

School Year:

2023-24



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

Kevin Corridan

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 15, 2023

Local Board Approval Date

June 26, 2023

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 1,524 students (93.4% Hispanic, 2.6% White, 2.2% African American, .6% Asian, and 1.1% other). Approximately 28.3% of our students are English Learners, 84.8% of our students qualify for free or reduced lunch.

At the end of the 2022 school year, RHS was granted the Community Schools California Grant. As a newly identified community school, we have begun by hiring a full time school-wide director (Community School TSA) and began educating our families, community, and staff of how a community school can help us support the whole child. With the creation of our Wellness Center, students have found support and services that enable them to find success at RHS.

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.
6. Continue the implementation of our community school and wellness center to support the whole child. With the creation of our Wellness Center, students have found support and services that enable them to find success at RHS.

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 2021-2022 California Dashboard data, a noted area of strength was in a-g completion according to the College/Career Indicator. We had an A-G Completion rate 33.9% which was an increase of 4.9%. In addition we had an enrollment of 70% overall enrolled in CTE courses. Our African American students made a 12% increase as CTE completers. Students had the opportunity to use paper.co as a 24 hour/7 days per week online tutoring service. Overall usage has increased, from 185 essays in the late Spring 2022 to 513 essays in late spring 2023. Tutoring sessions are up from 317 in 2022 to 1401 in 2023 to support student learning.

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 2021-2022 California Dashboard data: Our greatest need is improving our Math and English Language Arts test scores, which fall into the very low range for 4 student groups on the California Dashboard. We will continue to provide additional release time for our Collaboration teams to allow time to align and purposefully plan the curriculum and data collection steps to provide for student-centered learning and better academic outcomes. We will provide Additional

Targeted Supports and Improvements to support our African American students to decrease suspension rates. We will continue to work towards increasing our overall attendance and graduation rates.

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 who are Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Hispanics in the areas of Math and English Language Arts. We are planning to address this discrepancy in performance by continuing to examine our student groups and providing professional development & release time to better prepare them to work effectively with our Socioeconomically Disadvantaged, English Learners, Students with Disabilities and Hispanics. 16.3% of our African American students were suspended at least 1 day as compared to English Learners 6.4% and Students with Disabilities 8.6% who were suspended at least 1 day. We have added Additional Targeted Support and Improvements to support our African American students to decrease their suspension as compared by the peers.

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

Additional Targeted Support and Improvement

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 Collaboration 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.

Educational Partner 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.

Resource Inequities

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

We have identified our African American students are being suspended at a higher rate than their peers. We will implement Additional Targeted Support and Improvements to support our African American students to decrease their suspension as compared by the peers. We will provide a project supervision period for our 504/SST coordinator to support our African American students with support plans when needed to increase their access and engagement to our school. We will provide training and professional development for our staff as related to disciplinary steps, interventions, Social Emotional Learning best practices to support our African American students. We will provide peer counseling/mentoring to support and help to engage our African American students.

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

Conclusions based on this data:

1. Total enrollment has declines over the last three years.
2. Although total enrollment had decreased for the past three years, enrollment for 11th graders has remain steady.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	384	431	413	24.20%	28.3%	29.4%
Fluent English Proficient (FEP)	761	666	586	48.00%	43.7%	41.6%
Reclassified Fluent English Proficient (RFEP)	11			2.9%		

Conclusions based on this data:

1. Fluent English Proficient (FEP) has declined by 6.4%.
2. English Learners have declined from 21-22.
3. English Learners have increased in overall student enrollment.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	357		*	343		*	343			96.1	
All Grades	356	357		*	343		*	343			96.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2503.3		*	7.58		*	19.53		*	26.24		*	46.65	
All Grades	N/A	N/A	N/A	*	7.58		*	19.53		*	26.24		*	46.65	

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

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

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

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

Conclusions based on this data:

1. In 21-22: 9.33% of student scored above standards in the Reading section of the CAASPP
2. In 21-22: 9.91% of student scored above standards in the Writing section of the CAASPP
3. In 21-22: 25.66% of student scored below standard in the Listening section of the CAASPP

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	356	357		*	344		*	344			96.4	
All Grades	356	357		*	344		*	344			96.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	2468.9		*	0.58		*	5.52		*	18.31		*	75.58	
All Grades	N/A	N/A	N/A	*	0.58		*	5.52		*	18.31		*	75.58	

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

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

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

Conclusions based on this data:

1.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1527.1	1526.2		1516.6	1518.5		1537.2	1533.3		115	103	
10	1526.9	1530.4		1517.1	1524.4		1536.3	1535.8		108	121	
11	1516.3	1522.9		1508.5	1513.0		1523.5	1532.3		72	94	
12	1470.3	1515.6		1459.7	1502.8		1480.5	1528.0		63	51	
All Grades										358	369	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.42	5.83		30.97	29.13		42.48	45.63		22.12	19.42		113	103	
10	4.95	11.57		32.67	31.40		41.58	32.23		20.79	24.79		101	121	
11	0.00	5.43		24.29	29.35		45.71	33.70		30.00	31.52		70	92	
12	9.84	3.92		18.03	33.33		26.23	21.57		45.90	41.18		61	51	
All Grades	4.64	7.36		27.83	30.52		40.00	34.88		27.54	27.25		345	367	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.50	9.71		38.05	57.28		36.28	19.42		14.16	13.59		113	103	
10	17.82	16.53		40.59	45.45		24.75	24.79		16.83	13.22		101	121	
11	10.00	17.39		45.71	38.04		21.43	20.65		22.86	23.91		70	92	
12	21.31	15.69		22.95	41.18		11.48	15.69		44.26	27.45		61	51	
All Grades	14.78	14.71		37.68	46.32		25.51	20.98		22.03	17.98		345	367	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.54	2.91		13.27	13.59		49.56	49.51		33.63	33.98		113	103	
10	4.95	4.96		17.82	20.66		31.68	36.36		45.54	38.02		101	121	
11	0.00	3.26		4.29	10.87		38.57	43.48		57.14	42.39		70	92	
12	3.28	0.00		11.48	15.69		29.51	33.33		55.74	50.98		61	51	
All Grades	3.19	3.27		12.46	15.53		38.55	41.42		45.80	39.78		345	367	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	7.14	4.85		61.61	78.64		31.25	16.50		112	103		
10	2.97	2.48		70.30	73.55		26.73	23.97		101	121		
11	0.00	1.09		54.41	59.78		45.59	39.13		68	92		
12	4.92	0.00		39.34	56.86		55.74	43.14		61	51		
All Grades	4.09	2.45		58.77	69.21		37.13	28.34		342	367		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	44.25	56.31		43.36	29.13		12.39	14.56		113	103	
10	48.51	56.67		39.60	30.00		11.88	13.33		101	120	
11	48.53	54.35		36.76	26.09		14.71	19.57		68	92	
12	48.33	58.00		13.33	24.00		38.33	18.00		60	50	
All Grades	47.08	56.16		35.67	27.95		17.25	15.89		342	365	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.19	6.80		48.67	41.75		45.13	51.46		113	103	
10	12.87	9.92		36.63	39.67		50.50	50.41		101	121	
11	2.90	6.52		26.09	31.52		71.01	61.96		69	92	
12	4.92	3.92		26.23	29.41		68.85	66.67		61	51	
All Grades	7.27	7.36		36.63	36.78		56.10	55.86		344	367	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.77	1.94		77.88	73.79		20.35	24.27		113	103	
10	0.00	4.17		71.29	69.17		28.71	26.67		101	120	
11	1.45	5.43		73.91	63.04		24.64	31.52		69	92	
12	6.56	9.80		52.46	50.98		40.98	39.22		61	51	
All Grades	2.03	4.64		70.64	66.39		27.33	28.96		344	366	

Conclusions based on this data:

1. Percentage of students in level 4 for the 9 grader was 5.83 for the year 21-22 in Overall Language
2. Percentage of students in Level 4 for the 21-22 school year in the area oral language was 14.71 which was consistent to the 20-21 data.
3. Percentage of students in level 4 for all grades was 3.27 for the year 21-22 in Written Language. This data was consistent to last year's data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,524	84.8	28.3	0.5

Total Number of Students enrolled in Rubidoux High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	431	28.3
Foster Youth	7	0.5
Homeless	8	0.5
Socioeconomically Disadvantaged	1,293	84.8
Students with Disabilities	222	14.6

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	34	2.2
American Indian	1	0.1
Asian	9	0.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	3	0.2
Hispanic	1,423	93.4
Two or More Races	7	0.5
Pacific Islander	4	0.3
White	39	2.6

Conclusions based on this data:

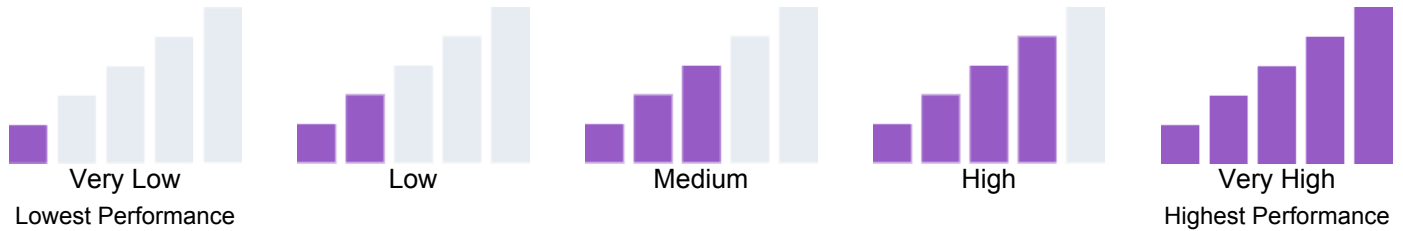
1. For the 21-22 school year, the total enrollment was 1524.
2. 84.8% of students were socioeconomically disadvantage, 28.3% were English Learners, and .5% were Foster Youth.
3. 93.4% students were considered Hispanic, 2.6% white and 2.2% African American.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p> <p>Very Low</p>	<p>Graduation Rate</p> <p>Medium</p>	<p>Suspension Rate</p> <p>Medium</p>
<p>Mathematics</p> <p>Very Low</p>		
<p>English Learner Progress</p> <p>Low</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

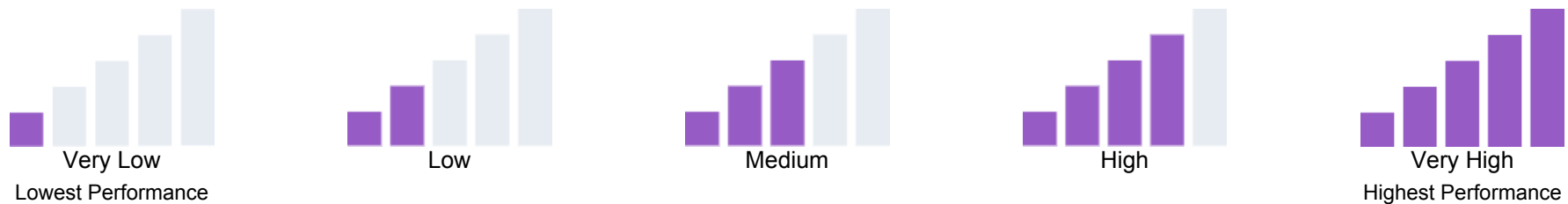
1. According to the 2022 Fall Dashboard overall performance for all students fall in the medium range for Graduation Rates.
2. According to the 2019 Fall Dashboard overall performance for all students fall in the low range in English Language Progress.
3. According to the 2019 Fall Dashboard overall performance for all students fall in the medium range in Suspension Rates.

