

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rubidoux High School
Address	4250 Opal Street Jurupa Valley, CA 92509
County-District-School (CDS) Code	33 67090 3337136
Principal	Dr. Jose L. Araux
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 16, 2022

Local Board Approval Date

June 13, 2022

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

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School Vision and Mission

Mission Statement

Rubidoux believes in the limitless promise of every student.

Rubidoux High School facilitates the development of positive behaviors in all students in order to empower growth mindsets for life.

Rubidoux High School's mission is to provide an equitable, safe, and dynamic learning environment through collaboration with students, staff, parents, and community.

High expectations challenge all students to realize their full academic potential and become successful contributing members of Rubidoux High School school and society.

Rubidoux Falcons will SOAR with PRIDE!

Vision Statement

We believe we can best achieve our mission and vision by focusing in the following areas:

Welcoming parents as partners in the education process.

Promoting academic achievement for all students

Cultivating Student ownership in his/her/their educational goals

Fostering an inclusive, safe, and caring learning environment

Preparing students for success beyond the 21st century

Rubidoux's Schoolwide Learner Outcomes (SLOs):

SEEKER

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

OUTSTANDING CITIZEN

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

ACHIEVERS

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

RESPONSIBLE INDIVIDUALS

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

School Profile

Describe The students and community and how school serves them.

The Story

Rubidoux High School (RHS) is a four-year comprehensive high school, which is fully accredited by the Western Association of Schools and Colleges. Opened in 1959, RHS is the original high school for the Jurupa Unified School District and is now one of three comprehensive high schools serving the Jurupa region, which is located in the city of Jurupa Valley, and serves the communities comprising the eastern section of the district.

The staff members of Rubidoux High School are dedicated to promoting high levels of student engagement and achievement in a safe school environment. The opportunity to develop and achieve high standards of citizenship, self-discipline, camaraderie, and critical thinking skills is crucial to meet the demands of the 21st century.

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

Demographically RHS has an ethnically diverse enrollment of approximately 1,585 students (93.6% Hispanic, 2.6% White, 2.3% African American, .4% Asian, and .4% other). Approximately 24.2% of our students are English Learners, 85.3% of our students qualify for free or reduced lunch.

Student academic progress is measured by teacher observations, completed assignments, department assessments, district assessments, California Assessment of Student Performance and Progress (CAASPP), and ELPAC data. Progress indicators are analyzed and monitored during staff meetings, department meetings, team meetings, and other collaborative meetings

RHS houses a Riverside City College (RCC) Annex. The main RCC campus is approximately five miles to the east. RHS students enrolled in RCC courses are provided with a local bus pass to ensure student access to college resources unavailable on the high school campus. RCC maintains an administrative office at the annex that provides a student counselor to assist high school students with their college and career goals.

RHS offers excellent and diverse academic programs that extend beyond the general education courses, which includes multiple college and career pathways. RHS has maintained the Rubidoux Early College High School (RECHS) program, established in 2006 and earning the Golden Bell Award in 2009, that continues to offer two college courses per semester to juniors and seniors enrolled in the program. Enrollment eligibility is based on set criteria: 3.8 GPA, high attendance, and low discipline. RECHS' students have two "open" periods on their schedule to allow for college courses during the academic school day and are placed in a RECHS-designated advisory. RECHS seniors participating in graduation ceremonies receive special recognition for their achievement.

The College and Career Access Pathway (CCAP) was established in Fall 2018 with an initial cohort of thirty-four sophomores. The College and Career Access Pathway (CCAP) program at Rubidoux High School is a joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education which allows high school students to participate in Community College courses while attending Rubidoux High School. The CCAP program is designed to provide students with a pathway to college and to provide them with additional support to give them the best chance for success. The CCAP students can take up to 6 college courses while attending Rubidoux High School. The goal of the program is to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, and help students to become college and career ready.

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

SPSA Highlights

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

This year, Rubidoux High School staff is working collaboratively to:

1. Improve communication among all educational partners and continue with collaborating teams.
2. Multi-Tiered Systems of Support such as Social Emotional Learning (SEL) will continue emphasis through advisory time.
3. Continued expansion of inclusion through collaboration offerings for our SPED and EL students.
4. Continued focus on college and career readiness by supporting the programs that promote the skills necessary in this area, such as Rubidoux Early College program (RECHS),
5. Increase the number of prepared graduates through increased access, intervention, extended CTE, CCAP, and college preparation / opportunities.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Based on 2018-2019 Dashboard data: The progress the school is most proud of is our reclassification rate of English Language Learners and the high level of students who achieved "ready" status for college and career readiness. We are planning to build upon this success by improving our preparation for students taking the ELPAC. This year, we made a concentrated effort to personally provide outreach to students who were taking state & AP tests and plan to continue this effective strategy. We increased funding for after-school tutors to help provide needed support to all students. We had especially hoped to reach low-income students who may not have tutoring resources available at home. Much progress has also been shown in Suspension Rates.

Based on 2019-2020 Dashboard data, a noted area of strength was in a-g completion according to the College/Career Indicator. Percentages are as follow: All 89.3%, Hispanic, 90.2%, ELs, 92.9%, Socio-economic Disadvantage 90.9%.

According to 2019-2020 Dashboard data, School Graduation Rate Indicator is an area of strength when compared to California state rates: RHS - 90.5%, CA state - 86.6%

20-21

Greatest progress: Providing on site mental health resources and social emotional supports for students.

RHS will continue to expand their mental health supports for students by housing an on campus behavioral health specialist. Staff members will continue to be provided PD on how to make referrals and therapists will continue to run small groups as tiered alternatives to suspension.

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

Greatest Needs

Based on 2018-2019 Dashboard data: Our greatest need is improving our Math test scores, which fall into the red category of the California Dashboard. Our English-Language Arts test scores also need improvement, as they are currently in the orange category. We are planning to provide additional release time for Impact Teams and progressively phase out the Professional Learning Community model in the hopes that the new model will provide more student-centered learning and better academic outcomes. We would also like our graduation rate to improve.

Based on 2019-2020 Dashboard data, in the area of College/Career indicator, our greatest need is in a-g completion for the following subgroups: White 66.7%, Student with Disabilities 66.7%, Homeless 66.7%.

Dashboard graduation rate based on data collected in 2019-20, indicate an area of need for homeless subgroups – 57.9%.

20-21

Greatest Needs: According to the Panorama Survey, student self-efficacy is an area of need for RHS

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

Performance Gaps

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

According to 2019-2020 Dashboard data, there is a noted performance gap in the area of a-g completion under the College/Career indicator.

Under the 2019-2020 Dashboard data for Graduation Rate, a noted gap is in the percentage of “homeless” students who graduated when compared to all students.

2020-2021

Purpose and Description

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

Schoolwide Program

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

Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of College and Career Readiness, Safe and Orderly Environment, and Parent and Student Engagement. In collaboration with district staff, we analyzed performance data on statewide assessments to identify areas of need and modification.

RHS is effectively addressing homeless students through the Guidance Coordinators who inform students about AB 216/AB 1806, which "provides foster youth, homeless/transitional youth, and probation involved youth who transfer high schools any time after the completion of their second year of high school shall be

exempted from JUSD's graduation requirements, and instead may obtain a high school diploma by meeting the state mandated graduation requirements UNLESS the district makes a finding that the pupil is reasonably able to complete the district's additional graduation requirements by the end of their 4th year of high school."

In response to site level practices under Goal 1.0 College and Career, we are providing support for our English Learners through the use of targeted intervention. We will also use Impact Team training to reflect and modify instruction for our students in those classes. Under Goal 2.0 Safe and Orderly Environment, we will continue to provide support and improvement by ensuring that teachers receive training in behavior interventions and social-emotional learning. Additionally, we are providing for increased collaboration time for teachers to better plan for instruction and provide needed support through accommodations and modifications for student with disabilities. Under Goal 3.0 Parent and Student Engagement, we will continue our current parent engagement practices and will continue to promote schoolwide activities through advisory video announcements to make closer connection to information for our students.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

There were six School Site Council meetings throughout the year that provided review and input on the School Plan for Student Achievement. In addition, input was sought by the Leadership Team & Student/Parent/Staff surveys. Furthermore, resources and input for the development of the School Plan for Student Achievement was gathered at School Based Coordinated Program (SBCP) meetings, Principal meetings, DAC/DELAC and ELAC meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	375	407	400
Grade 10	437	393	417
Grade 11	384	430	370
Grade 12	350	375	398
Total Enrollment	1,546	1,605	1,585

Conclusions based on this data:

1. Total enrollment slightly decreased in the school year 20-21 when compared to school year 19-20
2. There is a significant decrease in enrolment for grade eleven
3. There is a slight increase in enrollment for grade twelve.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	345	366	384	22.3%	22.8%	24.2%
Fluent English Proficient (FEP)	755	794	761	48.8%	49.5%	48.0%
Reclassified Fluent English Proficient (RFEP)	27	32	16	7.1%	9.3%	4.4%

Conclusions based on this data:

1. The number of English learners has increased over the past three years.
2. Over the last three years, the percent of Fluent English Proficient students has fairly remained the same.
3. There was a dramatic decreased in RFEP percent of students from 2019-20 to 2020-21. In 20-21, 4.45% of student were Reclassified Fluent English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	346	375	356	340	370	*	340	370	*	98.3	98.7	
All Grades	346	375	356	340	370	*	340	370	*	98.3	98.7	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2546.3	2547.6	*	11.76	12.43	*	27.94	28.65	*	27.94	25.95	*	32.35	32.97	*
All Grades	N/A	N/A	N/A	11.76	12.43	*	27.94	28.65	*	27.94	25.95	*	32.35	32.97	*

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.35	15.95	*	51.18	44.32	*	36.47	39.73	*
All Grades	12.35	15.95	*	51.18	44.32	*	36.47	39.73	*

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.82	21.89	*	44.41	44.86	*	36.76	33.24	*
All Grades	18.82	21.89	*	44.41	44.86	*	36.76	33.24	*

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	13.53	13.78	*	63.24	62.16	*	23.24	24.05	*
All Grades	13.53	13.78	*	63.24	62.16	*	23.24	24.05	*

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	21.18	18.11	*	49.41	53.51	*	29.41	28.38	*
All Grades	21.18	18.11	*	49.41	53.51	*	29.41	28.38	*

2019-20 Data:

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Conclusions based on this data:

1. Based on 18-19 data, writing was an area of strength.
2. Based on 18-19 data, reading had the highest percent of students below standard.

