available to provide parents with communication support, translations and other supports.



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student survey data indicated the following:

"My school is welcoming to my parent"

Strongly agree 55.00%

Moderately agree 40.00%

Somewhat agree 5.00%

Disagree 0.00% 0

Parent survey data indicated the following:

"How welcomed do you feel at your child's school"

Extremely welcomed 62%

Moderately welcomed 19%

Somewhat welcomed 18%

Not welcomed 1%

"How effectively does the front desk staff communicate with parents"

Extremely effectively 58%

Moderately effectively 24%

Somewhat effectively 13%

Not effectively 5%

"How well informed are you kept of your child's school-wide activities"

Extremely well informed 61%

Moderately well informed 22%

Somewhat well informed 10%

Not well informed 6%

"How well informed are you kept of your child's classroom activities"

Extremely well informed 65%

Moderately well informed 18%

Somewhat well informed 10%

Not well informed 6%

"How well informed are you kept of your child's academic performance"

Extremely well informed 60%

Moderately well informed 29%

Somewhat well informed 6%

Not well informed 5%

"Are there opportunities for you to get involved with school and district decision making"

Yes (i.e., School Site Council, PTA/PTO, Booster, LCAP forums, Annual Surveys, ELAC, DAC, or DELAC) 68%

No 5%

I don't know 27%

Staff survey data indicated the following:

"How welcoming do you feel your school/site or department is?"

Extremely welcoming 35.48%  
Moderately welcoming 35.48%  
Somewhat welcoming 22.58%  
Not welcoming 6.45%

Total number of students enrolled in CTE:

Semester 1 797 students  
Semester 2 755 students

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences include:

- 5 star system now being utilized for as part of the safety plan
- Incentives purchased for students and teachers who show/contribute to excellence in attendance
- New cart purchased for transporting materials to meetings and parent events

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.

Changes include:

- food for recognition events
- resources allocated for parent mailings

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	192480
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,534,161.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	192480.00	0.00
Title I Parent Involvement -- 3010 1902	5095.00	0.00
Title III LEP -- 4203	10304.00	0.00
LCFF Suppl/Conc -- 0707	205440.00	0.00
Ag Voc Ed -- 7010	8151.00	0.00
Voc Ed CTE -- 3550	49367.00	0.00
LCFF District -- 500 0707	573427.00	0.00
LCFF Sec Int -- 0046	440,622.00	0.00
LCFF VAPA -- 0763	17060.00	0.00
LCFF AVID -- 0765	32,215.00	0.00

# School Site Council Membership

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

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

Name of Members	Role
Jose Araux	Principal
Kent Bukarau	Classroom Teacher
Amber Geldien	Classroom Teacher
Judith Hall	Classroom Teacher
Jennifer Stewart	Classroom Teacher
Sandra Franco	Parent or Community Member
Maricela Solis	Parent or Community Member
Olivia Mercado	Parent or Community Member
Lucia Bliudzius	Other School Staff
Hector Bernal	Secondary Student
Stephanie Urena	Secondary Student
Arely Rodriguez	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2020.

Attested:



Principal, Dr. Jose L. Araux on May 14, 2020

SSC Chairperson, Please see attached minutes. on May 14, 2020

# Rubidoux High School

## SOAR with PRIDE

### PARENTAL INVOLVEMENT POLICY

1. Parental meetings are held throughout the school year. The meetings will address a variety of school program information and will outline a process for communicating with parents throughout the year. A flexible number of parent meetings during the school year will be part of the process.
2. Parents will be offered the opportunity to participate in the planning, review and improvement of the school plan through School Site Council (SSC) and English Language Advisory Committee (ELAC). Parents may submit comments through the principal, assistant principal and /or the SSC if they are not satisfied with the school plan.
3. School information will be distributed in all major languages spoken by families of the students at the school. RHS will employ both English and Spanish when communicating with the parents, to the extent possible. Meetings will be conducted in a language parents understand. As available, interpreters will be present to translate for parents at meetings conducted in English only. To the extent possible, someone will be available in the school office that communicates with parents who speak a language other than English.
4. Assessment information reflecting student academic progress will be shared with parents through progress reports, continuously through parent accounts such as Parent Connect, formal and informal communication by teachers, and printouts of standardized tests and transcripts. Student progress/assessment in relation to state assessments, ELPAC (English Language Proficiency Assessments for California) and formative site assessments will be available to parents.
5. School administrators and teachers will present information through SSC, and ELAC to assist parents in understanding the standards their children must meet and how their child's progress is evaluated. These meetings will focus on the national educational goals, the state/district standards, and the state and local assessments.
6. School leaders will determine who is responsible for the coordination of parent involvement activities at the site. A parent volunteer, an employee, a staff committee, the leadership team and or the SSC may be considered school leaders. Persons responsible shall monitor the implementation of the parent involvement activities in the plan, help to administer the needs assessment to parents, and assist in designing the evaluation of the parent involvement program.
7. An annual survey will be given to parents to conduct a needs assessment and to evaluate the effectiveness of the parent involvement activities. School leadership group and SSC will use these annual evaluation results to plan and improve the parental involvement program. Changes and programs will be developed and implemented based on the results from the annual survey and the needs of the Rubidoux High School Community.

