School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rubidoux High School	33 67090 3337136	May 13, 2024	June 24, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rubidoux High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a gap in Math scores, specifically concerning our Students with Disabilities, English Learners, and Socioeconomically Disadvantaged. In English Language Arts, we had some improvement in overall scores. We will continue to monitor Students with Disabilities, English Learners, and Socioeconomically Disadvantaged who are demonstrating lower proficiency than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population. To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of professional development, enrich tutoring opportunities, and release time for staff to provide designated support. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development and are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success. We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Rubidoux High School is deeply committed to fostering meaningful stakeholder involvement in the School Plan for Student Achievement (SPSA) plan. We understand the importance of engaging students, parents/guardians, staff, and the wider community in this critical process.

Throughout the planning stages, we actively solicited input from all stakeholders, ensuring their perspectives were thoroughly considered. Educational Partners participated in collaborative sessions where they reviewed the progress of actions and services implemented in the past year and examined data pertinent to each school goal. Feedback gathered from stakeholder surveys was carefully incorporated into the data analysis process.

We conducted a thorough analysis following a comprehensive review of progress toward our goals, current data trends, and the impact on student learning. The SPSA was meticulously revised and updated based on identified learning needs to reflect our evolving priorities. We utilize a comprehensive approach to gather feedback from our students. Through initiatives such as the Panorama and Healthy Kids surveys, we collect valuable insights from our students, ensuring their voices are heard and their perspectives are considered in decision-making processes.

In addition, we prioritize transparency and engagement by leveraging multiple channels to inform our community. Our school website is a central hub for important updates, events, and resources, providing easy access to information for students, parents/guardians, staff, and community members. Furthermore, we utilize social media platforms to actively engage with our community actively, sharing timely updates, highlighting achievements, and fostering meaningful interactions.

By employing these communication strategies, we strive to maintain an open dialogue with our community, foster trust and collaboration, and ensure that everyone remains informed and connected to the happenings within our school.

To ensure transparency and accountability, the revised SPSA was shared and discussed at several key meetings, including:

a. School Site Council meetings, where representatives from various stakeholder groups convened to provide oversight and guidance.
b. English Learner Advisory Committee (ELAC) meetings, where the specific needs of English Learners and their families were addressed and incorporated into the plan.
c. Leadership and Collaborative Team meetings to support and advocate for department needs. These meetings allow departmental leaders to unite, exchange ideas, and collectively address challenges.
d. Staff meetings provide an opportunity for all faculty and staff members to contribute their insights and perspectives.
e. Community School Advisory Council meetings, where council members reviewed the SPSA and added needs to support.

By engaging in this inclusive and collaborative approach, Rubidoux High School remains dedicated to ensuring that our SPSA reflects the needs and aspirations of our entire school community, ultimately fostering all students' academic success and well-being.

Comprehensive Needs Assessment Components

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

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

Based on the analysis of the 2022-2023 California Dashboard data, it is evident that our primary focus should be on enhancing Math and English Language Arts (ELA) test scores, which currently register in the low and very low range across student demographics. To address this critical need, we are implementing strategic measures to foster significant improvement in academic outcomes.
To begin with, we are intensifying our efforts to align curriculum and purposefully plan instructional strategies through the provision of additional release time for Collaboration teams. This extended time will empower educators to meticulously design student-centered learning experiences tailored to meet diverse academic needs effectively. Moreover, we recognize the significance of data-informed decision-making in driving academic progress. Therefore, we are prioritizing comprehensive data collection procedures to gain deeper insights into student performance trends and areas of improvement. By leveraging data analytics, we aim to identify specific learning gaps and comprehensively customize interventions that target individual student needs. Furthermore, fostering a collaborative learning environment is paramount in facilitating holistic student development. Through ongoing professional development opportunities, educators will be equipped with the necessary tools and resources to implement evidence-based instructional practices that promote student engagement and mastery of Math and ELA concepts. Our strategic initiatives underscore a commitment to continuous improvement and excellence in education. By fostering collaborative partnerships, leveraging data-driven insights, and implementing targeted instructional strategies, we are poised to elevate Math and ELA proficiency levels, thereby nurturing academic success for all students on the California Dashboard.

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

Based on the thorough analysis of the 2022-2023 California Dashboard data, it is clear that our foremost priority lies in elevating Math test scores, particularly among socioeconomically disadvantaged and Hispanic student demographics. To effectively address this imperative need, we are implementing targeted interventions designed to narrow the achievement gap and foster equitable academic outcomes. Recognizing the disproportionate impact of socioeconomic factors on educational attainment, we are deploying tailored strategies to provide additional support and resources to socioeconomically disadvantaged students.
Furthermore, acknowledging the significance of culturally responsive pedagogy, we are enhancing our efforts to create inclusive learning environments that celebrate and affirm diverse cultural backgrounds, particularly within the Hispanic community. By integrating culturally relevant content and instructional approaches, we aim to enhance student engagement and foster deeper connections with Math concepts. In addition to targeted support for specific student demographics, we are committed to fostering collaborative partnerships with families, educational partners, and relevant support services. By leveraging collective expertise and resources, we can create a comprehensive support network that addresses the multifaceted needs of students and promotes holistic academic success. Our comprehensive approach to improving Math test scores among socioeconomically disadvantaged and Hispanic student populations underscores our dedication to equity, inclusion, and academic excellence. By prioritizing targeted interventions, fostering culturally

responsive learning environments, and leveraging data-driven insights, we are poised to cultivate a more equitable and empowering educational experience for all students.

Other Needs

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

We've implemented various initiatives to enhance student learning and well-being. These include interim assessments designed to accurately measure progress and provide targeted support and feedback to guide instruction, instructional rounds to foster best practices in student-centered learning environments, and comprehensive surveys such as Panorama, Healthy Kids, and our Community Schools needs assessment to gather feedback from students, staff, and the wider community. Through these efforts, our students desire expanded extracurricular activities and on-campus tutoring to alleviate academic challenges. Meanwhile, our dedicated staff have noted the positive impact of increased funding toward meeting basic needs and accessing essential resources, which has helped alleviate some of their daily stressors. Additionally, our families have highlighted the importance of support in meeting basic needs, assistance with behavior management, and a clearer understanding of graduation and post-graduation support requirements. By listening to the voices of our students, staff, and families, we are committed to addressing these identified needs and fostering a supportive and enriching educational environment for all of our educational partners.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.1%	0.07%	0.28%	2	1	4
African American	2.3%	2.23%	1.99%	36	34	28
Asian	0.4%	0.59%	0.5%	7	9	7
Filipino	0.1%	0.20%	0.21%	2	3	3
Hispanic/Latino	93.6%	93.37%	92.82%	1,484	1423	1306
Pacific Islander	0.2%	0.26%	0.36%	3	4	5
White	2.6%	2.56%	3.06%	41	39	43
Multiple/No Response	0.4%	0.46%	0.5%	7	7	7
			Total Enrollment	1,585	1524	1407

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 9	400	350	327
Grade 10	417	399	345
Grade 11	370	408	399
Grade 12	398	367	336
Total Enrollment	1,585	1,524	1,407

Conclusions based on this data:

1. Total enrollment has declined over the last three years.

2. Although total enrollment had decreased for the past three years, enrollment for 11th graders has remain steady.

3. We are projected to have an increase of freshman students in the 24-25 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	384	431	413	24.2%	28.3%	29.4%
Fluent English Proficient (FEP)	761	666	586	48.00%	43.7%	41.6%
Reclassified Fluent English Proficient (RFEP)	12	20	33	3%	5%	8%

Conclusions based on this data:

1. Fluent English Proficient (FEP) has declined by 6.4%.

2. English Learner enrollment numbers have have increased from annually by a total of 5.2%.

3. We have increased our Reclassified Fluent English Proficient (RFEP) students by 5% since 20-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	357	331	*	343	324	*	343	323		96.1	97.9
All Grades	356	357	331	*	343	324	*	343	323		96.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2503.	2532.	*	7.58	7.74	*	19.53	26.32	*	26.24	28.48	*	46.65	37.46
All Grades	N/A	N/A	N/A	*	7.58	7.74	*	19.53	26.32	*	26.24	28.48	*	46.65	37.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	9.33	12.69	NA	51.31	56.97	NA	39.36	30.34
All Grades	*	9.33	12.69	*	51.31	56.97	*	39.36	30.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	9.91	10.56	NA	41.69	54.66	NA	48.40	34.78
All Grades	*	9.91	10.56	*	41.69	54.66	*	48.40	34.78

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	7.29	7.74	NA	67.06	73.37	NA	25.66	18.89
All Grades	*	7.29	7.74	*	67.06	73.37	*	25.66	18.89

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	NA	7.00	8.67	*	60.93	70.59	*	32.07	20.74
All Grades	*	7.00	8.67	*	60.93	70.59	*	32.07	20.74

Conclusions based on this data:

1. in 22-23 We had an increase of 6.95% on the ELA CAASPP students who met or exceeded the standard.

