School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rose City High School	19-64881-1936806	10/29/21	1/27/22

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)

X Comprehensive Support and Improvement
Rose City High School has been identified for Comprehensive Support and Improvement status based on its graduation rate.

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.

Rose City High School's SPSA was developed through a collaborative effort involving staff, students, and parents. It includes strategies to address recommendations from our recent WASC visiting team, Model Continuation High School Visitations, as well as strategies to address targeted areas of the Dashboard for Alternative Schools. It addresses the academic and social-emotional needs of all subgroups, including English learners, socioeconomically disadvantaged students, students with disabilities, and foster youth. The goals of the SPSA are directly aligned with the district LCAP goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The development of the plan involved input from staff, students, parents, the WASC accreditation team, and from the model continuation high school visit. The plan was reviewed during virtual meetings on A Mondays and during SSC meetings. It was also included in our WASC self study process for the previous two years. The revised plan incorporates findings from the WASC self-study process, input from stakeholder groups, as well as findings from the WASC visiting team.

Resource Inequities

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

Due to a reduction in CTE funding for the district, the sequential pathway program at RCHS has been eliminated. This has resulted in less students graduating "College/Career" ready as indicated on the CA Dashboard for Alternative Schools. The recently awarded SSP grant has allowed RCHs to develop a course sequence thatis designed to increase the college/career readiness indicator on the DASS.
Most students attednign RCHs have experiecned some form of trauma. The closing of the Healthy Start Program in 2018 made it difficult to connect students and parents to the much needed resources in order for them to attend school on a regular basis. The newly awared communty schools grant will help alleviate this need and allow RCHS to work with community partners to establish access to services for students.

School Vision and Mission

Vision:
Prepare students for the job market of the 21st century by engaging them in critical thinking through projects and lessons that foster creativity, communication, and collaboration.

Mission:
To nurture students to become self-sufficient and productive citizens who use 21st century skills to offer solutions and innovations in the job market of today and in the future.

School Profile

Rose City High School serves as Pasadena Unified School District's continuation high school. The population is comprised of students sixteen years of age or older, who are at risk of not graduating with their class. Students are placed at RCHS by an alternative education placement committee, which meets four times per year. Students are placed at RCHS strictly due to credit deficiency which can be attributed to several factors, including poor attendance, parenthood, or unfortunate personal circumstances. Students have the option of either graduating from RCHS, returning to one of the four comprehensive high schools, or transferring into an on-site adult diploma program. Students may also enroll voluntarily during their sophmore, junior, and/or senior year as well.

RCHS offers students a flexible schedule and the opportunity to make up credits quickly. Instruction at RCHS is flexible based on student needs and consists of blended instruction, online courses, independent study, or a combination thereof. The curriculum addresses the California Common Core Standards and Schoolwide Learner Outcomes identified by the school. The school provides curriculum that allows a student to meet the state and district graduation requirements. The site offers Math and ELA intervention classes as well as a daily tutoring period.

Rose City High School operates on a quarter system and consists of two programs: Blended Learning Direct Instruction, and Independent Studies. The independent studies program serves no more than 10% of the continuation student enrollment. In an effort to transition to a 21st-century learning environment, the site recently upgraded facilities, to include a newly renovated library and multi-purpose room, college and career counseling office. A construction trades lab, a graphic design lab, and weight room have also been previously updated. Classrooms currently in use are equipped with document cameras, digital projection systems, desktop computers, and all faculty are provided a district Chromebook device. The site utilizes a blended learning model in direct instruction classes and issues Chromebook devices to the majority of the student body. Additionally, the site's computer lab program has a computer lab with 30 Mac computers for Acellus courses, as well as an on-site GED testing center.

RCHS students epitomize the Achievement Gap in our district. The school addresses this reality with differentiated instruction, a wide range of programs and learning opportunities, flexible scheduling, specialized curriculum, remedial and intervention classes, awarding partial credit for coursework completed, exposing students to college and career

opportunities, and offering a fifth year to struggling students. Spanish speaking parents and families are included at RCHS functions and parent groups including School Site Council, Title 1 meetings, English Language Advisory Committee (ELAC) and parent information nights.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	10.8%	10.66%	8.2%	19	21	14
Asian	%	0%	%		0	
Filipino	%	1.02%	0.6%		2	1
Hispanic/Latino	84.09%	84.77%	84.7%	148	167	144
Pacific Islander	0.57%	0.51%	0.6%	1	1	1
White	2.84%	1.52%	4.1%	5	3	7
Multiple/No Response	%	0%	0.6%		0	1
			Total Enrollment	176	197	170

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	5	2	3
Grade 11	67	63	27
Grade 12	104	132	140
Total Enrollment	176	197	170

Conclusions based on this data:

1. More effort needs to be made to intervene with credit deficient juniors and return them back to their high schools for their senior year.

2. Rose City serves a very transient population of students. Although the total enrollment reported here is fairly small, the actual number of students served throughout the school year is approximately 325 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	37	32	17	21.0%	16.2%	10.0%
Fluent English Proficient (FEP)	86	110	99	48.9%	55.8%	58.2%
Reclassified Fluent English Proficient (RFEP)	10	1	16	27.0%	2.7%	50.0%

Conclusions based on this data:

1. The number of English learners will be increasing with the addition of Level 1 and Level 2 students transferring out of the newcomer program at Blair. Systems and structures to support these students in a quarter system are currently beign developed.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	87	80	80	70	42	70	69	42	70	80.5	52.5	87.5
All Grades	87	80	80	70	42	70	69	42	70	80.5	52.5	87.5

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2456.	2446.	2427.	0.00	0.00	0.00	4.35	2.38	4.29	23.19	21.43	11.43	72.46	76.19	84.29
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	4.35	2.38	4.29	23.19	21.43	11.43	72.46	76.19	84.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.45	2.38	2.86	39.13	42.86	24.29	59.42	54.76	72.86
All Grades	1.45	2.38	2.86	39.13	42.86	24.29	59.42	54.76	72.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	20.29	14.63	12.86	79.71	85.37	87.14
All Grades	0.00	0.00	0.00	20.29	14.63	12.86	79.71	85.37	87.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	50.72	47.62	54.29	49.28	52.38	45.71
All Grades	0.00	0.00	0.00	50.72	47.62	54.29	49.28	52.38	45.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.45	2.38	1.43	33.33	30.95	24.29	65.22	66.67	74.29
All Grades	1.45	2.38	1.43	33.33	30.95	24.29	65.22	66.67	74.29

Conclusions based on this data:

1. The area of writing continues to be the greatest challenge for our students and needs to be an area of focus for RC. Most students transfer in and out of the school throughout the school year, before and after testing. Therefore, it is difficult to capture the specific needs of Rose City High School students as the popultion of students shifts and changes every year.

2. Based on HMRI assessments, students enrolling at Rose City High School read far below grade level.

3. The percentage of students scoring below standard decreeased by 4.1 points.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	87	80	80	69	59	70	69	59	70	79.3	73.8	87.5
All Grades	87	80	80	69	59	70	69	59	70	79.3	73.8	87.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2400.	2401.	2403.	0.00	0.00	0.00	0.00	0.00	0.00	1.45	1.69	4.29	98.55	98.31	95.71
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	1.45	1.69	4.29	98.55	98.31	95.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	2.90	1.69	2.86	97.10	98.31	97.14
All Grades	0.00	0.00	0.00	2.90	1.69	2.86	97.10	98.31	97.14

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	10.14	5.17	12.86	89.86	94.83	87.14
All Grades	0.00	0.00	0.00	10.14	5.17	12.86	89.86	94.83	87.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	23.19	13.56	28.57	76.81	86.44	71.43
All Grades	0.00	0.00	0.00	23.19	13.56	28.57	76.81	86.44	71.43

Conclusions based on this data:

1. Nearly all students enter RCHS scoring unprepared for high school math based on MDTP assessment data. Therefore it is not surprising that most students score below standard on the mathematics portion of the CAASPP. The school needs to develop instructional sections/interventions of curriculum to better serve individual student needs.

2. There continues to be a need to devote much time to re-teaching and reviewing foundational skills, will is crucial for student success as they progress throguh math content. .