School and Student Performance Data

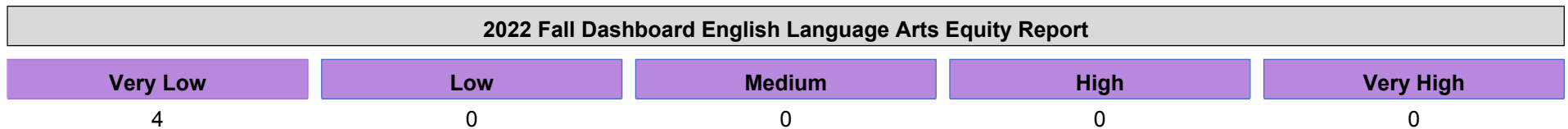
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

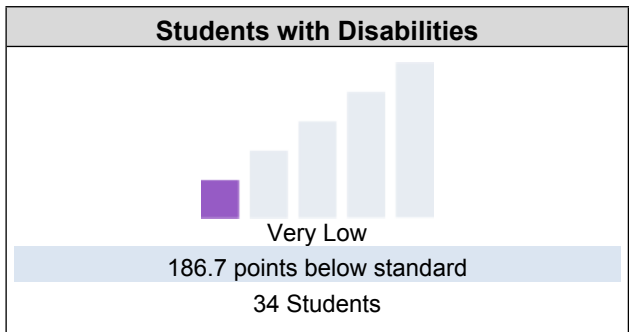
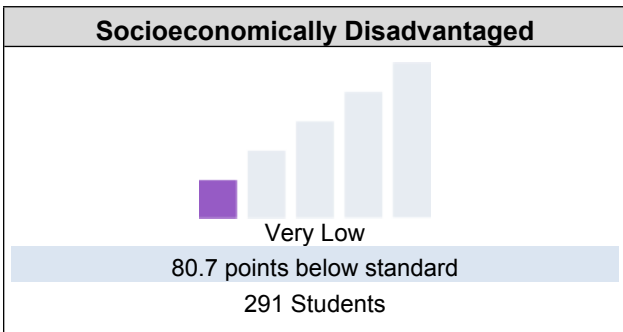
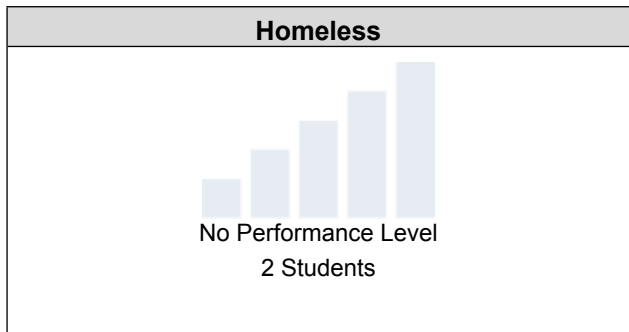
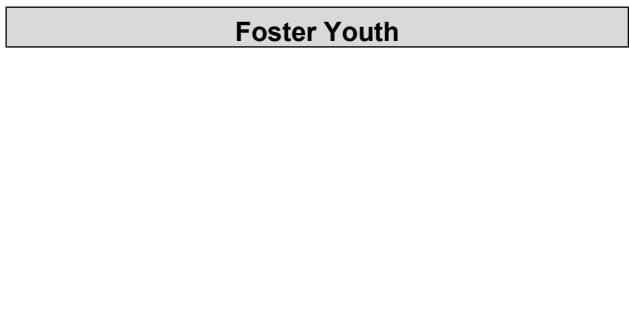
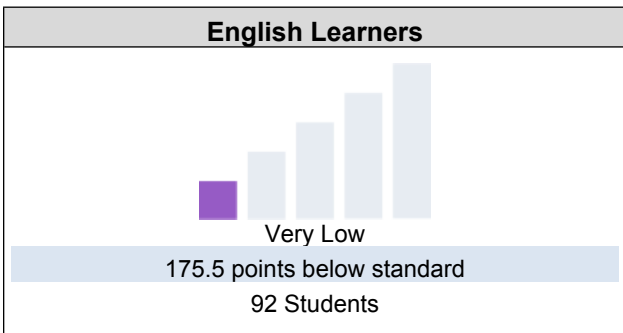
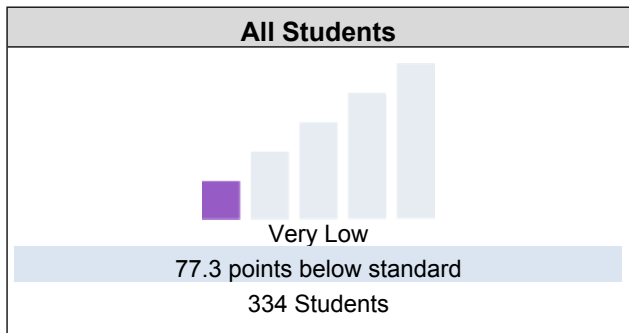


This section provides number of student groups in each level.

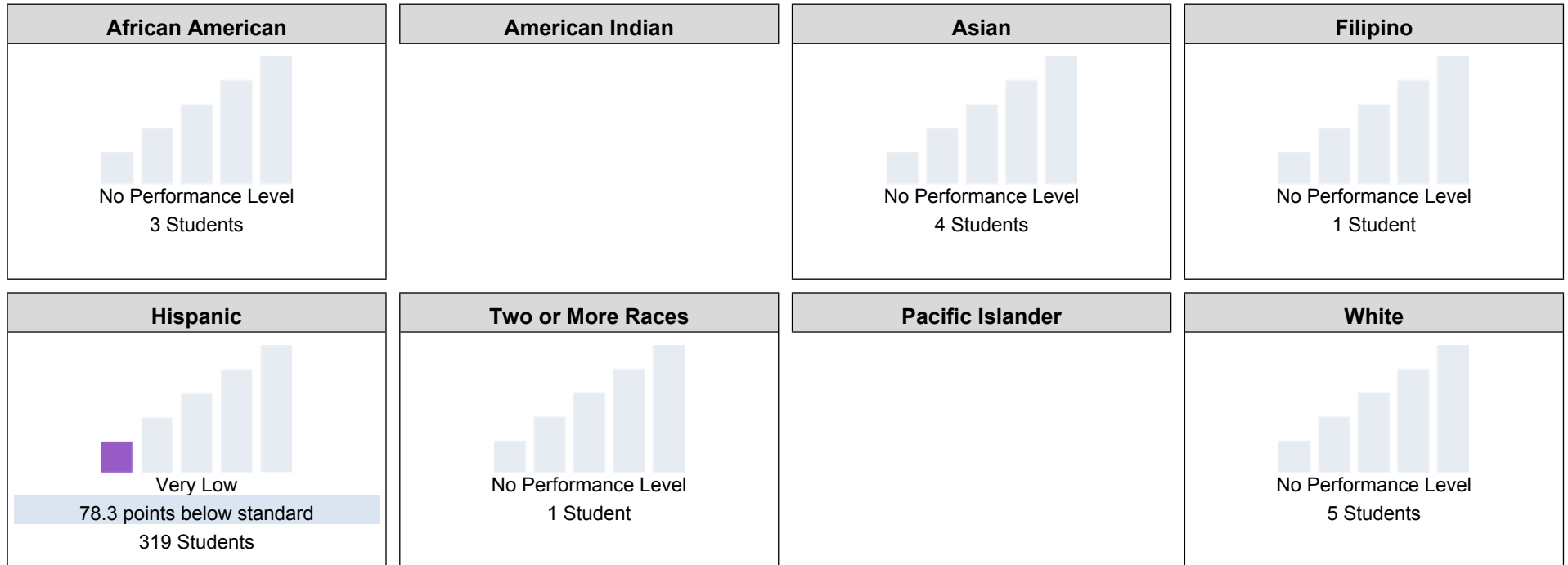


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>191.4 points below standard 79 Students</p>	<p>92.9 points below standard 14 Students</p>	<p>55.3 points below standard 83 Students</p>

Conclusions based on this data:

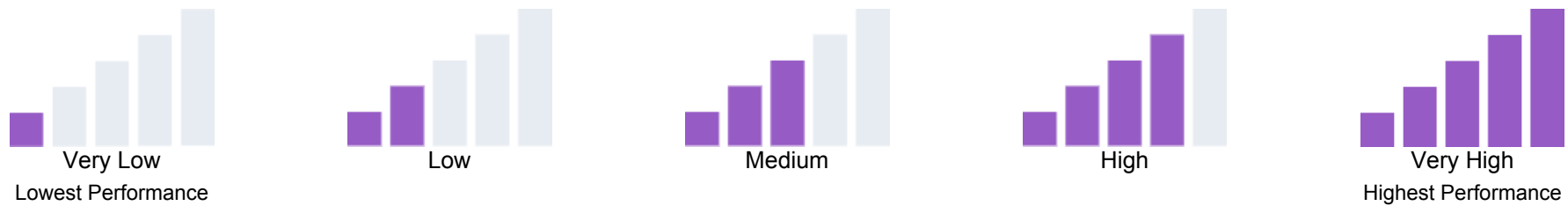
1. According to the 2022 Fall Dashboard English Language Arts Performance for all student groups, there is a common pattern of very low performance across subgroups and racial groups
2. There is a significant number of Hispanic students who scored below standard in ELA Performance.