3. There was a slight increase in percentages from 17-18 to 18-19 in the Overall Achievement for All Students in the areas of Standard Exceeded, Standard Met, and Standards Nearly Met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	346	375	356	340	370	*	340	370	*	98.3	98.7	
All Grades	346	375	356	340	370	*	340	370	*	98.3	98.7	

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2502.7	2502.7	*	2.35	3.24	*	10.59	7.84	*	21.47	24.86	*	65.59	64.05	*
All Grades	N/A	N/A	N/A	2.35	3.24	*	10.59	7.84	*	21.47	24.86	*	65.59	64.05	*

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.88	5.95	*	17.94	22.16	*	76.18	71.89	*
All Grades	5.88	5.95	*	17.94	22.16	*	76.18	71.89	*

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.24	4.32	*	38.53	40.27	*	58.24	55.41	*
All Grades	3.24	4.32	*	38.53	40.27	*	58.24	55.41	*

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	4.71	3.24	*	49.71	48.11	*	45.59	48.65	*
All Grades	4.71	3.24	*	49.71	48.11	*	45.59	48.65	*

2019-20 Data:

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Conclusions based on this data:

1. Based on 18-19 data, Concepts and Procedures was an area of strength. Approximately 6% of student received a percentage above standard.
2. Over the last two years, there has been a slight percent increase in Standards Met in the area of Overall Achievement for All Students.
3. The areas of Concepts & Procedures, and Problem Solving & Modeling/Data Analysis had a slight decrease from 17-18 to 18-19 in percent of students who scored below standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1528.3	1517.0	1527.1	1513.1	1507.4	1516.6	1543.1	1526.1	1537.2	99	82	115
10	1555.7	1533.3	1526.9	1550.6	1524.8	1517.1	1560.3	1541.3	1536.3	84	86	108
11	1554.3	1534.2	1516.3	1541.3	1515.1	1508.5	1566.7	1552.9	1523.5	93	72	72
12	1549.0	1510.2	1470.3	1528.4	1512.9	1459.7	1569.2	1507.0	1480.5	53	59	63
All Grades										329	299	358

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	14.14	3.66	4.42	35.35	30.49	30.97	28.28	37.80	42.48	22.22	28.05	22.12	99	82	113
10	32.14	12.79	4.95	30.95	30.23	32.67	22.62	31.40	41.58	14.29	25.58	20.79	84	86	101
11	26.88	8.33	0.00	35.48	29.17	24.29	17.20	34.72	45.71	20.43	27.78	30.00	93	72	70
12	20.75	18.64	9.84	41.51	22.03	18.03	22.64	20.34	26.23	*	38.98	45.90	53	59	61
All Grades	23.40	10.37	4.64	35.26	28.43	27.83	22.80	31.77	40.00	18.54	29.43	27.54	329	299	345

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	30.30	19.51	11.50	26.26	39.02	38.05	28.28	9.76	36.28	15.15	31.71	14.16	99	82	113
10	42.86	26.74	17.82	27.38	30.23	40.59	22.62	19.77	24.75	*	23.26	16.83	84	86	101
11	45.16	18.06	10.00	26.88	29.17	45.71	12.90	25.00	21.43	15.05	27.78	22.86	93	72	70
12	37.74	23.73	21.31	39.62	27.12	22.95	*	10.17	11.48	*	38.98	44.26	53	59	61
All Grades	38.91	22.07	14.78	28.88	31.77	37.68	19.76	16.39	25.51	12.46	29.77	22.03	329	299	345

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	3.54	22.22	13.41	13.27	31.31	47.56	49.56	36.36	39.02	33.63	99	82	113
10	16.67	1.16	4.95	29.76	24.42	17.82	30.95	39.53	31.68	22.62	34.88	45.54	84	86	101
11	13.98	4.17	0.00	29.03	18.06	4.29	33.33	43.06	38.57	23.66	34.72	57.14	93	72	70
12	*	6.78	3.28	28.30	18.64	11.48	33.96	27.12	29.51	22.64	47.46	55.74	53	59	61
All Grades	13.68	2.68	3.19	27.05	18.73	12.46	32.22	40.13	38.55	27.05	38.46	45.80	329	299	345

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	38.38	6.10	7.14	42.42	65.85	61.61	19.19	28.05	31.25	99	82	112
10	51.19	3.49	2.97	35.71	73.26	70.30	13.10	23.26	26.73	84	86	101
11	44.09	2.78	0.00	43.01	65.28	54.41	12.90	31.94	45.59	93	72	68
12	37.74	11.86	4.92	49.06	47.46	39.34	*	40.68	55.74	53	59	61
All Grades	43.16	5.69	4.09	41.95	64.21	58.77	14.89	30.10	37.13	329	299	342

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	37.37	48.78	44.25	46.46	17.07	43.36	16.16	34.15	12.39	99	82	113
10	42.86	60.47	48.51	46.43	17.44	39.60	*	22.09	11.88	84	86	101
11	51.61	44.44	48.53	33.33	23.61	36.76	15.05	31.94	14.71	93	72	68
12	50.94	44.07	48.33	35.85	20.34	13.33	*	33.90	38.33	53	58	60
All Grades	44.98	50.17	47.08	41.03	19.40	35.67	13.98	30.10	17.25	329	298	342

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	12.12	3.66	6.19	37.37	46.34	48.67	50.51	50.00	45.13	99	82	113
10	23.81	8.14	12.87	33.33	52.33	36.63	42.86	39.53	50.50	84	86	101
11	13.98	8.33	2.90	40.86	48.61	26.09	45.16	43.06	71.01	93	72	69
12	*	10.17	4.92	41.51	33.90	26.23	41.51	55.93	68.85	53	59	61
All Grades	16.41	7.36	7.27	37.99	46.15	36.63	45.59	46.49	56.10	329	299	344

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	12.12	3.66	1.77	69.70	68.29	77.88	18.18	28.05	20.35	99	82	113
10	22.62	4.65	0.00	64.29	65.12	71.29	13.10	30.23	28.71	84	86	101
11	36.56	5.56	1.45	50.54	75.00	73.91	12.90	19.44	24.64	93	72	69
12	32.08	6.78	6.56	62.26	62.71	52.46	*	30.51	40.98	53	59	61
All Grades	24.92	5.02	2.03	61.70	67.89	70.64	13.37	27.09	27.33	329	299	344

2019-20 Data:

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

Conclusions based on this data:

1. The highest number of students in all grades were test for the ELAPC in 2020-21 for a total number of 358.
2. The percentage of Level 4 students in the area of Overall Language drastically decreased over the past three years.

-
-
3. The highest present of students on the area of Overall Language fall under the category of Level 2.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1585	85.3	24.2	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	384	24.2
Foster Youth	5	0.3
Homeless	4	0.3
Socioeconomically Disadvantaged	1352	85.3
Students with Disabilities	212	13.4

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	36	2.3
American Indian or Alaska Native	2	0.1
Asian	7	0.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	0.1
Hispanic	1484	93.6
Two or More Races	7	0.4
Native Hawaiian or Pacific Islander	3	0.2
White	41	2.6

Conclusions based on this data:

1. In 2020-21, student total enrollment was 1585 and it consisted of 85.3% socioeconomically disadvantaged, 24.2% English Language Learners, and .03% Foster Youth.
2. 212 students of the total population are students with disabilities.
3. Hispanic students form the majority of the student population

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



College/Career



Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. According to the 2019 Fall Dashboard overall performance for all students fall in the yellow category in Graduation Rates.

2. According to the 2019 Fall Dashboard overall performance for all students fall in the orange category in Collage/Career
3. SAccording to the 2019 Fall Dashboard overall performance for all students fall in the orange category in English Language Arts.