2. In 22-23 10.56% of students demonstrated mastery by surpassing standard expectations in the Writing section of the CAASPP

3. In 22-23, we observed a notable 3.36% rise in the number of students surpassing standard expectations in the Reading section of the CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	357	329	*	344	320	*	344	319		96.4	97.3
All Grades	356	357	329	*	344	320	*	344	319		96.4	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2468.	2457.	*	0.58	0.94	*	5.52	4.39	*	18.31	12.54	*	75.58	82.13
All Grades	N/A	N/A	N/A	*	0.58	0.94	*	5.52	4.39	*	18.31	12.54	*	75.58	82.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2.33	1.88	*	26.45	18.81	*	71.22	79.31
All Grades	*	2.33	1.88	*	26.45	18.81	*	71.22	79.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.87	1.25	*	60.17	54.23	*	38.95	44.51
All Grades	*	0.87	1.25	*	60.17	54.23	*	38.95	44.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11	*	1.16	2.19	*	62.50	49.84	*	36.34	47.96
All Grades	*	1.16	2.19	*	62.50	49.84	*	36.34	47.96

Conclusions based on this data:

1. In 22-23 we had a .77 decrease of students who exceeded or met the standard in the CAASPP Math.

2. In 22-23 we had an 8.9% increase of students who scored below standard in concepts and procedures.

3. In 22-23 we had an 1.3% increase of students who scored above standard in communicating and reasoning.

School and Student Performance Data

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

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

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1527.1	1526.2	1517.7	1516.6	1518.5	1510.1	1537.2	1533.3	1524.7	115	103	106
10	1526.9	1530.4	1537.6	1517.1	1524.4	1534.5	1536.3	1535.8	1540.3	108	121	90
11	1516.3	1522.9	1531.8	1508.5	1513.0	1522.4	1523.5	1532.3	1540.8	72	94	93
12	1470.3	1515.6	1521.9	1459.7	1502.8	1517.6	1480.5	1528.0	1525.7	63	51	58
All Grades										358	369	347

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.42	5.83	6.60	30.97	29.13	21.70	42.48	45.63	37.74	22.12	19.42	33.96	113	103	106
10	4.95	11.57	13.33	32.67	31.40	37.78	41.58	32.23	26.67	20.79	24.79	22.22	101	121	90
11	0.00	5.43	7.53	24.29	29.35	35.48	45.71	33.70	26.88	30.00	31.52	30.11	70	92	93
12	9.84	3.92	13.79	18.03	33.33	25.86	26.23	21.57	22.41	45.90	41.18	37.93	61	51	58
All Grades	4.64	7.36	9.80	27.83	30.52	30.26	40.00	34.88	29.39	27.54	27.25	30.55	345	367	347

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.50	9.71	11.32	38.05	57.28	29.25	36.28	19.42	38.68	14.16	13.59	20.75	113	103	106
10	17.82	16.53	25.56	40.59	45.45	42.22	24.75	24.79	17.78	16.83	13.22	14.44	101	121	90
11	10.00	17.39	20.43	45.71	38.04	36.56	21.43	20.65	22.58	22.86	23.91	20.43	70	92	93
12	21.31	15.69	31.03	22.95	41.18	17.24	11.48	15.69	22.41	44.26	27.45	29.31	61	51	58
All Grades	14.78	14.71	20.75	37.68	46.32	32.56	25.51	20.98	26.22	22.03	17.98	20.46	345	367	347

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.54	2.91	4.72	13.27	13.59	9.43	49.56	49.51	38.68	33.63	33.98	47.17	113	103	106
10	4.95	4.96	6.67	17.82	20.66	16.67	31.68	36.36	44.44	45.54	38.02	32.22	101	121	90
11	0.00	3.26	4.30	4.29	10.87	13.98	38.57	43.48	38.71	57.14	42.39	43.01	70	92	93
12	3.28	0.00	3.45	11.48	15.69	12.07	29.51	33.33	36.21	55.74	50.98	48.28	61	51	58
All Grades	3.19	3.27	4.90	12.46	15.53	12.97	38.55	41.42	39.77	45.80	39.78	42.36	345	367	347

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.14	4.85	8.49	61.61	78.64	52.83	31.25	16.50	38.68	112	103	106
10	2.97	2.48	11.11	70.30	73.55	71.11	26.73	23.97	17.78	101	121	90
11	0.00	1.09	5.38	54.41	59.78	60.22	45.59	39.13	34.41	68	92	93
12	4.92	0.00	5.17	39.34	56.86	53.45	55.74	43.14	41.38	61	51	58
All Grades	4.09	2.45	7.78	58.77	69.21	59.65	37.13	28.34	32.56	342	367	347

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	44.25	56.31	54.72	43.36	29.13	29.25	12.39	14.56	16.04	113	103	106
10	48.51	56.67	64.04	39.60	30.00	21.35	11.88	13.33	14.61	101	120	89
11	48.53	54.35	54.84	36.76	26.09	24.73	14.71	19.57	20.43	68	92	93
12	48.33	58.00	51.72	13.33	24.00	18.97	38.33	18.00	29.31	60	50	58
All Grades	47.08	56.16	56.65	35.67	27.95	24.28	17.25	15.89	19.08	342	365	346

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.19	6.80	6.60	48.67	41.75	38.68	45.13	51.46	54.72	113	103	106
10	12.87	9.92	14.44	36.63	39.67	47.78	50.50	50.41	37.78	101	121	90
11	2.90	6.52	4.30	26.09	31.52	43.01	71.01	61.96	52.69	69	92	93
12	4.92	3.92	3.45	26.23	29.41	36.21	68.85	66.67	60.34	61	51	58
All Grades	7.27	7.36	7.49	36.63	36.78	41.79	56.10	55.86	50.72	344	367	347

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.77	1.94	0.00	77.88	73.79	65.09	20.35	24.27	34.91	113	103	106
10	0.00	4.17	0.00	71.29	69.17	76.67	28.71	26.67	23.33	101	120	90
11	1.45	5.43	15.05	73.91	63.04	58.06	24.64	31.52	26.88	69	92	93
12	6.56	9.80	8.62	52.46	50.98	55.17	40.98	39.22	36.21	61	51	58
All Grades	2.03	4.64	5.48	70.64	66.39	64.55	27.33	28.96	29.97	344	366	347

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

Conclusions based on this data:

1. The percentage of students performing at Level 4 overall saw a notable increase of 2.44% in the 2022-2023 academic year compared to the data from 2021-2022, specifically in Overall Language proficiency

2. In the Listening domain, we observed a remarkable 5.33 percentage point increase in the number of students achieving Level 4 proficiency during the 2022-2023 school year compared to the previous academic year, 2021-2022

3. In the Writing domain, there was a significant 9.62 percentage point increase in the number of students achieving Level 4 proficiency during the 2022-2023 school year compared to the 2021-2022 school year

School and Student Performance Data

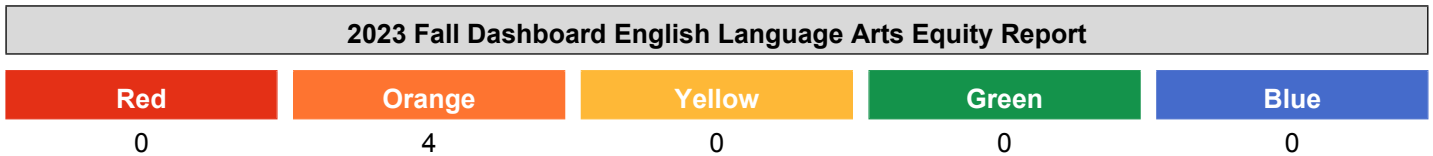## California School Dashboard
Student Population

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1407	**92.6**	**29.4**	**0.6**
Total Number of Students enrolled in Rubidoux High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	413	29.4
Foster Youth	9	0.6
Homeless	9	0.6
Socioeconomically Disadvantaged	1303	92.6
Students with Disabilities	215	15.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	2
American Indian	4	0.3
Asian	7	0.5
Filipino	3	0.2
Hispanic	1306	92.8
Two or More Races	7	0.5
Pacific Islander	5	0.4
White	43	3.1

Conclusions based on this data:

1. For the 22-23 school year, we had a decrease in the total enrollment of 117 students to 1407 students.

2. We had an increase of 7.8% of socioeconomically disadvantage students, 1.1% of English Learners, and .1% of our Homeless and Foster Youth.