School and Student Performance Data

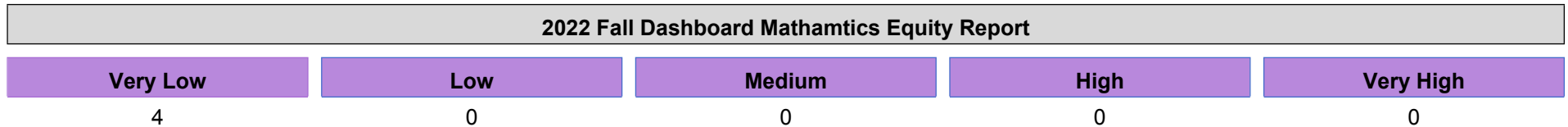
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



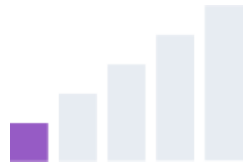
This section provides number of student groups in each level.



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

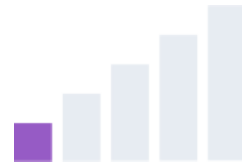
2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Very Low
158.1 points below standard
335 Students

English Learners



Very Low
223.6 points below standard
92 Students

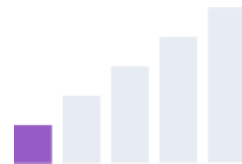
Foster Youth

Homeless



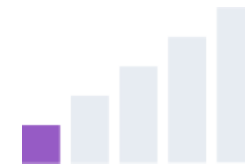
No Performance Level
2 Students

Socioeconomically Disadvantaged

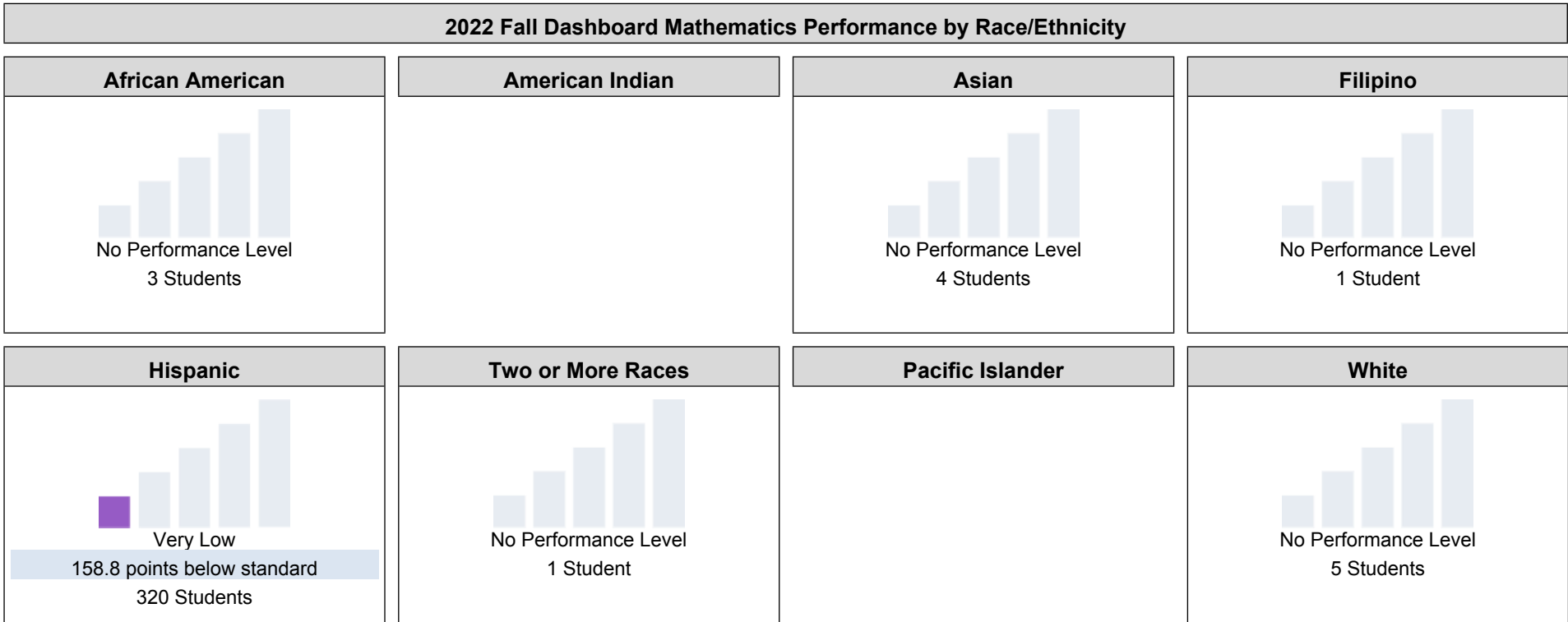


Very Low
159.6 points below standard
292 Students

Students with Disabilities



Very Low
256.8 points below standard
34 Students



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>234.5 points below standard 79 Students</p>	<p>Reclassified English Learners</p> <p>163.4 points below standard 14 Students</p>	<p>English Only</p> <p>140.9 points below standard 83 Students</p>

Conclusions based on this data:

1. According to the 2022 Fall Dashboard Mathematics Performance for all student groups, there is a common pattern of very low performance across subgroups and racial groups.
2. There is a significant number of Hispanic students who scored below standard in Mathematics Performance.

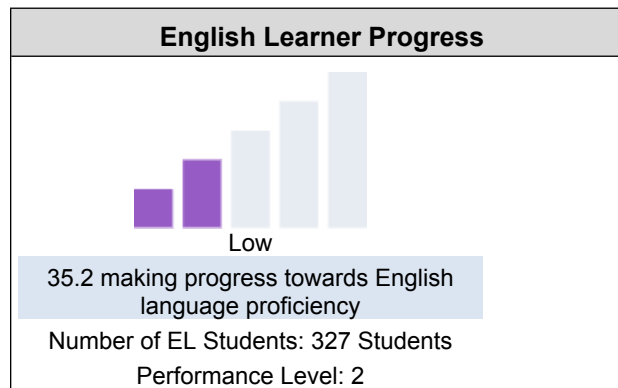
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
25.1%	39.8%	0.3%	34.9%

Conclusions based on this data:

- 25.1% students decreased one ELPI level
- 35.2 students made progress towards English Language proficiency

3. 34.9% students progressed at least one ELPI level

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

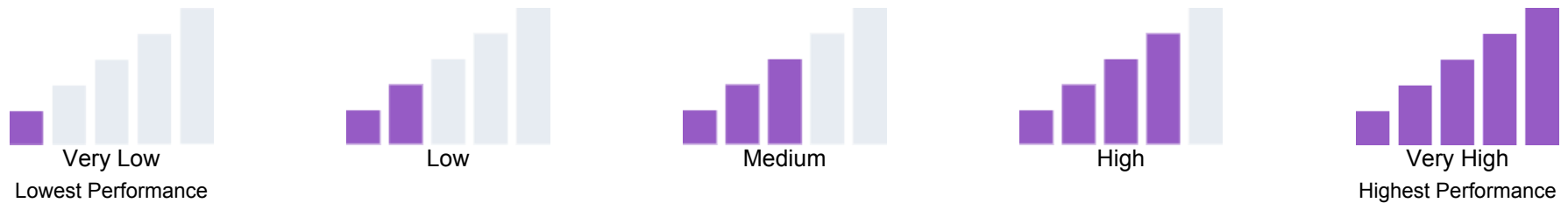
1. N/A

- 2. N/A
- 3. N/A

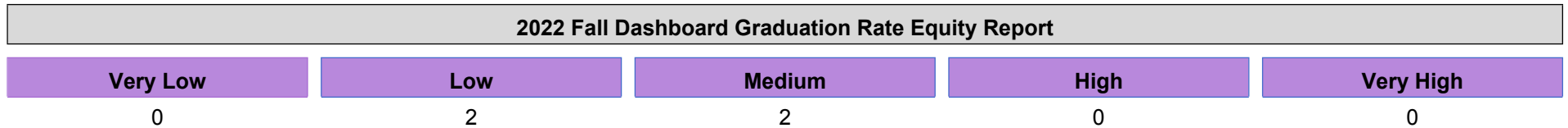
School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

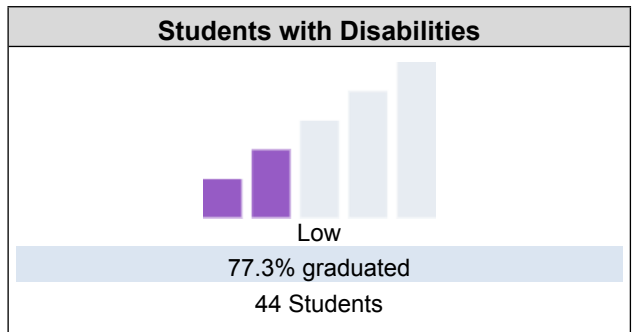
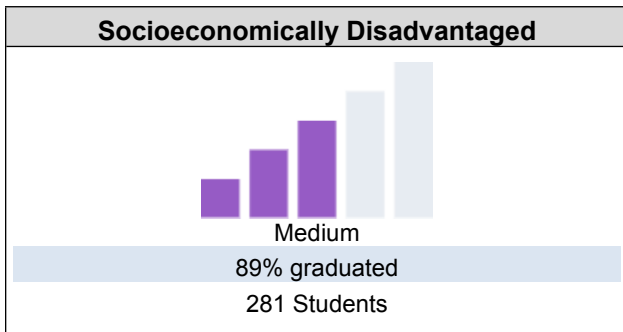
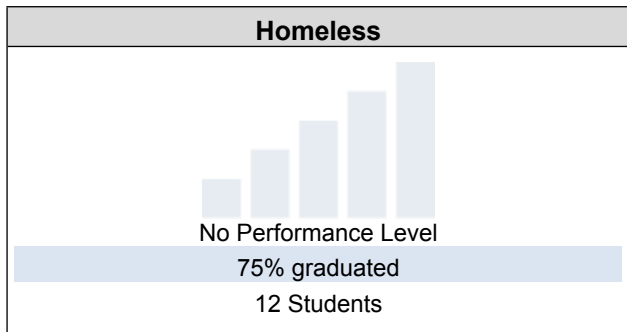
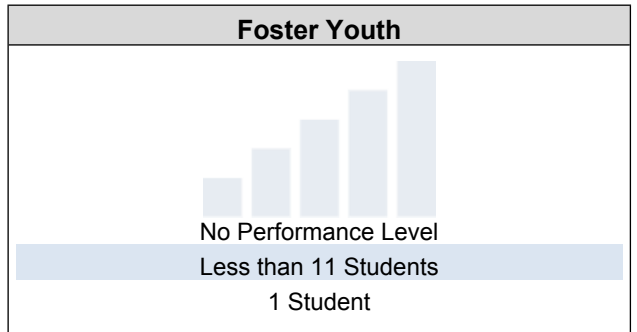
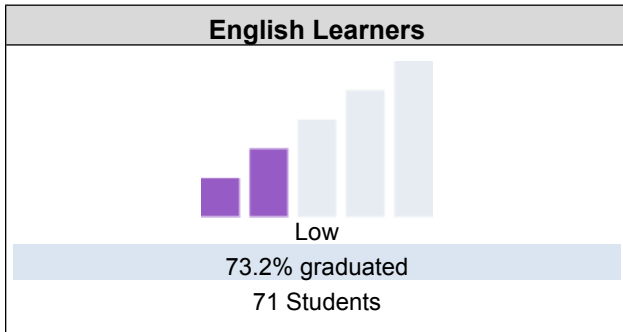
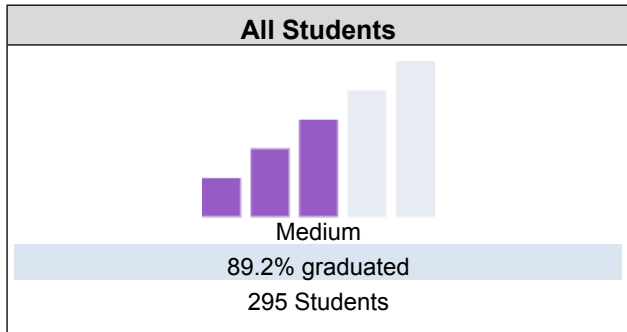


This section provides number of student groups in each level.