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*		*		*		*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	1533.5	*	1524.3	*	1542.4	*	12
Grade 12	*	*	*	*	*	*	*	8
All Grades							20	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*		*	*	*
11	*	0.00	*	25.00	*	66.67	*	8.33	*	12
All Grades	*	4.17	60.00	29.17	*	58.33	*	8.33	20	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*		*	*	*
11	*	25.00	*	8.33	*	50.00		16.67	*	12
12	*	*	*	*		*		*	*	*
All Grades	65.00	25.00	*	29.17	*	37.50		8.33	20	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*	*	*	*	*	*	*	*	*
11		0.00	*	8.33	*	66.67	*	25.00	*	12
12		*	*	*	*	*	*	*	*	*
All Grades		0.00	*	12.50	*	54.17	*	33.33	20	24

11	*	0.00	*	58.33	*	41.67	*	12
All Grades	*	4.17	*	58.33	*	37.50	20	24

11	*	66.67	*	8.33		25.00	*	12
All Grades	85.00	70.83	*	16.67		12.50	20	24

11		0.00	*	41.67	*	58.33	*	12
All Grades		0.00	*	41.67	60.00	58.33	20	24

10	*	*	*	*	*	*	*	*
11	*	0.00	*	91.67	*	8.33	*	12
All Grades	*	0.00	60.00	91.67	*	8.33	20	24

Conclusions based on this data:

1. Reading is the lowest domain for our students. We need to develop a better system to support students in reading and writing.

2. This data alone is imited and does not provide enough data in order to make programmatic and pedagogical decisions.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
197	**95.9**	**16.2**	**6.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	16.2
Foster Youth	13	6.6
Homeless	12	6.1
Socioeconomically Disadvantaged	189	95.9
Students with Disabilities	27	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	10.7
Filipino	2	1.0
Hispanic	167	84.8
Two or More Races	3	1.5
Pacific Islander	1	0.5
White	3	1.5

Conclusions based on this data:

1. This data is based on norm day numbers, however the population at Rose City is highly transient. Typically 250-300 students enroll throughout the school year.

2. With the additon of newcomer students arriving at Rose City, the percentage of English Learners is expected to increase significantly.

3. The high percentage of socio-economic disadvantaged students necessitates working closely with community partners to provide basic services to families.
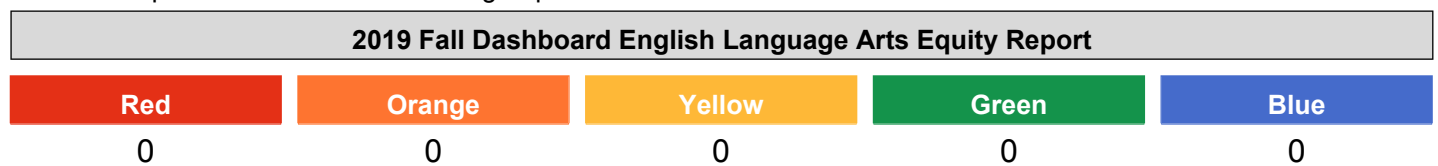
School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Red
Mathematics No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Changes in how the graduation rate is calculated for alternative schools has resulted in a lower graduation rate then expected.

2. Despite significant efforts to reduce the suspension rate, it is still higher than the desired outcome.

3. We are continuing to have difficulty in improving college/career readiness due to the majority of students scoring below standard on the SBAC for ELA and Math, and due to a significant reduction in CTE allocations througout the years.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
153.4 points below standard	174 points below standard	0 Students
Increased ++4.1 points	11	
52		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	151.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Increased ++6.6 points	6
	48	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
4			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
150.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
46	1		1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	142.6 points below standard
9	2	13

Conclusions based on this data:

1. There is not enough information included in this section of the dashboard to make determinations regarding the instructional program in ELA. We know from entrance assessments and classroom data that well over 90% of students entering into RCHS are reading far below their grade level.

2. It is imperative as a continuation school that we continue to utilize school-based assessments to monitor students progress in ELA during the time they are enrolled.
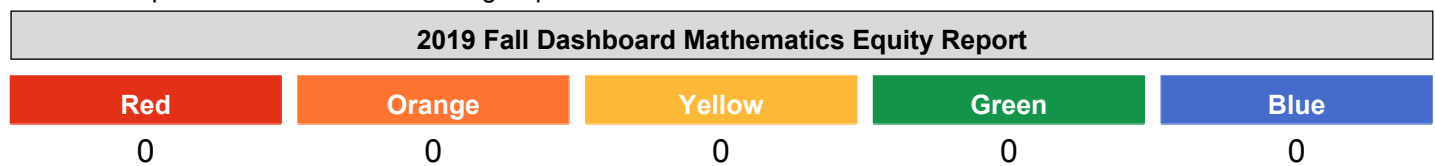
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	
230 points below standard	235.6 points below standard	
Declined -4.5 points	11	
51		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	227.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Maintained ++1.1 points	6
	47	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 226.6 points below standard Increased ++3 points 45	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 3	240.6 points below standard 12

Conclusions based on this data:

1. Math dashboard data is not avialble for Rose City. We know from MDTP entrance assessments that 90% of students entering into RCHS are not ready for high school math.

2. Providing students with accelerating math courses proves to be difficult given the immense gaps in knowledge and need for math intervention.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
25 making progress towards English language proficiency
Number of EL Students: 20
Performance Level: VeryLow
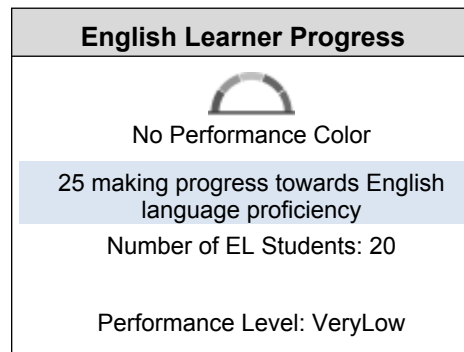
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Ninety percent of EL students at RCHS are Long Term English Learners that need to move beyond level three.

2. In order to increase the reclassification rate for our English Learners we need to identify alternative ways to reclassify other than CAASPP scores.
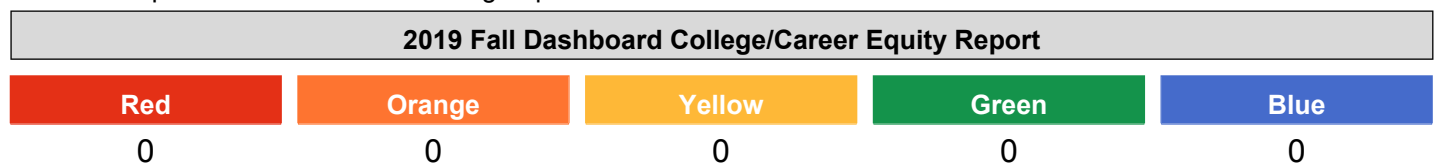
School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.9	0 Students	0 Students
102		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0.9 **Prepared**	0.9 **Prepared**	0 **Prepared**
0.9 **Approaching Prepared**	0.9 **Approaching Prepared**	6.9 **Approaching Prepared**
98.2 **Not Prepared**	98.2 **Not Prepared**	93.1 **Not Prepared**

Conclusions based on this data:

1. It is very difficult for RC students to meet this requirements due to a reduction in CTE allocations. With the implimention of a manufacturing and design course sequence this is expected to improve.

2. Offering Dual enrollment courses with PCC during the school day will help students meet this requirement.

3. We will need to focus on accurately flagging students who complete this requirements in Aeries, as there appears to be some evidence of under reporting.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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. There is no data on this indicator, however we know that the chronic abseentism rate is 56%. The montly attendnce continued to improve up until the time that students trnsitioned to remote instruction.

2. There is a need for an in depth needs assessment and root cause analysis to address chronic absenteeism and to identify evidence-based strategies to address absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
49	35.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.4	Declined -10.2	8
102	17	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48.4	40
10	Declined -7.9	Declined -13.9
	93	20

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53.3	0 Students	0 Students	0 Students
Declined -11.9			
15			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
47	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.8	1	1	2
83			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
58.4	49

Conclusions based on this data:

1. The graduation rate decreased by nearly 10 percent in 2020. Although we were on track to increase our graduation rate, when students transitioned inot remote learning we lost contact with many of our students and families.

2. The far majority of students who did not make graduation in 2020 have enrolled for a fifth year to complete their graduation requirements.