3. We continue to serve a diverse population of students.

School and Student Performance Data

Overall Performance

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We achieved within the green range, experiencing a 1.9% increase on our dashboard, raising the overall student Graduation Rates to 91%.

2. We achieved within the green range, experiencing a .4% decrease on our dashboard, lowering the overall suspension rate to 5%.

3. In the 2022-2023 academic year, 51.4% of our students, including Hispanic and socioeconomically disadvantaged individuals, demonstrated college and career readiness, falling within the medium range.

School and Student Performance Data

Academic Performance
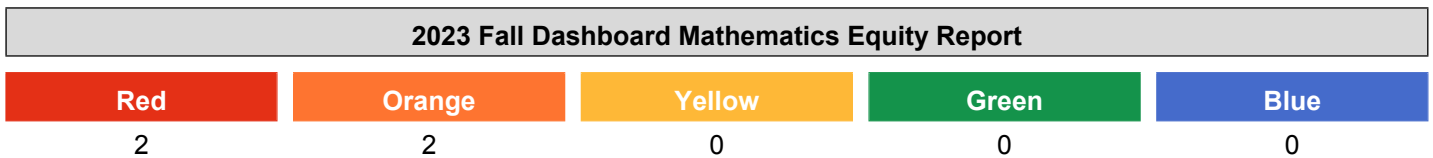### English Language Arts

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
46.2 points below standard	117.6 points below standard	
Increased Significantly +31.1 points	Increased Significantly +58.5 points	0 Students
312 Students	102 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
	48.3 points below standard	127 points below standard
2 Students	Increased Significantly +32.4 points	Increased Significantly +59.7 points
	287 Students	46 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 49.7 points below standard Increased Significantly +28.6 points 292 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	60.7 points above standard 12 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137.9 points below standard	58.1 points below standard	25 points below standard
Increased Significantly +54.9 points	Increased Significantly +34.9 points	Increased Significantly +30.3 points
76 Students	26 Students	89 Students

Conclusions based on this data:

1. In our 2022-2023 dashboard ELA data, we experienced a significant overall increase of 31.1 points.

2. In our 2022-2023 dashboard ELA data, we experienced a significant overall increase of 59.7 points for our Students with Disabilities.

3. In our 2022-2023 dashboard ELA data, we experienced a significant overall increase of 58.5 points for our English Learner students.

School and Student Performance Data

Academic Performance
Mathematics

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	Less than 11 Students
167.5 points below standard	205.5 points below standard	
Decreased -9.4 points	Increased Significantly +19.2 points	0 Students
308 Students	100 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Orange
	169.4 points below standard	232.5 points below standard
2 Students	Decreased -9.8 points	Increased Significantly +24.2 points
	283 Students	46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	No Performance Color
7 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	44.5 points below standard
172 points below standard	1 Student	1 Student	12 Students
Decreased -13.2 points			
288 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
223.6 points below standard	153.9 points below standard	167.4 points below standard
Increased +13.5 points	Increased +9.5 points	Decreased Significantly -26.5 points
74 Students	26 Students	90 Students

Conclusions based on this data:

1. In our 2022-2023 dashboard Math data, we experienced a significant overall increase of 24.2 points for our Students with Disabilities.

2. In our 2022-2023 dashboard Math data, we experienced a significant overall increase of 19.2 points for our English Learner students.

3. In our 2022-2023 dashboard Math data, we experienced an overall decrease of 9.4 points.

School and Student Performance Data

Academic Performance
### English Learner Progress

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Red
34.1% making progress towards English language proficiency
Number of EL Students: 331 Students
Performance Level: 1
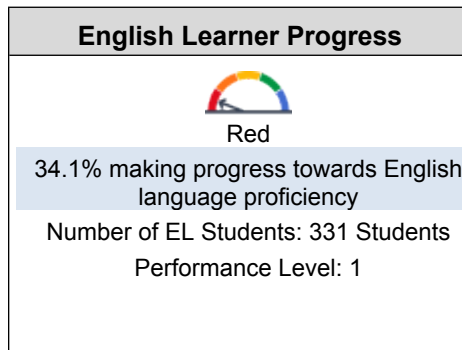
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
94	121	2	108

Conclusions based on this data:

1. In the 2022-2023 school year, 28.3% of our English Learner students decreased one ELPI level.

2. In the 2022-2023 school year, 32.6% of our English Learner students progressed at least one ELPI level.

3. In the 2022-2023 school year, we observed a 2.3% decline in students progressing at least one ELPI level, alongside a 3.2% increase in English learner students regressing by one ELPI level.
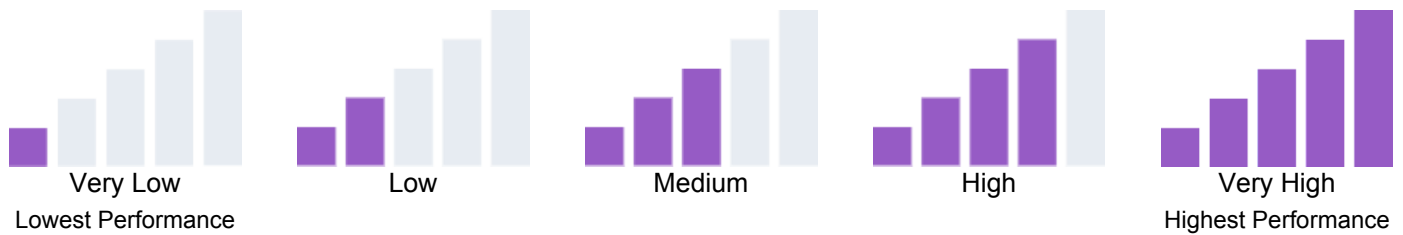
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
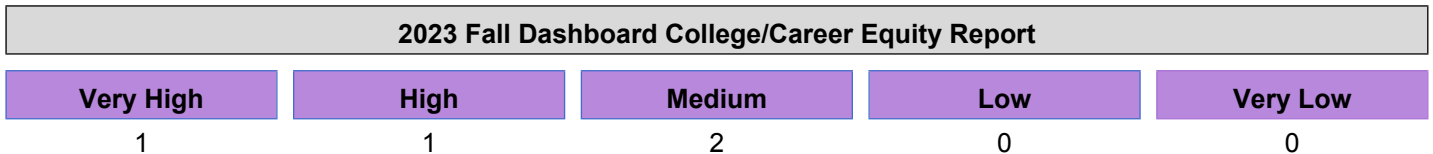
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

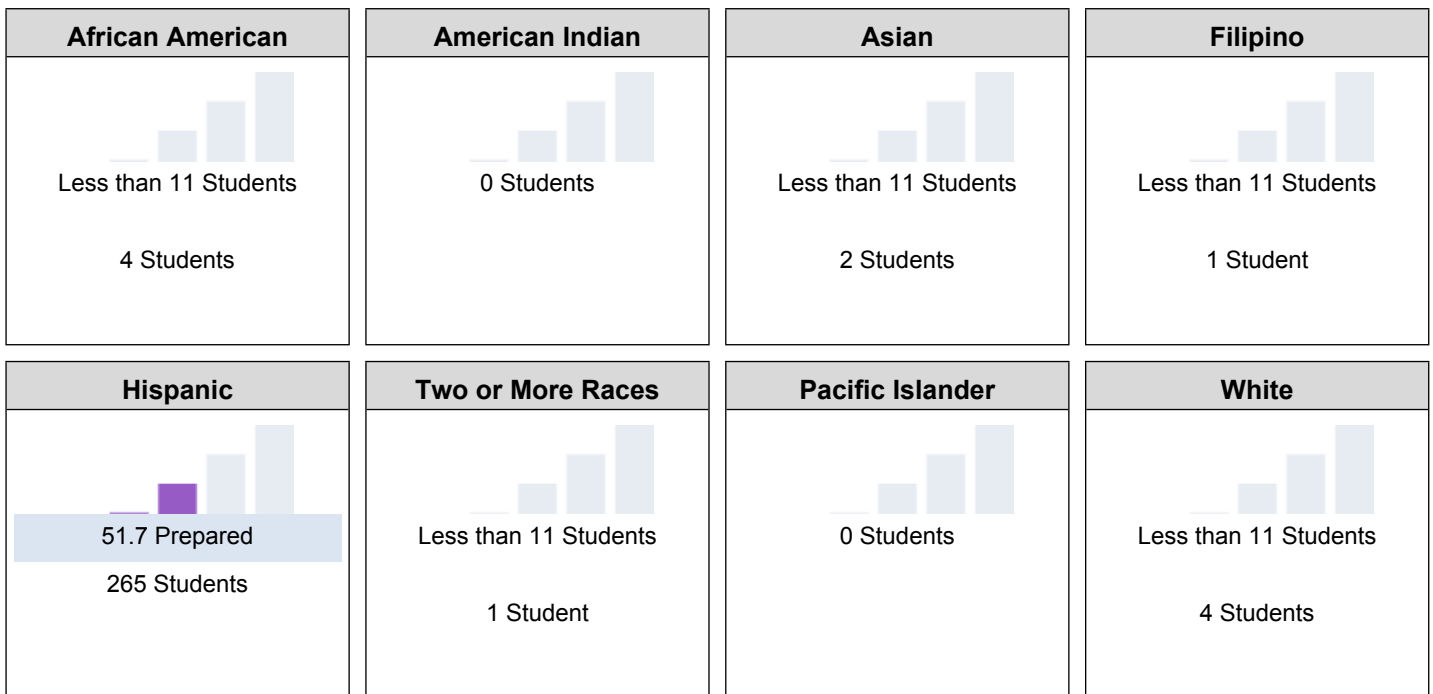| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	1	2	0	0