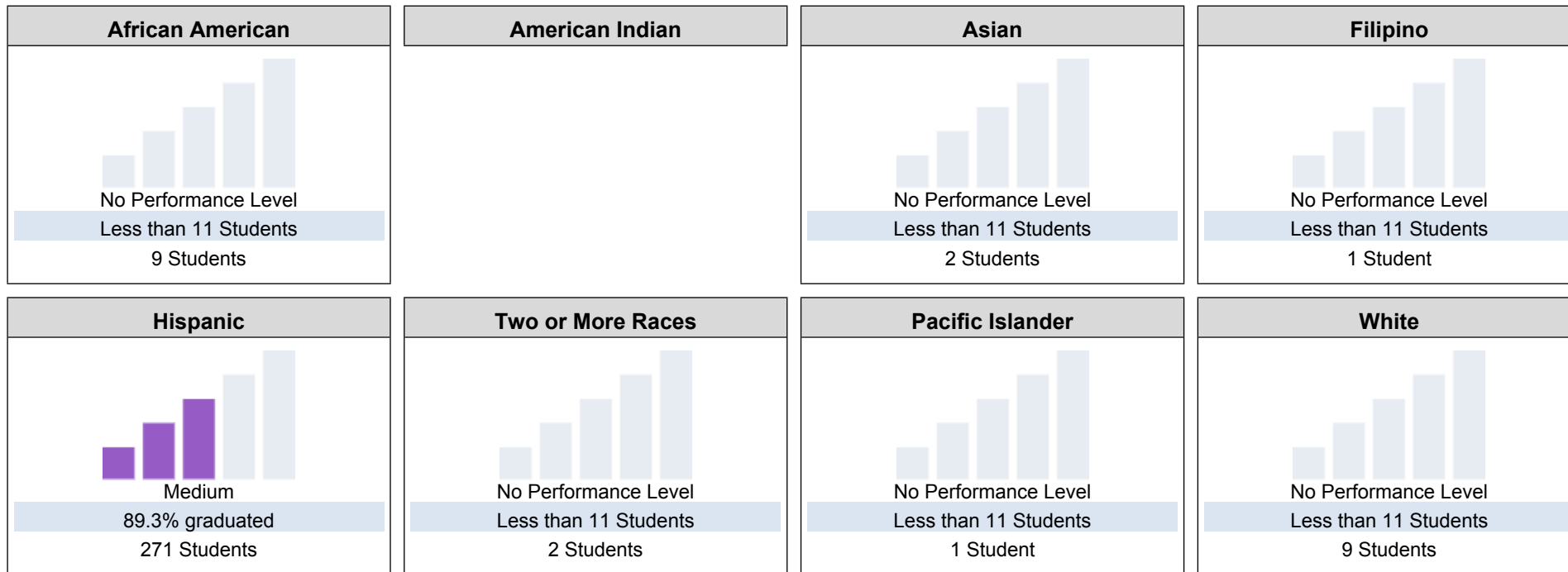


This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

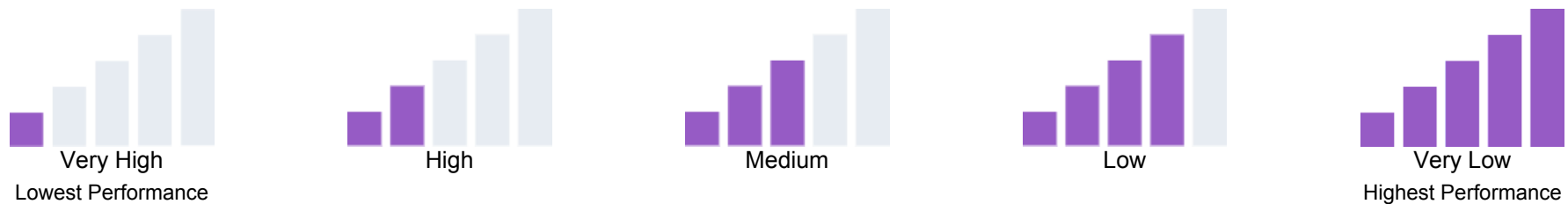
1. 89.2% of all students graduated in 2022.
2. 89% of socioeconomically disadvantage students graduated in 2022.
3. 89.3% of Hispanic students graduated in 2022.

School and Student Performance Data

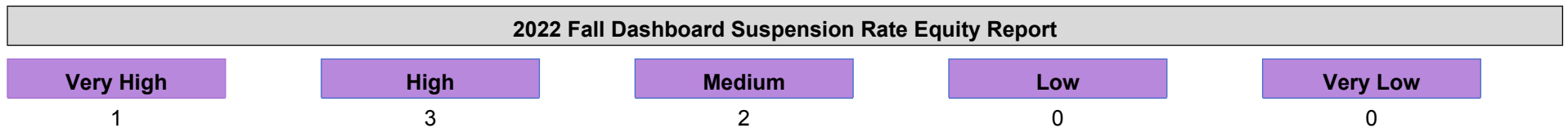
Conditions & Climate Suspension Rate

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Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

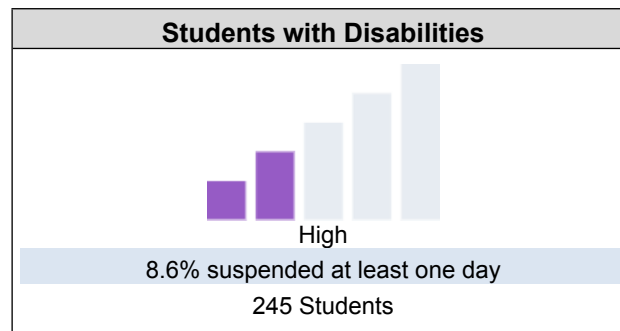
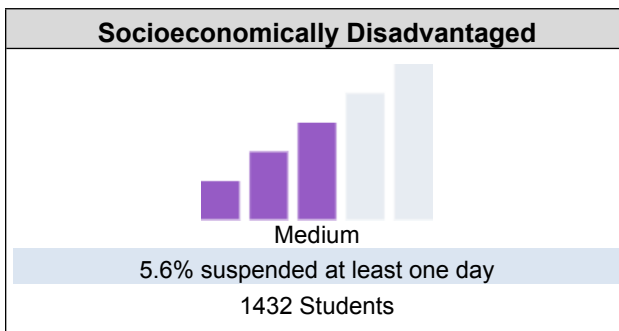
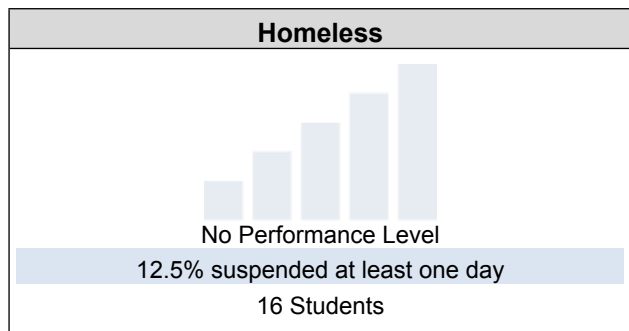
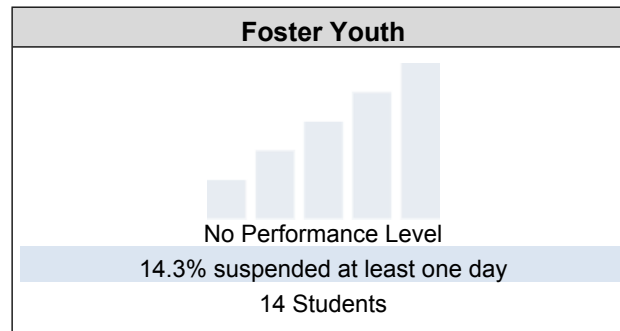
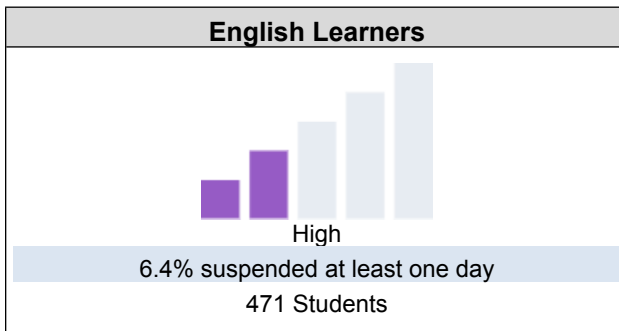
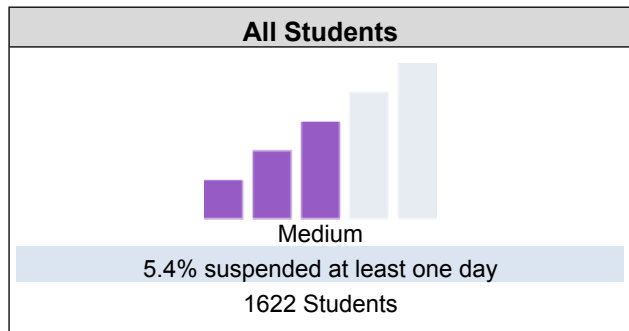


This section provides number of student groups in each level.