School and Student Performance Data

Conditions & Climate
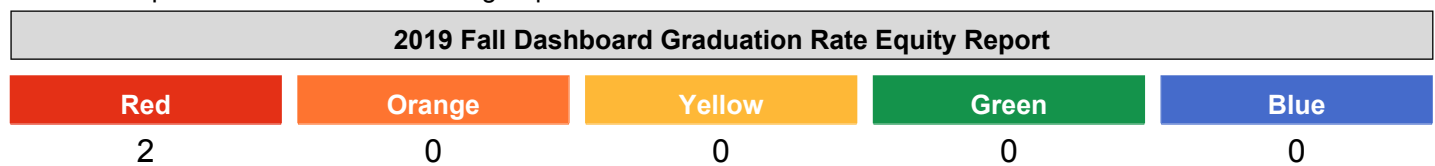## Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	1	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
10.4	18.4	25
Increased +0.6	Increased +8.2	Increased +2.8
268	49	28

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Yellow
17.6	11.3	7.9
Increased +7.1	Increased +0.4	Declined -5
17	238	38

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 11.9 Declined -5.1 42			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 10.4 Increased +1.4 212	No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 8
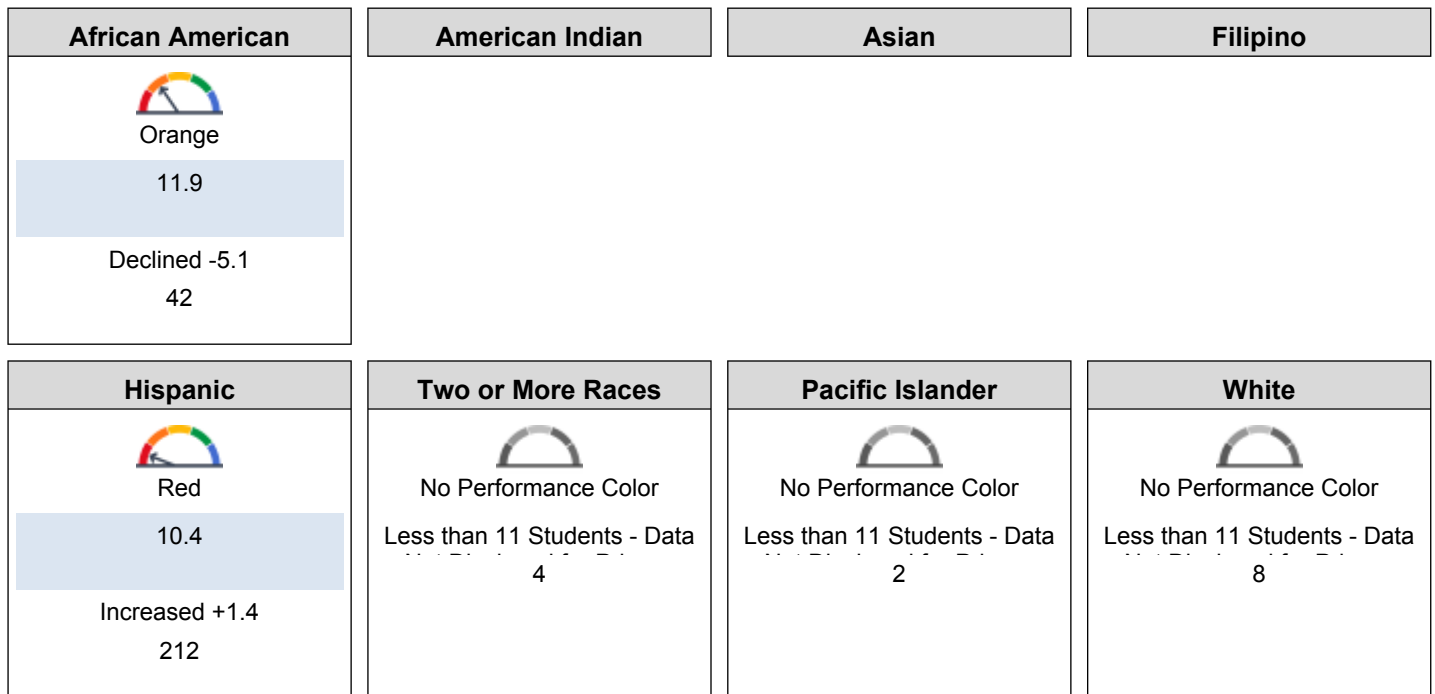
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.9	10.4

Conclusions based on this data:

1. There were no suspenions in the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

- By May 30, 2021, Increase the % of average scores on the MDTP from a baseline of 13.72 (30%) upon entrance to an average of 22.0 (60%) upon exiting the school.

Identified Need

Currently there is no dashboard data available for Math. According the MDTP results, the majority of students entering RCHS lack the basic math skills that are necessary to achieve mastery in high school mathematics courses. Students enter RCHS averaging a score of 13.78 (30%) on the MDTP. According to classroom observations, many students have been chronically struggling in math and have lost motivation. The instructional team that all students need to improve math skills and abilities in order to satisfy college and career indicators on the Dashboard For Alternative Schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Entrance/ Exit score on Mathematics Diagnostic Test project	- On entrance MDTP exams students average a score of 13.72 (30%), on exit MDTP exams students average a score of 19 (44%)	- Average score of score of 60% or better on MDTP before exiting the school.
- SBAC mathematics	- 230 below standard range.	Increase school-wide SBAAc scores by 40 points. (Currently no performance color)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Students who assess below high school readiness on the MDTP will be enrolled in math support course in addition to their math course, where the focus will be on developing foundation level skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize personalized learning time and/or after school tutoring to provide individualized instruction for students requiring additional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Teachers will be given a common prep period to allow for continual collaboration for math teachers, as well the development of cross curricular projects.
- Collaborative meetings will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards and pathway theme.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Implement professional development/research co-teaching model for an inclusive math classroom for educational specialist to support students with IEPs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Students who are failing math courses will be discussed during weekly student chat meetings, where intervention and monitoring will be developed and discussed with staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math 3 content will be delivered over the course of two semesters in order to provide intensive academic support and review in math courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math teachers to attend National Council of Teachers of Mathematics Conference in Spring of 2022.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Math and Science Teacher to attend California Consortium for Independent Studies Conference

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Substitute Teachers for math and science teacher to attend CCIS conference

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

| 1000 | LCFF - Supplemental and Concentration (S/C) |

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

-- CSI funds to be used for ELA teachers to attend Califorina Continuation Education Association conference (Funds allocated under Graduation Rate Goal)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The co-taught inclusive classroom was not implemented, neither was was Mathia implemented the way it was intended.
Personalized learning time was utilized by the math department with fidelity to provide individual support.
A new math teacher allowed for intervention courses to operate as planned.

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

Pre/Post Assessment with MDTP were not implimented with fidelity remotely.

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.

Goals will stay the same with an increased focus on implimentation with in-person instruction.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

- Increase the baseline lexile level of incoming studens from 5.12 by three grade levels, to above 8.0, as measured by HMRI inventory end of year assessment.
- Increase the baseline lexile level of incoming English Learners from 3.09 by three grade levels, to above 6.0, as measured by HMRI inventory end of year assessment.

Identified Need

- Currently there is no dashboard data available for ELA. According the HMRI assessments results for every entering student, the majority of students entering read and write far below grade level. The average lexile level is 5th grade. Incoming English Learners are averaging a 3.09 grade reading level based on Fall 2018 entrance assessments. Incoming students (non-English Learners) are averaging a 5.12 grade reading level based on Fall 2018 entrance assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SRI entry and exit Assessments given to students upon entry and again at the end of the year.	English Only- 5.12 lexile level upon entrance English Learners- 3.09 Lexile Level upon entrance	Increased reading levels by minimum of two grade levels as measured by HMRI inventory.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional Development
- ELD professional development in four A Mondays (4 times).
- ELA teachers to attend Califorina Continuation Education Association conference (Funds accounted for in Goal #1)
- ELA teachers attend CIPD worshops and trainings through the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

- English Learners will be double blocked into ALD and ELA courses with same teacher to provide continuum of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- A Mondays and collaborative meetings will be utilized to develop curricular and cross curricular projects that are aligned to Common Core Standards.
- Teachers will be given a common prep period to allow for continual collaboration on cross curricular projects.
- Teachers will use common planning time for professional development in literacy instructional strategies and will teach academic and content-specific vocabulary as part of their curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Use of funds to continue to purchase high interest books for the school library and ELA classrooms. The completion of the school library is necessary to fully implement the workshop model and will be used for literacy intervention activities such as book clubs and reading workshop.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4103	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

MTSS
- MTSS team to develop Tiered Intervention Rubric for English during summer planning.
- Given the transient population, MTSS team to identify and develop comprehensive system for measuring student growth and progress in ELA while enrolled at RCHS.
- MTSS team to revise Student Learner Outcomes to reflect measurable outcomes in core courses, including reading and math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

LDRT supplemental hours for teacher to assess all incoming students reading levels, monitoring student progress, reclassifying students, conducting ELPAC assessments, training teachers in effective strategies with ELs, small group reading intervention, maintaining EL files, etc..
(Accounted for Graduation Goal)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4350	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Utilize pre and post assessments at the beginning of each course to measure content mastery and identify focus areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Students falling behind in class will be scheduled into tutoring period within the instructional day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

12th Grade Students

Strategy/Activity

Coordinate the implementation of PCC dual enrollment courses for English. Supplement PCC English course with in house support for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Increase academic couneslor from 60% to 100% (Funds accounted for in graduation goal)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Priorities shifted in ELA to focusing on writing research papers in order to prepare students for senior defense. The far majority of students transferring into Rose City have not completed any research nor any elements of their senior defense.
Due to students remaining in remote learning throughout the school year, it has been difficult to engage students in many of the strategies outlined in last year's SPSA. Therefore many of the strategies will remain in place for this current year.