School and Student Performance Data

Academic Performance English Language Arts

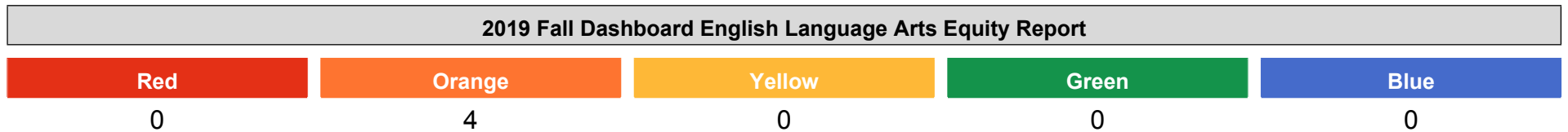
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



 Orange

30.3 points below standard

Maintained ++2 points

342

English Learners



 Orange

92.8 points below standard

Increased ++9.4 points


112

Foster Youth


 No Performance Color


0 Students

Homeless


 No Performance Color

0 Students

Socioeconomically Disadvantaged



 Orange

37.2 points below standard

Maintained ++1.1 points

278

Students with Disabilities










 Orange

146.4 points below standard

Increased Significantly
++27.6 points

36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.8 points below standard Maintained ++1.5 points 316	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 24.7 points below standard Declined -6.6 points 11

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.3 points below standard Maintained ++0.5 points 58	46.2 points below standard Declined -10.4 points 54	32.4 points below standard Declined Significantly -21.3 points 92

Conclusions based on this data:

1. There was significant progress among Students with Disabilities.
2. English Learner groups improved.

3. English Only students declined significantly .

School and Student Performance Data

Academic Performance Mathematics

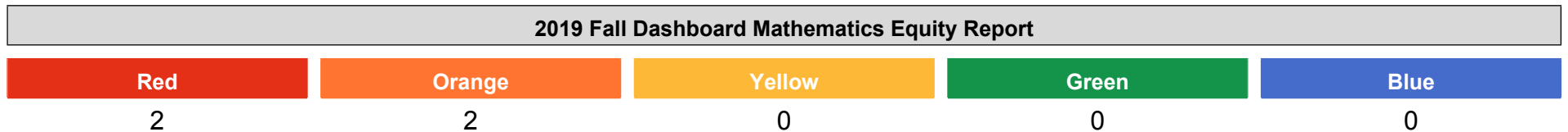
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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





This section provides number of student groups in each color.



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


2019 Fall Dashboard Mathematics Performance for All Students/Student Group


All Students
 Red
122.9 points below standard
Maintained -0.5 points
342

English Learners
 Orange
174.8 points below standard
Increased ++11.1 points
112






Foster Youth

Homeless

Socioeconomically Disadvantaged
 Red
127.2 points below standard
Maintained ++0.6 points
278

Students with Disabilities
 Orange
223.4 points below standard
Increased Significantly ++16.7 points
36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	
Hispanic	Two or More Races	Pacific Islander	White
 Red 125.3 points below standard Maintained -1 points 316		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 131.4 points below standard Declined Significantly -41.4 points 11

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
216.7 points below standard Declined -7.6 points 58	129.7 points below standard Increased ++11.4 points 54	131.4 points below standard Declined Significantly -22.3 points 92

Conclusions based on this data:

- Students with Disabilities increased significantly
- According to data from the 2019 Dashboard Mathematics there was an increase for Reclassified English Learners.

3. English Only Learners declined significantly.

School and Student Performance Data

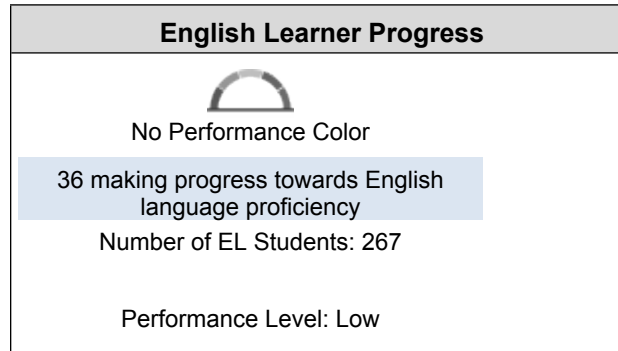
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.8	35.2	3.7	32.2

Conclusions based on this data:

1. 28.8 students decreased one ELPI level
2. 36 students made progress towards English Language proficiency
3. 32.2 students progressed at least one ELPI level

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	364	100
African American	8	2.2
American Indian or Alaska Native	1	0.3
Asian	1	0.3
Filipino		
Hispanic	341	93.7
Native Hawaiian or Pacific Islander		
White	9	2.5
Two or More Races	3	0.8
English Learners	90	24.7
Socioeconomically Disadvantaged	339	93.1
Students with Disabilities	58	15.9
Foster Youth	6	1.6
Homeless	14	3.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	18	5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	17	5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	15	4.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

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

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	45	12.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	42	12.3
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	7	7.8
Socioeconomically Disadvantaged	43	12.7
Students with Disabilities	3	5.2
Foster Youth		
Homeless	0	0

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	98	26.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	91	26.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	4	4.4
Socioeconomically Disadvantaged	88	26
Students with Disabilities	0	0
Foster Youth		
Homeless	1	7.1

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	12	3.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	1.1
Socioeconomically Disadvantaged	12	3.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	74	20.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	69	20.2
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	5	5.6
Socioeconomically Disadvantaged	69	20.4
Students with Disabilities	2	3.4
Foster Youth		
Homeless	2	14.3

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students	71	19.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	67	19.6
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	4	4.4
Socioeconomically Disadvantaged	66	19.5
Students with Disabilities	2	3.4
Foster Youth		
Homeless	2	14.3

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	29	8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	29	8.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	2.2
Socioeconomically Disadvantaged	28	8.3
Students with Disabilities	1	1.7
Foster Youth		
Homeless	0	0

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

Conclusions based on this data:

1. 29 students earned the State Seal of Biliteracy
2. 13 students completed a-g requirements and at least one CTE pathway.
3. 98 students completed a-g requirements.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	364	304	4	83.5
English Learners	90	59	3	65.6
Foster Youth	6		0	
Homeless	14	7	1	50
Socioeconomically Disadvantaged	339	281	4	82.9
Students with Disabilities	58	39	3	67.2
African American	8		0	
American Indian or Alaska Native	1		0	
Asian	1		0	
Filipino				
Hispanic	341	287	4	84.2
Native Hawaiian or Pacific Islander				
White	9		0	
Two or More Races	3		0	

Conclusions based on this data:

- 304 of 364 of all students graduated in 2021.

2. 281 socioeconomically disadvantage students graduated in 2021.

3. 39 students with disables out of 58 graduated in 2021.

School and Student Performance Data

Conditions & Climate Suspension Rate

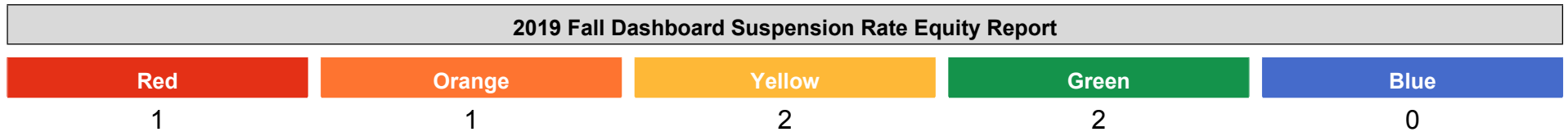
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:

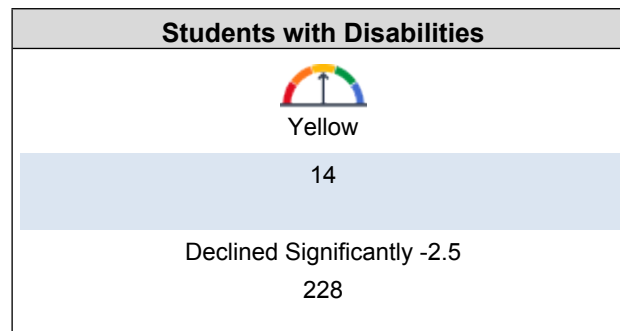
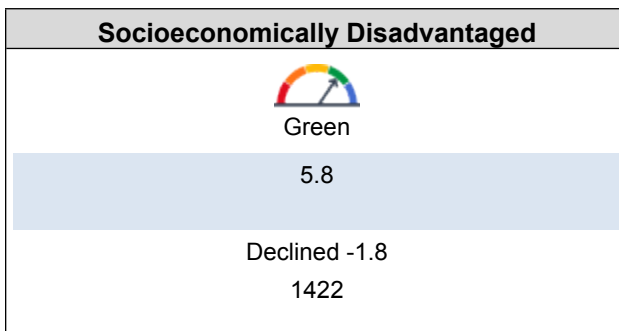
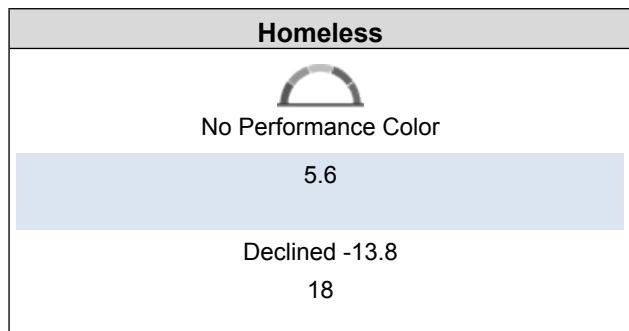
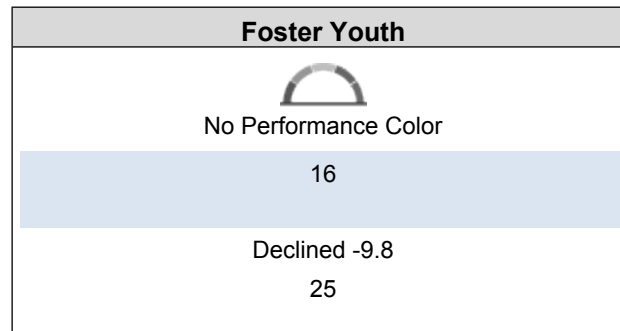
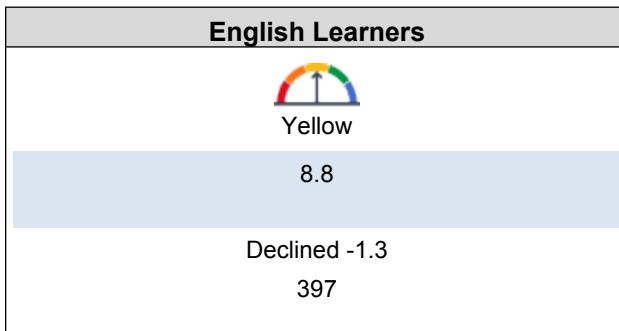
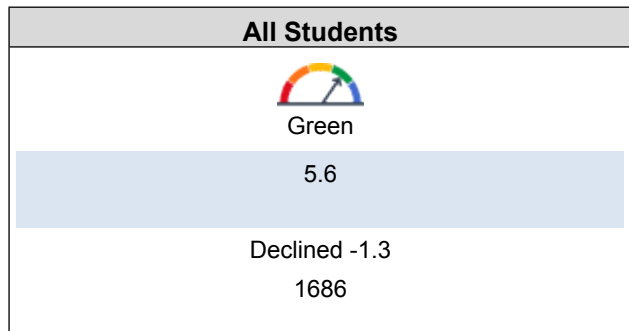