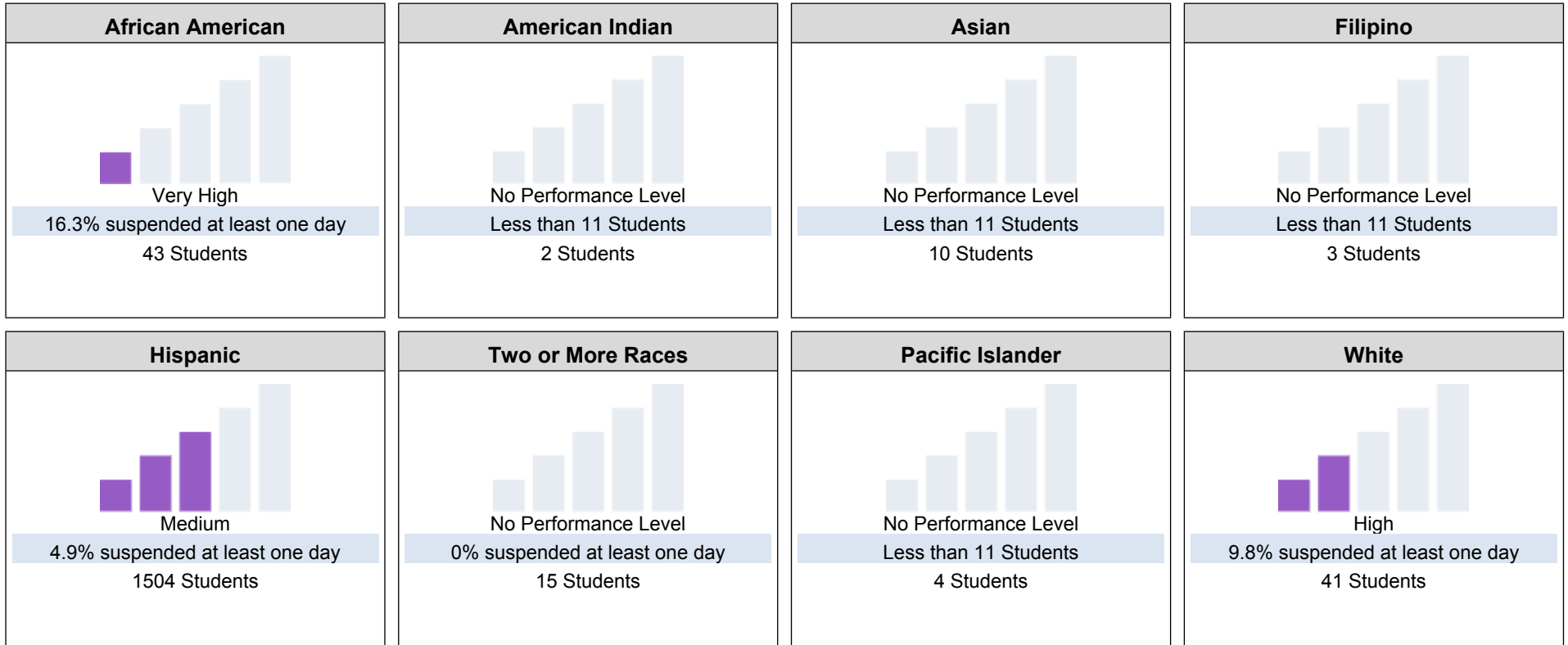


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 5.4% of all students were suspended at least one day.
2. 5.6% of socioeconomically disadvantage students were suspended at least one day.
3. 4.9% of Hispanic students were suspended at least one day.

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.

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)	Overall Distance from Standard All Students 77.3 points below standard English Learners 175.5 points below standard Hispanic 78.3 points below standard Socioeconomically Disadvantaged 80.7 points below standard Students with Disabilities 186.7 points below standard	Overall Distance from Standard All Students 82 points below standard English Learners 170.5 points below standard Hispanic 73.3 points below standard Socioeconomically Disadvantaged 75.7 points below standard Students with Disabilities 181.7 points below standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Overall Distance from Standard All Students 158.1 points below standard English Learners 223.6 points below standard Hispanic 158.8 points below standard Socioeconomically Disadvantaged 159.6 points below standard Students with Disabilities 256.8 points below standard	Overall Distance from Standard All Students 153.1 points below standard English Learners 218.6 points below standard Hispanic 153.8 points below standard Socioeconomically Disadvantaged 154.6 points below standard Students with Disabilities 251.8 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	7.36% Proficient Level 1 (Minimally Developed) 27.25% Level 2 (Somewhat Developed) 34.88% Level 3 (Moderately Developed) 30.52% Level 4 (Well Developed) 7.36%	8% Proficient Level 1 (Minimally Developed) 25.25% Level 2 (Somewhat Developed) 32.88% Level 3 (Moderately Developed) 32.52% Level 4 (Well Developed) 9.36%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	English Learner Reclassification Rate is 8% R-FEP	English Learner Reclassification Rate is 11% R-FEP
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	All Students: 43.65% Not met 26.24% Nearly met 19.53% Met 27.11% Exceeded	All Students: 40.65% Not met 23.24% Nearly met 22.53% Met 29.11% Exceeded
P4: Percent increase in A-G course completion rate	A-G Completion rate 33.9% increase of 4.9%	A-G Completion rate 40% increase of 6.1%
P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB)	22.2% African American (AA) 0% English Learner (EL) 4.6% Socio-Economically Disadvantages (SED) 0% Students with Disabilities (SWD) 0% Foster Youth (FY)	25.2% African American (AA) 3% English Learner (EL) 7.6% Socio-Economically Disadvantages (SED) 3% Students with Disabilities (SWD) 3% Foster Youth (FY)
P5: Graduation Rate	89.2% All Student Graduations 73.2% English Learners 89.3% Hispanic 75% Homeless 89% SED 77.3% SWD	92.2% All Student Graduations 75.2% English Learners 91.3% Hispanic 78% Homeless 92% SED 79.3% SWD
P7: Percent of students enrolled in CTE courses	70% overall enrolled in CTE courses	75% overall enrolled in CTE courses
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	All Students: 75.58% Not met 18.31% Nearly met 5.52% Met .58% Exceeded	All Students: 72.58% Not met 15.31% Nearly met 8.52% Met 3.58% Exceeded
P4: Completion Rate of CTE Course Pathways (CASDB)	22.2% African American (AA) 4% English Learner (EL) 10.4% Socio-Economically Disadvantages (SED) 0% Students with Disabilities (SWD)	25.2% African American (AA) 8% English Learner (EL) 13.4% Socio-Economically Disadvantages (SED) 4% Students with Disabilities (SWD)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% Foster Youth (FY)	4% Foster Youth (FY)
P7: Percent of pupils who have successfully enrolled in UC/CSU required course.	Percent of pupils who have successfully enrolled in UC required course is 2.42% Percent of pupils who have successfully enrolled in CSU required course is 1.83%	Percent of pupils who have successfully enrolled in UC required course is 5.42% Percent of pupils who have successfully enrolled in CSU required course is 5.83%
P7: Percent of students enrolled in AP courses	Overall enrolled in AP courses is 9.83%	Overall enrolled in AP courses is 12%

Planned Strategies/Activities

Action 1.1

1.1 High-quality curriculum and instruction aligned to CCSS

	X	Unchanged 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, 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.</p> <p>c. Provide students and staff with needed support material, such as supplemental resources/material, technology access (i.e., ASB Works, 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 staff with opportunities and sub-coverage to observe their peers in action.</p>	X All Students	<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</p>

		<p>\$18800</p> <p>c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$14000</p> <p>b, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6000</p> <p>Assistant Principal Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$204208</p> <p>Assistant Principal Secretary Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$100659</p>
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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:

	X	Unchanged Action	
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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>X All Students</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,300</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 Title I Basic -- 3010 \$4222</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.
- f. Provide students and staff with necessary materials, supplies and transportation as it relates to college and career readiness.
- 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. CCR Counselor Salary
1000-1999: Certificated Personnel Salaries
LCFF District -- 500 0707
\$172966
- d. CC Clerk Salary
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$71416
- d. Library Technician Salary
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$91665
- e. Materials & Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2000
- f. Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$6000
- g. Teacher Hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1000
- c. Payment for PSAT
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3000

Action 1.3

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

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
1.3 Support the growth of our various onsite-curricular programs (e.g., AVID, RECHS, CCAP, AP, CTE, etc.) a. AVID support for teachers and students in pushing AVID strategies across all content areas	<u>X</u> All Students	b. AVID travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765

- b. Support AVID, RECHS and other students in gaining access to college and career exploration experiences, such as field trips, guest speakers, and other resources
- c. Provide resources/materials to help promote and enhance our current programs using print materials when necessary.
- d. Provide AVID tutors
- e. Provide staff professional development opportunities regarding AVID (e.g., AVID Summer Institute, RIMS AVID)

\$8300

b. College / Career Field Trips & Other Resources
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$3000

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
 \$3000

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
 \$15715

c. AVID Consultants, Trans Services, Printing
 5000-5999: Services And Other Operating Expenditures
 LCFF AVID – 0765
 \$3200

Action 1.4

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

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.4 Provide support and interventions in order to increase achievement for ELs, SpEd, and other at-promise students.</p> <p>a. Provide sub-coverage to administer tests, analyze data, collaborate, and ensure proper placement of students in the various courses.</p> <p>b. 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-promise populations.</p> <p>d. After-School tutoring provided in all content areas (with SpEd, and EL support)</p> <p>e. Intervention teachers to support credit recovery.</p> <p>f. Provide Four Bilingual Language Tutors to support our English Learners.</p> <p>g. EL Facilitator and 504/SST Coordinator to support student access for our EL, At Promise, and African American students</p>	<p>X</p> <p>Other student group(s) African American, English Learners, At Promise and Students with Disabilities.</p>	<p>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1570</p> <p>b. Gap materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4770</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8000</p> <p>d. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>f. One Bilingual Language Tutor (30%) Salary with Benefits 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$6629</p> <p>f. Four Bilingual Language Tutors Salaries with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$67210</p> <p>f. Four Bilingual Language Tutors Salaries with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$18460</p>

e. Intervention Teachers Salaries
 1000-1999: Certificated Personnel Salaries
 LCFF Sec Int -- 0046
 \$549997

g. 0.2 FTE English Language Facilitator
 Project Period
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$31197

g. 0.2 FTE 504/SST Project Period
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$23038

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.