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
51.4 Prepared	16.4 Prepared	0 Students
278 Students	67 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
18.2 Prepared	50.4 Prepared	9.4 Prepared
11 Students	266 Students	32 Students
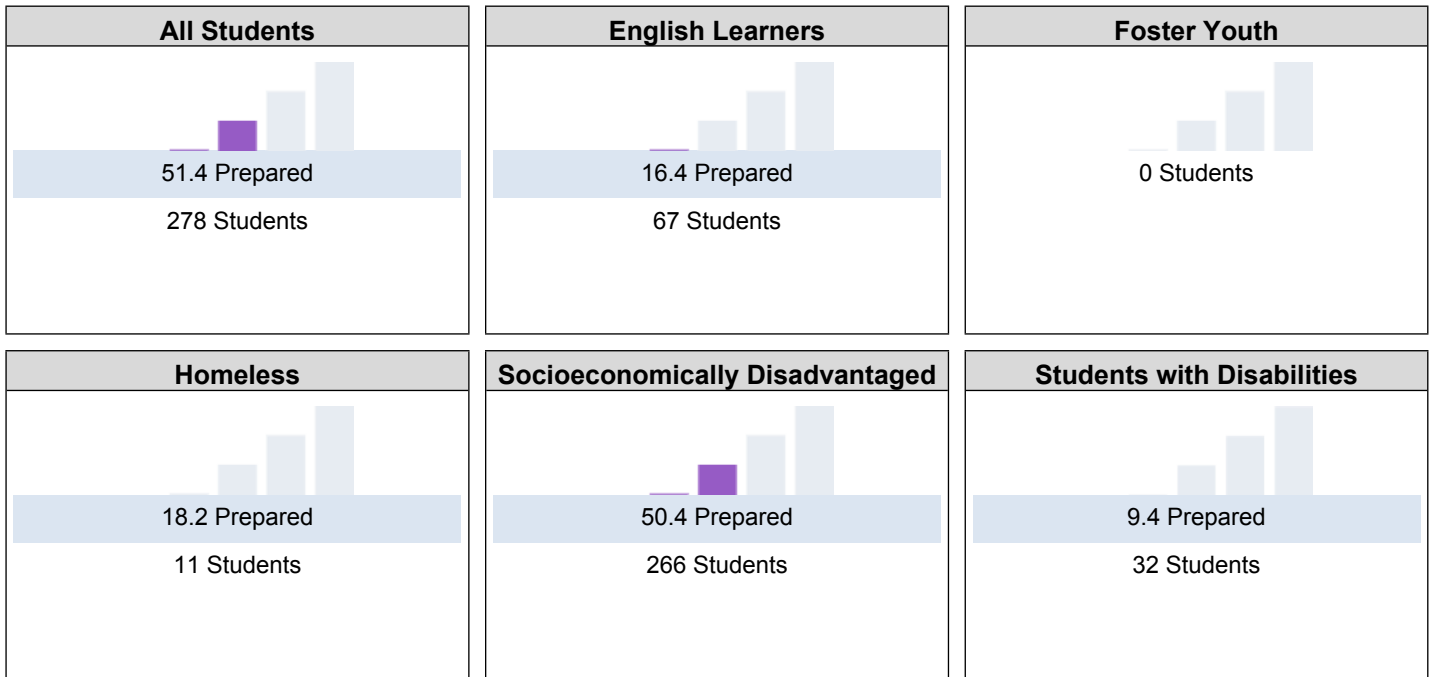
2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	0 Students	Less than 11 Students	Less than 11 Students
4 Students		2 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
51.7 Prepared	Less than 11 Students	0 Students	Less than 11 Students
265 Students	1 Student		4 Students

Conclusions based on this data:

1. In the 2022-2023 school year, 51.4% of all students demonstrated readiness for College and Career paths.

2. In the 2022-2023 school year, 9.4% of our Students with Disabilities were College and Career ready.

3. In the 2022-2023 school year, 16.4% of our Students with Disabilities were College and Career ready.

School and Student Performance Data

Academic Engagement
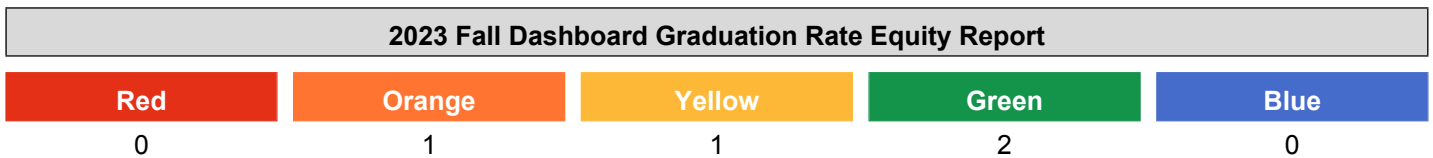### Graduation Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
91% graduated	77.9% graduated	0 Students
Increased 1.9	Increased 4.7	
279 Students	68 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Orange
81.8% graduated	91% graduated	75% graduated
Increased Significantly 6.8	Increased 2	Decreased -2.3
11 Students	267 Students	32 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 91.7% graduated Increased 2.4 266 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 4 Students

Conclusions based on this data:

1. In the 2022-2023 school year, our graduation rate increased by 1.9%, reaching 91% of all students graduating.

2. In the 2022-2023 school year, the graduation rate for our English Learner students increased by 4.7%, culminating in 77.9% of English Learner students graduating.

3. In the 2022-2023 school year, the graduation rate for our English Learner students decreased by 2.3%, culminating in 75% of all Student with Disabilities graduating.

School and Student Performance Data

Conditions & Climate
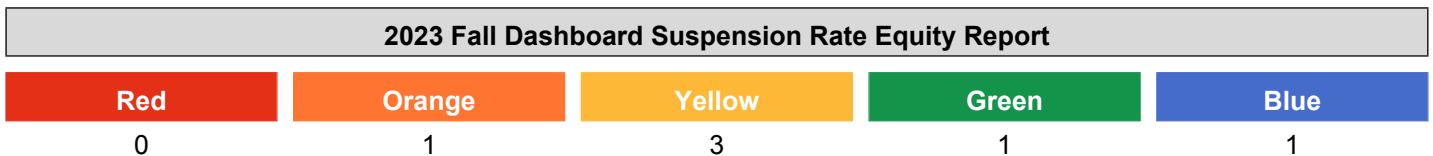### Suspension Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	1	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	26.7% suspended at least one day
5% suspended at least one day	6.2% suspended at least one day	Increased 12.4
Declined -0.4	Maintained -0.2	15 Students
1501 Students	455 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
3.3% suspended at least one day	Green	Yellow
Declined -9.2	5.3% suspended at least one day	7.2% suspended at least one day
30 Students	Declined -0.3	Declined -1.4
	1386 Students	250 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	Less than 11 Students	Less than 11 Students
	6 Students	10 Students	3 Students
0% suspended at least one day			
Declined -16.3			
30 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	0% suspended at least one day	Less than 11 Students	Yellow
	Maintained 0	5 Students	
5% suspended at least one day	12 Students		6.7% suspended at least one day
Maintained 0.2			Declined -3.1
1390 Students			45 Students

Conclusions based on this data:

1. In the 2022-2023 school year, our overall suspension rate experienced a slight decrease of 0.4%.

2. In the 2022-2023 school year, our African American suspension rate saw a significant decrease of 16.3%, resulting in an achievement of a 0% suspension rate for our African American students.

