



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 12, 2025	June 24, 2025

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.

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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 comprehensive needs assessment, systematically analyzing student achievement data across targeted subgroups. This analysis identified a persistent achievement gap in mathematics, particularly among Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. Additionally, a marginal decline in overall English Language Arts (ELA) performance was observed. To address these disparities, we remain committed to closely monitoring these subgroups, ensuring targeted interventions to support their academic progress. In response to these findings, our district has established a strategic goal within its Local Control and Accountability Plan (LCAP) to significantly enhance college and career readiness, with a particular focus on closing achievement gaps. Our school has aligned with this initiative by developing specific, measurable objectives tailored to our student population. To actualize these goals, we have implemented a multifaceted strategy that integrates and braids funding from multiple sources in a coordinated and strategic manner. LCAP and Title funds support professional development, instructional rounds, enriched tutoring opportunities, and staff release time for targeted instructional support. Additionally, resources from the Every Student Succeeds Act (ESSA) are allocated to professional development, with a focus on research-based instructional strategies for mathematics, particularly for Socioeconomically Disadvantaged students and English Learners. Recognizing the critical role of family engagement, we have allocated local funds to facilitate translation services for parent workshops, empowering families to actively support their children's academic success. To ensure efficacy and accountability, we have established a rigorous system of monitoring and evaluation. Regular assessments track student progress, with particular attention given to our identified subgroups. A structured timeline for data analysis enables us to assess the effectiveness of interventions, make data-informed adjustments, and maximize student learning outcomes. Transparency remains a cornerstone of our approach. We actively communicate our goals, progress, and outcomes to parents and educational partners through our Shared Leadership Teams, fostering a collaborative effort in student achievement. By leveraging funding from ESSA, LCAP, local resources, and initiatives such as Community Schools and the Arts and Music in Schools program, our school reaffirms its unwavering commitment to equitable access to high-quality education, ensuring that every student, regardless of background or language proficiency, receives the support necessary to excel academically.

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 educational partner 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 educational partners, 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 educational partners surveys such as the LCAP survey 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 Survey we collect valuable insights from our students, ensuring their voices are heard and their perspectives are prioritized in the 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 (parents, students and staff) from various educational partner 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. Shared 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.

An analysis of the 2023–2024 California Dashboard data highlights an urgent need to improve student outcomes in Mathematics, English Language Arts (ELA), and the English Learner Progress Indicator (ELPI), where proficiency levels remain consistently low or very low across multiple student subgroups. Specifically, on the Math and ELA English Learners(EL), Hispanic, Long Term English Learners(LTEL), Socioeconomically Disadvantaged(SED) and Students with Disabilities(SWD) were all in the RED. In addition, on our English Learner Progress Indicator(ELPI) our EL and LTEL student groups were in the RED. This underscores a critical and ongoing need to prioritize targeted support for English Learners, including Long-Term English Learners (LTELs), Socioeconomically Disadvantaged students, and Students with Disabilities. To address this challenge, we are implementing a series of targeted, research-based strategies aimed at fostering meaningful academic growth and achievement. A key component of our approach involves strengthening curriculum alignment and refining instructional planning. To this end, we are providing additional release time for collaborative teacher teams, enabling educators to engage in purposeful planning and the development of student-centered learning experiences tailored to diverse academic needs. This structured collaboration ensures that instructional strategies are both data-driven and responsive to student progress. Moreover, we recognize the pivotal role of data-informed decision-making in driving educational outcomes. By enhancing our data collection and analysis processes, we seek to gain deeper insights into student performance trends, identify specific learning gaps, and implement tailored interventions to address individual needs effectively. This strategic use of data will facilitate a more precise and impactful approach to instruction. In addition, fostering a culture of continuous professional growth remains integral to our improvement efforts. Through sustained professional development initiatives, educators will be equipped with evidence-based instructional methodologies that promote student engagement, critical thinking, and mastery of fundamental Math and ELA concepts. By investing in teacher capacity-building, we aim to enhance instructional effectiveness and overall student achievement and outcomes. These strategic initiatives reflect our unwavering commitment to excellence and continuous improvement in education. By fostering collaborative partnerships, leveraging data-driven insights, and implementing targeted instructional practices, we are poised to elevate student proficiency levels in Math and ELA, thereby ensuring equitable academic success for all students as reflected in 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.

A comprehensive analysis of the 2023-2024 California Dashboard data underscores the urgent need to improve Mathematics, English Language Arts proficiency and English Learner Progress Indicator, particularly among English Learners/Long Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. To address these disparities and promote equitable academic outcomes, we are implementing targeted interventions designed to bridge achievement gaps and enhance student success. Recognizing the profound influence of socioeconomic factors on educational attainment, we are strategically deploying resources and support systems tailored to the unique needs of these student populations. This includes specialized instructional strategies, differentiated learning opportunities, and access to additional academic and social-emotional support services. Furthermore, we acknowledge the critical role of culturally responsive pedagogy in fostering meaningful student engagement. To this end, we are enhancing our efforts to cultivate inclusive learning environments that affirm and celebrate diverse cultural

backgrounds, with a particular focus on the Hispanic community. By integrating culturally relevant content and instructional approaches, we aim to strengthen students' connection to academic material, particularly in Mathematics, thereby promoting deeper conceptual understanding and sustained academic growth. Beyond classroom-based interventions, we are committed to fostering collaborative partnerships with families, educational partners, and community-based support services. By leveraging collective expertise and resources, we can establish a comprehensive support network that addresses the multifaceted needs of students, ensuring a holistic approach to academic success. Although our Graduation Rate is in the GREEN our Students with Disabilities remain in the ORANGE which further emphasizes our need for improving Mathematics and ELA proficiency among historically underserved student populations reflects our dedication to equity, inclusion, and educational excellence. Through targeted interventions, culturally responsive teaching practices, and data-driven instructional refinement, we are poised to cultivate a more equitable and empowering learning 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.

In our ongoing commitment to academic achievement and holistic student development, we have implemented a range of strategic initiatives designed to enhance both learning outcomes and overall well-being. These efforts include the administration of interim assessments to accurately measure student progress, provide targeted feedback, and inform data-driven instructional decisions. Additionally, we have introduced instructional rounds to cultivate best practices in student-centered learning environments, ensuring that pedagogical approaches remain innovative, responsive, and effective. To further enhance our support systems, we have implemented comprehensive feedback tools—including the Local Control and Accountability Plan (LCAP) survey, the Panorama Survey, and our Community Schools needs assessment—to gather meaningful input from students, staff, and the broader community. The Panorama Survey, in particular, has focused on key areas such as school safety, student sense of belonging, and the quality of teacher-student relationships. These data-driven insights have highlighted a strong student interest in expanded extracurricular opportunities and increased access to on-campus tutoring as essential strategies for addressing academic challenges. Concurrently, our dedicated staff have underscored the positive impact of increased funding in addressing basic needs and improving access to essential resources, thereby alleviating stressors that affect both teaching and learning experiences. Furthermore, our families have expressed a critical need for additional support in meeting basic necessities, managing behavioral challenges, and navigating graduation requirements and post-secondary pathways. By prioritizing these voices and actively responding to their concerns, we are strengthening our commitment to fostering a supportive, inclusive, and enriching educational environment. Through these proactive measures, we remain steadfast in our mission to enhance student outcomes, support staff well-being, and engage families as essential partners in education. By leveraging data-driven insights and targeted interventions, we are building a more equitable, responsive, and empowering learning community for all 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.07%	0.28%	0.23%	1	4	3
African American	2.23%	1.99%	1.81%	34	28	24
Asian	0.59%	0.5%	0.53%	9	7	7
Filipino	0.20%	0.21%	0.38%	3	3	5
Hispanic/Latino	93.37%	92.82%	92.29%	1,423	1306	1221
Pacific Islander	0.26%	0.36%	0.30%	4	5	4
White	2.56%	3.06%	3.25%	39	43	43
Multiple/No Response	0.46%	0.5%	0.45%	7	7	6
Total Enrollment				1,524	1,407	1,323