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready.</p> <p>a. Provide necessary supplies, equipment, and other resources necessary to give students access to high quality CTE, VAPA and electives</p> <p>b. Support and enhance CTE courses and pathways</p> <p>c. Support and expand current VAPA programs</p> <p>d. Provide sub coverage when needed to support our CTE, VAPA, 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><u>X</u> All Students</p>	<p>a. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p> <p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$6500</p>

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	School facility reports indicate 97% which is Good or Better on FIT reports (2022-23 FIT Reports)	School facility reports indicate 98% which is Good or Better on FIT reports
P5: School Attendance Rates (Semester 1 Q SIS)	ADA Totals: Grade9: 89% Grade 10: 88% Grade 11: 88% Grade 12: 88% English Learners: 86% Foster: 90% McKinney-Vento: 85% Special Education: 83% (Source Q SIS)	ADA Totals: Grade9: 93% Grade 10: 91% Grade 11: 91% Grade 12: 91% English Learners: 89% Foster: 93% McKinney-Vento: 88% Special Education: 86% (Source Q SIS)
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Due to the suspension of the 2021 and 2022 chronic absenteeism Dashboard, actual outcomes are not available. Actual outcomes will be established based on Fall 2023 Dashboard.	Due to the suspension of the 2021 and 2022 chronic absenteeism Dashboard, actual outcomes are not available. Actual outcomes will be established based on Fall 2023 Dashboard.
P5: High School dropout rates	Dropout rate: 6.8 (Source DataQuest 21-22)	Dropout rate: 4.8 (Source DataQuest 21-22)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Pupil suspension rate	Suspension Rates All Students: 5.4% African American: 16.3% English Learners: 6.4% Socioeconomically Disadvantage: 5.6% Students with Disabilities: 8.6% (Source 21-22 California Dept of Education)	Suspension Rates All Students: 4.4% African American: 12.3% English Learners: 4.4% Socioeconomically Disadvantage: 3.6% Students with Disabilities: 5.6% (Source 21-22 California Dept of Education)
P6: Pupil expulsion rate	Total Expulsion Rate: 0.7% Hispanic or Latino: 0.7% White: 2.4% (Source DataQuest 21-22)	Total Expulsion Rate: 0.5% Hispanic or Latino: 0.5% White: 2.0% (Source DataQuest 21-22)
P6: Survey of pupils on sense of safety	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 63% responded "Almost Never" or "Once in a while."	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 70% responded "Almost Never" or "Once in a while."
P6: Survey of teachers on sense of safety	LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 71% responded "Not at all difficult" or "Slightly difficult."	LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 75% responded "Not at all difficult" or "Slightly difficult."
P6: Survey of parents on sense of safety	LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 40% responded "Quite Well" or "Extremely Well"	LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 50% responded "Quite Well" or "Extremely Well"

Planned Strategies/Activities

Action 2.1

2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment

	X	New Action	
Planned Actions/Services			Budget and Source

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

X All Students

- g. Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$7000
- f. Teacher Hourly for SEL Committee
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2500
- h. Raptor System Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$500
- f. Classified Hourly
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$3500
- c, d Absenteeism/At Promise and African American Student Material
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000
- i. Training for Campus Supervisors
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500
- b. Training for office staff
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500
- a, c, d. Professional Development for At Promise and African American students
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1500

Action 2.2

2.2 Student Health and School Safety

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
2.2 Student Health and School Safety: a. School Nurse and Health Care Aides will monitor and maintain the health care needs of students and carry out duties as outlined in their job descriptions b. Mental Health Support - Secure interns to provide greater access; promote mental health c. Provide access for students to a variety of mentors and support services d. The Safe School Plan will be modified to meet annual safe school expectations with provisions made as necessary for necessary materials and supplies e. Provide access and support such as peer counseling and mentoring to support our African American students.	<u>X</u> All Students	a. Two Health Care Aides (2.0) Salaries 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$55958 d. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000 c., e. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2080 b., c., e. Interns from PICO 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$12000

Action 2.3

2.3 Support for ongoing co-curricular student activities

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
2.3 Support for ongoing co-curricular student activities: a. Provide support for ongoing co-curricular student activities and clubs to connect students to the school community. (i.e., Field Trips/Conferences) b. Provide support for ongoing co-curricular student activities for athletics (i.e., Officials and other supports as needed)	<u>X</u> All Students	a. Student travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$7500 b. Materials and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707

\$2500

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.

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 2023 on Community Partnerships: 80%	LCAP Parent/Family Survey Spring 2023 on Community Partnerships: 85%
P5: Survey of Parents on Student Engagement	LCAP Parent/Family Survey Spring 2023 on Student Activities and Extracurricular Activities:60%	LCAP Parent/Family Survey Spring 2023 on Student Activities and Extracurricular Activities:70%
P5: Survey of Teachers on Student Engagement	LCAP Teacher Survey Spring 2023 on Student Enthusiasm: 24%	LCAP Teacher Survey Spring 2023 on Student Enthusiasm: 30%
5: Survey of Students on Student Engagement	Panorama Student Survey on Sense of belonging: 35%	Panorama Student Survey on Sense of belonging: 40%

Planned Strategies/Activities

Action 3.1

3.1 Students will feel connected to RHS communities

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>3.1 Students will feel connected to RHS communities.</p> <p>a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of our shared leadership team.</p> <p>b. Develop and conduct a survey of student needs and interests</p> <p>c. Provide training for student-to-student mentoring and support SEL, Link Crew course, and other selected leadership trainings</p> <p>d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (i.e. extended lunch, End of Semester Awards, Career Day, College / Career Kickoff and College Signing Day)</p> <p>e. Purchase student incentives for behavior, attendance and academics and student incentives to help promote student engagement (i.e. Class shirts and promotional items)</p> <p>f. Hold Cultural Awareness Events throughout the school year and continue expanding this to encompass different cultures (i.e., Culture of Kindness, March Madness, Cultural Awareness events)</p> <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, Chicano Studies, Ballet Folklorico)</p> <p>h. Utilize 5 Star for Students and accompanying technology to track student engagement and participation in school activities and event.</p> <p>i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events</p> <p>j. Provide an opportunity for ASB, School Culture, Student Advisory Council, and others to meet, discuss ideas, develop action plans, and take action.</p> <p>k. Provide student incentives to help promote student engagement (i.e., Class shirts and promotional items)</p>	<p><u>X</u> All Students</p>	<p>a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p> <p>d, e, f. Certificates, Recognition, Awards and other Prizes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$21500</p> <p>i. Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>h. Software license for 5 Star Technology 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2100</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

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>3.2 RHS will continue to develop partnerships with parents and community</p> <p>a. Hold the Best of Rubidoux event to highlight our various offerings</p> <p>b. Provide Professional Development for the RHS Outreach Worker</p> <p>c. Outreach Worker will continue acting as a community liaison and continue to support the community schools' program and wellness center.</p> <p>d. Provide ongoing parent trainings and classes based on parent needs and interests (i.e., Parent Connect, Cash for College, Financial Literacy, Parent Power, Trauma Informed Practices, etc.)</p> <p>e. Provide childcare to encourage more parents to attend the available classes / trainings</p> <p>f. Continue to provide opportunities for parents to get involved and/or provide input (i.e. Parent Empowerment, ELAC, SSC)</p> <p>g. A Translator Clerk Typist will be available to provide parents with communication support, translations, and other supports</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$777</p> <p>c. Outreach Worker (6 hrs) Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$58944</p> <p>e. g. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1700</p> <p>d. f. Refreshments / Snacks for parent meetings and trainings 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>e. g. Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2500</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	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.	Overall Distance from Standard All Students 77.3 points below standard English Learners 175.5 points below standard Hispanic 78.3 points below standard Socioeconomically Disadvantaged 80.7 points below standard Students with Disabilities 186.7 points below standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	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.	Overall Distance from Standard All Students 158.1 points below standard English Learners 223.6 points below standard Hispanic 158.8 points below standard Socioeconomically Disadvantaged 159.6 points below standard Students with Disabilities 256.8 points below standard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	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%	7.36% Proficient Level 1 (Minimally Developed) 27.25% Level 2 (Somewhat Developed) 34.88% Level 3 (Moderately Developed) 30.52% Level 4 (Well Developed) 7.36%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Level 1 (Minimally Developed) 32.54% Level 2 (Somewhat Developed) 45% Level 3 (Moderately Developed) 32.83% Level 4 (Well Developed) 9.54%	English Learner Reclassification Rate is 8% R-FEP

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in ELA	All Students: 20% Not met 30% Nearly met 26% Met 14% Exceeded	All Students: 43.65% Not met 26.24% Nearly met 19.53% Met 27.11% Exceeded
P4: Percent increase in A-G course completion rate	100% overall enrolled in A-G course 99.13% ELs 90% SWD/SPED 99% SED 100% Foster Youth	A-G Completion rate 33.9% increase of 4.9%
P4: Percent of students who have completed both A-G requirement and CTE completion (CASDB)	5% African American (AA) 6% English Learner (EL) 8% Socio-Economically Disadvantages (SED) 5% Students with Disabilities (SWD) 5% Foster Youth (FY)	22.2% African American (AA) 0% English Learner (EL) 4.6% Socio-Economically Disadvantages (SED) 0% Students with Disabilities (SWD) 0% Foster Youth (FY)
P5: Graduation Rate	Expected Outcome will be established once the baseline is determined.	89.2% All Student Graduations 73.2% English Learners 89.3% Hispanic 75% Homeless 89% SED 77.3% SWD
P7: Percent of students enrolled in CTE courses	60% overall enrolled in CTE courses 55% ELs 52% SWD/SPED 60% SED 64% Foster Youth	70% overall enrolled in CTE courses
P4: Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program (EAP) in Math	All Students: 36% Not met 26% Nearly met 25% Met 13% Exceeded	All Students: 75.58% Not met 18.31% Nearly met 5.52% Met .58% Exceeded
P4: Completion Rate of CTE Course Pathways (CASDB)	10% African American (AA) 12% English Learner (EL) 17% Socio-Economically Disadvantages (SED) 10% Students with Disabilities (SWD)	22.2% African American (AA) 4% English Learner (EL) 10.4% Socio-Economically Disadvantages (SED) 0% Students with Disabilities (SWD)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	10% Foster Youth (FY)	0% Foster Youth (FY)
P7: Percent of pupils who have successfully enrolled in UC/CSU required course.		Percent of pupils who have successfully enrolled in UC required course is 2.42% Percent of pupils who have successfully enrolled in CSU required course is 1.83%
P7: Percent of students enrolled in AP courses	14% overall enrolled in AP courses 6% ELs 5% SWD/SPED 14% SED 5% Foster Youth	Overall enrolled in AP courses is 9.83%