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

There were no major discrepencies in how the budget was expended.

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.

While going through the MTSS process, we realized we needed to adjust our bell scheudle in order to place an intervention period within the school day. Students who need additional support in English now will have a period added to their schedule where they will receive intensive academic support.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

- Increase the % of English Learners scoring "well developed" in the reading section of the ELPAC from baseline of 10.89% to 30% or higher.
- Increase the % of English Learners scoring "well developed" in the listening section of the ELPAC from a baseline of 21.64% to 40% or higher.
- Increase the baseline lexile level of incoming Englihs Learners from 3.09 by three grade levels, to above 6.0, as measured by HMRI inventory end of year assessment.

Identified Need

- Incoming English Learners are averaging a 3.09 grade reading level based on Fall 2019 entrance assessments. Incoming students (non-English Learners) are averaging a 5.12 grade reading level based on Fall 2019 entrance assessments
- Approximately 33% of the RCHS population are English Learners and require intensive academic support.
- All subgroups, including socio-economic disadvantaged, foster youth, special education, and English Learners averaged below basic on the ELA and math portion of the SBAAC.
- English Learners at RCHS are typically long term English Learners and have demonstrated little growth in English proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	English Learner Progress: Well Developed: 16.4% Moderately Developed: 37.77% Somewhat Developed: 30.12% Beginning: 15.71%	Increase English Learner progress in well developed category to 36.6% or higher.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

- English Learners will be double blocked into Academic Languge Develpment classes and ELA courses with same teacher to provide consistency of instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Use of funds to purchase high interest books to complete the school library. The completion of the school library is necessary to fully implement the workshop model and will be used for literacy intervention activities such as book clubs and reading workshop. It will contain high-interest books at varying reading levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Other

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Read theory and I-ready assessments utilized weekly to provide timely and frequent growth data for English Learners in order to determine instructional needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

5000	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

-Continue to pay supplemental hours for a teacher to assume LDRT duties, including assessing all incoming students reading levels, monitoring student progress, reclasssifying students, conducting ELPAC assessments, training teachers in effective strategies with ELs, small group reading intervention, maintaining EL files, and collaborating with the LADD Office for reclassifying students utilizing the ELPAC

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Other

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

• SDAIE strategies used in all courses. • Professional development in SDAIE by Resource Teacher.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Weekly Student Chat collaboration meetings with staff and school administration aimed at strengthening effectiveness of on-site support and intervention programs for English Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Resource teacher to train teachers in differentiation, accommodations. academic interventions for English learners during 4 A Monday meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Utilize ELPAC practice test questions to prepare students for the ELPAC assessment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Hire full time community assistant (Funds Allocated with Community Schools grant and graduation rate goal section)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Hire bilingual instructional Aide to support low level English learners in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 19000 | Title I |

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Given that students remained in distance learning for most or all of the school year, many of the strategies were shifted to focus on training teachers to effectively teach in a remote setting. Therfore many of the strategies on the previous SPSA will remain in tact for this school year.

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

There were no major differences in how funds were spent

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.

The new SPSA focuses on supporting English learners in mainstream classes as well as refining processes for timely assessments and continous monitoring of progress.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 4

- Increase average daily attendance rate by 5 percentage points school wide each year until 96% or better is achieved
- By May 2021, decrease chronic absenteeism rate from a baseline of 56% by fifteen percent to 41% (Based on most recent data before entering into remote learning)

Identified Need

- The attendance rate for the 2019-2020 school year increased slightly from 80.5% to 85% until students entered remote learning. The average daily attendance rate for students during the 2020-2021 school year while in remote learning was 77%. There is a need to continue to raise the attendance percentage as students begin to return to campus until an attendance rate of 90% or above is achieved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Monthly CWAS attendance reports • Dataquest Truancy Rate Report	• 56 % Chronic abseentism. • 85% attendance rate	• 41% truancy Rate • 90% Attendance Rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Using grant funds, hire Truancy Preventionists and Interventionists to meet with parents and students with truancy related issues in order to make referrals to services and establish an attendance improvement plan with parent and student.

- Fund community assistant position to coordinate with community partners to provide services to students and families to address attendance issues (These funds are allocated in the graduation rate goal)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
73000	Other

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Facilitate the implementation of the community schools grant for the 2021-2022 school year to target truancy related issues and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

-Weekly Student Chat collaboration meetings with support staff and school administration aimed at strengthening effectiveness of onsite support programs and monitoring students of concern.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Incoming Students

Strategy/Activity

- New students are required to take a ten week empowerment course that focuses on resiliency, mentorship, academic planning, goal setting, anger management, and coping strategies.
- Coping skills and strategies for dealing with stress taught in mandatory empowerment class for all new students.
- Schedule new student orientation days with volunteers from Lake Avenue Foundation and Day 1.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- -Students with drug/health issues will be referred to the onsite Impact classes/counseling during and after school
- Organize mental health week and invite speakers who overcame addictions to controlled substances.
- Voluntary Impact group held during the school day.
- Weekly student chats facilitate timely referrals for mental health and substance abuse intervention.
- Individual meetings and interventions with students who are caught/suspected of using controlled substances.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

MTSS Team to utilize summer planning to identify data that will be used to determine the effectiveness of social emotional supports on campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Supplemental time for Administrative designee to assist with SART meetings, Disciplinary actions, and implementing activities included in safety plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the above strategies resulted in a siginifant increase in attendance percentage during 2019-2020 up until students transitioned to remote learning. Many of the strategies are being carried over to this year in order to implement them in an in-person setting.

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

There were no major discrepencies in budgetary spending on this goal.

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.

The focus this year will be to shift to the implementation of the new community schools grant to continue to build upon the community schools foundation already begun at Rose City.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Goal 5

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.

Identified Need

The RCHS instructional and support teams have identified a need for stronger parental involvement in meetings, events, and activities. Currently, 60 percent of parents have activated Parent Portal acounts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Parent Portal applications • Counselor logs of parent meetings	• 50% of families have access to Parent Portal • 50% regularly attend counselor/SST meetings throughout the year.	• 75% of families have access to Parent Portal • 75% regulrly attend counselor/SST meetings throughout the year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Continued diligence by counselor with scheduling SST meetings after Tier 1 interventions have been exhausted. SSTs will include graduation status updates and a ILP will be provided to student and parent.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire community assistant to support home visits and communty engagement (Funding acounted for in grduation rate goal)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Coordinate with district community liaison to plan activities and events to increase parent involvement.
- Trauma informed parenting classes taught by Young and Healthy held in the Fall and Spring

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

IEP Students

Strategy/Activity

- School Aommunity Assistant to work with the needs of families to improve attendance, manage the wealth of community support and services to support student learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Updated Individual Learning Plans and transcripts mailed home quarterly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Organize quarterly family nights, award assemblies, fund raisers, essay contests.
- Provide workshops for families to include college and career readiness, trauma-informed care, school safety, and other topics determined by priorities of our community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Many of the strategies were not implimentad as it has been difficult to reach students and families during remote learning. Therefore many of the strategies will carry over to this years SPSA.

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

NA

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.

There has not been many changes to this goal as the main focus is to keep parent involvement one of the top priorities.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 6

- Graduation Rate for All Students will increase the baseline of 49 (Red) from by a total of 19 or more (to reach Orange) with a stretch goal of 24 or more (to reach Yellow) to end at 68 or higher by the end of the 2021-2022

Identified Need

- The graduation indicator of the CA Dashboard shows the RCHS graduation decreased from 58 to 49 percent during the 2019-2020 school year. No one subgroup appears to be at a lower percentage than the others. There is a need to increase the graduation rate to 68% or higher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Indicator on CA DASS Dashboard	49 % graduation Rate in 2019 (Most recent dashboard)	69% graduation rate by June 2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Using the newly awarded Community Schools grant as a framework, collaborate with district and community stakeholders in the development of a community school model to provide students and families with increased support and wrap around services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Increase academic counseling services from 60% to 100% (This was funded through ESR funds for this school year).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School tutoring in core subject areas as well as after school clubs to increase student engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	CSI

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In conjunction with Pacific Oaks College of Community and Social Justice, provide all new students with sucess coaching through the Student Success Initiative. This program employs a strength-based approach and is grounded in an Implementation Practice Model that involves Multi-Disciplinary Teams.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

42250	CSI

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Senior Portfolio and Defense:

- Update senior defense Canvas course for each senior to enroll.
- Continue to establish tutoring period as advisory for students to check in with assigned teacher for portfolio requirements and advising.
- Re-establish a library of research prompts or civic engagement opportunities for student to access when writing research papers.
- Continue to attend district senior defense meetings in order to better matriculation with traditional high schools regarding students meetings senior defense requirements.
- Pay hourly stipend to senior defense coordinator to attend district meetings and provide staff professional development in senior defense.
- Continue collaborating during pathway meetings on the implementation of district grading rubrics school-wide.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Use of Acellus program for additional credit recovery opportunities.
- Purchase laptop computers for use at work and home.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	CSI

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- RCHS staff to utilize common planning time for weekly Student Chats meetings to assign interventions and/or support services for students who are struggling and at risk of not graduating high school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth Students

Strategy/Activity

- Identify and track the progress of foster youth students each quarter. Provide partial credits within three days of leaving the school.
- Collaborate with Student Services departments and foster youth agencies to identify students that qualify for AB216.
- Re-establish a STARS Resource Center on site specifically designed to promote empowerment and awareness for issues affecting foster youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- College Access Plan will provide weekly individual sessions to help students apply for college and financial Aid.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Each incoming student will meet wit the counselor upon enrollment and review/discuss various diploma options that fit the student's needs.
- Students new to RCHS will be enrolled in a quarter empowerment class that will provide orientation to the school, address social-emotional issues, provide one on one stregnth-finder coaching, and self-esteem strategies.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Hire community assistant to support home visits and communty engagement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30000	CSI

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Team of educators and support staff to attend CCEA conference (April 30-May 3) in order to share and learn best practices related to improving graduation rates.
- Site leadership and lead teachers to present various practices and strategies at the CCEA conference

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide seniors and non-grads site based credit recovery for during summer 2021. (4 teachers, 1 counselor)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

26000   CSI

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Lead staff through WASC Mid-Cycle Self-Study and MTSS framework to identify schoolwide areas of focus for struggling learners

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	CSI

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The plan was implemented to the best of our ability, however it was diffficult to plan for the pandemic at the time this was developed. At this time it is difficult to judge outcomes of graduation rates in comparison to other years, as student engagement has been an issue during the pandemic.

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

No major differences to report in budgetary spending.

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.

Most of the effort as it relates to the graduation rate are focused on providing access and support for students with varying social emotional and academic needs. A new partnership with Pacific Oaks College Student Succes Initiative, as well as the implimentation of the Community Schools Model, will bolster the support and services provided to students.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 7

Establish a sequential media arts program within curriculum to compliment the visual arts program.

Identified Need

Up unto 2018 RCHS has not had an established art program in the curriculum taught by a credentialed art teacher. The Exploring The Arts grant has given the school the resources and opportunity to develop a sequential art program for media and visual arts. Now that the visual arts program is established, there is a need to continue to develop a sequential media arts program over the next two school years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Media Arts course offerings within school day The number of students completing art courses	Currently photography and studio art courses offerrd	Sequential media arts program oferred within the school day

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Continued partnership with artworks LA for art residency two days a week in art classes, paid through Exploring The Arts grant.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Grant funds used to purchase photography and media equipment and furniture to complete art room.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Coordinate with PCC Dual Enrollment Director to offer media arts as a dual enrollment course within school day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Identify and develop goals to revise the four year Exlporing the Arts plan to include studio art, digital photography, and media arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Establish revised MOUs with ETA, About Productions, and Artworx LA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

                                                 Foundation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Collaborate with community art group in hosting the No Boundaries Art Exhibit that showcases various art pieces from all of PUSD

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Planning time for the art teacher to plan media arts projects and activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The goal to create a media arts program have been put on hold during disctance learning. Therefore the grant funds provided through Exploring The Arts ave been extended by another school year. Dual enroillment courses were also placed on hold until in-person instruction resumes.

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

No funds through Exploring The Arts were expended during the pandemic.

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.

Coordinate with Dual Enrollment Coordinator from PCC to identify possible courses to offer that could be staffed by a PCC instructor during the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 8

Ensure that Special Education students receive proper placement, accommodations and site services specified in their Individualized Education Plans.

Identified Need

- Students with IEPs are have a 50% success rate on passing senior defense on the first try. There is a need to increase the percentage of special education students passing their senior defense on the first attempt.
- Students with IEPs have a 65% course completion rate in passing Integrated math. There is a need to significantly increase the number of special education students passing integrated math on their first attempt.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- MTDP entrance and exit exams - Math course completion rates	- Students with IEPs average a raw score of 12.2 on the MDTP entrance assessment - 65% course completion rate in math	Exit score on the MDTP of 30 or higher. Math course completion rate of 75% or more.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

Implement co-teaching model in an inclusive math classroom for educational specialists to support students with IEP's.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

- RSP teacher will be utilized to pull students out on an as needed basis and to offer one period a day of academic assist.
- Students with failing grades in one or more classes will be scheduled into a fifth period academic assist class with resource specialists support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

Utilize personalized learning time and/or after school tutoring to provide individualized instruction for students requiring additional support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

- Site administration and case carrier to review IEPs monthly to ensure adherence to 30 day, annual, and triennial IEP timelines.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

Student accommodations will be distributed to all teachers on a quarterly basis for instructional use to ensure accommodations are being met in the classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

Graduate defense
- One on one support with senior defense presentations during academic assist and/or after school tutoring
- Accomodations will be avalabe for senior defense presentations for students with IEPs. These may include alternative presentation methods, adjusting the time requirement, adjusting the rubric, etc. -

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies involving the senior defese have been on hold given the senior defenses have been waived for the 20-21 school year.

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

NA

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

No major changes will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 9

College/Career Indicator Percent Prepared for All Students will increase the baseline of 1 (Red) from by a total of 10 or more (to reach Orange) with a stretch goal of 35 or more (to reach Yellow) to end at 11 or higher by the end of the 1-2 school year.

Identified Need

The College/Career Readiness indicator of the CA Dashboard shows 0.9% of RCHS met the requirements for College/Career Readiness. This is mainly due to limited CTE programs and offerings on campus, as well low math scores on the SBAAC.   There is a need to increase the percentage of students graduating college and career ready, as indicated by the dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/career readiness indicator on DASS Dashboard	0.9% College/Career Ready (Most recent dashboard)	15% College and Career Ready by June 2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- Increase the number of student who enroll in Dual and concurrent enrollment courses. By completing 2 dual enrollment courses, students will meet the college/career readiness indicator.
- Coordinate with PCC in offering Dual enrollment classes within the school day for English, ART, Speech, and Journalism.
- Provide students access to CTE dual enrollment courses on campus during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Impliment new CTE course sequence to increase college/career readiness indicator on the California Dashboard for Alternative Schools. This sequence was develped as part of the SSP grant for Manufacturing and Design.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- College Access Plan will provide weekly individual sessions to help students apply for college and financial Aide (Funds accounted for in Goal 6)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Establish ongoing database of possible volunteer and internship opportunities for students to meet WBL and volunteer hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

IEP Students

Strategy/Activity

- Provide students with field trips to six Colleges and universities through a partnership with Tournament of Roses (Virtual or in-person)
- Students will complete a career profile and research five careers through the Naviance website
- Students will be exposed to a wide variety of career opportunities related to their interests through paid and unpaid internships and service learning experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	PEF
5000	Other

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

It was difficult to execute the new Marketing and Desing pathway in a remote setting because of the manufacturing component of the course. Even though the sequence began in the Spring of 2020, many of the components of the sequence were not able to be implemented.

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

It was difficult to implement the SSP grant during the pandemic, as this was designed to provide students hands-on, real world experience in marketing and design. Of the $100,000 that was awarded, onlyapproximately $40,000 of the grant was expended.

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

No changes will be made to this goal until it has been inplimented in an in-person setting.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$23,762.60
Total Federal Funds Provided to the School from the LEA for CSI	$153,254.70
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,017.30
Other State/Local Funds provided to the school	$24,850.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation ($)
Title I	$23,762.60
CSI	$153,254.70

Subtotal of additional federal funds included for this school: $177,017.30

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

State or Local Programs Funding Sources	Allocation ($)
LCFF - Supplemental and Concentration (S/C)	$24,850.00

Subtotal of state or local funds included for this school: $24,850

Total of federal, state, and/or local funds available for this school: $201,867.30

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
CSI	153,254.70	1,004.70
Unrestricted		
LCFF - Supplemental and Concentration (S/C)	24,850.00	500.00
Title I	23,762.60	659.60

Expenditures by Funding Source

Funding Source	Amount
CSI	152,250.00
District Funded	5,000.00
LCFF - Supplemental and Concentration (S/C)	24,350.00
Other	97,500.00
PEF	2,000.00
Title I	23,103.00

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

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Brian Stanley	Principal
Michael Mcneely	Classroom Teacher
Geoff Albert	Parent or Community Member
Bertha Benitez	Other School Staff
Maday Banuelos	Secondary Student
Natalie Bazavilvazo,	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 5/3/21.