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	350	327	345
Grade 10	399	345	320
Grade 11	408	399	328
Grade 12	367	336	330
Total Enrollment	1,524	1,407	1,323

Conclusions based on this data:

- Total enrollment has declined over the last three years.
- Although total enrollment had decreased for the past three years, enrollment for 9th graders has remained within range.
- We are projected to have an increase of freshman students in the 25-26 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	431	413	398	24.2%	28.3%	30.1%
Fluent English Proficient (FEP)	666	586	517	48.0%	43.7%	39.1%
Reclassified Fluent English Proficient (RFEP)	20	33	41	3%	5%	10.3%

Conclusions based on this data:

1. Fluent English Proficient (FEP) has declined by 4.6%.
2. English Learner enrollment numbers have have increased annually by a total of 3%.
3. We have increased our Reclassified Fluent English Proficient (RFEP) students by 7.3% since 21-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	357	331	280	343	324	267	343	323	266	96.1	97.9	95.4
All Grades	357	331	280	343	324	267	343	323	266	96.1	97.9	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2503.	2532.	2478.	7.58	7.74	6.39	19.53	26.32	13.91	26.24	28.48	26.32	46.65	37.46	53.38
All Grades	N/A	N/A	N/A	7.58	7.74	6.39	19.53	26.32	13.91	26.24	28.48	26.32	46.65	37.46	53.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.33	12.69	9.40	51.31	56.97	46.62	39.36	30.34	43.98
All Grades	9.33	12.69	9.40	51.31	56.97	46.62	39.36	30.34	43.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	9.91	10.56	5.28	41.69	54.66	36.98	48.40	34.78	57.74
All Grades	9.91	10.56	5.28	41.69	54.66	36.98	48.40	34.78	57.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.29	7.74	6.77	67.06	73.37	63.16	25.66	18.89	30.08
All Grades	7.29	7.74	6.77	67.06	73.37	63.16	25.66	18.89	30.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.00	8.67	6.02	60.93	70.59	59.77	32.07	20.74	34.21
All Grades	7.00	8.67	6.02	60.93	70.59	59.77	32.07	20.74	34.21

Conclusions based on this data:

1. in 23-24 We had a decrease of 12.41% on the ELA CAASPP students who met the standard.
2. In 23-24 We had a decrease of 5.28% In 23-24 of students who surpassed standard expectations in the Writing section of the CAASPP.
3. In 23-24 We had a decrease of 3.29% of students who surpassed 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	357	329	279	344	320	267	344	319	267	96.4	97.3	95.7
All Grades	357	329	279	344	320	267	344	319	267	96.4	97.3	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2468.	2457.	2452.	0.58	0.94	0.37	5.52	4.39	5.24	18.31	12.54	11.61	75.58	82.13	82.77
All Grades	N/A	N/A	N/A	0.58	0.94	0.37	5.52	4.39	5.24	18.31	12.54	11.61	75.58	82.13	82.77

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.87	1.25	2.25	60.17	54.23	48.69	38.95	44.51	49.06
All Grades	0.87	1.25	2.25	60.17	54.23	48.69	38.95	44.51	49.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	1.16	2.19	1.50	62.50	49.84	56.18	36.34	47.96	42.32
All Grades	1.16	2.19	1.50	62.50	49.84	56.18	36.34	47.96	42.32

Conclusions based on this data:

1. In 23-24 we had a .27% increase of students who exceeded or met the standard in the CAASPP Math.
2. In 23-24 we had a 1% increase of students who scored above standard in problem solving and modeling data analysis.
3. In 23-24 we had a .69% decrease of students who scored above standard in communicating 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 \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1526.2	1517.7	1496.0	1518.5	1510.1	1478.0	1533.3	1524.7	1513.4	103	106	102
10	1530.4	1537.6	1500.9	1524.4	1534.5	1480.5	1535.8	1540.3	1520.8	121	90	98
11	1522.9	1531.8	1499.7	1513.0	1522.4	1477.1	1532.3	1540.8	1521.9	94	93	71
12	1515.6	1521.9	1514.7	1502.8	1517.6	1494.3	1528.0	1525.7	1534.5	51	58	68
All Grades										369	347	339

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.83	6.60	0.00	29.13	21.70	17.65	45.63	37.74	35.29	19.42	33.96	47.06	103	106	102
10	11.57	13.33	1.02	31.40	37.78	19.39	32.23	26.67	36.73	24.79	22.22	42.86	121	90	98
11	5.43	7.53	1.43	29.35	35.48	24.29	33.70	26.88	30.00	31.52	30.11	44.29	92	93	70
12	3.92	13.79	4.41	33.33	25.86	19.12	21.57	22.41	38.24	41.18	37.93	38.24	51	58	68
All Grades	7.36	9.80	1.48	30.52	30.26	19.82	34.88	29.39	35.21	27.25	30.55	43.49	367	347	338

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	9.71	11.32	4.90	57.28	29.25	26.47	19.42	38.68	28.43	13.59	20.75	40.20	103	106	102
10	16.53	25.56	7.14	45.45	42.22	28.57	24.79	17.78	28.57	13.22	14.44	35.71	121	90	98
11	17.39	20.43	2.86	38.04	36.56	35.71	20.65	22.58	27.14	23.91	20.43	34.29	92	93	70
12	15.69	31.03	10.29	41.18	17.24	35.29	15.69	22.41	22.06	27.45	29.31	32.35	51	58	68
All Grades	14.71	20.75	6.21	46.32	32.56	30.77	20.98	26.22	26.92	17.98	20.46	36.09	367	347	338

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.91	4.72	0.98	13.59	9.43	4.90	49.51	38.68	40.20	33.98	47.17	53.92	103	106	102
10	4.96	6.67	1.02	20.66	16.67	12.24	36.36	44.44	36.73	38.02	32.22	50.00	121	90	98
11	3.26	4.30	0.00	10.87	13.98	12.86	43.48	38.71	30.00	42.39	43.01	57.14	92	93	70
12	0.00	3.45	0.00	15.69	12.07	13.24	33.33	36.21	44.12	50.98	48.28	42.65	51	58	68
All Grades	3.27	4.90	0.59	15.53	12.97	10.36	41.42	39.77	37.87	39.78	42.36	51.18	367	347	338

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.85	8.49	3.92	78.64	52.83	55.88	16.50	38.68	40.20	103	106	102
10	2.48	11.11	5.10	73.55	71.11	57.14	23.97	17.78	37.76	121	90	98
11	1.09	5.38	2.86	59.78	60.22	48.57	39.13	34.41	48.57	92	93	70
12	0.00	5.17	1.49	56.86	53.45	52.24	43.14	41.38	46.27	51	58	67
All Grades	2.45	7.78	3.56	69.21	59.65	54.01	28.34	32.56	42.43	367	347	337

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	56.31	54.72	20.79	29.13	29.25	40.59	14.56	16.04	38.61	103	106	101
10	56.67	64.04	16.33	30.00	21.35	44.90	13.33	14.61	38.78	120	89	98
11	54.35	54.84	25.71	26.09	24.73	44.29	19.57	20.43	30.00	92	93	70
12	58.00	51.72	32.35	24.00	18.97	39.71	18.00	29.31	27.94	50	58	68
All Grades	56.16	56.65	22.85	27.95	24.28	42.43	15.89	19.08	34.72	365	346	337