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 CCS</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</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, 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 Grading for equity, Canvas, Collaboration Teams, Interim Assessments, Alludo (district), etc.</p> <p>b. staff was provided with opportunities and sub coverages for needed collaboration and planning related to curriculum such as teacher</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</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p> <p>b, e, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2408</p> <p>c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>supplemental resources/material, technology access (i.e., ASB Works, etc.), etc. d. Provide a Summer Writing Clinic that provides writing support for students that will enroll in their first AP course e. Administer a yearly Reading Inventory of all students to guide possible placement, intervention, and supports f. Provide opportunities and sub coverage to observe their peers in action.</p>	<p>grading days, Collaboration Teams, WASC, textbook adoptions for Foreign langue, Math, Social Science, Science, etc. c. Students and staff were provided with needed support materials such as supplementary resources/material, and technology access. d. Based on teacher input, the summer writing clinic was offered throughout the school year during Saturday school. e. Students participated in a yearly Reading Inventory which helped guide possible placement, intervention, and supports. f. Teachers were provided with opportunities and sub coverage to observe their peers in action modeling instructional strategies</p>	<p>\$25000 c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13000 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</p>	<p>\$20000 c. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$12941 b, f. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8186 c. Software licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000 Assistant Principal and Secretary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$269482</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) 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) classes, and CTE pathways:</p>	<p>1.2 Increasing graduation rates, A-G completion rates, FAFSA completion rates, and increase the number of students successfully completing courses in AVID, AP, Honors, dual enrollment (RECHS / CCAP) 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</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000 b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000 c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>a. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000 b. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0 c. Payment for PSAT 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>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>enrollment (RECHS / CCAP) classes, and CTE pathways:</p> <p>a. Staff was provided with professional development opportunities related to supporting AG completion, FAFSA completion, AVID, AP, Dual-Enrollment (RECHS / CCAP), CTE, and / or related topic. 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 a plan and take action.</p> <p>c. 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 college / career readiness such as the college 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, and Albert IO to support student with CAASPP and AP testing.</p>	<p>\$7200</p> <p>d. CCR Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$152,958</p> <p>d. CC Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53,214</p> <p>d. Library Technician 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$80,294</p> <p>e. Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2073</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 \$1000</p>	<p>\$0</p> <p>d. CCR Counselor 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$152958</p> <p>d. CC Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53214</p> <p>d. Library Technician 2000-2999: Classified Personnel Salaries Title I District -- 500 3010 \$80294</p> <p>e. Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>f. Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$12134</p> <p>g. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>f. Students and staff were provided with materials, supplies and transportation as it relates to college and career readiness such as trips 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 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>		
<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>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 strategies were a monthly focus for teachers and shared out during monthly staff meetings. A google presentation was shared with each department and teachers provided input on WICOR strategies.</p> <p>b. Support for AVID, RECHS and other students was provided to help students gain access to collage and</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</p>	<p>b. AVID travel, conferences, and field trips 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$3000</p> <p>b. College / Career Field Trips & Other Resources 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p> <p>a, c. Materials and resources (e.g. college banners) 4000-4999: Books And Supplies LCFF AVID – 0765 \$1000</p> <p>e. Professional Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Provide staff professional development opportunities regarding AVID (e.g., AVID Summer Institute, RIMS AVID)</p>	<p>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 shared 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. Professional development opportunities regarding AVID were offered and Teachers and Administrators attended the AVID summer institute in Anaheim.</p>	<p>\$1000</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$2511</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$5000</p> <p>c. AVID Materials and Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$16156</p> <p>c. AVID Consultants, Trans Services, Printing 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$3248</p>	<p>\$0</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$3000</p> <p>d. AVID Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$5800</p> <p>c. AVID Materials and Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$0</p> <p>c. AVID Consultants, Trans Services, Printing 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2000</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. 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>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>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6746</p> <p>c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>b. Gap materials and supplies</p>	<p>a. Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p> <p>b. Gap materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$610</p> <p>c. Professional Development / Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>b. Gap materials and supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 Seven Bilingual Language Tutors to support our English Learners.</p> <p>g. Provide a Communication Enhancement Program such as Parent Square</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 to provide student support. Extended learning opportunities were provided with a focus in Social Emotional Learning and academic success.</p> <p>e. Intervention Teacher and courses were provided for Math, ELA, and Credit Recovery. A new support class was developed and offered this year to help support struggling students (Academic Success). 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. We continue to use Parent Square as our Communication Enhancement Program (CPE).</p>	<p>4000-4999: Books And Supplies Title III LEP -- 4203 \$5658</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$9400</p> <p>d. Classified Hourly 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 \$6,324</p> <p>f. Seven BLT with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$108,986</p> <p>f. Seven BLT with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$28,828</p> <p>e. Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$491,913</p>	<p>4000-4999: Books And Supplies Title III LEP -- 4203 \$1000</p> <p>d. Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>d. Classified Hourly 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 \$0</p> <p>f. Seven BLT with Benefits 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$62280</p> <p>f. Seven BLT with Benefits 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16475</p> <p>e. Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$491913</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. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1450</p>	<p>a. AG materials and supplies (i.e. hay for animals) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 Support multiple Career Technical Education pathways, VAPA programs and electives with resources and materials that promote students' growth towards being career ready</p> <p>a. Provide necessary supplies, equipment, and other resources necessary to give students access to high quality CTE, VAPA and electives</p> <p>b. Support and enhance CTE courses and pathways</p> <p>c. Support and expand current VAPA programs</p> <p>d. Provide sub coverage when needed to support our CTE, VAPA, 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>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 give students access to high quality CTE, VAPA, 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, VAPA and other career readiness programs.</p> <p>f. CTE pathways were strengthen for strong alignments to the workforce and port-graduation training programs.</p>	<p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2038</p> <p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$6500</p>	<p>a. Equipment maintenance--vet care, medicine. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2038</p> <p>c. VAPA tech equipment, materials/supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$2800</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 the Administrative Team, Education Services, and Shared Leadership Team provided Professional Development to implement the Interim assessment process to support teachers with gathering data to drive instruction. During the RHS staff meeting, our Assistant Principal provided training for teachers in the area of English Learners and ELLevation support. Some AP courses have used Albert IO, and College Board AP Classroom. Math students used LUMOS

Learning and paper.co in Advisory classes and within Math classes. Extended Learning Opportunities were provided for students before and after school to provide intervention support and credit recovery opportunities to address learning loss.

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

Overall achievement through CAASPP, ELPAC with subgroups in EL and SPED performed farther from the standard so we provided a variety of resources to help support. Through Admin visits / Collaboration Team minutes, teachers have shown an improved understanding of the Interim Assessments and using data to help drive instruction. The administrative team provided direct feedback to help support the Interim Assessment process for the data collection. Through this process, we are confident that teachers are knowledgeable and qualified to implement the Interim assessments through the collaboration team process to help drive instruction. Twenty-eight English Language Learners were reclassified, and 57 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 all students in the classroom. Albert IO was used to prepare and support students for AP testing. Students had the opportunity to use College Board AP classroom to support and prepare them for AP exams. Students had the opportunity to use paper.co as a 24 hour/7 days per week online tutoring service. Overall usage has increased, from 185 essays in the late Spring 2022 to 513 essays in late spring 2023. Tutoring sessions are up from 317 in 2022 to 1401 in 2023. Students were provided with the opportunity to participate in the Extended Learning Opportunity which includes academic credit recovery classes for core subjects and intervention support. In Special Education we offered a Reading Intervention program to help supports students with their literacy skills.

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

Proposed expenditures such as LCFF, Title I and Title III were used as planned. District supported AVID, PSAT, Tutoring, Intervention support., professional development and part of Software licenses with ESSER and District funding.

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.

Reduce number of Bilingual Tutors to support EL Facilitator project supervision to support EL students. 504/SST Coordinator project supervision to support students to include Targeted Supports and Improvements to support our African American students.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	All school facility will be maintained as expected.	School facility reports indicate 97% which is Good or Better on FIT reports (2022-23 FIT Reports)
P5: School Attendance Rates	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	ADA Totals: Grade9: 89% Grade 10: 88% Grade 11: 88% Grade 12: 88% English Learners: 86% Foster: 90% McKinney-Vento: 85% Special Education: 83% (Source Q SIS)
P5: Chronic Absenteeism Rate	% overall: 30% English Learners 22% Homeless Youth 31% students with Disabilities 19% Socioeconomically Disadvantaged	Due to suspension of the 2021 and 2022 chronic absenteeism Dashboard, actual outcomes are not available. Actual outcomes will be established based on Fall 2023 Dashboard.
P5: High School dropout rates	RHS dropout rate 5%	Dropout rate: 6.8 (Source DataQuest 21-22)
P6: Pupil suspension rate	RHS intends to maintain low suspension rates	Suspension Rates All Students: 5.4% African American: 16.3% English Learners: 6.4% Socioeconomically Disadvantage: 5.6% Students with Disabilities: 8.6% (Source 21-22 California Dept of Education)

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Pupil expulsion rate	RHS intends to maintain low expulsion rates	Total Expulsion Rate: 0.7% Hispanic or Latino: 0.7% White: 2.4% (Source DataQuest 21-22)
P6: Survey of pupils on sense of safety	RHS intends to increase student responses to 62%	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 63% responded "Almost Never" or "Once in a while."
P6: Survey of teachers on sense of safety	RHS intends to increase teacher responses to 86%	LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 71% responded "Not at all difficult" or "Slightly difficult."
P6: Survey of parents on sense of safety	RHS intends to increase teacher responses to 58%	LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 40% responded "Quite Well" or "Extremely Well"