Rubidoux High School  
-SOAR with PRIDE-

# Jurupa Unified School District

## RUBIDOUX HIGH SCHOOL

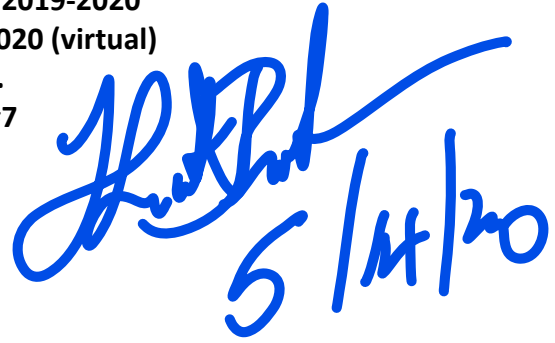
School Site Council 2019-2020

Thursday, May 14, 2020 (virtual)

2:30 p.m.

Meeting #7

Minutes



### Call to Order

Amber Geldien at 2:35pm

### Flag Salute

Led by Hector Bernal

### Welcome and introductions

Parents: Maricela Solis, Sandra Franco

Staff: Judith Hall, Amber Geldien, Lucia Bliudzius, Jennifer Stewart, Kent Bukarau

Students: Hector Bernal, Stephanie Urena, Arely Rodriguez

Admin: Brandon Birr, Jose Araux, Todd Moerer, Lisa Boschma, Alicia Heimer

### Action Items

A quorum must be present to approve any action item, including approval of minutes. Action agenda items are to be discussed and acted upon if the SSC decides to take a vote.

1. Approve the Agenda with flexibility
  - a. Motion to approve – Hector Bernal, 2<sup>nd</sup> Stephanie Urena - passed
2. Approval of the minutes from last meeting
  - a. Correction – Stewart not Steward
  - b. Motion from Steward, 2<sup>nd</sup> Sandra Franco - passed
3. Welcome and introductions
  - a. Dr. Araux
4. Approve Tentative 2020-2021 SPSA
  - a. Mr. Birr – overview of SPSA
  - b. Multiple opportunities given to staff to provide input and feedback on the plan
  - c. Review of updated portions of the plan from this year to next year
  - d. Motion to approve the SPSA from Judith Hall, 2<sup>nd</sup> Kent Bukarau - passed

Motion to extend Alicia Heimer at 3:30pm for 15 min, 2<sup>nd</sup> by Sandra Franco - passed

### Information Session

Previous meeting, a motion to table until next meeting – J Hall, 2<sup>nd</sup> H Bernal (approved)

Individual SSC members or school personnel may provide information to members of council. The council may discuss the reports and information but may not take any action other than to place a matter or item on a future agenda.

1. Overall Status (Dr. Araux)
  - a. Thank you to teachers for providing direct contact opportunities to the students
  - b. All students have been provided learning opportunities to improve their grades
  - c. Amazing staff, made the transition in 2 days to provide support for distance learning
  - d. Administration meeting with all teachers by department weekly
    - i. Acknowledgement of challenges teachers face during this difficult time
2. Student Management & Accountability (Mr. Birr)
  - a. Administration is assisting teachers as they turn in weekly data



3. Student Services (Ms. Heimer)
  - a. Students who are failing classes are being called to motivate and encourage families to help students participate
4. Activities & Athletics (Mr. Moerer)
  - a. Monday and Tuesday 5/18, 5/19 Senior Check out process
    - i. All safety protocols will be observed
  - b. Virtual Graduation, May 28<sup>th</sup> at 6pm
5. Curriculum & Instruction (Ms. Boschma)
  - a. Reminders to update grades by Fri May 15th

### **Council Member Comments**

No action may be taken on comments or questions from school principal or individual SSC members concerning school business.

- a) Parent Comment Form

### **Next Meeting**

Tentatively some time in August

### **Adjournment**

Motion to adjourn at 3:50pm Amber Geldien, 2<sup>nd</sup> by Dr. Araux - passed