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.80	6.60	0.98	41.75	38.68	37.25	51.46	54.72	61.76	103	106	102
10	9.92	14.44	8.16	39.67	47.78	31.63	50.41	37.78	60.20	121	90	98
11	6.52	4.30	1.43	31.52	43.01	34.29	61.96	52.69	64.29	92	93	70
12	3.92	3.45	1.47	29.41	36.21	36.76	66.67	60.34	61.76	51	58	68
All Grades	7.36	7.49	3.25	36.78	41.79	34.91	55.86	50.72	61.83	367	347	338

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.94	0.00	0.00	73.79	65.09	61.76	24.27	34.91	38.24	103	106	102
10	4.17	0.00	0.00	69.17	76.67	64.29	26.67	23.33	35.71	120	90	98
11	5.43	15.05	2.86	63.04	58.06	61.43	31.52	26.88	35.71	92	93	70
12	9.80	8.62	2.94	50.98	55.17	63.24	39.22	36.21	33.82	51	58	68
All Grades	4.64	5.48	1.18	66.39	64.55	62.72	28.96	29.97	36.09	366	347	338

Conclusions based on this data:

1. The percentage of students performing at Level 4 overall saw a notable decrease of 8.32% in the 2023-2024 academic year compared to the data from 2022-2023.
2. In the Listening domain, we observed a decrease of 4.55 percentage point in the number of students achieving well developed proficiency during the 2023-2024 school year compared to the academic year, 2022-2023.
3. In the Writing domain, we observed a decrease of 6.13 percentage point in the number of students achieving well developed proficiency during the 2023-2024 school year compared to the academic year, 2022-2023.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,323	92.7%	30.1%	1%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	398	30.1%
Foster Youth	13	1%
Homeless	12	0.9%
Socioeconomically Disadvantaged	1,226	92.7%
Students with Disabilities	222	16.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	1.8%
American Indian	3	0.2%
Asian	7	0.5%
Filipino	5	0.4%
Hispanic	1,221	92.3%
Two or More Races	6	0.5%
Pacific Islander	4	0.3%
White	43	3.3%

Conclusions based on this data:

1. For the 23-24 school year, we had a decrease in the total enrollment of 84 students to 1323 students.

2. For the 23-24 school year, we had an increase of .7% of socioeconomically disadvantaged students, .7% of English Learners, .6% of Homeless and Foster Youth and 1.5% of students with disabilities.
3. We continue to serve a diverse population of students.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Red

College/Career



Green

Conclusions based on this data:

1. In the 2023-2024 academic year, we achieved within the green range, experiencing a 1.8% increase on our dashboard, raising the overall student Graduation Rates to 92.9%.
2. In the 2023-2024 academic year, we achieved within the green range, experiencing a .5% decrease on our dashboard, lowering the overall suspension rate to 4.5%.
3. In the 2023-2024 academic year, 55.1% of our students demonstrated college and career readiness to include increases of 18.3% for our English Learner Students and 15.6% of our Students with Disabilities.

School and Student Performance Data

Academic Performance English Language Arts

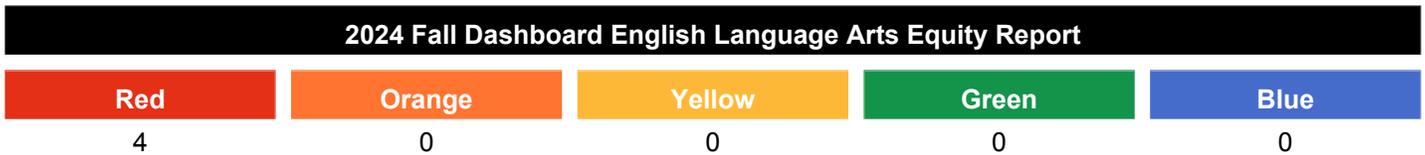
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 100.0 points below standard Declined 53.7 points 255 Students	<p>English Learners</p>  Red 165.0 points below standard Declined 47.4 points 76 Students	<p>Long-Term English Learners</p>  Red 176.8 points below standard Declined 56.3 points 52 Students
<p>Foster Youth</p>  No Performance Color Less than 11 Students 3 Students	<p>Homeless</p>  No Performance Color Less than 11 Students 6 Students	<p>Socioeconomically Disadvantaged</p>  Red 102.2 points below standard Declined 53.9 points 229 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>180.9 points below standard</p> <p>Declined 53.9 points</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>99.2 points below standard</p> <p>Declined 49.5 points</p> <p>237 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>

Conclusions based on this data:

1. In our 2023-2024 dashboard ELA data, we experienced a significant overall decrease of 53.7 points.
2. In our 2023-2024 dashboard ELA data, we experienced a significant decrease of 53.9 points for our Students with Disabilities.
3. In our 2023-2024 dashboard ELA data, we experienced a significant decrease of 47.4 points for our English Learner students.

School and Student Performance Data

Academic Performance Mathematics

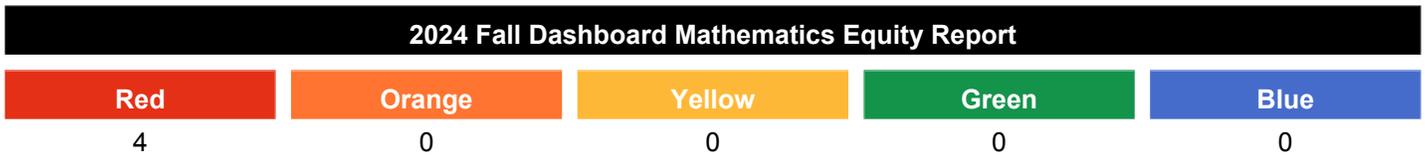
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>173.4 points below standard</p> <p>Declined 5.8 points</p> <p>259 Students</p>	<p>English Learners</p> <p>Red</p> <p>213.9 points below standard</p> <p>Declined 8.4 points</p> <p>80 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>238.0 points below standard</p> <p>Declined 20.5 points</p> <p>52 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>173.8 points below standard</p> <p>Declined 4.4 points</p> <p>233 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>234.9 points below standard</p> <p>Maintained 2.3 points</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>171.7 points below standard</p> <p>Maintained 0.3 points</p> <p>241 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>

Conclusions based on this data:

1. In our 2023-2024 dashboard Math data, we experienced a decline of 5.8 points for our All Students.
2. In our 2023-2024 dashboard Math data, we experienced a decline of 8.4 points for our English Learners.
3. In our 2023-2024 dashboard Math data, our Students with Disabilities maintained.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 15.6% making progress. Number Students: 315 Students	Long-Term English Learner Progress  Red 16.2% making progress. Number Students: 271 Students

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.

2024 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
43.2%	40.3%	0%	15.2%

Conclusions based on this data:

- In the 2023-2024 school year, 43.2% of our English Learner students decreased one ELPI level.
- In the 2023-2024 school year, 15.2% of our English Learner students progressed at least one ELPI level.
- In the 2023-2024 school year, 15.6% of our English Learners were making progress as compared to 16.2% of our Long Term English Learners.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

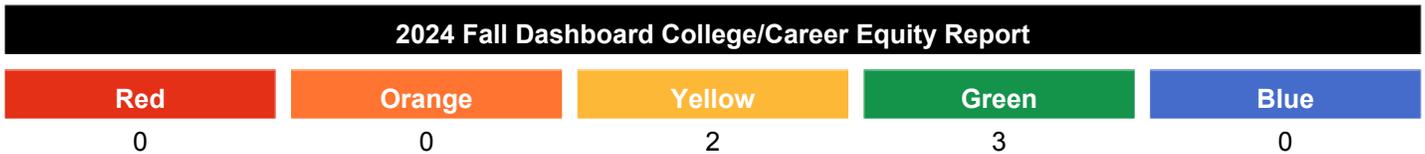
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>55.1 Prepared</p> <p>Increased 3.7</p> <p>294 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>34.7 Prepared</p> <p>Increased 18.3</p> <p>98 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>37.3 Prepared</p> <p>Increased 20.7</p> <p>83 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>50 Prepared</p> <p>Increased 31.8</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>54.4 Prepared</p> <p>Increased 4</p> <p>283 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>25 Prepared</p> <p>Increased 15.6</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>54.5 Prepared</p> <p>Increased 2.8</p> <p>275 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>90.9 Prepared</p> <p>0</p> <p>11 Students</p>

Conclusions based on this data:

1. In the 2023-2024 school year, 55.1% of all students demonstrated readiness for College and Career paths.
2. In the 2023-2024 school year, we saw an increase of 15.6% of our Students with Disabilities were College and Career ready.
3. In the 2023-2024 school year, we saw an increase of 18.3% of our English Learners were College and Career ready.