3. In the 2022-2023 school year, our Students with Disabilities suspension rate saw decrease of 1.4%, resulting in a 7.2% suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.
The objective of promoting college and career readiness is to guarantee that every student exits high school fully equipped for their future endeavors. This entails furnishing them with a robust academic grounding, honed critical thinking abilities, and practical experiences necessary for success in either further education or their selected career trajectory. Through the cultivation of college and career readiness, we enable students to seamlessly transition into their next phase of life and make significant contributions to the workforce.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

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

After gathering input from various stakeholders, including the School Site Council, English Learner Advisory Committee, Community School Advisory Council, and our school's Leadership team, which is comprised of department chairs and program leaders, a thorough analysis of current data was conducted. This led to in-depth discussions aimed at addressing identified needs to achieve our goals. To bolster professional development, we are dedicated to offering comprehensive training sessions tailored for both certificated and classified staff members. Furthermore, we are striving to cultivate consistency in academic discourse by establishing student-centered learning environments across all subject areas. In our pursuit of collaboration, we are allocating dedicated time for grading practices, facilitating horizontal and vertical meetings, and nurturing partnerships with other secondary schools within JUSD, including middle schools. In response to the needs of our students, we are prioritizing awareness of social-emotional learning and academic support across diverse curricular domains, with particular attention to our English learners, students with disabilities, foster youth/McKinney-Vento, and socioeconomically disadvantaged students, ensuring equitable access for all. Additionally, we remain committed to expanding dual enrollment opportunities and intensifying our focus on preparing students for life beyond high school. This comprehensive approach underscores our steadfast commitment to fostering student success and holistic development.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -46.2 Socioeconomically Disadvantaged: -48.3 English Learners: -117.6 Students with Disabilities: -127 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -49.7 Pacific Islander: N/A Two or More Races: N/A White: 60.7	All Students: -36.2 Socioeconomically Disadvantaged: -38.3 English Learners: -107.1 Students with Disabilities: -117 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -39.7 Pacific Islander: N/A Two or More Races: N/A White: 70.7
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -167.5 Socioeconomically Disadvantaged: -169.4 English Learners: -205.5 Students with Disabilities: -232.5 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 172 Pacific Islander: N/A Two or More Races: N/A White: 44.5	All Students: -150.8 Socioeconomically Disadvantaged: -154.2 English Learners: -187.4 Students with Disabilities: -211.6 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -154.8 Pacific Islander: N/A Two or More Races: N/A White: -40
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 34.1% Status Level: Very Low	Current Percentage of English Learners making progress: 44.1% Status Level: Low
P4: English Learner Reclassification Rate during 2023-24 School Year	English Learner Reclassification Percentage of English Learners Reclassified: 10.30%	English Learner Reclassification Percentage of English Learners Reclassified: 15.30%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students: All: 34.06% African American: N/A Asian: N/A Hispanic: 33.33% White: 58.34% English Learners: 2.41% Socioeconomically Disadvantaged: 33.23% Students with Disabilities: 18% Foster Youth: N/A Students experiencing Homelessness: N/A	Percentage of students: All: 39% African American: N/A Asian: N/A Hispanic: 38.33% White: 63.34% English Learners: 50% Socioeconomically Disadvantaged: 38.23% Students with Disabilities:23% Foster Youth: N/A Students experiencing Homelessness: N/A

P5: Graduation Rate	All Students: 91% Socioeconomically Disadvantaged: 91% English Learners: 77.9% Students with Disabilities: 75% Foster Youth: N/A Students experiencing Homelessness: 81.8% African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 91.7% Pacific Islander: N/A Two or More Races: N/A White: N/A	All Students: 94% Socioeconomically Disadvantaged: 94% English Learners: 80.9% Students with Disabilities: 78% Foster Youth: N/A Students experiencing Homelessness: 84.8% African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 94.7% Pacific Islander: N/A Two or More Races: N/A White: N/A
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	Percentage of students: All: 5.33% African American: N/A Asian:N/A Hispanic: 4.68% White: 25% English Learners: 1.22% Socioeconomically Disadvantaged: 4.76% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A	Percentage of students: All: 10.33% African American: N/A Asian: N/A Hispanic: 9.68% White: 30% English Learners: 6.22% Socioeconomically Disadvantaged: Students with Disabilities: 5% Foster Youth: N/A Students experiencing Homelessness: N/A
P4: Completion Rate of CTE Course Pathways (CASDB)	Percentage of students: All: 42.7% African American: N/A Asian: N/A Hispanic: 43.8% White: N/A English Learners: 36.4% Socioeconomically Disadvantaged: 42.5% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: 50%	Percentage of students: All: 52.7% African American: N/A Asian: N/A Hispanic: 48.8% White: N/A English Learners: 41.4% Socioeconomically Disadvantaged: 47.5% Students with Disabilities: 5% Foster Youth: N/A Students experiencing Homelessness: 55%
P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)	Percentage of students: All: 72.7% African American: N/A Asian: N/A Hispanic: 72.3% White: N/A English Learners: 54.5% Socioeconomically Disadvantaged: 70.9% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: 100%	Percentage of students: All: 77.7% African American: N/A Asian: N/A Hispanic: 77.3% White: N/A English Learners: 59.5% Socioeconomically Disadvantaged: 75.9% Students with Disabilities: 5% Foster Youth: N/A Students experiencing Homelessness: 100%

LCFF Priority 4: Percentage of students who met CCI "Prepared" criteria via a score of 3 or higher on two Advanced Placement (AP) exams	Percentage of students: All: 51.4% African American: N/A Asian: N/A Hispanic: 51.7% White: N/A English Learners: 16.4% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 9.4% Foster Youth: N/A Students experiencing Homelessness: 18.2%	Percentage of students: All: 56.4% African American: N/A Asian: N/A Hispanic: 56.7% White: N/A English Learners: 21.4% Socioeconomically Disadvantaged: 10.4% Students with Disabilities: 14.4% Foster Youth: N/A Students experiencing Homelessness: 23.2%
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 68.18% Math: 58.94% Social Science: 78.01% Physical Science: 69.48% Life Science: 73.06%	Percentage of students passing with a C or better on Semester 1 report card: ELA: 75% Math: 65% Social Science: 85% Physical Science: 75% Life Science: 78%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	High-quality curriculum and instruction aligned to CCSS Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, NGSS, and other District initiatives (AP, AVID, Dual-Enrollment, etc.) a. Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration b. Provide staff opportunities and sub-coverage for needed collaboration and planning related to curriculum and instruction. c. Provide students and staff with needed support material, such as supplemental resources/material and technology access (e.g., ASB Works, Arreya, etc.). d. AP readiness and workshops to support student's achievement and outcomes in Advanced Placement courses. e. Provide staff opportunities and sub-coverage to observe their peers in action, such as Instructional rounds and classroom walks.	All students	10000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures a. Professional Development / Conferences 16094 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries b, e. Substitute Teachers 5000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries d. Teacher Hourly 19472 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures c. Software licenses 12000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies c. Gap materials and supplies

				221,136 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Assistant Principal Salary 111,837 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Assistant Principal Secretary Salary
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) classes, and CTE pathways: 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 b. Provide release time and sub-coverage for staff to analyze data, develop an action plan, and take action in support of the learning environment. c. Site-based support is needed to subsidize students taking the PSAT. d. Continue providing additional support staff to help students with all things related to college/career readiness. 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. f. Provide students and staff with necessary materials, supplies, and transportation to support the whole child's academic needs. 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 underserved populations, i.e., Homeless and Students with Disabilities; with PSAT assessment data, counselors will work with students to support college readiness, and meet with parents as needed for at-promise population)	All students		3000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a. Professional Development / Conferences 2000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries b. Substitute Teachers 3000 Title I Basic -- 3010 4000-4999: Books And Supplies c. Payment for PSAT 190,782 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries d. CCR Counselor Salary 85,656 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries d. CC Clerk Salary 103,597 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries d. Library Technician Salary 4000 Title I Basic -- 3010 4000-4999: Books And Supplies e. Materials & Supplies 4000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures f. Transportation