Attested:

	Principal, Brian Stanley on 5/3/21
	SSC Chairperson, Bertha Benitez on 5/3/21

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: <u>Rose City</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	85	$14,973.60

Rose City High School
Parental Involvement Policy/Plan

General Information:

School-wide Title I (Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.)

1. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

2. Federal money is issued to schools that have a high enrollment of free/reduced lunch, low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance; and closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.

3. The money is used to provide resources that will assist students to improve academic achievement in reading and math.

4. Funds shall be used to hire para-professionals to improve curriculum, enhance parent involvement, and extend learning time for students who need it.

GENERAL EXPECTATIONS
- Rose City High School agrees to implement the following statutory requirements: Rose City High School will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.
- Rose City High School will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Rose City High School will make the Parental Involvement Policy available to the local community.
- Rose City High School will provide opportunities for parents to provide input for Local Control and Accountability Plan during August 2016-June 2017
- Rose City High School will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.
- Rose City High School will adopt the school-parent compact as a component of its Parental Involvement Policy.

- Rose City High School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in section 1118 of the ESEA.

ROSE CITY HIGH SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS AS FOLLOWS:

1. Rose City High School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 11186(b) of the ESEA:

Gather and disseminate to parents for review the following materials: Title 1 Parent Involvement Policy, Parent, Student, School compact, school program pamphlet, and yearly calendars of events including scheduled School Site Council and ELAC meetings.

These materials will be disseminated to parents at regular Title I ELAC parent meetings, School Site Council meetings, and Parent-teacher conferences. Written and oral input from parents will be solicited through Title I ELAC parent meetings, School Site Council meetings, parent/teacher conferences, school web site, healthy start newsletter, and other regular written communications with parents.

2. Rose City High School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:
- The School Parental Involvement Policy will be distributed to parents at Title I parent
- meetings.
- The policy will be posted on the school website.
- Parents of new participating students will receive the policy upon registration if eligible for
- Title I.

3. Rose City High School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:
- School Site Council meetings
- ELAC meetings
- General School meetings: "Back to School' &"Open House" meetings.

4. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Upon identification of parental need for information in another language or in another format,
- the school will take steps to ensure that the parent request is fulfilled.
- The semi-annual parent meetings "Back to School Night" or "Open House"
- Student Support Teams (SST)
- Parent/Student pre-orientation conference with counselor, after completing registration.
- Provide translators at all conferences and meetings
- Parent Flyers translated in English and Spanish
- School letters sent home in English and Spanish
- Automated telephone system calls in English & Spanish
- Parent Portal through Aeries
- SSC/ ELAC Meetings translators provided

Building Capacity for Involvement:

Rose City High School believes that active parent/community involvement is essential to ensure student academic success. The following is a list of opportunities/activities for our school:

1. **English Learner Advisory Council (ELAC)** representatives and staff members consisting of at least 51% of the members are parent of English Learners.
    a. Provide advice to the principal and the school staff on the most positive and effective actions to improve learning in English Learners.
        i. The development of of a detailed school plan for English Learners.
        ii. The development of a school's needs assessment of students, parents, and teachers.
        iii. Efforts to make parents aware of the importance of regular school attendance.

2. **School Site Council (SSC)** meets once a month on a Thursday. The purpose of the Site Council is to establish a foundation and actively involve all stakeholders in

designing learning goals as well as innovative projects which enhance the educational experiences for our students. The team collaborates in creating and evaluating the school improvement plan.

3. **Attendance/Truancy Meetings** are held on the first Wednesday of every month to inform parents the importance of regular attendance in order to reach academic achievement. Some students violate compulsory education laws and have a pattern of unexcused absences. Although truancy and excessive absenteeism are not new problems, they can cause costly, long-term problems for students, school, and community. It is explained that the lack of cooperation can lead to a School Attendance Review Board (SARB) meeting composed of representatives from various youth-service agencies, help truant or recalcitrant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources.

4. **Student Study Team (SST)** is a group of people that usually consists of an administrator, teacher, and support personnel to review student's academic, behavioral, social-emotional progress. The team will suggest possible interventions to assist the student's needs.

5. **Individualized Education Program (IEP)** it is held to determine and provide students with special needs the appropriate resources for them to academically succeed. The child's meeting has a team that consists of parents, administrator, counselor, teacher, and any other support personnel.

6. **Individualized Learning Plan (ILP)-i**s a personalized document that students develop with their counselors and other supportive adults to chart their progress toward their goals during each quarter, to ensure they are on the path to graduation, and to determine what resources and tools they need to be prepared for a successful pathway in life after Graduation.

7. **Career Fairs-**are arranged at least twice a year to encourage students to explore various career opportunities that they might be interested in, is a key way to demonstrate the relevance of a post-secondary education. A Career and College Fair (or similar event) raises awareness about the importance of college or trade school connects students with many different professions and gives community members a chance to share their expertise with students.

8. **Financial Aid Seminars**-Parents and college bound students attend workshops held by the counselor designed to provide assistance with financial aid documentation. The goal is to eliminate any anxiety parents/students might feel from completing the form. The counselor guides parents/students step-by-step through the process and helps answer any questions along the way.

9. **IMPACT** Drug abatement counseling is administered and assigned to students who have been found in possession or under the influence of illegal substances. A drug interventionist provides one-on-one or group counseling discussing issues that have led to drug usage. Each individual's situation is unique and must be handled appropriately; if further aid is necessary referrals to health professionals are made. In addition, IMPACT works in collaboration with juvenile programs and being attentive, if student is in danger of harming themselves or others. Referrals to outpatient and inpatient programs are offered. The justice system and probation officers are constantly monitoring students actions by following up on their progress. Recovery speakers are invited to serve as guidance and living example of their experiences on drug abuse.

10. **Nurse Clinic** The Nurse practitioner at the Health office is ready to provide immunizations, physical exams, treatments, medications, and referrals to medical specialist that can attend to specific disorders or diseases.

11. **Families in Transition** Is an organization that provides assistance to families in need, who find themselves either out of a home, living in deplorable conditions, or with multiple families. The program is funded by a federal grant under the McKinney-Vento Homeless Education Assistance Act, and Title I. The services that are provided to families include family support by receiving food, clothing, toiletries, and transportation, temporarily until conditions improve. The office is located at our Pasadena Unified School District open daily.

School-Parent-Student Compact

Rose City High School Will:

1. Rose city High School will provide high quality programs and instruction which is designed to engage students in learning and prepare them for 21st century college and career environments.

   - Create a welcoming and positive learning environment for students and parents
   - Ensure that all certificated and classified staff are highly qualified
   - Expose students to a variety of career paths, providing students with work based learning and internship opportunities.
   - Provide orientations, workshops, and informational seminars regarding the pathway program and opportunities to

2. Provide parents with frequent report on their child's progress
   - Update student individualized learning plans (ILPs) on a quarterly basis (Approximately every 9 weeks). ILPs will be sent home via US mail and through email.
   - Progress reports will be mailed home via US mail at the mid-point of every quarter.
   - Final report cards will be mailed home at the end of each quarter.
   - Student Success Team meetings will be held for students who struggle academically or behaviorally.
   - Attendance letters will be mailed home on a weekly basis for students with 2 or more unexcused period absences in one week.

Parent/Guardian Responsibilities

   - Encourage my child to his or her best work and to maintain a positive attitude.
   - Make sure that my child is on time and strives for 100 percent attendance, and contact the school if my child is absent.
   - Continually monitor my student's attendance and academic progress
   - Communicate with teachers and staff when I have a concern

- Make every effort to attend school functions such as Open House, Back to School Night, Student Success Team Meetings, IEPs, etc…
- Share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- Complete homework assignments daily. Attend tutoring when I need extra help.
- Show respect for my school, myself, and the others.
- Obey classroom and school rules.
- Come to class every day, on time and prepared to work.

_____   _____

School   Date

_____   _____

Parent   Date

_____   _____

Student   Date

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Rose City High School	Principal: Brian Stanley
School Number: (626) 396-5620	Counselor: Jane Leong
Date Completed: 5/13/2021	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
79%	84%	89%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Identify any pupil that is struggling transitioning from remote learning to in-class learning due to the pandemic and create a plan based on the pupil's situation (mental or physical health concern, attendance, class engagement both during and before remote learning, family situation)	Students struggling with transitioning back to in-class learning identified through attendance, behavioral, and remote learning participation data	Identify students struggling to return to school due to Covid-19 using AERIES queries, office referrals, no show lists, and remote learning participation rates	Goal is to develop an individualized plan and apply interventions to 100% of students who have been identified on a monthly basis.
Identify any pupil who is chronically absent (a pupil who is absent from school for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy	Chronically absent students (pupils who are absent from school for 10% or more of days in one school year)	Queries on AERIES will be run on a monthly basis to identify chronic students	Improve the attendance of 50% or more of identified students. This will be assessed on a quarterly basis.