School and Student Performance Data

Academic Engagement Graduation Rate

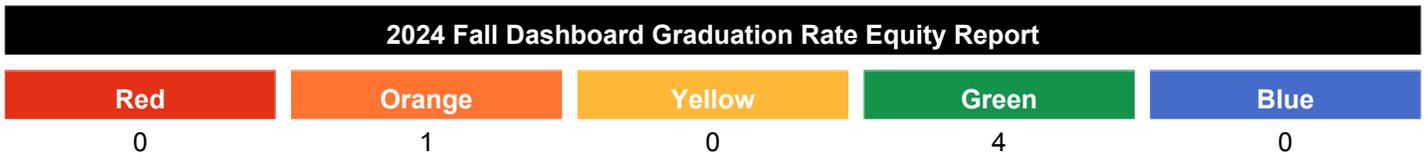
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>92.9% graduated</p> <p>Increased 1.8%</p> <p>295 Students</p>	<p>English Learners</p> <p> Green</p> <p>86.9% graduated</p> <p>Increased 8.9%</p> <p>99 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>88.1% graduated</p> <p>Increased 6.6%</p> <p>84 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>92.3% graduated</p> <p>Increased 10.5%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>92.6% graduated</p> <p>Increased 1.6%</p> <p>284 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>75% graduated</p> <p>Maintained 0%</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>93.5% graduated</p> <p>Increased 1.7%</p> <p>276 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>90.9% graduated</p> <p>11 Students</p>

Conclusions based on this data:

1. In the 2023-2024 school year, our graduation rate increased by 1.8%, reaching 92.9% of all students graduating.
2. In the 2023-2024 school year, the graduation rate for our English Learner students increased by 8.9%, culminating in 86.9% of English Learner students graduating.
3. In the 2023-2024 school year, the graduation rate for our Socioeconomically Disadvantaged students increased by 1.6%, culminating in 92.6% of all Socioeconomically Disadvantaged students graduating.

School and Student Performance Data

Conditions & Climate Suspension Rate

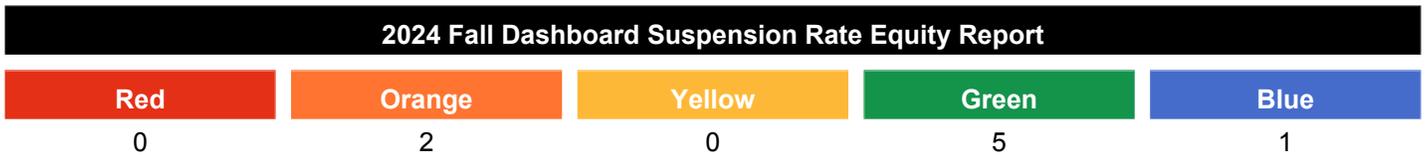
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 0.5%</p> <p>1430 Students</p>	<p>English Learners</p>  <p>Green</p> <p>3.4% suspended at least one day</p> <p>Declined 2.7%</p> <p>435 Students</p>	<p>Long-Term English Learners</p>  <p>Green</p> <p>4.2% suspended at least one day</p> <p>Declined 2%</p> <p>357 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>18.5% suspended at least one day</p> <p>Declined 8.1%</p> <p>27 Students</p>	<p>Homeless</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 3.3%</p> <p>33 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.7% suspended at least one day</p> <p>Declined 0.6%</p> <p>1332 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 2.1%</p> <p>246 Students</p>	<p>African American</p>  <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7%</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>4.1% suspended at least one day</p> <p>Declined 0.9%</p> <p>1309 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>10.5% suspended at least one day</p> <p>Increased 10.5%</p> <p>19 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>5.9% suspended at least one day</p> <p>Declined 0.8%</p> <p>51 Students</p>

Conclusions based on this data:

1. In the 2023-2024 school year, our overall suspension rate experienced a slight decrease of 0.5%.
2. In the 2023-2024 school year, our African American suspension rate saw an increase of 6.7% for a total of 6.7%.
3. In the 2023-2024 school year, our Students with Disabilities suspension rate saw an increase of 2.1% for a total of 9.3%.

Goals, Strategies, & Proposed Expenditures

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

Goal 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.

California School Dashboard 2024. Overall Performance Indicators:

ELA: Red: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Math: Red: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

English Learner Progress Indicator: Red: English Learners, and Long-Term English Learners

Graduation Rate: N/A – Performance Level: Green

College and Career: N/A – Performance Level: Green

Performance Two or More Levels Below “All Students” Group:

Graduation Rate: All Students = Green. Students with Disabilities = ORANGE

College and Career: All Students = GREEN. English Learners and Students with Disabilities = ORANGE

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 -100 English Learners -165 Long-Term English Learners -176.8 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -102.2 Students with Disabilities -180.9 African American N/A Asian N/A Filipino N/A Hispanic -99.2 Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students -85 English Learners -150 Long-Term English Learners -161 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -87 Students with Disabilities -165 African American N/A Asian N/A Filipino N/A Hispanic -84 Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students -173.4 English Learners -213.9 Long-Term English Learners -238 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -173.8 Students with Disabilities -234.9 African American Asian N/A Filipino N/A Hispanic -171.7 Native Hawaiian or Pacific Islander White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students -158 English Learners -198 Long-Term English Learners -223 Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged -158 Students with Disabilities -219 African American N/A Asian N/A Filipino N/A Hispanic -156 Native Hawaiian or Pacific Islander White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 15.6% Status Level: Red	Current Percentage of English Learners making progress: 21% Status Level: Orange
P4: English Learner Reclassification Rate during 2024-25 School Year	English Learner Reclassification Percentage of English Learners Reclassified: 2.2%	English Learner Reclassification Percentage of English Learners Reclassified: 7.0%
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	Percentage of students: All Students 20.30% English Learners N/A Long-Term English Learners N/A Foster Youth N/A Homeless N/A	Percentage of students: All Students 25.0% English Learners N/A Long-Term English Learners N/A Foster Youth N/A Homeless N/A