This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 10.2 Declined -12.3 59	 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color 0 Maintained 0 15	 No Performance Color Less than 11 Students - Data Not 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.1 Declined -1.4 1528	 No Performance Color Less than 11 Students - Data Not 9	 No Performance Color Less than 11 Students - Data Not 4	 Red 16.7 Increased +8.4 66

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.9	5.6

Conclusions based on this data:

1. The suspension rates for all groups declined.
2. The suspension rate of whites increased.
3. Students with Disabilities declined significantly.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	202-21 data from ELPAC dashboard: 13.98% Proficient Level 1 (Minimally Developed) 19.79% Level 2 (Somewhat Developed) 32.57% Level 3 (Moderately Developed) 33.66% Level 4 (Well Developed) 13.98%	18.98% Proficient Level 1 (Minimally Developed) 24.79% Level 2 (Somewhat Developed) 37.57% Level 3 (Moderately Developed) 38.66% Level 4 (Well Developed) 18.98%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	20-21 English Language Proficiency for Summative ELPAC Dashboard Data: Level 1 (Minimally Developed) 27.54% Level 2 (Somewhat Developed) 40%	Level 1 (Minimally Developed) 32.54% Level 2 (Somewhat Developed) 45% Level 3 (Moderately Developed) 32.83% Level 4 (Well Developed) 9.54%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 3 (Moderately Developed) 27.83% Level 4 (Well Developed) 4.54%	
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	2021-22, % of students who "met" or "exceeded" in ELA. All Students: 34% Not met 30% Nearly met 29% Met 7% Exceeded Socioeconomically Disadvantage 34% Not met 31% Nearly met 28% Met 7% Exceeded English Learners 82% Not met 14% Nearly met 3% Met Foster Youth 100% Met	All Students: 20% Not met 30% Nearly met 26% Met 14% Exceeded
P4: Percent increase in A-G course completion rate	97.83% overall enrolled in A-G course 96.13% ELs 85.29% SWD/SPED 98.23% SED 100% Foster Youth	100% overall enrolled in A-G course 99.13% ELs 90% SWD/SPED 99% SED 100% Foster Youth
P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB)	* African American (AA) 1.1% English Learner (EL) 3.5% Socio-Economically Disadvantages (SED) 0% Students with Disabilities (SWD) * Foster Youth (FY)	5% African American (AA) 6% English Learner (EL) 8% Socio-Economically Disadvantages (SED) 5% Students with Disabilities (SWD) 5% Foster Youth (FY)
P5: Graduation Rate	Graduation Rates: All students: 83.5% English Learners: 65.6% Socioeconomically Disadvantage: 82.9%	Expected Outcome will be established once the baseline is determined.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P7: Percent of students enrolled in CTE courses	54.27% overall enrolled in CTE courses 50.32% ELs 44.54% SWD/SPED 53.92% SED 50% Foster Youth	60% overall enrolled in CTE courses 55% ELs 52% SWD/SPED 60% SED 64% Foster Youth
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	2021-22, % of students who "met" or "exceeded" in Math All Students: 55% Not met 21% Nearly met 15% Met 8% Exceeded Socioeconomically Disadvantage 54% Not met 22% Nearly met 16% Met 7% Exceeded English Learners 79% Not met 16% Nearly met 3% Met 2% Exceeded Foster Youth 100% Not met	All Students: 36% Not met 26% Nearly met 25% Met 13% Exceeded
P4: Completion Rate of CTE Course Pathways (CASDB)	* African American (AA) 7.8% English Learner (EL) 12.7% Socio-Economically Disadvantages (SED) 5.2% Students with Disabilities (SWD) * Foster Youth (FY)	10% African American (AA) 12% English Learner (EL) 17% Socio-Economically Disadvantages (SED) 10% Students with Disabilities (SWD) 10% Foster Youth (FY)
P7: Percent of pupils who have successfully enrolled in UC/CSU required course.		
P7: Percent of students enrolled in AP courses	8.93% overall enrolled in AP courses .86% ELs	14% overall enrolled in AP courses 6% ELs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% SWD/SPED 8.48% SED 0% Foster Youth	5% SWD/SPED 14% SED 5% Foster Youth

Planned Strategies/Activities

Action 1.1

1.1 High-quality curriculum and instruction aligned to CCSS

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, District UoS, NGSS, and other District initiatives (AP, AVID, Dual-Enrollment, etc.)</p> <p>a. Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration</p> <p>b. Provide staff opportunities and sub coverage for needed collaboration and planning related to curriculum and instruction (this also includes items related to continuing work on WASC goals after year 3 mid-term review, Vision work, & Impact Team needs)</p> <p>c. Provide students and staff with needed support material, such as supplemental resources/material, technology access (i.e., ASB Works, etc.), etc.</p> <p>d. Provide a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course</p> <p>e. Administer a yearly Reading Inventory of all students to guide possible placement, intervention, and supports</p> <p>f. Provide opportunities and sub coverage to observe their peers in action.</p>	<p><u>X</u> All Students</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2700</p> <p>b, e, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$11000</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$25000</p> <p>c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13000</p>

b, f. Substitute Teachers
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$2000

c. Software licenses
 5000-5999: Services And Other Operating
 Expenditures
 LCFF Suppl/Conc -- 0707
 \$1300

Assistant Principal and Secretary
 1000-1999: Certificated Personnel Salaries
 LCFF District -- 500 0707
 \$269,482

Action 1.2

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

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP) classes, and CTE pathways:</p> <p>a. Provide staff with professional development opportunities related to supporting A-G completion, FAFSA completion, AVID, AP, Dual-Enrollment (RECHS / CCAP), CTE, and/or related topics</p> <p>b. Provide release time and sub coverage for staff to analyze data, develop an action plan and take action.</p> <p>c. Site based support to subsidize all 10th graders taking the PSAT.</p> <p>d. Continue providing additional support staff to help students with all things related to college/career readiness.</p> <p>e. Provide students and staff with needed support material, such as supplemental resources/material, technology access, etc., as it relates to college and career readiness.</p> <p>f. Provide students and staff with necessary materials, supplies and transportation as it relates to college and career readiness.</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7200</p> <p>d. CCR Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$152,958</p>

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

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

d. CC Clerk
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$53,214

d. Library Technician
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$80,294

e. Materials & Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2073

f. Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2000

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

Action 1.3

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

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.3 Support the growth of our various onsite-curricular programs (e.g., AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. AVID support for teachers and students in pushing AVID strategies across all content areas</p> <p>b. Support AVID, RECHS and other students in gaining access to college and career exploration experiences, such as field trips, guest speakers, and other resources</p> <p>c. Provide resources/materials to help promote and enhance our current programs using print materials when necessary.</p> <p>d. Provide AVID tutors</p>	<p><u>X</u> All Students</p>	<p>b. AVID travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$8300</p> <p>b. College / Career Field Trips & Other Resources 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p>

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

a, c. Materials and resources (e.g. college banners)
 4000-4999: Books And Supplies
 LCFF AVID – 0765
 \$2000

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

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

d. AVID Tutors
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$5000

c. AVID Materials and Supplies
 4000-4999: Books And Supplies
 LCFF AVID – 0765
 \$16156

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

Action 1.4

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

X Modified Action

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

- b. Purchase gap materials for supplemental support of intervention and all content areas; scholastic magazines, academic vocabulary posters, etc.
- c. Provide staff with professional development opportunities related to ELs, SpEd and other at-risk populations.
- d. After-School tutoring provided in all content areas (with SpEd, and EL support)
- e. Intervention teachers for Math, ELA, Credit Recovery.
- f. Provide Seven Bilingual Language Tutors to support our English Learners.
- g. Provide a Communication Enhancement Program such as Parent Square

- b. Gap materials and supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$6746
- c. Professional Development / Conferences
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$1000
- b. Gap materials and supplies
4000-4999: Books And Supplies
Title III LEP -- 4203
\$5658
- d. Teacher Hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$9400
- d. Classified Hourly
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000
- f. One BLT (30%) with Benefits
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$6,324
- f. Seven BLT with Benefits
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$108,986
- f. Seven BLT with Benefits
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$28,828
- e. Intervention Teachers
1000-1999: Certificated Personnel Salaries
LCFF Sec Int -- 0046
\$491,913

Action 1.5

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

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

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

X All Students

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

a. AG materials and supplies (i.e. hay for animals)

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$1450

a. Equipment maintenance--vet care, medicine.