				5000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries g. Certificated Hourly
1.3	Support the growth of our various on-site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.) 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/materials to help promote and enhance our current programs using print materials when necessary. d. Provide AVID tutors e. Provide staff professional development opportunities regarding AVID (e.g., AVID Summer Institute and training)	All students		8300 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures b. AVID travel, conferences, and field trips 4000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures b. College / Career Field Trips & Other Resources 2000 LCFF AVID – 0765 4000-4999: Books And Supplies a, c. Materials and resources (e.g. college banners) 2500 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures e. Professional Development 3000 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries d. AVID Tutors 6000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries d. AVID Tutors 15715 LCFF AVID – 0765 4000-4999: Books And Supplies c. AVID Materials and Supplies 3200 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures c. AVID Consultants, Trans Services, Printing
1.4	Provide support and interventions in order to increase achievement for ELs, SpEd and other at-promise students.	All students prioritizing English Learners,		4000 Title I Basic -- 3010

	a. Provide sub-coverage to administer tests, analyze data, collaborate, and ensure proper placement of students in the various courses. b. Support English Learners with 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-promise populations. d. After-School tutoring provided in all content areas (with SpEd and EL support) e. Intervention teachers to support credit recovery. f. Provide two Bilingual Language Tutors to support our English Learners. g. Provide release time and substitute coverage for the 504/SST coordinator to monitor, support, and meet with students to develop and manage plans.	Special Education and at-promise students	1000-1999: Certificated Personnel Salaries a. Substitute Teachers 5903 Title I Basic -- 3010 4000-4999: Books And Supplies b. Gap materials and supplies 3000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures c. Professional Development / Conferences 4000 Title III LEP -- 4203 4000-4999: Books And Supplies b. Gap materials and supplies 12000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries d. Teacher Hourly 3097 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries d. Classified Hourly 5000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries g. Release time to support students 5903 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries f. Two Bilingual Language Tutors Salaries with Benefits 23613 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries f. Two Bilingual Language Tutors Salaries with Benefits 642,142 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries e. Intervention Teachers Salaries

			3392 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures b. Travel and field trips
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 enhance CTE courses and pathways c. Support and expand current VAPA programs d. Provide sub-coverage when needed to support our CTE, VAPA, and elective courses e. Provide staff professional development opportunities related to CTE, VAPA, and other career readiness programs f. Strengthen CTE pathways for stronger alignment to the workforce and post-graduation training programs.	All students	1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies a. AG materials and supplies (i.e. hay for animals) 2000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a. Equipment maintenance-- vet care, medicine. 6500 LCFF VAPA -- 0763 4000-4999: Books And Supplies c. VAPA tech equipment, materials/supplies
1.7			
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The staff has undergone comprehensive training in Quality Teaching for English Learners and Building Thinking Classrooms, equipping them with the necessary tools to engage and support diverse student populations effectively. Supported by site administration, the Administrative Team, Education Services, and the Shared Leadership Team, a robust Professional Development initiative was launched to introduce and implement the Interim assessment process. This process serves as a crucial mechanism for teachers to gather actionable data, empowering them to effectively tailor their instruction to meet individual student needs. To further bolster professional growth and development, a range of opportunities have been provided to our staff. These include immersive training sessions in QTEL methodology, Building Thinking Classroom techniques, and specialized Interim assessment training. Additionally, dedicated collaboration time has been allocated to facilitate data-driven discussions and analysis, fostering a culture of continuous improvement. Recognizing the importance of hands-on learning experiences, student-centered learning environments have also been established, enriching student and staff engagement with curriculum content. Through these multifaceted strategies and activities, we have cultivated an environment that prioritizes excellence in teaching and learning. By investing in our staff's professional development and providing them with the necessary time, resources, and support, we are dedicated to ensuring that every student receives a high-quality education tailored to their unique learning needs.

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

Our efforts to support overall achievement through CAASPP and ELPAC assessments, particularly with subgroups in EL and SPED, have been robust. Recognizing areas where students performed farther from the standard, we have implemented a variety of resources to provide targeted support. Through regular administrative visits and collaboration team meetings, teachers have demonstrated a noticeable improvement in their understanding and utilization of Interim Assessments to inform instructional decisions. The administrative team has actively provided direct feedback to support the Interim Assessment process, ensuring thorough data collection and analysis. As a result of these efforts, we are confident in our teachers' proficiency in implementing Interim assessments to drive instruction effectively. Notably, the reclassification of thirty-four English Language Learners on the ELPAC state test underscores the impact of our interventions. Our commitment to student success extends beyond assessments, evidenced by initiatives such as the fall and spring semester Awards ceremonies, where student achievements were celebrated. Additionally, access to platforms like Albert IO, College Board AP classroom, and tutoring supports has provided invaluable assistance to students and teachers. Furthermore, our dedication to providing comprehensive support is evident in the expansion of tutoring sessions and the introduction of Extended Learning Opportunities, including academic credit recovery classes and intervention support. Special Education students have benefited from a dedicated Reading Intervention program aimed at bolstering literacy skills. Financial allocations from LCFF, Title I, and Title III, supplemented by Community School and District funding, have been strategically utilized to support initiatives such as AVID, PSAT, tutoring, intervention support, professional development, and software licenses. These expenditures align closely with our overarching goal of fostering academic excellence and equitable opportunities for all students. This school year, we've undertaken strategic financial reallocations to enhance various aspects of our educational and extracurricular offerings. Specifically, we've been supporting athletic transportation, event supervision, and school tutoring, which aligns with our overarching goals. In pursuit of Goal 1, we've strategically reallocated funds from several areas: We've redirected $3,500 from 1.1c to support Spring Supervision, We've allocated $4,200 from 1.2c for athletic transportation services, we've reassigned $15,000 from 1.4f to fortify the supervision of Spring Sports events, $10,000 from 1.4f has been redirected for transportation of Spring Sports. These reallocations represent a deliberate effort to optimize resources and provide comprehensive support for our students' holistic development and engagement in extracurricular activities throughout the academic year.

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

We are ensuring that all core subject teachers receive or are scheduled for training in Quality Teaching for English Learners (QTEL) and/or Student-Centered Learning environments, ensuring a high standard of instruction for all students. We have reduced our Bilingual tutors to two tutors to provide targeted support for bilingual students. In alignment with our commitment to supporting English learner students, we've leveraged Title III funding to introduce enriching Field Trips, enriching their educational experiences beyond the classroom. Recognizing the importance of support for students and teachers, we've increased release time and hourly compensation allocations. This facilitates additional one-on-one assistance for students and fosters collaborative professional development among educators. Furthermore, we've enhanced funding for teachers to engage in instructional rounds, promoting a culture of mutual learning and improvement. This collaborative approach strengthens teaching practices across the board. Our dedication to comprehensive student support is exemplified by our commitment to providing release time for our 504/SST coordinator, ensuring tailored assistance for English Learners, McKinney-Vento students, foster youth, Special Education students, and those facing socioeconomic challenges. This commitment underscores our ethos of inclusivity and equity in education.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.
Our objective is to foster a learning environment characterized by safety, respect, and support for all students. This entails establishing a setting that is both structured and predictable, enabling students to concentrate on their studies effectively. Furthermore, we aspire for this environment to be welcoming and intellectually engaging, igniting a passion for exploration and instilling a profound sense of belonging among students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Safe, orderly, and inviting environment.

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

We are steadfast in our commitment to advancing Goal #2 by increasing the allocated budget to address attendance, truancy, suspension rates, behavior interventions, and mental health support. After gathering extensive input from various stakeholders, including the School Site Council, English Learner Advisory Committee, Community School Advisory Council, and our school's Leadership team, which comprises department chairs and program leaders, thorough discussions were conducted to chart the necessary steps to achieve this goal. Our strategies are centered on prioritizing a safe environment, fostering positive peer relationships, and maintaining crucial initiatives such as Saturday School enrichment opportunities. Additionally, we are unwavering in our dedication to the continued implementation of Multi-Tiered Systems of Support (MTSS), ensuring comprehensive assistance for all students. Furthermore, we are continuing our efforts to enhance campus supervision and cultivate a strong sense of belonging among students, staff, and community. These initiatives underscore our unwavering commitment to nurturing a supportive and inclusive school community where every student feels valued and supported in their academic journey.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2022-23 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	Grade 9: 92.8% Grade 10: 92.8% Garde 11: 93.3% Grade 12: 92.7% English Learners: 91.9% Foster: 86.9% McKinney-Vento: 79.8% Special Education: 87.5% Source: Student Information System P-2 report	ADA Totals: Grade9: 96% Grade 10: 96% Garde 11: 96% Grade 12: 96% English Learners: 96% Foster: 90% McKinney-Vento: 84% Special Education: 91% Source: Student Information System P-2 report