	<p>Socioeconomically Disadvantaged 19.67%</p> <p>Students with Disabilities 4.26%</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 20.24%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White N/A</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Socioeconomically Disadvantaged 25%</p> <p>Students with Disabilities 9%</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 25%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White N/A</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
<p>P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math</p>	<p>Percentage of students:</p> <p>All Students 5.61%</p> <p>English Learners N/A</p> <p>Long-Term English Learners N/A</p> <p>Foster Youth N/A</p> <p>Homeless N/A</p> <p>Socioeconomically Disadvantaged 4.59%</p> <p>Students with Disabilities N/A</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 5.62%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White N/A</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students:</p> <p>All Students 10%</p> <p>English Learners N/A</p> <p>Long-Term English Learners N/A</p> <p>Foster Youth N/A</p> <p>Homeless N/A</p> <p>Socioeconomically Disadvantaged 10%</p> <p>Students with Disabilities N/A</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 10%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White N/A</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
<p>P4: Completion Rate of CTE Course Pathways (CASDB)</p>	<p>Percentage of students:</p> <p>All Students 54.6%</p> <p>English Learners 47.5%</p> <p>Long-Term English Learners Percentage of students: 52.4%</p> <p>Foster Youth N/A</p> <p>Homeless 53.8%</p> <p>Socioeconomically Disadvantaged 54.2%</p> <p>Students with Disabilities 43.8%</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 55.1%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White 54.5%</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students:</p> <p>All Students 60%</p> <p>English Learners 54%</p> <p>Long-Term English Learners Percentage of students: 57%</p> <p>Foster Youth N/A</p> <p>Homeless 59%</p> <p>Socioeconomically Disadvantaged 59%</p> <p>Students with Disabilities 49%</p> <p>African American N/A</p> <p>Asian N/A</p> <p>Filipino N/A</p> <p>Hispanic 60%</p> <p>Native Hawaiian or Pacific Islander N/A</p> <p>White 60%</p> <p>Two or More Races N/A</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>

<p>LCFF Priority 4: Percentage of students who met CCI "Prepared" criteria via a score of 3 or higher on two Advanced Placement (AP) exams</p>	<p>Percentage of students: All Students 4.9% English Learners N/A Long-Term English Learners Percentage of students N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 3.7% Students with Disabilities N/A African American N/A Asian N/A Filipino N/A Hispanic 3.6% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students: All Students 10% English Learners N/A Long-Term English Learners Percentage of students N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged 9% Students with Disabilities N/A African American N/A Asian N/A Filipino N/A Hispanic 9% Native Hawaiian or Pacific Islander N/A White N/A Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
<p>P4: Percent of students who have met UC/CSU Requirements and CTE Pathway Completion (California Dashboard Additional Reports)</p>	<p>Percentage of students: All Students 26.1% English Learners 12.1% Long-Term English Learners 11.9% Foster Youth N/A Homeless 30.8% Socioeconomically Disadvantaged 25% Students with Disabilities 8.3% African American N/A Asian N/A Filipino N/A Hispanic 25.4% Native Hawaiian or Pacific Islander N/A White 45.5% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>Percentage of students: All Students 31% English Learners 17% Long-Term English Learners 17% Foster Youth N/A Homeless 30.8% Socioeconomically Disadvantaged 30% Students with Disabilities 13% African American N/A Asian N/A Filipino N/A Hispanic 30% Native Hawaiian or Pacific Islander N/A White 50% Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
<p>P5: Graduation Rate</p>	<p>Percentage of students: All Students 92.9% English Learners 86.9% Long-Term English Learners 88.1% Foster Youth N/A Homeless 92.3% Socioeconomically Disadvantaged 92.6% Students with Disabilities 75% African American N/A Asian N/A Filipino N/A Hispanic 93.5% Native Hawaiian or Pacific Islander N/A White 90.9%</p>	<p>Percentage of students: All Students 95% English Learners 88% Long-Term English Learners 90% Foster Youth N/A Homeless 94% Socioeconomically Disadvantaged 94% Students with Disabilities 77% African American N/A Asian N/A Filipino N/A Hispanic 96% Native Hawaiian or Pacific Islander N/A White 93%</p>

	Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	Two or More Races N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 69.58% Math: 60.62% Social Science: 83.03% Physical Science: 76.52% Life Science: 66.09%	Percentage of students passing with a C or better on Semester 1 report card: ELA: 75% Math: 66% Social Science: 88% Physical Science: 81% Life Science: 71%

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	<p>High-quality curriculum and instruction aligned to Common Core State Standards (CCSS) Support high-quality curriculum and instruction aligned to Common Core State Standards (CCSS), History-Social Science Frameworks, Next Generation Science Standards (NGSS), and other District initiatives (Advanced Placement (AP), Advancement Via Individual Determination (AVID), Dual-Enrollment, etc.)</p> <p>a. Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration.</p> <p>b. Provide staff opportunities and sub-coverage for needed collaboration and planning related to curriculum and instruction.</p> <p>c. Provide students and staff with needed support material, such as supplemental resources/material and technology access (e.g., ASB Works, Arreya, etc.).</p> <p>d. AP readiness and workshops to support student's achievement and outcomes in Advanced Placement courses.</p> <p>e. Provide staff opportunities and sub-coverage to observe their peers in action, such as Instructional rounds and classroom walks.</p>	All students	<p>10000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures a. Professional Development / Conferences</p> <p>17000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries b, e. Substitute Teachers</p> <p>5000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries d. Teacher Hourly</p> <p>19472 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures c. Software licenses</p> <p>12129 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies c. Gap materials and supplies</p> <p>216653 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Assistant Principal Salary</p> <p>112026 LCFF District -- 500 0707</p>

			2000-2999: Classified Personnel Salaries Assistant Principal Secretary Salary
1.2	<p>Increasing graduation rates, A-G completion rates, Free Application for Federal Student Aid (FAFSA) completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (Rubidoux Early College High School(RECHS) / California Community College Access Pathway (CCAP) classes, and Career Technical Education (CTE) pathways:</p> <p>a. Provide staff with professional development opportunities related to supporting A-G completion, FAFSA completion, AVID, AP, Dual-Enrollment (Rubidoux Early College High School(RECHS) / California Community College Access Pathway (CCAP), CTE, and/or related topics</p> <p>b. Provide release time and sub-coverage for staff to analyze data, develop an action plan, and take action in support of the learning environment.</p> <p>c. Site-based support is needed to subsidize students taking the PSAT.</p> <p>d. Continue providing additional support staff to help students with all things related to college/career readiness.</p> <p>e. Provide students and staff with needed support material, such as supplemental resources/material, technology access, etc., as it relates to college and career readiness.</p> <p>f. Provide students and staff with necessary materials, supplies, and transportation to support the whole child's academic needs.</p> <p>g. Provide staff opportunities to support at-promise populations with items related to graduation, A-G completion, & FAFSA, etc.</p> <p>(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)</p>	All students	<p>2000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a. Professional Development / Conferences</p> <p>4148 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries b. Substitute Teachers</p> <p>1500 Title I Basic -- 3010 4000-4999: Books And Supplies c. Payment for PSAT</p> <p>195848 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries d. CCR Counselor Salary</p> <p>104815 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries d. Library Technician Salary</p> <p>4000 Title I Basic -- 3010 4000-4999: Books And Supplies e. Materials & Supplies</p> <p>5000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures f. Transportation</p> <p>6000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries g. Certificated Hourly</p>
1.3	<p>Support the growth of our various on-site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. AVID support for teachers and students in pushing AVID strategies across all content areas</p> <p>b. Support AVID, RECHS, and other students in gaining access to college and career exploration experiences, such as field trips, guest speakers, and other resources</p>	All students enrolled in AVID, RECHS, CCAP, AP, CTE	<p>7000 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures b. AVID travel, conferences, and field trips</p> <p>5000 LCFF Suppl/Conc -- 0707</p>