5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707

\$2038

c. VAPA tech equipment, materials/supplies

4000-4999: Books And Supplies

LCFF VAPA -- 0763

\$6500

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility will be maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	Actual Present % Enrollment 93.61% 9th graders in GenEd 85.48% 9th graders in SPED 92.06% 10th graders in GenEd 85.21% 10th graders in SPED 91.66% 11th graders in GedED 89.34% 11th graders in SPED 90.98% 12th graders in GenEd 77.34% 12th graders in SPED	Actual Present % Enrollment 98.61% 9th graders in GenEd 90.48% 9th graders in SPED 97.06% 10th graders in GenEd 90.21% 10th graders in SPED 96.66% 11th graders in GedED 94.34% 11th graders in SPED 95.98% 12th graders in GenEd 82.34% 12th graders in SPED
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	23.4% overall: 34.1% English Learners 27.3% Homeless Youth 36.7% students with Disabilities 24% Socioeconomically Disadvantaged	% overall: 30% English Learners 22% Homeless Youth 31% students with Disabilities 19% Socioeconomically Disadvantaged
P5: High School dropout rates	RHS: 10.3%	RHS dropout rate 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(Source: DataQuest, 2020-21 4-year Adjusted Cohort Outcome)	
P6: Pupil suspension rate	0.1% suspension rate *English Learners *Foster Youth *Homeless Youth *Socioeconomically Disadvantaged *Students with Disabilities	RHS intends to maintain low suspension rates
P6: Pupil expulsion rate	0.0% Expulsion Rate	RHS intends to maintain low expulsion rates
P6: Survey of pupils on sense of safety	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?" 57% responded "Almost Never" or "Once in a while"	RHS intends to increase student responses to 62%
P6: Survey of teachers on sense of safety	LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 81% responded "Not at all difficult" or "Slightly difficult"	RHS intends to increase teacher responses to 86%
P6: Survey of parents on sense of safety	LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 53% responded "Quite Well" or "Extremely Well"	RHS intends to increase teacher responses to 58%

Planned Strategies/Activities

Action 2.1

2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment:	X All Students	f. Materials and Supplies 4000-4999: Books And Supplies

- a. Professional development related to discipline, interventions (SEL), chronic absenteeism and other best practices
- b. Maintain a safe & welcoming campus by providing all staff training on best practices related to a safe & welcoming environment
- c. Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for at-promise students
- d. Provide sufficient and adequate supervision at all school sponsored events (possibly based on projected attendance) (e.g., lunch supervision coverage)
- e. Allow the SEL committee an opportunity to discuss, develop and implement an RHS focused SEL plan
- f. Materials and Supplies to promote and secure a welcoming, safe, orderly and inviting learning environment such as 5-star supplies
- g. Continue to use the Raptor system to check-in visitors to ensure a higher level of safety
- h. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices
- i. Conduct Home visits for at-promise students as well as provide necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades)

- LCFF Suppl/Conc -- 0707
\$6000
- e. Teacher Hourly for SEL Committee
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$3600
- g. Raptor System Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$500
- d. Classified Hourly
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$2000
- i. Absenteeism/at promise student materials
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1000
- h. Training for Campus Supervisors
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1500
- b. Training for office staff
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1500
- a, c. Professional Development for at promise students
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2000

Action 2.2

2.2 Student Health and School Safety

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>2.2 Student Health and School Safety:</p> <p>a. School Nurse and Health Care Aides will monitor and maintain the health care needs of students and carry out duties as outlined in their job descriptions</p> <p>b. Mental Health Support - Secure interns to provide greater access; promote mental health</p> <p>c. Provide access for students to a variety of mentors and support services</p> <p>d. The Safe School Plan will be modified to meet annual safe school expectations with provisions made as necessary for necessary materials and supplies</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>a. Two Health Care Aides (2.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$50,196</p> <p>d. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p> <p>c. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4464</p> <p>b, c. Interns from PICO 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9190</p>

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 70% responded "Extremely Important" or "Quite Important"	Increase community partnerships to 75%
P5: Survey of Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 86% responded "Extremely Important" or "Quite Important"	Increase student activities and extracurricular activities to 91%
P5: Survey of Teachers on Student Engagement	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 9% responded "Quite Enthusiastic" or "Extremely Important"	Increase student enthusiasm to 14%
5: Survey of Students on Student Engagement	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 38% responded "Belong quite a bit" or "Completely belong"	Increase students sense of belonging o 43%

Planned Strategies/Activities

Action 3.1

3.1 Students will feel connected to RHS communities

	X Modified Action	
<p>Planned Actions/Services</p> <p>3.1 Students will feel connected to RHS communities</p> <p>a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of a Student Advisory Council</p> <p>b. Develop and Conduct a survey of student needs and interests</p> <p>c. Provide training for student to student mentoring and also support SEL, Link Crew course, and other selected leadership trainings</p> <p>d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (i.e. extended lunch, free break, Career Day, College / Career Kickoff)</p> <p>e. Purchase student incentives for behavior, attendance, academics, and general school engagement</p> <p>f. Hold Cultural Awareness Events throughout the school year and continue expanding this to encompass different cultures (i.e., Inspire Week, March Madness, Cultural Passport Events)</p> <p>g. Develop, adopt and offer courses that can help students feel connected to not only RHS but to the curriculum. (i.e., Ethnic Studies, Ballet Folklorico)</p> <p>h. Utilize 5-Star Students and accompanying technology to track student engagement and participation in school activities and event (this will be accounted for in the software licenses under goal 1)</p> <p>i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events</p> <p>j. Provide an opportunity for ASB, School Culture, Student Advisory Council, and others to meet, discuss ideas, develop action plans and take action</p>	<p>Students to be served</p> <p>X All Students</p>	<p>Budget and Source</p> <p>a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> <p>d, e, f. Certificates, Recognition, Awards and other Prizes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9000</p> <p>i. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> <p>a, b, c, g, i. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Action 3.2

3.2 RHS will continue to develop partnerships with parents and community

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>a. Hold the Best of Rubidoux event to highlight our various offerings</p> <p>b. Provide Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker will continue acting as a community liaison and continue to run the Parent Center</p> <p>d. Provide ongoing parent trainings and classes based on parent needs and interests (i.e., Parent Connect, Cash for College, Parent Literacy ESL, Citizenship, 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. Parent Institute for Quality Education (PIQE) program to increase parents' awareness of student workload and expectations on in-person classes, and to ensure parents understand the school resources and services that can support their children's academic progress.</p>	<p><u>X</u> All Students</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$701</p> <p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$52,437</p> <p>e. g. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1476</p> <p>d. f. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p> <p>h. Parent Institute for Quality Education (PIQE) program 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$12281</p> <p>e. g. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3547</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide assessments---ELA % Standard Met/Exceeded	Fall 2020: Data Dashboard data growth of +10 Distance From Standard (DFS) points in English Academic Indicators Expected Outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide assessments---Math % Standard Met/Exceeded	Fall 2020: Data Dashboard data growth of +10 Distance From Standard (DFS) points in Math Academic Indicators Expected Outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P5: High school graduation rates	Expected Outcome will be established once the baseline is determined.	Graduation Rates: All students: 83.5% English Learners: 65.6% Socioeconomically Disadvantage: 82.9%
P4: Career and College Readiness	Increased graduation rate by 3%	% Overall enrolled in CTE this year: 53.8% % Overall enrolled in AP this year: 8.93% % Overall enrolled in A-G courses this year: 97.83
P4: English learner reclassification rate	Expected Outcome will be established once the baseline is determined.	20-21 English Language Proficiency for Summative ELPAC Dashboard Data: Level 1 (Minimally Developed) 27.54% Level 2 (Somewhat Developed) 40% Level 3 (Moderately Developed) 27.83% Level 4 (Well Developed) 4.54%