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 (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</p>	<p>2.1 Welcoming, Safe, Orderly, and Inviting Learning Environment:</p> <p>a. Professional development related to discipline, interventions (SEL), chronic absenteeism and other best practices were provided.</p> <p>b. Staff was provided with best practices related to maintaining a safe & welcoming campus environment.</p> <p>c. Staff was provided with on-site training on disciplinary steps, interventions, and avenues of communication for at-risk students. Monthly meetings were held</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>f. Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10567</p> <p>e. Teacher Hourly for SEL Committee 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>g. Raptor System Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$431</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>avenues of communication for at-promise students</p> <p>d. Provide sufficient and adequate supervision at all school sponsored events (possibly based on projected attendance) (e.g., lunch supervision coverage)</p> <p>e. Allow the SEL committee an opportunity to discuss, develop and implement an RHS focused SEL plan</p> <p>f. Materials and Supplies to promote and secure a welcoming, safe, orderly and inviting learning environment such as 5-star supplies</p> <p>g. Continue to use the Raptor system to check-in visitors to ensure a higher level of safety</p> <p>h. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices</p> <p>i. Conduct Home visits for at-promise students as well as provide necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades)</p>	<p>with support staff and the Student Management and Accountability office.</p> <p>d. Sufficient and adequate supervision was provided at all school sponsored events based on projected attendance.</p> <p>e. The SEL coordinator had an opportunity to discuss, develop and implement an RHS focused SEL plan</p> <p>f. Materials and Supplies were purchased to continue to promote and secure a welcoming, safe, orderly, and inviting learning environment such as 5-star.</p> <p>g. To continue to ensure a high level of safety, the Raptor system was used to check-in visitors.</p> <p>h. Ongoing training and necessary materials for Campus Supervisors on Systematic Supervision and other best practices were provided.</p> <p>i. Home visits for at-promise students were conducted. Necessary supplies to assist with decreasing incidents of chronic absenteeism (behavior, attendance, grades) were provided.</p>	<p>d. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>i. Absenteeism/at promise student materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p> <p>h. Training for Campus Supervisors 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$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>d. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$5108</p> <p>i. Absenteeism/at promise student materials 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 \$1000</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>2.2 Student Health and School Safety</p> <p>a. School Nurse and Health Care Aides monitored and maintained the health care needs of students and were able to carry out duties as outlined in their job descriptions.</p> <p>b. A behavioral health therapist was secured, and mental health access</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>a. Two Health Care Aides (2.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$50196</p> <p>d. Safe School materials and emergency supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>was promoted and provided to students.</p> <p>c. Access for students to a variety of mentors and support services were provided.</p> <p>d. The Safe School Plan was modified to meet annual safes school</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>	<p>c. Subs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>b, c. Interns from PICO 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9190</p>

Analysis

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

Continued the implementation of the Mentorship program through partnerships with Rescue a Generation and Riverside County District Attorney's Office, increased behavioral health support with implementation of Wellness Center to support students and staff, expanded outreach services and Community Schools TSA.

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 support personnel to . The Mentorship program was expanded to include Rescue A Generation and Riverside County District Attorney's Office. Staff was trained in professional developments such as Assailant Training, Narcan, and Trauma Informed Practices to support Social Emotional Well being of our campus.

The Outreach staff provided additional resources for our students and their families such as a Thanksgiving Turkey Drive in partnership with our Community Resources, Rubidoux Clothing Closet, Prom Fitting room, Wellness Wednesdays, and Thrifting Thursday. 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 but classified hourly increased in support of the District and Site vision of the Attendance Campaign. Substitute classified staff was brought in to make phone calls and identify needs of our students who were absent and provide resources for our families. Some areas were not used due to ESSER and District funded projects such as, Rescue a Generation to support At-Promise students, classified trainings for office staff and campus supervisors. SEL committee met during school hours with Admin team to plan supported by resident subs

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.

New action items to support co-curricular student activities and clubs to connect students to the school community will be included in next year's plan. Targeted Supports and Improvements to support our African American students.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	Increase community partnerships to 75%	LCAP Parent/Family Survey Spring 2023 on Community Partnerships: 80%
P5: Survey of Parents on Student Engagement	Increase student activities and extracurricular activities to 91%	LCAP Parent/Family Survey Spring 2023 on Student Activities and Extracurricular Activities:60%
P5: Survey of Teachers on Student Engagement	Increase student enthusiasm to 14%	LCAP Teacher Survey Spring 2023 on Student Enthusiasm: 24%
5: Survey of Students on Student Engagement	Increase students sense of belonging to 43%	Panorama Student Survey on Sense of belonging: 35%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Students will feel connected to RHS communities</p> <p>3.1 Students will feel connected to RHS communities</p> <p>a. Provide opportunities for students to provide input on issues directly affecting the campus through continued support of a Student Advisory Council</p> <p>b. Develop and Conduct a survey of student needs and interests</p>	<p>3.1 Students will feel connected to RHS communities</p> <p>3.1 Students will feel connected to RHS communities</p> <p>a. Provided opportunities for students to contribute input on issues directly affecting the campus through the shared leadership model.</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>a, b, c, g, i. Teacher Hourly 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1200</p> <p>d, e, f. Certificates, Recognition, Awards and other Prizes 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9000</p>

**Planned
Actions/Services**

c. Provide training for student to student mentoring and also support SEL, Link Crew course, and other selected leadership trainings
 d. Hold student recognition and post-secondary preparation events throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (i.e. extended lunch, free break, Career Day, College / Career Kickoff)
 e. Purchase student incentives for behavior, attendance, academics, and general school engagement
 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)
 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)
 h. Utilize 5-Star Students and accompanying technology to track student engagement and participation in school activities and event (this will be accounted for in the software licenses under goal 1)
 i. Promote involvement and encourage students to join sports, academic, musical, and other clubs. Also support the clubs by providing equal opportunities for field trips and outside events
 j. Provide an opportunity for ASB, School Culture, Student Advisory Council, and others to meet, discuss

**Actual
Actions/Services**

b. Surveys were developed and implemented for students to share needs and interest.
 c. Provided link-crew training to students and staff during the summer prior to the 22-23 school to provide peer support for current and incoming students.
 d. Recognition and post-secondary preparation events were held throughout the year for improvement and success in academics, athletic, musical, attendance, and behavior (i.e. extended lunch, end of semester award ceremonies, raffles, Career Day, College / Career Kickoff)
 e. Incentives for behavior, attendance, academics, and general school engagement were purchased.
 f. Cultural Awareness Events were held throughout the school (i.e., Hispanic Heritage Month, African-American Heritage Month, ect.)
 g. Courses and clubs were developed, adopted, and offered to students to help them connect to the curriculum such as Ethnic Studies, Chicano Studies, Ballet Folklorico)
 h. 5-Star Students and accompanying technology was made available to track student engagement and participation in school activities and event.
 i. Promoted involvement and encouraged students to join sports, academic, musical, and other clubs. Supported the clubs by providing equal opportunities for field trips and outside events.

**Budgeted
Expenditures**

i. Substitute Teachers
 1000-1999: Certificated
 Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$4000

a, b, c, g, i. Classified Hourly
 2000-2999: Classified
 Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$500

**Estimated Actual
Expenditures**

i. Substitute Teachers
 1000-1999: Certificated
 Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$1000

a, b, c, g, i. Classified Hourly
 2000-2999: Classified
 Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ideas, develop action plans and take action	j. Opportunities for ASB, and School Culture, were provided through the shared leadership model to meet, discuss ideas and create an action plan.		
<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>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</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. Best of Rubidoux event was held to highlight our various offerings</p> <p>b. Professional Development was provided to RHS's Outreach Worker</p> <p>c. Outreach Worker continued acting as community partner and transition to the Wellness Center to provide support to parents and students.</p> <p>d. Ongoing and parent workshops and classes were provided based on parent needs and interests (i.e., Parent Connect, Cash for College, Parent Empowerment, monthly evening parent workshops, etc.)</p> <p>e. Childcare was provided to encourage more parents to attend the available classes / workshops</p> <p>f. opportunities were provided to parents to get involved and/or provide input (i.e. Parent Empowerment, ELAC, SSC)</p> <p>g. A Translator Clerk Typist was available to provide parents with communication support, translations, and other supports</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</p>	<p>b. Professional Development for Outreach Worker 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$500</p> <p>c. Outreach Worker (6 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$52437</p> <p>e. g. Classified Hourly 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1000</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 \$0</p> <p>e. g. Classified Hourly</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>h. Parent Institute for Quality Education (PIQE) program was not brought to RHS due to parents not showing interest. Instead RHS created monthly parent workshops that were tailored to the school and the needs of the community. Workshops helped increase parents’ awareness school resources and services that can support their children’s academic progress.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3547</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>

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. Staff provided opportunities for parents to meet with administrative team and Counseling team through our Shared Leadership model. Provided opportunities for parent involvement as educational partners with our Parent Empowerment meetings, Parent Workshops, School Site Council, English Language Advisory Council and Comprehensive Team.

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 (Fabulous Falcon), involvement, and testing advancements through peer recognition visits, awards ceremony, and social media / website and Arreya. 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, Preventative underage drug use, Trauma Informed Practices, Grief, Identifying signs of Suicide, Tips on the Digital age/Teens of the Digital era, Importance of Attending today to Succeed tomorrow, the Power of Education. Administrative team scheduled multiple events to support parent, student and community voice such as Comprehensive Team Meetings, Parent Empowerment, ELAC meetings, School Site Council, and Attendance Committee with student voice.

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

Proposed expenditures were used as planned. SSC met to move PIQE money to RHS Parent workshops and support with LCFF to use for student incentives.

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 offering Class shirts, FAFSA/College signing Incentives. Increase funding for evening workshops and events related to college and career readiness (FAFSA completion, meeting CCGI Dashboard, etc.) The objective is to increase student engagement and post secondary college and career readiness. Change software provider from 5 star to Minga to support student engagement, support and incentives.

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	166276
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	1,683,081.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	152400	1.00
Title I Parent Involvement -- 3010 1902	2477	0.00
Title III LEP -- 4203	11399	0.00
LCFF Suppl/Conc -- 0707	231222	0.00
LCFF District -- 500 0707	696872	0.00
LCFF Sec Int -- 0046	549997	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	696,872.00
LCFF Sec Int -- 0046	549,997.00
LCFF Suppl/Conc -- 0707	231,222.00
LCFF VAPA -- 0763	6,500.00
Title I Basic -- 3010	152,399.00
Title I Parent Involvement -- 3010 1902	2,477.00
Title III LEP -- 4203	11,399.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,021,406.00
2000-2999: Classified Personnel Salaries	490,221.00
4000-4999: Books And Supplies	99,207.00
5000-5999: Services And Other Operating Expenditures	71,470.00
5800: Professional/Consulting Services And Operating Expenditures	777.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	3,000.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	17,715.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	11,500.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	377,174.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	319,698.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	549,997.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	29,038.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	83,484.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	64,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	54,700.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	6,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	65,197.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	75,710.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,222.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	5,270.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement -- 3010 1902	777.00

2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies

Title III LEP -- 4203
Title III LEP -- 4203

6,629.00
4,770.00

School Site Council Membership

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

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

Name of Members	Role
Kevin Corridan	Principal
Steven Bier	Classroom Teacher
Aimee Boess	Classroom Teacher
Todd Chard	Classroom Teacher
Elizabeth Duenas-Arzate	Classroom Teacher
Lucia Bludzius	Other School Staff
Marisela Solis	Parent or Community Member
Gabriel Cisneros	Parent or Community Member
Maria I. Lara Dominguez	Parent or Community Member
Melissa Mendoza	Secondary Student
Pricilla Valadez	Secondary Student
Maria Villalobos	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2023.

Attested:



Principal, Kevin Corridan on May 15, 2023



SSC Chairperson, Todd Chard on May 15, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner 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.

Educational Partner 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 Educational Partner 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