	<p>c. Provide resources/materials to help promote and enhance our current programs using print materials when necessary.</p> <p>d. Provide AVID tutors</p> <p>e. Provide staff professional development opportunities regarding AVID (e.g., AVID Summer Institute and training)</p>		<p>5000-5999: Services And Other Operating Expenditures b. College / Career Field Trips & Other Resources</p> <p>2000 LCFF AVID – 0765 4000-4999: Books And Supplies a, c. Materials and resources (e.g. college banners)</p> <p>2500 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures e. Professional Development</p> <p>2557 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries d. AVID Tutors</p> <p>9000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries d. AVID Tutors</p> <p>14000 LCFF AVID – 0765 4000-4999: Books And Supplies c. AVID Materials and Supplies</p> <p>3200 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures c. AVID Consultants, Trans Services, Printing</p>
<p>1.4</p>	<p>Provide support and interventions in order to increase achievement for ELs, SpEd and other at-promise students.</p> <p>a. Provide sub-coverage to administer tests, analyze data, collaborate, and ensure proper placement of students in the various courses.</p> <p>b. Support English Learners/Long Term English Learners with gap materials for supplemental support of intervention and all content areas: scholastic magazines, academic vocabulary posters, etc.</p> <p>c. Provide staff with professional development opportunities related to EL/LTEs, Students with Disabilities, Socioeconomically Disadvantaged and other at-promise populations.</p> <p>d. After-School tutoring provided in all content areas (with SWD and EL support)</p> <p>e. Intervention teachers to support credit recovery.</p>	<p>All students prioritizing English Learners, Special Education and at-promise students</p>	<p>5000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries a. Substitute Teachers</p> <p>5000 Title I Basic -- 3010 4000-4999: Books And Supplies b. Gap materials and supplies</p> <p>3000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures c. Professional Development / Conferences</p>

	<p>f. Provide one Bilingual Language Tutor to support our English Learners.</p> <p>g. Provide release time and substitute coverage for the 504/SST coordinator to monitor, support, and meet with students to develop and manage plans.</p> <p>h. Provide release time to support interventions in Math and ELA.</p>		<p>3000 Title III LEP -- 4203 4000-4999: Books And Supplies b. Gap materials and supplies</p> <p>13000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries d. Teacher Hourly</p> <p>4297 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries d. Classified Hourly</p> <p>3000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries g. Release time to support students</p> <p>3107 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries f. One Bilingual Language Tutors Salaries with Benefits</p> <p>12427 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries f. One Bilingual Language Tutors Salaries with Benefits</p> <p>660534 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries e. Intervention Teachers Salaries</p> <p>2500 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries h. Release time to support students</p> <p>3305 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures b. Travel and field trips</p>
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<p>1.5</p>	<p>Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>a. Provide necessary supplies, equipment, and other resources necessary to give students access to high-quality CTE, VAPA, and electives</p> <p>b. Support and enhance CTE courses and pathways</p> <p>c. Support and expand current VAPA programs</p> <p>d. Provide sub-coverage when needed to support our CTE, VAPA, and elective courses</p> <p>e. Provide staff professional development opportunities related to CTE, VAPA, and other career readiness programs</p> <p>f. Strengthen CTE pathways for stronger alignment to the workforce and post-graduation training programs.</p>	<p>All students enrolled in CTE, VAPA and Elective courses</p>	<p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies a. AG materials and supplies (i.e. hay for animals)</p> <p>2000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a. Equipment maintenance--vet care, medicine.</p> <p>6500 LCFF VAPA -- 0763 4000-4999: Books And Supplies c. VAPA tech equipment, materials/supplies</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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 made a sustained investment in release time and data analysis to maximize the impact of interim assessments—an effort strongly supported by site administration, Education Services, and the Shared Leadership Team. This process provides teachers with critical, actionable data that empowers them to effectively differentiate instruction and meet the diverse needs of their students. To further enhance professional growth, our staff have engaged in a variety of development opportunities. These include collaborative classroom walkthroughs with district and site leadership teams, focused on refining instructional practices, advancing student-centered learning strategies, and deepening engagement with interim assessment tools. Additionally, we have prioritized dedicated collaboration time for data-driven discussions and analysis, fostering a strong culture of reflective practice and continuous improvement. We also recognize the value of hands-on, student-centered learning environments in boosting both engagement and achievement. These environments not only enrich the learning experience for students but also strengthen connections between staff and students, creating a more supportive and inclusive school culture. Through these comprehensive efforts, we are cultivating a community that values excellence in teaching and learning. By equipping our educators with the time, tools, and support they need, we remain committed to ensuring every student receives a high-quality, personalized education. As a result of these efforts, we've seen improved relationships across our school community, a notable decrease in chronic absenteeism, and a corresponding increase in daily attendance rates.

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

Our commitment to improving overall student achievement—particularly as measured by CAASPP and ELPAC assessments—has been sharply focused, with targeted efforts directed toward supporting English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). By identifying areas where students are performing significantly below standard, we have implemented a wide range of targeted resources and supports. Regular administrative walkthroughs and collaborative team meetings have contributed to a measurable improvement in teachers' understanding and effective use of Interim Assessments. These assessments are now being used more purposefully to inform instruction and guide the use of accessibility tools. The administrative and educational services teams have played a key role by providing ongoing, direct feedback to strengthen the assessment process, ensuring robust data collection and analysis. As a result, we are confident in our teachers' ability to utilize Interim Assessments to meaningfully drive instruction and student progress. Our focus on

student success extends beyond assessment data. Celebrations such as our fall and spring semester awards ceremonies serve to recognize and reinforce academic growth and achievement. In addition, access to academic platforms such as Albert.io, College Board AP Classroom, and tutoring services has significantly enhanced both student learning and instructional support. We have also expanded intervention services and tutoring opportunities to meet growing student needs. Strategic funding allocations from LCFF, Title I, and Title III—braided with Community School and District resources—have been leveraged to support key initiatives including AVID, PSAT access, tutoring, intervention programs, professional development, and essential software licenses. These investments align with our overarching goal of fostering academic excellence and ensuring equitable opportunities for all learners. This year, we have undertaken deliberate financial reallocations to further enhance both instructional and extracurricular offerings, reflecting our unwavering dedication to holistic student success.

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 remain committed to supporting all core subject teachers in creating student-centered learning environments that uphold high standards of instruction for every student. In alignment with our focus on equitable education—particularly for English Learners—we have strategically utilized Title III funding to provide enriching field trip experiences that extend learning beyond the classroom and deepen student engagement. Recognizing the vital need for both student and teacher support, we have increased allocations for release time and hourly compensation. This includes dedicated release time for targeted ELA and Math interventions, allowing for individualized student support and enhanced collaboration among educators. Additionally, we continue to fund teacher participation in instructional rounds, fostering a culture of professional growth, peer learning, and continuous improvement in instructional practice. Our commitment to comprehensive student support is further reflected in the ongoing provision of release time for our 504/SST coordinator. This ensures that English Learners, McKinney-Vento students, foster youth, students with disabilities, and those facing socioeconomic hardships receive the tailored support they need to thrive. These efforts exemplify our dedication to inclusivity, equity, and the holistic success of every student.

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.

California School Dashboard 2024. Overall Performance Indicators:
Suspension Rate: Green

Performance Two or More Levels Below "All Students" Group:
Suspension Rate: All Students = Green. African Americans and Students with Disabilities = ORANGE

We remain steadfast in our commitment to increasing budget allocations to address critical areas such as attendance, truancy, suspension rates, behavioral interventions, and mental health support to strengthen social-emotional learning. Informed by comprehensive input from our educational partners—including the School Site Council, English Learner Advisory Committee, Community School Advisory Council, and our Shared Leadership Team made up of department chairs and program leaders—we have engaged in thoughtful discussions to chart a clear path forward. Our strategies are rooted in creating a safe, supportive campus environment that prioritizes positive peer and adult relationships. We are committed to sustaining key initiatives such as Saturday School enrichment opportunities and advancing the implementation of Multi-Tiered Systems of Support (MTSS) to ensure that all students receive the academic, behavioral, and emotional assistance they need. In addition, we are continuing to strengthen campus supervision and foster a deep sense of belonging among students, staff, and the wider school community. These collective efforts reflect our unwavering dedication to building an inclusive, nurturing school culture where every student feels seen, valued, and empowered to increase their academic achievement and outcomes—both academically and social-emotional learning.