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: Reading Inventory	2022 5% growth at /above grade level (11 grade students). 2022 95% of 11 grade students will be tested.	CAASPP Alternate English Assessment 2020-21 All Students No Met: 34% Nearly Met: 30% Met: 29% Exceeded: 7% Socioeconomically disadvantage No Met: 34.5% Nearly Met: 31% Met: 28% Exceeded: 7% English Learner Students No Met: 82.5% Nearly Met: 14% Met: 3% Exceeded: 0% Foster Youth Met: 100%
P8: Mathematic Diagnostics Testing Project (MDTP)	Next year, if we use MDTP, we plan to increase average percentage score by 5%	CAASPP Alternate Math Assessment 2020-21 All Students No Met: 55.4% Nearly Met: 21% Met: 15% Exceeded: 8% Socioeconomically disadvantage No Met: 54.5% Nearly Met: 22% Met: 16% Exceeded: 7% English Learner Students No Met: 79.3% Nearly Met: 16% Met: 3% Exceeded: 2%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Foster Youth Met: 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 High-quality curriculum and instruction aligned to CCSS</p> <p>1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, District UoS, NGSS, and other District initiatives (AP, AVID, Dual-Enrollment, etc.)</p> <p>a. Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration</p> <p>b. Provide staff opportunities and sub coverage for needed collaboration and planning related to curriculum and instruction (this also includes items related to continuing work on WASC goals after year 3 mid-term review, Vision work, & Impact Team needs)</p> <p>c. Provide students and staff with needed support material, such as supplemental resources/material, technology access (i.e., Blue Bear, etc.), etc.</p> <p>d. Provide a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course</p> <p>e. Administer a yearly Reading Inventory of all students to guide possible placement, intervention, and supports</p>	<p>1.1 High-quality curriculum and instruction aligned to CCSS</p> <p>1.1 Support high-quality curriculum and instruction aligned to CCSS, History-Social Science Frameworks, District UoS, NGSS, and other District initiatives (AP, AVID, Dual-Enrollment, etc.)</p> <p>a. Provided staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration such as PSL, Canvas, Impact Teams, Alludo (district), etc.</p> <p>b. staff was provided with opportunities and sub coverages for needed collaboration and planning related to curriculum such as teachers grading days, Impact Teams, WASC, Science Text Book adoption, etc.</p> <p>c. Students and staff were provided with needed support materials such as supplementary resources/material, and technology access.</p> <p>d. Due to COVID-19 Pandemic, the Summer Writing Clinic was not scheduled</p> <p>e. Students participated in a yearly Reading Inventory which helped guide</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2700</p> <p>b, e, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8000</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$33615</p> <p>c. Gap materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$9000</p> <p>b, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$8850.14</p> <p>b, e, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3926.89</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2977.88</p> <p>c. Gap materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$23391.19</p> <p>b, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Provide opportunities and sub coverage to observe their peers in action</p>	<p>possible placement, intervention, and supports f. Teachers were provided with opportunities and sub coverage to observe their peers in action such as Impact Team members modeling instructional strategies and implementation of the impact Team model.</p>	<p>\$2000</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1300</p> <p>Assistant Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$257,323</p> <p>Hourly Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000</p> <p>c. Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$5000</p>	<p>\$0</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3064.42</p> <p>Assistant Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$257323</p> <p>Hourly Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>c. Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways: 1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways: a. Provide staff with professional development opportunities related to</p>	<p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways: 1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual-enrollment (RECHS / CCAP / CBU) classes, and CTE pathways: a. Staff was provided with professional development</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7200</p> <p>d. CCR Counselor</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>d. CCR Counselor</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>supporting A-G completion, FAFSA completion, AVID, AP, Dual-Enrollment (RECHS / CCAP), CTE, and/or related topics</p> <p>b. Provide release time and sub coverage for staff to analyze data, develop an action plan and take action.</p> <p>c. Site based support to subsidize all 10th graders taking the PSAT.</p> <p>d. Continue providing additional support staff to help students with all things related to college/career readiness.</p> <p>e. Provide students and staff with needed support material, such as supplemental resources/material, technology access, etc., as it relates to college and career readiness.</p> <p>f. Provide students and staff with necessary materials, supplies and transportation as it relates to college and career readiness.</p> <p>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 Student with Disabilities; with 10th grade PSAT assessment data counselors will work with students to support college readiness, and meet with parents as needed for at-promise population)</p>	<p>opportunities related to supporting A-G completion, FAFSA completion, AVID, AP, Dual-Enrollment (RECHS / CCAP), CTE, and / or related topic.</p> <p>The counseling Team met with district personnel and attended different conferences.</p> <p>b. Staff was provided with release time and sub coverages to analyze data, develop and a plan to take action</p> <p>c. This year the PSAT was optional due to having all 10th grade students take the ASVAB as an alternative to support collage and career options. The PSAT was not required for all 10th grade students.</p> <p>d. Additional support staff was provided to student to help them with all things related to collage / career readiness such as the Collage and Career counselor, and Career Center Clerk. Both are located in the collage and career center.</p> <p>e. Staff and students were provided with needed support materials, such as supplementary resources / materials, technology access, etc., such as LUMOS Learning to support student with CAASPP test.</p> <p>f. Students and staff were provided with materials, supplies and transportation as it relates to collage and career readiness such as trip to universities like UCR, Cal State San Bernardino, etc.,</p> <p>g. Staff was provided with opportunities to support at-promise populations with items related to</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$146,414</p> <p>d. CC Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$55,704</p> <p>d. Library Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$76,358</p> <p>e. Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3573</p> <p>f. Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>g. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$146414</p> <p>d. CC Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$55704</p> <p>d. Library Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$76358</p> <p>e. Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1723.91</p> <p>f. Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>g. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1200.43</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	graduation, A-G completion, & FAFSA, etc. The counseling team met with at promises cohorts during class time to support graduation and a-g completion. Counselors also provided FAFSA workshops for students to complete financial aid applications. .		
<p>1.3 Support the growth of our various on-site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>1.3 Support the growth of our various onsite-curricular programs (e.g., AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. AVID support for teachers and students in pushing AVID strategies across all content areas</p> <p>b. Support AVID, RECHS and other students in gaining access to college and career exploration experiences, such as field trips, guest speakers, and other resources</p> <p>c. Provide resources/materials to help promote and enhance our current programs using print materials when necessary.</p> <p>d. Provide AVID tutors</p> <p>e. Provide staff professional development opportunities regarding AVID (e.g., AVID Summer Institute, RIMS AVID)</p>	<p>1.3 Support the growth of our various on-site curricular programs (e.g. AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>1.3 Support the growth of our various onsite-curricular programs (e.g., AVID, RECHS, CCAP, AP, CTE, etc.)</p> <p>a. AVID support for teachers and students was provided in order to push AVID strategies across all content areas. AVID coordinator provided PD for teachers related to AVID strategies.</p> <p>b. Support for AVID, RECHS and other students was provided to help students gain access to collage and career exploration experiences, such as field trips, guest speakers, and other resources. Students were able to explore and visit some colleges and universities. Counselors visited classrooms and shred information about California colleges.</p> <p>c. Resources and materials were provided to help promote and enhance current programs using print material when necessary.</p> <p>d. AVID tutors were provided</p> <p>e. Due to the COVID-19 pandemic, professional development opportunities regarding AVID such as</p>	<p>b. AVID travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$8300</p> <p>b. College / Career Field Trips & Other Resources 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p> <p>a, c. Materials and resources (e.g. college banners) 4000-4999: Books And Supplies LCFF AVID – 0765 \$2000</p> <p>e. Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$2511</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries</p>	<p>b. AVID travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2729.00</p> <p>b. College / Career Field Trips & Other Resources 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>a, c. Materials and resources (e.g. college banners) 4000-4999: Books And Supplies LCFF AVID – 0765 \$0</p> <p>e. Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$307.56</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$0</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	the Summer Institute were postponed for June 2022.	Title I Basic -- 3010 \$6,559	Title I Basic -- 3010 \$12552.88
		c. AVID Materials and Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$16156	c. AVID Materials and Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$10452.12
		c. AVID Consultants, Trans Services, Printing 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$3248	c. AVID Consultants, Trans Services, Printing 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$0
<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p> <p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p> <p>a. Provide sub coverage to administer tests, analyze data, collaborate and to ensure proper placement of students in the various courses.</p> <p>b. Purchase gap materials for supplemental support of intervention and all content areas; scholastic magazines, academic vocabulary posters, etc.</p> <p>c. Provide staff with professional development opportunities related to ELs, SpEd and other at-risk populations.</p> <p>d. After-School tutoring provided in all content areas (with SpEd, and EL support)</p> <p>e. Intervention teachers for Math, ELA, Credit Recovery.</p> <p>f. Provide Bilingual Language Tutors to support our English Learners.</p>	<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p> <p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd and other at-risk students.</p> <p>a. Sub coverages were provided in order to administer tests, analyze data, collaborate and to ensure proper placement of students in the various courses.</p> <p>b. Gap materials were purchased for supplemental support of interventions in all content areas.</p> <p>c. Professional development opportunities were provided to staff related to English Learners, Special Education, and other at-risk populations.</p> <p>d. After school tutoring opportunities were provided in all content areas with SpEd and EL support. Extended learning opportunities were provided with a focus in Social Emotional Learning and academic success.</p>	<p>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p>	<p>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
		b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6746	b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0
		c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000	c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$481.50
		b. Gap materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4446	b. Gap materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4446
		d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$9400	d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1200.43
		d. Classified Hourly	d. Classified Hourly

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>g. Provide a Communication Enhancement Program (CEP)</p>	<p>e. Intervention Teacher and courses were provided for Math, ELA, and Credit Recovery. A new intervention math teacher was hired to support struggling students. Read 180 intervention course was provided and multiple credit recovery courses were offered in order to support student success.</p> <p>f. Bilingual Language Tutors were provided to support English Learners.</p> <p>g. A communication Enhancement Program (CPE) was provided. We started with Q-Communication and later transitioned over to Parent Square.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>f. One BLT (30%) with Benefits 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$6,567</p> <p>f. Six BLT with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$87,753</p> <p>f. Six BLT with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$30,337</p> <p>e. Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$440,622</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>f. One BLT (30%) with Benefits 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$6567</p> <p>f. Six BLT with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$87753</p> <p>f. Six BLT with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$30337</p> <p>e. Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$440622</p>
<p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready</p> <p>a. Provide necessary supplies, equipment, and other resources</p>	<p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>a. Supplies, equipment and other necessary resources were provided to</p>	<p>a. CTE, VAPA, and elective resources and supplies 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$18450</p> <p>a. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies Ag Voc Ed -- 7010 \$8598</p> <p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures</p>	<p>a. CTE, VAPA, and elective resources and supplies 4000-4999: Books And Supplies Voc Ed CTE 3550 \$5500</p> <p>a. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies Ag Voc Ed -- 7010 \$0</p> <p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>necessary to give students access to high quality CTE, VAPA and electives</p> <p>b. Support and expand 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, 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>give students access to high quality CTE, VAP, and electives.</p> <p>b. CTE courses and pathways were supported and expanded.</p> <p>c. VAPA programs were supported and expanded.</p> <p>d. sub coverages were provided to support CTE, VAPA and Elective courses.</p> <p>e. Staff was provided with professional development opportunities related to CTE, AVPA and othe career readiness programs. CTE teachers attended conference in Sacramento.</p> <p>f. CTE pathways were strengthen for strong alignments to the workforce and port-graduation training programs.</p>	<p>Ag Voc Ed -- 7010 \$2038</p>	<p>Ag Voc Ed – 7010 \$5200</p>
		<p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$6500</p>	<p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$3408.50</p>
		<p>b. CTE materials/supplies, and tech equipment 4000-4999: Books And Supplies Voc Ed CTE -- 3550 \$23000</p>	<p>b. CTE materials/supplies, and tech equipment 4000-4999: Books And Supplies Voc Ed CTE 3550 \$0</p>
		<p>d. Substitute Teachers 1000-1999: Certificated Personnel Salaries Voc Ed CTE -- 3550 \$2894</p>	<p>d. Substitute Teachers 1000-1999: Certificated Personnel Salaries Voc Ed CTE 3550 \$0</p>
		<p>e. Professional Development/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p>	<p>e. Professional Development/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
		<p>f. Materials to strengthen CTE pathways for alignment to workforce 4000-4999: Books And Supplies K12 SWP \$86525.95</p>	<p>f. Materials to strengthen CTE pathways for alignment to workforce 4000-4999: Books And Supplies K12 SWP \$0</p>
		<p>Materials to strengthen CTE pathways for alignment to workforce (Patient Care pathway) 4000-4999: Books And Supplies K12 SWP \$38474.05</p>	<p>Materials to strengthen CTE pathways for alignment to workforce (Patient Care pathway) 4000-4999: Books And Supplies K12 SWP \$0</p>