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● *351 South Hudson Avenue, Room 206* ● *Pasadena California 91109* ● *(626) 396-3600, x 88230* ● *(626) 793-9858 fax* ● *www.pusd.us*

Letters, SART/SARB, SST, Tier II Interventions, Counseling, Mentoring, Alt Ed Placement, etc.)		Apply interventions on an ongoing basis	
Fund truancy interventionists and preventionist position to meet with students and families regarding truancy related issues, make referrals to appropriate agencies, and communicate needs to appropriate personnel.	Chronically absent students (pupils who are absent from school for 10% or more of days in one school year)	Ongoing	Improve attendance rate to 88% and decrease chronic truancy rate to 35%. This will be assessed on a quarterly basis
New students enrolling at Rose City will meet virtually with counselor and advocate to determine appropriate placement and make referrals to needed services. .	All incoming Students	Ongoing	

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Example: Utilize Social Emotional Learning curriculum to address students' anxiety related to Covid-19 and returning to school.	All students	Social Emotional Learning lessons to be taught on a weekly basis	-reduced number of absences -reduced number of truant absences
Students will set their own attendance goals and monitor their absences on a weekly basis using an attendance worksheet	All students	Weekly	-reduced chronic absentee rate

Ten week Empowerment for all new students focused on social emotional learning.	Incoming Students	Quarterly	Graduation rate.
Create publications delineating attendance expectations (principal's monthly newsletter, weekly Sunday Night Blasts, PTA Things to Know)	All Parents	Include attendance messages each month either from a blast or a newsletter.	

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Trauma informed and restorative practices are used to build relationships with all students and promote regular attendance during the transition from remotely learning to in-class	All students	Weekly recess with the principal	Increase overall ADA percentage by 1%, which will be assessed at year's end.
-Monthly attendance and recognition awards.	All teachers (through professional development)	Monthly celebrations	It will be progress monitored by assessing ADA figures at every attendance month.
-Monthly perfect attendance celebrations both virtually and in person with the principal	All students		
- Quarterly improved attendance awards	All Students	Monthly, quarterly, and End-of-Year Awards	
MTSS team to utilize summer and fall planning to identify data that will be used to determine	All students	Monthly planning meetings	

| the effectiveness of social emotional support provided to students during the pandemic.

Weekly phone calls home for students who miss one or more days of school per week.	Students who miss two or more days per week.		

Rose City High (Continuation)

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Brian Stanley, Principal

Principal, Rose City High (Continuation)

About Our School

On behalf of the staff, I am pleased to welcome each student, parent, business partner, and community member to Rose City High School. RCHS is a continuation high school where students may enroll for a variety of reasons, including students who are deficient in credits, who may need a flexible schedule due to jobs or family circumstances, or who may better succeed in a smaller learning environment. Rose City High School serves the needs of our students by providing proven and effective alternative programs to meet individual student needs. We are proud of our diverse programs and strive to provide students with an enriching and stimulating school experience while guiding students in reaching their educational, personal and career goals. The faculty and staff at RCHS fundamentally believe that all students can achieve success given the right environment and supports, even those students who have previously failed or made bad choices. While academic success is our primary focus, we believe in educating the "whole student," where students' assets are developed to strengthen their journey towards becoming productive citizens and prepared to compete in a global economy.

We believe that the family, school, and community working together is key to school success and hope that you will gain a better understanding of our school through the information provided on this website. We encourage students and parents as well as the rest of our community to become actively involved at Rose City High School. With your support and encouragement, our students will excel in their academic and personal endeavors. Please contact me if you may have any questions regarding the school.

Brian Stanley
Principal
Rose City High School

Contact

Rose City High (Continuation)
351 South Hudson Ave.
Pasadena, CA 91101-3507

Phone: 626-396-5620
Email: stanley.brian@pusd.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019 20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019 20)	
School Name	Rose City High (Continuation)
Street	351 South Hudson Ave.
City, State, Zip	Pasadena, Ca, 91101-3507
Phone Number	626-396-5620
Principal	Mr. Brian Stanley, Principal
Email Address	stanley.brian@pusd.us
Website	http://rosecity.pusd.us
County-District-School (CDS) Code	19648811936806

Last updated: 12/31/2019

## School Description and Mission Statement (School Year 2019—20)

Rose City High School serves as the continuation high school for the Pasadena Unified School District. Based on the 2018-2019 CBEDS enrollment figures, the demographics for RCHS are: 84% Hispanic, 11% African American, 2% White, not Hispanic with other groups 3%. Approximately 76% of the students at RCHS participate in the free and reduced lunch program. The school serves between three hundred to three hundred-fifty students throughout the course of the year. On average, the school has approximately 190 students enrolled at any given time. Rose City High School operates on a quarter system and consists of three programs: Regular Day, Independent Studies, and Twilight School. The independent studies program serves no more than 10% of the student enrollment at RCHS. The Twilight program is an evening program that consists of a Credit Recovery/GPA recovery program available for all PUSD students as well as a GED Preparation/High school diploma program for adult students including a state sanctioned GED testing center.

Instruction at RCHS is flexible based on student needs and consists of blended instruction, online courses, independent study, or a combination thereof. The curriculum addresses the California Common Core Standards and SLOs identified by the school. The school is able to provide a curriculum that allows a student to meet the state and district graduation requirements for different high school diploma options. The site offers Math and ELA intervention classes as well as a daily tutoring period. RCHS uses multiple forms of assessment data including HMH Reading Inventory, ELPAC, CAASPP, CA Standards, senior portfolios and senior defense, informal class assessments, and projects to determine student learning levels and school effectiveness. RCHS is also committed to using differentiated instruction, SDAIE teaching strategies, and project-based learning.