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: 98% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	Grade 9: 91.4% Grade 10: 91.3% Grade 11: 92.7%	ADA Totals: Grade 9: 95% Grade 10: 95%

	Grade 12: 91.3% English Learners: 91.4% Foster: 89.4% McKinney-Vento: 63.1% Special Education: 88.4% Source: Student Information System P-2 report	Grade 11: 95% Grade 12: 95% English Learners: 95% Foster: 95% McKinney-Vento: 68% Special Education: 93% Source: Student Information System P-2 report
LCFF Priority 6: Pupil Suspension Rate	All Students 4.5% English Learners 3.4% Long-Term English Learners 4.2% Foster Youth 18.5% Homeless 0% Socioeconomically Disadvantaged 4.7% Students with Disabilities 9.3% African American 6.7% Asian N/A Filipino N/A Hispanic 4.1% Native Hawaiian or Pacific Islander N/A White 5.9% Two or More Races 10.5% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students 4% English Learners 3% Long-Term English Learners 3.8% Foster Youth 13% Homeless 0% Socioeconomically Disadvantaged 4.3% Students with Disabilities 4% African American 4% Asian N/A Filipino N/A Hispanic 3.7% Native Hawaiian or Pacific Islander N/A White 5% Two or More Races 5% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: .63% Source: Data Quest 2023-24	All Students: .15%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 54% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 60% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 36% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 41% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 44% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 50% Source: Panorama Student Survey
LCFF Priority 5: High School Dropout Rate	Percentage of 4-year cohort students who dropped out: 8 Source: DataQuest 2023-24	Percentage of 4-year cohort students who dropped out: 4

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	<p>Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>a. Professional development related to discipline, interventions (SEL/MTSS), chronic absenteeism, and other best practices.</p> <p>b. Maintain a safe & welcoming campus by providing all staff training on best practices related to a safe & welcoming environment.</p> <p>c. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for at-promise students.</p> <p>d. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for our African American students</p> <p>e. Provide sufficient and adequate supervision at all school-sponsored events (possibly based on projected event attendance) (e.g., lunch supervision coverage).</p> <p>f. Allow the SEL/MTSS committee an opportunity to discuss, develop, and implement an RHS-focused SEL/MTSS plan.</p> <p>g. Materials and supplies to promote and secure a welcoming, safe, orderly, and inviting learning environment (e.g., 5 Star supplies).</p> <p>h. Continue to use the Raptor system to check in visitors to ensure a higher level of safety</p> <p>i. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices</p> <p>j. Provide necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades)</p>	All Students	<p>4000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies g. Materials and Supplies</p> <p>2000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries f. Teacher Hourly for SEL Committee</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies h. Raptor System Supplies</p> <p>7000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries f. e. Classified Hourly</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies c, d, j. Absenteeism/At Promise and African American Student Material</p> <p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures i. Training for Campus Supervisors</p> <p>500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures b. Training for office staff</p> <p>1500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a, c, d. Professional Development for At Promise and African American students</p>

<p>2.2</p>	<p>Student Health and School Safety</p> <p>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</p> <p>b. Provide access for students to a variety of mentors and support services</p> <p>c. The Safe School Plan will be modified to meet annual safe school expectations with provisions made as necessary for necessary materials and supplies</p> <p>d. Provide access and support such as peer counseling and mentoring to support our African American students.</p> <p>e. Provide basic resources (deodorant, socks, umbrellas, etc.) to meet our students' hygiene needs.</p>	<p>All Students</p>	<p>74675 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries a. One Health Care Aide Salaries</p> <p>3000 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries b. hourly rate to support mentoring</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies d. Safe School materials and emergency supplies</p> <p>1500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies c. Subs, Instructional Aides</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies e. Hygiene needs for students</p>
<p>2.3</p>	<p>Support for ongoing co-curricular student activities</p> <p>a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community. (i.e., Field Trips/Conferences)</p> <p>b. Provide support for ongoing co-curricular student activities for athletics (i.e., Officials and other supports as needed)</p>	<p>All Students</p>	<p>5533 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures a. Student travel, conferences, and field trips</p> <p>2500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures b. Materials and Supplies</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 are actively implementing a Check-In/Check-Out system for students in collaboration with our Student Management and Accountability Office and the Falcon Nest/Wellness Center, and we are encouraged by the promising early results. This partnership has provided students with meaningful support and guidance, equipping them with essential skills to navigate personal and academic challenges. Through consistent staff collaboration, students have found trusted

mentors and role models who help them persevere through adversity, fostering a positive and resilient school culture. The expanded behavioral health services available through the Falcon Nest have had a profound impact on both students and staff. As a safe, welcoming space, the Falcon Nest offers access to counseling, wellness programs, and resources tailored to individual needs. By prioritizing mental health and well-being, our school community has experienced decreased stress levels, improved coping skills, and strengthened emotional resilience—contributing to a more inclusive and supportive learning environment. In addition, the growth of our outreach efforts and the support of our Community Schools Teacher on Special Assignment (TSA) have strengthened ties with the broader community. Notable additions, such as a new laundry facility and a designated clothing closet space, have provided crucial resources for students facing various challenges. This year, we also continued to expand our Book Buddy initiative, extending outreach to multiple feeder elementary schools. This program empowers our students to mentor younger peers and fosters a love of literacy across generations. Meanwhile, our Ballet Folklórico group has seen significant growth and increasing demand, receiving invitations to perform at additional sites and bringing cultural vibrancy to diverse school and community events. By addressing students' multifaceted needs beyond the classroom, we are cultivating a deep sense of belonging, cultural pride, and empowerment—ensuring that every student has the opportunity to thrive both personally and academically.

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 key initiatives to foster a safe and supportive learning environment, including expanding mentorship opportunities and providing staff with training in Trauma-Informed Practices to better support students' social-emotional needs. Our Outreach team delivered vital resources through programs like the Thanksgiving Turkey Drive-Thru, Rubidoux Clothing Closet, Prom Fitting Room, Wellness Wednesdays, and Thrifting Thursday. We also prioritized mental health with regular check-ins, home visits, and the formation of small counseling groups to offer targeted support. Together, these efforts reflect our deep commitment to ensuring every student feels supported, valued, and empowered to thrive academically and personally.

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 will continue to prioritize increasing student engagement in co-curricular activities and clubs, guided by insights from our Panorama Survey and Community Schools needs assessment. These efforts aim to strengthen connections across our school community and foster a greater sense of belonging. We remain deeply committed to providing targeted support for English Learners, Long-Term English Learners, Students with Disabilities, McKinney-Vento students, Foster Youth, and those experiencing socioeconomic hardship. In alignment with identified community needs, we have continued to allocate resources to address students' basic needs, including personal hygiene support. Additionally, we have strategically braided multiple funding sources to maximize impact and sustain a safe, inclusive, and welcoming school environment.

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 committed to fostering a thriving school community where every student is seen, heard, and valued. Central to this vision is the belief that strong connections between students, families, and the broader community are essential to student success. We implement engaging, student-centered learning experiences that spark curiosity and make learning meaningful and relevant. At the same time, we actively build partnerships with parents and community members, encouraging their ongoing involvement in the educational journey. By working together, we create a supportive and inclusive environment that extends beyond the classroom, ensuring every student feels connected, supported, and empowered to thrive. Our goal is to cultivate a school culture where learning is enriched through authentic collaboration with families and the 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.