LCFF Priority 6: Pupil Suspension Rate	All Students: 5% Socioeconomically Disadvantaged: 5.27% English Learners: 6.15% Students with Disabilities: 7.2% Foster Youth: 26.67% Students experiencing Homelessness: 3.33% African American: 0% American Indian: 0% Asian: 0% Filipino: 0% Hispanic: 5.04% Pacific Islander: 0% Two or More Races: 0% White: 6.6%	All Students: 4% Socioeconomically Disadvantaged: 4.27% English Learners: 5.15% Students with Disabilities: 6.2% Foster Youth: 21.67% Students experiencing Homelessness: 2.33% African American: 0% American Indian: 0% Asian: 0% Filipino: 0% Hispanic: 4.4% Pacific Islander: 0% Two or More Races: 0% White: 5.6%
LCFF Priority 6: Pupil Expulsion Rate	All Students: .4% Socioeconomically Disadvantaged: .43% English Learners: .44% Students with Disabilities: 1.20% Foster Youth: .2% Students experiencing Homelessness: 0% African American: 0% American Indian: 0% Asian: 0% Filipino: 0% Hispanic: .36% Pacific Islander: 0% Two or More Races: 0% White: 0%	All Students: .2% Socioeconomically Disadvantaged: 0% English Learners: .0% Students with Disabilities: 0% Foster Youth: 0% Students experiencing Homelessness: 0% African American: 0% American Indian: 0% Asian: 0% Filipino: 0% Hispanic: 0% Pacific Islander: 0% Two or More Races: 0% White: 0%
LCFF Priority 6: School Climate Survey: School Safety	How safe do you feel when you are at school? Grade 9: • Very Safe: 16% • Safe: 44% • Neither safe nor unsafe: 36% • Unsafe: 3% • Very unsafe: 2% Grade 11: • Very Safe: 16% • Safe: 44% • Neither safe nor unsafe: 36% • Unsafe: 3% • Very unsafe: 1% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	How safe do you feel when you are at school? Grade 9: • Very Safe:22% • Safe: 50% • Neither safe nor unsafe: 28% • Unsafe: 0% • Very unsafe: 0% Grade 11: • Very Safe:22% • Safe: 50% • Neither safe nor unsafe: 28% • Unsafe: 0% • Very unsafe: 0% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

LCFF Priority 6: School Climate Survey: School Connectedness	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 49% Grade 11: 56% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 55% Grade 11: 62% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 49% Grade 11: 56% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 9: 55% Grade 11: 62% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 5: High School Dropout Rate	Dropout rate: 5% (Source 22-23 School Accountability Report Card)	Dropout rate: 2% (Source 23-24 School Accountability Report Card)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Welcoming, Safe, Orderly, and Inviting Learning Environment a. Professional development related to discipline, interventions (SEL), chronic absenteeism, and other best practices. b. Maintain a safe & welcoming campus by providing all staff training on best practices related to a safe & welcoming environment. c. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for at-promise students. d. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for our African American students e. Provide sufficient and adequate supervision at all school-sponsored events (possibly based on projected attendance) (e.g., lunch supervision coverage). f. Allow the SEL committee an opportunity to discuss, develop, and implement an RHS-focused SEL plan. g. Materials and supplies to promote and secure a welcoming, safe, orderly, and inviting learning environment (e.g., 5 Star supplies). h. Continue to use the Raptor system to check in visitors to ensure a higher level of safety	All Students	5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies g. Materials and Supplies 1500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries f. Teacher Hourly for SEL Committee 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies h. Raptor System Supplies 3500 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries f. e. Classified Hourly 1000

	i. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices j. Provide necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades)			LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies c, d, j. Absenteeism/At Promise and African American Student Material 500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures i. Training for Campus Supervisors 500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures b. Training for office staff 1500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a, c, d. Professional Development for At Promise and African American students
2.2	Student Health and School Safety a. 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. Provide access for students to a variety of mentors and support services c. The Safe School Plan will be modified to meet annual safe school expectations with provisions made as necessary for necessary materials and supplies d. Provide access and support such as peer counseling and mentoring to support our African American students. e. Provide basic resources (deodorant, socks, umbrellas, etc.) to meet our students' hygiene needs.	All Students		72,021 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries a. One Health Care Aide Salaries 2300 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries b. hourly rate to support mentoring 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies d. Safe School materials and emergency supplies 2000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries c., e. Subs, Instructional Aides 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies

			e. Hygiene needs for students
2.3	Support for ongoing co-curricular student activities a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community. (i.e., Field Trips/Conferences) b. Provide support for ongoing co-curricular student activities for athletics (i.e., Officials and other supports as needed)	All Students	7500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a. Student travel, conferences, and field trips 2500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures b. Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We continued the implementation of the Mentorship program through partnerships with the Rescue a Generation site, and collaboration has yielded promising results. The collaboration has provided students with invaluable guidance and support, helping them navigate challenges and develop essential skills for personal and academic growth. Through mentorship, students have found role models who inspire them to excel and overcome obstacles, fostering a positive school environment conducive to learning and success. Additionally, the increased behavioral health support with the Wellness Center has profoundly impacted both students and staff. The Wellness Center serves as a safe and welcoming space where individuals can access resources, counseling services, and wellness programs tailored to their needs. By prioritizing mental health and well-being, the school community has seen a reduction in stress, improved coping mechanisms, and enhanced emotional resilience, ultimately contributing to a more supportive and inclusive learning environment. Furthermore, the expansion of outreach services and Community Schools TSA has strengthened connections with the broader community and provided vital resources to students facing various challenges. Through partnerships with local organizations and agencies, students have gained access to additional support services, such as academic tutoring, career counseling, and assistance with basic needs. Throughout this year, we strongly emphasized our Book Buddy initiatives, extending our reach to multiple feeder elementary schools. This initiative empowers our current students to support and mentor their younger peers and nurtures a passion for literacy among our future generations. Furthermore, our Ballet Folklórico group experienced significant growth and demand, prompting invitations to perform at additional sites and infuse cultural richness into various settings. By addressing the multifaceted needs of students beyond the classroom, the school has fostered a sense of belonging and empowerment, ensuring that every student has the opportunity to thrive academically and personally. This school year, we've implemented strategic financial reallocations to enrich key facets of our educational and extracurricular programs. With a focus on support for athletic transportation and event supervision, we've aligned these efforts with our overarching objectives. Specifically, in actions 2.2b/c/e, we've redirected $12,000 towards transportation services and spring supervision for athletics. These targeted reallocations signify our commitment to optimizing resources to better support our student's academic and extracurricular experiences.

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

We implemented several key initiatives to foster a safer and more conducive learning environment. We bolstered our support team to ensure a more robust presence on campus, reinforcing safety protocols and maintaining orderliness. Our Mentorship program underwent significant expansion, now encompassing partnerships with Rescue A Generation and Peer Leadership class. This broadened network of mentors provides invaluable guidance and support to our students, fostering personal growth and academic success. Staff received comprehensive training in essential areas such as Trauma-Informed Practices. This equipped them with the skills necessary to address various challenges and effectively support the social-emotional well-being of our school community. Our Outreach staff went above and beyond to provide additional resources for students and their families. Initiatives such as the Thanksgiving Turkey Drive,

Rubidoux Clothing Closet, Prom Fitting Room, Wellness Wednesdays, and Thrifting Thursday offered vital support beyond the classroom, ensuring students have access to the resources they need to thrive. We prioritized mental health by conducting regular mental health check-ins, including home visits, to ensure that students receive the support they need. Small counseling groups were also formed to provide targeted support for student well-being. These initiatives collectively reinforce our commitment to creating a safe, nurturing, and orderly learning environment where every student has the opportunity to succeed and flourish.

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

In the upcoming year, we plan to reinvigorate co-curricular student activities and clubs based on insights from our Panorama Survey and Community Schools needs assessment, fostering stronger connections throughout our school community. We remain committed to providing tailored assistance to support the needs of English Learners, Students with Disabilities, McKinney-Vento students, Foster Youth, and those facing Socioeconomic Disadvantages. In response to our Community Schools needs assessment, we've allocated funds to address students' basic needs, including support for personal hygiene. Furthermore, we've optimized our budget by eliminating the allocation for PICO interns, as changes in billing render continued financial support unnecessary in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent, Student and Community Engagement
We are dedicated to nurturing a vibrant school community where every student is valued and experiences a profound sense of belonging. This commitment drives us to implement dynamic educational practices that foster curiosity and relevance within student-centered learning environments. Furthermore, we actively cultivate partnerships with parents and community members, inviting them to actively contribute to the educational journey and helping to establish a supportive network that extends beyond the confines of traditional classroom settings. Through this collaborative approach, we ensure that students feel deeply connected, supported, and empowered to excel in their academic pursuits. Our goal is for all students to forge strong connections with their school community through engaging educational practices and meaningful partnerships with parents and the wider community.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Parent, Student and Community Engagement