Analysis

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

Provide staff with high-quality professional development opportunities related to curriculum, instruction, and technology integration. Site administration with the support of administrative team and Impact Team leaders provided PD to implement the “formative assessment process” to support teachers with gathering data to drive instruction. During RHS staff meeting, Language Services provided a training for English Learner Support, and ELLevation implementation. Some AP courses have used Albert IO, and College Board AP Classroom. Student used LUMOS Learning and paper.co in Advisory classes. Extended Learning Opportunities were provided for student after school and on Saturdays.

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

Through Admin visits / Impact Team minutes, teachers have shown an improved understanding of the Impact Team's Formative Assessment Process. Impact Teams completed one or two Evidence, Analysis, Action Cycles. The administrative team provided direct feedback to help support the formative process for the EAA cycle. Through this process, we are confident that teachers are knowledgeable and qualified to implement the formative assessment through the collaboration process.

Twenty English Language Learners were reclassified, and 67 English Language Learners moved up a level on the ELPAC state test. Students were recognized during an Awards ceremony in April. Teachers had access to the ELLevation platform where they were able to pull instructional materials and resources to meet the needs of ELs in the classroom.

Albert IO was used to prepare and support students for AP testing. Student had the opportunity to use Collage board AP classroom to support and prepare them for AP exams. Student used LUMOS Learning to prepare for CAASPP ELA, and Math assessments. Student had the opportunity to use paper.co as a 24 hour/7 days per week tutoring service. Overall usage has increased, from 31 essays in the early fall, to 185 essays in late spring. Tutoring session have double up to 317.

Students were provided with the opportunity to participate in the Extended Learning Opportunity which include academic credit recovery classes for core subject areas and social emotion support.

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

Proposed expenditures such as LCFF, Title I and Tittle III were used as planned.

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.

No changes were made to this goal

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Survey of pupils on sense of connectedness	decrease % of students who disagree by 5%	LCAP Student Survey, Spring 2022: How connected do you feel to the adults at your school? 32% of student responded “Extremely connected” or “Quite connected”
P5: High school dropout rates	Expected Outcome will be established once the baseline is determined.	10.3% (Source: DataQuest, 2020-21 4-year adjustment Cohort Outcome)
P5: Chronic absenteeism rates:	Expected Outcome will be established once the baseline is determined.	Chronic Absenteeism rates: Overall: 23.4% English Learners: 34.1% Homeless Youth: 27.3 Student with Disabilities: 36.7% Socioeconomically Disadvantage: 24% (Source: 2020-21 Data Quest)
P6: Surveys of pupils, parents, teachers on sense of safety	increase by 5%	LCAP Student Survey, Spring 2022: How often do you worry about violence at your school? 57% responded “Almost never” or “Once in a while.” LCAP Teacher Survey, Spring 2022: “for students who need extra support, how difficult is it for them together the support that they need?” 81% responded “not at all difficult” or “slightly difficult.” LCAP Parent/Family Survey, Spring 2022: “how well do you feel like this school or district is currently doing in the following area” Diversity and Inclusion for all students 53% responded “quite well” or “extremely well”

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Pupil suspension rates:	Expected Outcome will be established once the baseline is determined.	Due to covid 19 pandemic and distance learning there was 0% suspension reported across student groups. (Source: DataQuest, 2020-21)
P6: Pupil expulsion rate:	Expected Outcome will be established once the baseline is determined.	Due to covid 19 pandemic and distance learning there was 0% expulsions reported across student groups. (Source: DataQuest, 2020-21)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment:</p> <p>a. Professional development related to discipline, interventions (PBIS/SEL), chronic absenteeism and other best practices</p> <p>b. Maintain a safe & 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 sufficient and adequate supervision at all school sponsored events (possibly based on projected attendance) (e.g., lunch supervision coverage)</p>	<p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment</p> <p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment:</p> <p>a. Professional development related to discipline, interventions (PBIS/SEL), chronic absenteeism and other best practiced was provided.</p> <p>b. Staff was provided training on best practices related to safe and welcoming environment.</p> <p>c. On-site training was provided to staff on disciplinary steps, interventions, and avenues of communication for at-promise students.</p> <p>d. Sufficient ad adequate supervision at all school sponsored events was provided.</p>	<p>f. Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6000</p> <p>e. Teacher Hourly for SEL Committee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3600</p> <p>g. Raptor System Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>d. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>i. Absenteeism/at promise student materials</p>	<p>f. Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>e. Teacher Hourly for SEL Committee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>g. Raptor System Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>d. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$9000</p> <p>i. Absenteeism/at promise student materials</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Allow the SEL committee an opportunity to discuss, develop and implement an RHS focused SEL plan</p> <p>f. Materials and Supplies to promote and secure a welcoming, safe, orderly and inviting learning environment such as 5-star supplies</p> <p>g. Continue to use the Raptor system to check-in visitors to ensure a higher level of safety</p> <p>h. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices</p> <p>i. Conduct Home visits for at-risk students as well as provide necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades)</p>	<p>e. SEL committee was allowed opportunities to discuss, develop and implement an RHS focused SEL plan</p> <p>f. Materials and supplies to promote a secure welcoming, safe, orderly and inviting learning environment such as 5-star supplies.</p> <p>g. to ensure a higher level of safety, the Raptor system was used to check in visitors.</p> <p>h. necessary materials and ongoing training for Campus Supervisors related to Systematic Supervision and other best practices were provided.</p> <p>i. Conduct Home visits for at-risk students were conducted. necessary supplies were provided to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades).</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>h. Training for Campus Supervisors 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500</p> <p>b. Training for office staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500</p> <p>a, c. Professional Development for at promise students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>h. Training for Campus Supervisors 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>b. Training for office staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>a, c. Professional Development for at promise students 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>2.2 Student Health and School Safety</p> <p>2.2 Student Health and School Safety:</p> <p>a. School Nurse and Health Care Aides will monitor and maintain the health care needs of students and carry out duties as outlined in their job descriptions</p> <p>b. Mental Health Support - Secure interns to provide greater access; promote mental health</p> <p>c. Provide access for students to a variety of mentors and support services</p> <p>d. The Safe School Plan will be modified to meet annual safe school expectations with provisions made as necessary for necessary materials and supplies</p>	<p>2.2 Student Health and School Safety</p> <p>2.2 Student Health and School Safety:</p> <p>a. The healthcare needs of students were monitored and maintained by the school nurse and health care aides.</p> <p>b. A behavioral health therapist was secured, and mental health access was promoted and provided to students.</p> <p>c. access to a variety of mentorship programs and support services were provided to students.</p> <p>d. The Safe School Plan was modified to meet annual safes school</p>	<p>a. Two Health Care Aides (2.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46,741</p> <p>d. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p> <p>c. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4464</p> <p>b, c. Interns from PICO</p>	<p>a. Two Health Care Aides (2.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$46741</p> <p>d. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>c. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>b, c. Interns from PICO</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

expectations with provisions made as need for necessary material and supplies.

5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9190

5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9190

Analysis

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

2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment / 2.2 Student Health and School Safety:
Continued the implementation of the Mentorship program, added an extra campus supervisor, increased behavioral health support, expanded outreach services.

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

In order to improve a safe and Orderly Learning environment, we provided an additional campus supervisor. The Mentorship program was expanded to include not only seniors (Operation Falcon) but also Freshman (Operation SOAR.) Staff was trained and resources were provided to ensure necessary skills to guide and support students through the program.

The Outreach staff provided additional resources for our students and their families such as a Turkey Drive, Rubidoux Clothing Closet, and a Prom Fitting room.

Mental health check-ins were provided to support our students to include home visits. Small counseling groups were provided to support student wellbeing.

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

Proposed expenditures were used as planned

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.