Based on insights from our recent Community School needs assessment, Panorama surveys, and LCAP Parent and Staff surveys, we have identified key areas to enhance our school's climate and overall student success. In response, our approach emphasizes deepening engagement with families and the broader community, recognizing their vital role in supporting student achievement. Through Parent Empowerment programs, workshops, and collaborative partnerships, we are committed to increasing meaningful participation from both parents and students. We aim to foster an inclusive and supportive atmosphere that nurtures student growth and success. Moving forward, we will continue to strengthen relationships among staff, students, families, and our community. By combining these efforts with a variety of enriching extracurricular opportunities, our goal is to build a dynamic school environment where every student is empowered to thrive 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: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 83.4% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 88% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental	The percentage of staff who responded favorably to the question: "My school encourages parental

	involvement (engagement events, volunteerism, etc.)." 89.5% Source: LCAP Staff Survey Winter 2024-25	involvement (engagement events, volunteerism, etc.)." 94% Source: LCAP Staff Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 75.2% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 81% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 84% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 90% Source: LCAP Staff Survey Winter 2025-26

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	<p>Students will feel connected to RHS communities</p> <p>a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of our shared leadership team.</p> <p>b. Conduct a survey of student needs and interests</p> <p>c. Provide training for student-to-student mentoring and support SEL, Link Crew course, and other selected leadership trainings</p> <p>d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletics, musicals, attendance, and behavior (i.e. extended lunch, End of Semester Awards, Career Day, College / Career Kickoff, and College Signing Day)</p> <p>e. Purchase student incentives for behavior, attendance, and academics and student incentives to help promote student engagement (i.e. Class shirts and promotional items)</p> <p>f. Hold Cultural Awareness Events throughout the school year and continue expanding this to encompass different cultures (i.e., Culture of Kindness, March Madness, Cultural Awareness events)</p>	All students	<p>1500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries a, b, c, g, i. Teacher Hourly</p> <p>15500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies d, e, f, k. Certificates, Recognition, Awards and other Prizes</p> <p>3000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries i. j. Substitute Teachers</p> <p>2500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures</p>

	<p>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)</p> <p>h. Utilize 5 Star for Students and accompanying technology to track student engagement and participation in school activities and events.</p> <p>i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also, support the clubs by providing equal opportunities for field trips and outside events</p> <p>j. Provide an opportunity for ASB, School Culture, Student Advisory Council, and others to meet, discuss ideas, develop action plans, and take action.</p> <p>k. Provide student incentives to help promote student engagement (i.e., Class shirts and promotional items)</p>		<p>h. Software license for 5 Star Technology</p> <p>500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries a, b, c, g, i. j. Classified Hourly</p>
<p>3.2</p>	<p>RHS will continue to develop partnerships with parents and community</p> <p>a. Hold the Best of Rubidoux event to highlight our various offerings</p> <p>b. Provide Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker will continue acting as a community liaison and supporting the community schools' program and wellness center.</p> <p>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.)</p> <p>e. Provide childcare to encourage more parents to attend the available classes/trainings</p> <p>f. Continue to provide opportunities for parents to get involved and/or provide input (i.e. Parent Empowerment, ELAC, SSC)</p> <p>g. A Translator Clerk Typist will be available to provide parents with communication support, translations, and other supports</p> <p>h. Provide opportunity for parents to attend conferences such as but not limited to, CABA.</p>	<p>All students</p>	<p>500 Title I Parent Involvement -- 3010 1902 5800: Professional/Consulting Services And Operating Expenditures b. Professional Development for Outreach Worker</p> <p>66125 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries c. Outreach Worker (6 hrs) Salary</p> <p>1000 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries a. e. g. Classified Hourly</p> <p>1000 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies d. f. Refreshments / Snacks for parent meetings and trainings</p> <p>2328 Title I Parent Involvement -- 3010 1902 5000-5999: Services And Other Operating Expenditures h. Travel/Conferences</p> <p>2500 LCFF Suppl/Conc -- 0707</p>

Annual Review

SPSA Year Reviewed: 2024-25

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.

At RHS, we have implemented a variety of initiatives aimed at strengthening connections within our school community and celebrating student success. These include classroom-based incentives and recognition ceremonies that honor student achievements, growth, and contributions—helping to create a positive, encouraging, and inclusive learning environment. We view parents as essential educational partners and are committed to ensuring they have a meaningful voice in school decision-making. Through Parent Empowerment meetings and workshops, we offer valuable resources and guidance that help families engage more deeply in their child's academic and personal development. Additionally, we invite parents to serve on the School Site Council and the English Language Advisory Council, where they can actively shape school policies and initiatives. By encouraging strong partnerships between students, families, and staff, we are continuing to build a school culture rooted in collaboration, support, and belonging—where everyone in the RHS community feels valued, heard, and empowered to SOAR.

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

Due to budgetary adjustments, funds initially allocated for class shirts were reallocated to support student-centered initiatives, including financial aid workshops and student recognition programs, aligning with our broader goal of promoting college and career readiness.

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 the Panorama survey and the Community Schools needs assessment, we have continued to refine our strategic approach to enhance the effectiveness of this goal. We remain committed to offering targeted incentives for FAFSA completion and are increasing investment in evening workshops and events focused on college and career readiness. Our overarching objective is to elevate student engagement while fostering a robust foundation for post-secondary success in both college and career pathways.

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	\$128,208.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,691,179.00
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 (\$)
Title I Basic -- 3010	\$117,075.00
Title I Parent Involvement -- 3010 1902	\$4,828.00
Title III LEP -- 4203	\$6,305.00

Subtotal of additional federal funds included for this school: \$128,208.00

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

State or Local Programs	Allocation (\$)
LCFF AVID – 0765	\$28,757.00
LCFF District -- 500 0707	\$704,017.00
LCFF Sec Int -- 0046	\$660,534.00
LCFF Suppl/Conc -- 0707	\$163,163.00
LCFF VAPA -- 0763	\$6,500.00

Subtotal of state or local funds included for this school: \$1,562,971.00

Total of federal, state, and/or local funds for this school: \$1,691,179.00

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	117,075	0.00
Title I Parent Involvement -- 3010 1902	4828	0.00
Title III LEP -- 4203	6305	0.00
LCFF Suppl/Conc -- 0707	163,163	0.00
LCFF District -- 500 0707	704,017	0.00
LCFF Sec Int -- 0046	660,534	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	28,757	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	28,757.00
LCFF District -- 500 0707	704,017.00
LCFF Sec Int -- 0046	660,534.00
LCFF Suppl/Conc -- 0707	163,163.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	117,075.00
Title I Parent Involvement -- 3010 1902	4,828.00
Title III LEP -- 4203	6,305.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,135,183.00
2000-2999: Classified Personnel Salaries	403,029.00
4000-4999: Books And Supplies	74,629.00
5000-5999: Services And Other Operating Expenditures	77,838.00

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	2,557.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	16,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	10,200.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	412,501.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	291,516.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	660,534.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	7,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	76,529.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	37,629.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	41,505.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	54,648.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	31,427.00
4000-4999: Books And Supplies	Title I Basic -- 3010	10,500.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	20,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,000.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	2,328.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement -- 3010 1902	500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	3,000.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	3,305.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
1,488,518.00
106,208.00
96,453.00

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
Todd Chard	Classroom Teacher
Steven Bier	Classroom Teacher
Amber Geldien	Classroom Teacher
Matthew George	Classroom Teacher
Kimberly Sanchez	Other School Staff
Elizabeth Almeida	Parent or Community Member
Gabriel Cisneros	Parent or Community Member
Yesenia Rodriguez	Parent or Community Member
Priscilla Valdez	Secondary Student
Kimberly Torres	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 12, 2025.

Attested:



Principal, Kevin Corridan on May 12, 2025



SSC Chairperson, Steven Bier Vice Chairperson on May 12, 2025

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

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

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