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

Building upon insights from our recent Community School's needs assessment and surveys, including the California School Parent Survey and CalSCHLS, we've pinpointed key areas crucial for fortifying the climate and success of our community schools. Our approach centers on amplifying engagement from families and the wider community, recognizing their indispensable role in driving student achievement. Through innovative programs and collaborative partnerships, we strive to increase participation from both parents and students, fostering an atmosphere that nurtures learning and development. By placing a premium on fostering connections with parents and the community, coupled with offering diverse extracurricular opportunities, our objective is to forge a dynamic, inclusive school environment where each student can excel academically, socially, and emotionally.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	The percentage of parents who "Strongly agree or agree"" with " This school encourages me to be an active partner with the school in educating my child. 82% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree"" with " This school encourages me to be an active partner with the school in educating my child. 87% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	The percentage of staff who "strongly agree or agree" with School is welcoming to and facilitates parent involvement. 90%	The percentage of staff who "strongly agree or agree" with School is welcoming to and facilitates parent involvement. 95%

	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
LCFF Priority 3: Parent & Family Engagement: California School Parent Survey	The percentage of parents who "Strongly agree or agree" with Teachers communicate with parents about what students are expected to learn in class. 71% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of parents who "Strongly agree or agree" with Teachers communicate with parents about what students are expected to learn in class. 76% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
LCFF Priority 3: Parent & Family Engagement: California School Staff Survey	The percentage of staff who "strongly agree or agree" with Teachers at this school communicate with parents about what their children are expected to learn in class. 80% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	The percentage of staff who "strongly agree or agree" with Teachers at this school communicate with parents about what their children are expected to learn in class. 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Students will feel connected to RHS communities a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of our shared leadership team. b. Develop and conduct a survey of student needs and interests c. Provide training for student-to-student mentoring and support SEL, Link Crew course, and other selected leadership trainings d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletics, musicals, attendance, and behavior (i.e. extended lunch, End of Semester Awards, Career Day, College / Career Kickoff, and College Signing Day) e. Purchase student incentives for behavior, attendance, and academics and student incentives to help promote student engagement (i.e. Class shirts and promotional items) f. Hold Cultural Awareness Events throughout the school year and continue expanding this to encompass different cultures (i.e., Culture of	All students	1500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries a, b, c, g, i. Teacher Hourly 16000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies d, e, f, k. Certificates, Recognition, Awards and other Prizes 3000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries i. j. Substitute Teachers 2100 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures

	Kindness, March Madness, Cultural Awareness events) g. Develop, adopt, and offer courses that can help students feel connected to RHS and the curriculum. (i.e., Ethnic Studies, Chicano Studies, Ballet Folklorico) h. Utilize 5 Star for Students and accompanying technology to track student engagement and participation in school activities and events. 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 Council, and others to meet, discuss ideas, develop action plans, and take action. k. Provide student incentives to help promote student engagement (i.e., Class shirts and promotional items)			h. Software license for 5 Star Technology 500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries a, b, c, g, i. j. Classified Hourly
3.2	RHS will continue to develop partnerships with parents and community a. Hold the Best of Rubidoux event to highlight our various offerings b. Provide Professional Development for the RHS Outreach Worker c. The Outreach Worker will continue acting as a community liaison and supporting the community schools' program and wellness center. d. Provide ongoing parent training and classes based on parent needs and interests (i.e., Parent Connect, Cash for College, Financial Literacy, Parent Power, Trauma-Informed Practices, etc.) e. Provide childcare to encourage more parents to attend the available classes/trainings f. Continue to provide opportunities for parents to get involved and/or provide input (i.e. Parent Empowerment, ELAC, SSC) g. A Translator Clerk Typist will be available to provide parents with communication support, translations, and other supports	All students		500 Title I Parent Involvement -- 3010 1902 5800: Professional/Consulting Services And Operating Expenditures b. Professional Development for Outreach Worker 68319 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries c. Outreach Worker (6 hrs) Salary 675 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries a. e. g. Classified Hourly 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies d. f. Refreshments / Snacks for parent meetings and trainings 2500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries a. e. g. Classified Hourly
3.3				

3.4				

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have implemented various initiatives to foster a stronger sense of connection within the RHS community. We have introduced opportunities for classroom-based student incentives and recognition ceremonies. These initiatives celebrate student achievements and contributions, creating a positive and supportive learning environment. Our staff actively encourages parent involvement by providing opportunities to meet with the administrative and counseling teams through our Shared Leadership model. This collaborative approach ensures parents are valued partners in their child's education and have a voice in decision-making processes.
We facilitate parent involvement through Parent Empowerment meetings and workshops. These sessions provide valuable resources and information to parents, empowering them to become more actively engaged in their child's education and development. Parents are invited to participate in our School Site Council and English Language Advisory Council to contribute to school policies and initiatives. These advisory councils provide a platform for parents to voice their opinions and ideas, shaping the direction of our school community. Our Comprehensive Team ensures parents are involved in decision-making processes related to student support services and interventions. We create a collaborative and inclusive environment focused on student success by engaging parents as partners. These initiatives strengthen the bond between students, parents, and the RHS community, fostering a supportive and connected learning environment where everyone feels valued and empowered to thrive.

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

Students were celebrated and honored for various achievements, including attendance, academic excellence, alignment with Student Learning Objectives (SLOs) through the Fabulous Falcon program, active involvement, and advancements in testing. Recognition was facilitated through fall and spring semester awards ceremonies and dissemination via social media, the school website, and Arreya digital displays. To ensure meaningful engagement with our stakeholders, the administrative team organized a series of events to amplify parent, student, and community voices. These included Comprehensive Team Meetings, Parent Empowerment sessions, English Learner Advisory Committee (ELAC) meetings, School Site Council gatherings, and Attendance Committee meetings with student representation. This school year, we've strategically reallocated funds from actions 3.1d/e/f, totaling $8,000, to facilitate compensation for certificated and classified staff hosting FAFSA workshops during evenings and Saturdays. This initiative not only aids in assisting students and families with financial aid applications but also contributes to our broader goal of enhancing accessibility to higher education opportunities. Furthermore, these reallocated funds also support athletic transportation and spring supervision, reflecting our commitment to providing comprehensive support for academic and extracurricular endeavors.

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

Based on insights from our Panorama survey and Community Schools needs assessment, we've refined our approach to amplify the effectiveness of this goal. We're implementing initiatives like providing class shirts to incoming freshmen, offering incentives for FAFSA completion, and increasing funding for evening workshops and events centered around college and career readiness. Our overarching aim is to elevate student engagement and cultivate post-secondary college and career preparedness.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$166276
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,763,254.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF AVID – 0765	$32,215.00
LCFF District -- 500 0707	$785,029.00
LCFF Sec Int -- 0046	$642,142.00
LCFF Suppl/Conc -- 0707	$176,891.00
LCFF VAPA -- 0763	$6,500.00
Title I Basic -- 3010	$111,910.00
Title I Parent Involvement -- 3010 1902	$1,175.00
Title III LEP -- 4203	$7,392.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $1,763,254.00

Total of federal, state, and/or local funds for this school: $1,763,254.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	111910	0.00
Title I Parent Involvement -- 3010 1902	1175	0.00
Title III LEP -- 4203	7392	0.00
LCFF Suppl/Conc -- 0707	176891	0.00
LCFF District -- 500 0707	785029	0.00
LCFF Sec Int -- 0046	642142	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID – 0765	32,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	32,215.00
LCFF District -- 500 0707	785,029.00
LCFF Sec Int -- 0046	642,142.00
LCFF Suppl/Conc -- 0707	176,891.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	111,910.00
Title I Parent Involvement -- 3010 1902	1,175.00
Title III LEP -- 4203	7,392.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,109,154.00
2000-2999: Classified Personnel Salaries	494,518.00
4000-4999: Books And Supplies	81,618.00

5000-5999: Services And Other Operating Expenditures	77,464.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	3,000.00
4000-4999: Books And Supplies	LCFF AVID – 0765	17,715.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	11,500.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	411,918.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	373,111.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	642,142.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	82,319.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	40,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	43,072.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	44,094.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	35,413.00
4000-4999: Books And Supplies	Title I Basic -- 3010	12,903.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	19,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	675.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,000.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	3,392.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		1,562,839.00
Goal 2		103,321.00
Goal 3		97,094.00

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
Kevin Corridan	Principal
Steven Bier	Classroom Teacher
Samantha Flores	Classroom Teacher
Todd Chard	Classroom Teacher
Elizabeth Duenas-Arzate	Classroom Teacher
Kimberly Sanchez	Other School Staff
Maria I. Lara Dominguez	Parent or Community Member
Gabriel Cisneros	Parent or Community Member
Elizabeth Almeida	Parent or Community Member
Melissa Mendoza	Secondary Student
Alberto Avila	Secondary Student
Cynthia Aguirre	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 13, 2024.

Attested:

	Principal, Kevin Corridan on May 13, 2024
	SSC Chairperson, Todd Chard on May 13, 2024

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II.   The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023