No changes were made to this goal

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ol style="list-style-type: none"> 1. Attendance at ELAC meetings 2. Attendance at School Site Council meetings 3. Participation in cultural events at lunch 4. Enrollment in special interest classes 5. Involvement in extra curricular activities 6. Attendance at sports events, concerts, etc. 	<p>Fall 2021:</p> <ol style="list-style-type: none"> 1. Attendance at ELAC meetings will increase due to the addition of our Outreach Coordinator to the staff. 2. Attendance at School Site Council meetings would increase due to increased parent communication through InTouch, PeachJar, and the marquee. 3. Participation in cultural events would increase due to social media promotion. 4. Enrollment in special interest classes is estimated to be similar to last year. 5. We expect involvement in extra curricular activities to be similar to last year because we didn't make any major changes 	<ol style="list-style-type: none"> 1. Due to the effects of the pandemic, participation did not increase at ELAC meetings. 2. Attendance at SSC meetings was maintained 3. Due to the effects of the pandemic, participation cultural events were minimal at the start of the year. as mandates were lifted, participation was maintained. 4. Enrollment in special interest classes was maintained. 5. involvement in extracurricular activities was maintained.
<p>P6: Surveys of pupil, teachers on sense of school connectedness</p>	<p>Maintain over 90% rating or better increase by 5%</p>	<p>LCAP student survey, Spring 2022 “How connected do you feel to the adults at your school? 22% responded “quite connected” or “extremely connected”</p>
<p>P5: Student engagement survey</p>	<p>May 2022 LCAP data: Student Survey - Percentage of students who participate in school-wide activities - All of the time: 20% Most of the time: 60% Sometimes: 20</p>	<p>LCAP student survey, Spring 2022 “How pleasant or unpleasant is the physical space at your school? 55% of students responded, “slightly pleasant,” “somewhat pleasant,” or “very pleasant.”</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students.	May 2022 LCAP data: 75% Yes	LCAP student survey, Spring 2022 “How well do you feel like this school is currently doing in the following area: “Community Partnerships?” 45% of parents responded, “quite well” or “extremely well.”
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	2022 May 2019 LCAP data: Parent Survey - Percentage of parents who participate in school-wide activities - All of the time: 15% Most of the time: 30% Sometimes: 40% Never: 15%	LCAP student survey, Spring 2022 “How well do you feel like this school is currently doing in the following area: “Community Partnerships?” 45% of parents responded, “quite well” or “extremely well.”

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Students will feel connected to RHS communities 3.1 Students will feel connected to RHS communities	3.1 Students will feel connected to RHS communities 3.1 Students will feel connected to RHS communities	a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500	a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$150
a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of a Student Advisory Committee b. Develop and Conduct a survey of student needs and interests c. Provide training for student to student mentoring and also support PBIS/SEL, Link Crew course, and other selected leadership trainings d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (i.e. extended lunch, free break, Career Day, College / Career Kickoff)	a. Opportunities were provided for student to give input on issues directly affecting the campus through continued support of a Student Advisory Committee. b. A student survey was developed and conducted to measure student needs and interest. c. SEL support, link Crew, and other selected leadership trainings were provided for students. d. Student recognitions and post-secondary preparation events were held throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior.	d, e, f. Certificates, Recognition, Awards and other Prizes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9000 i. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000	d, e, f. Certificates, Recognition, Awards and other Prizes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4500 i. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0
		a, b, c, g, i. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500	a, b, c, g, i. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Purchase student incentives for behavior, attendance, academics, and general school engagement</p> <p>f. Hold Cultural Awareness Events throughout the school year and continue expanding this to encompass different cultures (i.e., Inspire Week, March Madness, Cultural Passport Events)</p> <p>g. Develop, adopt and offer courses that can help students feel connected to not only RHS but to the curriculum. (i.e., Ethnic Studies, Ballet Folklorico)</p> <p>h. Utilize 5-Star Students and accompanying technology to track student engagement and participation in school activities and event (this will be accounted for in the software licenses under goal 1)</p> <p>i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events</p> <p>j. Provide an opportunity for ASB, School Culture, Student Advisory Committee, and others to meet, discuss ideas, develop action plans and take action</p>	<p>e. Student incentives for behavior, attendance, academics, and general school engagement were purchased.</p> <p>f. Different cultural awareness events were held throughout the school year.</p> <p>g. Courses that helped student become connected to the curriculum were developed, adopted, and offered.</p> <p>h. The 5-Star system and accompanying technology was utilized to track student engagement and participation in school activities and events.</p> <p>i. involvement of sports, academics, musical, and other clubs were promoted, and students were encouraged to join and participate.</p> <p>j. Opportunities for participation in ASB, School Culture, Student Advisory Committee, and others to meet, discuss ideas, develop action plans, and take action were provided.</p>		
<p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>a. Hold the Best of Rubidoux event to highlight our various offerings</p>	<p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>3.2 RHS will continue to develop partnerships with parents and community</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$701</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$481.50</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Provide Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker will continue acting as a community liaison and continue to run the Parent Center</p> <p>d. Develop and conduct a survey of parent needs and interests</p> <p>e. Provide ongoing parent trainings and classes based on parent needs and interests (i.e., Parent Connect, Cash for College, Parent Literacy ESL, Citizenship, etc.,)</p> <p>f. Provide childcare to encourage more parents to attend the available classes / trainings</p> <p>g. Hold the Falcon Pride Day event to help foster the relationship with our feeder schools and future students and their families</p> <p>h. Support performances on site from the numerous departments / groups on campus (i.e., Art Show, Best of Rubidoux)</p> <p>i. Hold an RHS-focused CTE Showcase</p> <p>j. Continue to provide opportunities for parents to get involved and/or provide input (i.e. Parent Empowerment, ELAC, SSC)</p> <p>k. A Translator Clerk Typist (4 hrs.) will be available to provide parents with communication support, translations and other supports</p>	<p>a. The Best of Rubidoux event was held, and various courses and clubs were highlighted</p> <p>b. Outreach work was provided with Professional Development opportunities</p> <p>c. The Outreach worker was the community liaison and ran the parent center. She helped organize a turkey drive during the thanksgiving week, developed and promoted our new 'Rubidoux Closet' and organized a Prom fitting for our students.</p> <p>d. A parent survey was developed and conducted to assess parents needs and interest.</p> <p>e. Parent trainings, workshops, and classes based on parent needs and interest were provided.</p> <p>f. due to limited spacing, childcare was not provided however, parent participation was highlight encouraged and promoted.</p> <p>g. A Falcon Pride Day event was held to help foster the relationship with our feeder schools and future students and their families.</p> <p>h. Performances o site form numerous departments were supported and encouraged.</p> <p>i. An RHS – focused CTE showcase was held.</p> <p>j. Opportunities for parents to get involve and / or provide input were provided such as coffee with the admin team, parent empowerment, ELAC, and SSC.</p> <p>k. A translator clerk was available to provide parents with communication</p>	<p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49,186</p> <p>f. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>j. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p> <p>d, j. Material and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$2,568</p> <p>k. Translator Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49627</p> <p>d. Presenters, Reps, Consultants, Parent Classes 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$2,102</p>	<p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>f. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100</p> <p>j. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p> <p>d, j. Material and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>k. Translator Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1200</p> <p>d. Presenters, Reps, Consultants, Parent Classes 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

supports, translations, and other supports.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

3.1 Students will feel connected to RHS communities: Offered opportunities for Classroom student incentives, and recognition ceremony. Provided opportunities for parents to meet with administrative team and Counseling team. Provided opportunities for parent involvement as educational partners.

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

Students were honored and recognized for attendance, academics, SLOs alignment, involvement, and testing advancements through peer recognition visits, awards ceremony, and social media / website.

Specific course options as requested by our educational partners to support our families and community such as the keys to understanding the high school graduation process and post-graduation options, Substance Abuse and the Power of Education.

Administrative team scheduled multiple events to support parent, student and community voice such as Coffee with the Admin-Team, Parent Empowerment, ELAC meetings, School Site Council, and Student Advisory Council.

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

Proposed expenditures were used as planned

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

Changes were recommended to this goal to include Parent Institute for Quality Education (PIQE) program. The objective is to increase parents' awareness of student workload and expectations on in-person classes, and to ensure parents understand the school resources and services that can support their children's academic progress.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	181,599
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,522,671.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	167,440	0.00
Title I Parent Involvement -- 3010 1902	2,177	0.00
Title III LEP -- 4203	11,982	0.00
LCFF Suppl/Conc -- 0707	204,300	0.00
LCFF District -- 500 0707	606,144	0.00
LCFF Sec Int -- 0046	491,913	0.00
LCFF VAPA -- 0763	6,500	0.00
LCFF AVID -- 0765	32,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	32,215.00
LCFF District -- 500 0707	606,144.00
LCFF Sec Int -- 0046	491,913.00
LCFF Suppl/Conc -- 0707	204,300.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	167,440.00
Title I Parent Involvement -- 3010 1902	2,177.00
Title III LEP -- 4203	11,982.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	954,853.00
2000-2999: Classified Personnel Salaries	400,777.00
4000-4999: Books And Supplies	87,283.00
5000-5999: Services And Other Operating Expenditures	66,776.00
5800: Professional/Consulting Services And Operating Expenditures	12,982.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	2,511.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	18,156.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	11,548.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	422,440.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	183,704.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	491,913.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	9,100.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	90,776.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	53,896.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	50,528.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	31,400.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	115,986.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,073.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	4,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	12,281.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,476.00

5800: Professional/Consulting Services And Operating Expenditures
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies

Title I Parent Involvement -- 3010 1902
Title III LEP -- 4203
Title III LEP -- 4203

701.00
6,324.00
5,658.00

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
Dr. Jose L. Araux	Principal
Steven Bier	Classroom Teacher
Amber Geldien	Classroom Teacher
Judith Hall	Classroom Teacher
Aimee Boess	Classroom Teacher
Maricela Solis	Parent or Community Member
Gabriel Cisneros	Parent or Community Member
Guillermina Carrillo	Parent or Community Member
Lucia Bliudzius	Other School Staff
Kylie Carmona	Secondary Student
Julianna Avila	Secondary Student
Melissa Mendoza	Secondary Student
Todd Chard (Alternate)	Classroom Teacher

Rosio Merino (Alternate)

Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2022.

Attested:




Principal, Dr. Jose L. Araux on May 16, 2022

SSC Chairperson, Amber Geldien on May 16, 2022

Addendum

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

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Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program