Last updated: 1/11/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 11	67
Total Enrollment	176
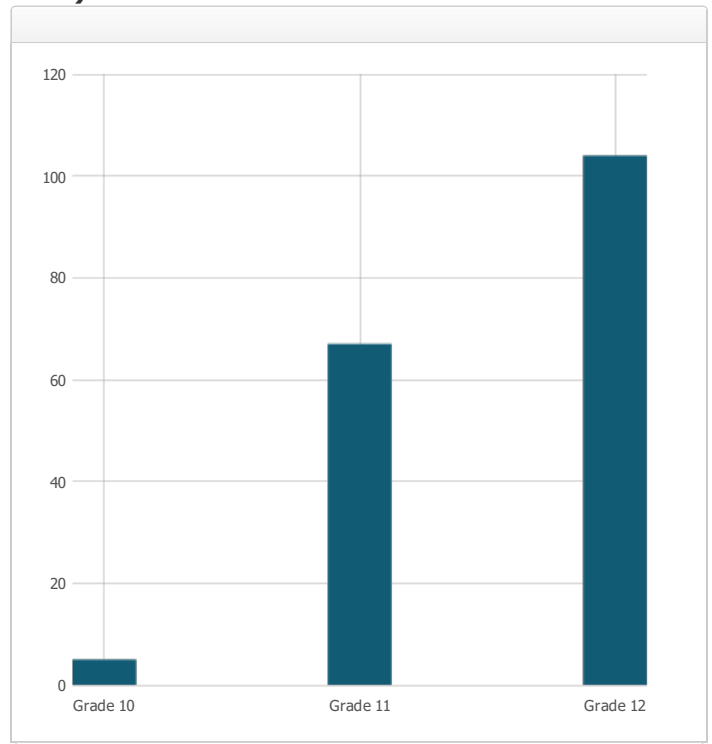
Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	10.80 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	84.10 %
Native Hawaiian or Pacific Islander	0.60 %
White	2.80 %
Two or More Races	1.70 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.50 %
English Learners	21.00 %
Students with Disabilities	11.90 %
Foster Youth	4.50 %
Homeless	4.00 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
Without Full Credential	0	0	0	24
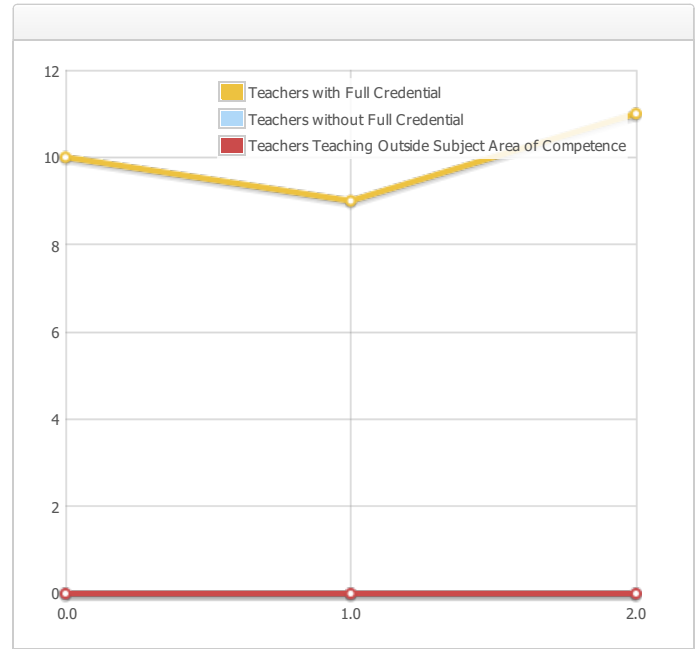
Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
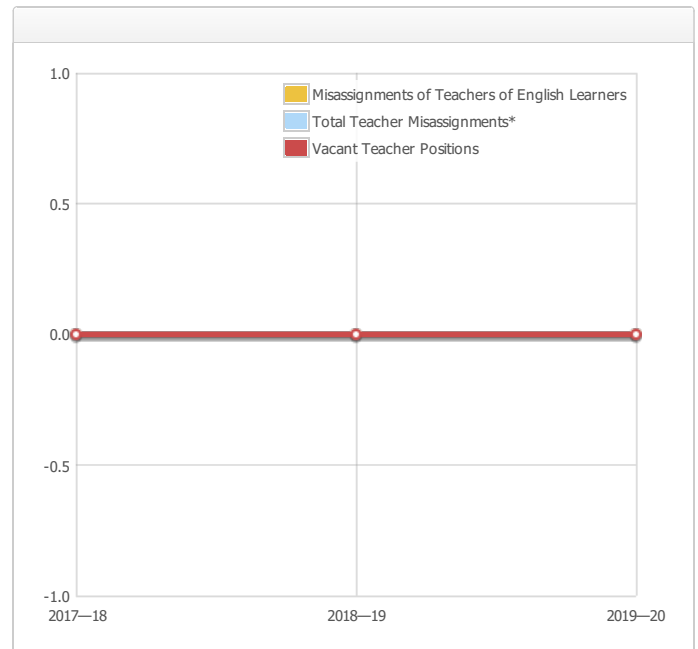
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	10RLA 10, 11,12 Holt, Rinehart & Winston Holt Literature and Language Arts Fourth Course 2003 12RLA 12 Pearson Prose Reader 2009 12RLA 12 CSU Press 2nd edition ERWC/ booklet 2013 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Fundamentals 2009 ELD 1 - 3 9-12 Hampton Brown National Geographic Edge: Level A, B. C 2009 ELD 1 - 3 6-12 Houghton Mifflin/Scholastic English 3D ELD 1 - 3 6-12 Houghton Mifflin/Scholastic READ 180 Stage B, C 2012	Yes	0.00 %
Mathematics	MATH (1, 2, 3) 9-12 Carnegie Learning Integrated Math 1 2016 9th-12th Mathematics McDougal Littell 2008 Calculus 9-12 McDougal Littell Calculus 2008 Calculus (AB, BC) 9-12 Houghton Mifflin Calculus of a Single Variable 2006 Calculus Fundamentals 9-12 Key Curriculum Press Calculus Concepts and Applications 2008 College Prep Math 12 Pearson Integrated Arithmetic & Basic Algebra 2013 Math Topics 9-12 Holt, Rinehart & Winston Holt California Geometry 2008 Statistics 9-12 Brase/Brase Understandable Statistics 2008	Yes	0.00 %
Science	Biology 9-12 Holt, Rinehart & Winston Holt Biology© 2006 2005 Biotechnology 9-12 Paradigm Biotechnology 2007 Chemistry 9-12 Prentice Hall Chemistry© 2005 2005 Earth Science 9-12 McDougal Littell Earth Science 2005 IS Science 9-12 McDougal Littell Earth Science 2005 Physical Science 9-12 Prentice Hall Conceptual Physics© 2006 ELD Science 9-12 Great Source Access Science 2005 Integrated Science 9-12 Pearson Conceptual Integrated Science 2013	Yes	0.00 %
History-Social Science	9th-12th Social Science/History Holt, Rinehart & Winston 2006 9th-12th Social Science/History McDougal Littell 2007 Business Economics 12 Holt, Rinehart & Winston Holt Economics 2006 History-ELD 9-12 Great Source Ed Group/HMH American History 2005 Government 9-12 Prentice Hall Magruder's American Government 2006 US History 9-12 McDougal Littell The Americans: Reconstruction to the 21st Century© 2007 World History 9-12 Prentice Hall World History The Modern World© 2007 ELD History 9-12 Great Source Education Group/HMH Access American History 2008 ELD History 9-12 Great Source Education Group/HMH Access World History 2008	Yes	0.00 %
Foreign Language	Spanish 1 9-12 Houghton Mifflin Avancemos I 2013 Spanish 2 9-12 Houghton Mifflin Avancemos 2 2013 Spanish 3 6-12 Houghton Mifflin Avacemos 3 2013	Yes	0.00 %
Health	Health 9-12 Pasadena Unified School District Course Outline AP Psychology 9-12 Myers Myers Psychology for AP 2nd edition 2014	Yes	0.00 %
Visual and Performing Arts	Art History AP Art History 9-12 Cengage Learning Art Through the Ages 15th edition 2016 VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt	N/A	N/A	0.0 %

(Grades 9-12)

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Rose City High School's current location was opened in 2002 and is currently comprised of 12 portables, a computer lab, two science rooms, a physical fitness room, and a staff lounge. Future deferred maintenance projects include interior painting of B building's main hallway ceiling and walls. RCHS has remodeled a college and career counseling room, a graphic arts and design classroom, a library, an art classroom and has completed a building and construction classroom.

Cleaning Process Rose City High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair A scheduled maintenance program is administered by Rose City High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.
PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/11/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Good	No Repair needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Fair	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repair needed.
Safety: Fire Safety, Hazardous Materials	Fair	Work Orders have been or will be issued.
Structural: Structural Damage, Roofs	Good	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No Repair needed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/11/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	2.0%	4.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	70	87.50%	12.50%	4.29%
Male	48	41	85.42%	14.58%	2.44%
Female	32	29	90.63%	9.37%	6.90%
Black or African American	11	8	72.73%	27.27%	0.00%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	66	60	90.91%	9.09%	5.00%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	72	63	87.50%	12.50%	3.17%
English Learners	21	17	80.95%	19.05%	0.00%
Students with Disabilities	12	9	75.00%	25.00%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	70	87.50%	12.50%	0.00%
Male	48	40	83.33%	16.67%	0.00%
Female	32	30	93.75%	6.25%	0.00%
Black or African American	11	8	72.73%	27.27%	0.00%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	66	59	89.39%	10.61%	0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	72	63	87.50%	12.50%	0.00%
English Learners	21	17	80.95%	19.05%	0.00%
Students with Disabilities	12	9	75.00%	25.00%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/31/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

• Students in PUSD are offered courses in the following CTE Industry Sectors:
Arts, Media, and Entertainment
Business and Finance
Engineering and Architecture
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Public Service
• Course sequences are offered in all of the above Industry sectors by PUSD, these courses are directly aligned with high wage, high need jobs in our community and sequences with our local community college. Courses are sequenced in the following pathways:
Public and Community Health
Production and Management
Design, Visual & Media Arts
Business Management
Engineering Design
Food Service and Hospitality
Software & Systems Development
Graphic Productions Technology
Legal Practice
Patient Care
A complete list of Pasadena USD CTE courses can be found online: https://www.pusd.us/CTEcoursesequence
• PUSD has a district-level advisory board that consists of the following participants:
Amy Foell, Pasadena Chamber of Commerce – Regional Workforce Representative
Mitch Aiken, CalTech – Post Secondary Representative
Andy Tien, Pasadena Service Federal Credit Union – Business and Finance Representative
Thom Coston, Light Bringer Project – Arts, Media, and Entertainment Representative
Lesly Ito, Armory Center for the Arts -- Arts, Media, and Entertainment Representative
Dr. Donald Grant, Pacific Oaks College - Post Secondary Representative
Mary Jane Jonstone, Huntington Hospital – Health Science and Medical Technology Representative
Joel Robinson, (retired) Exxon -- Engineering and Architecture Representative
Bob Harris, Restaurant (Green Street) owner -- Hospitality, Tourism & Recreation Representative
Raymond Ealy, Tech company owner –Information and Communication Technology Representative
Lt. Tracy Ibarra, Pasadena Police Dept. –Legal Practice Representative

Last updated: 1/10/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	110
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/9/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	1.43%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. The District's Family Resource Center, in partnership with schools, Twilight Adult Education, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings, and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of pusd.us. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the school's system, information on parental involvement, training, and volunteering. Additionally, the Family Resource Center's two Community Liaison Specialists provide support to all schools on family engagement. The District Family Resource Center, in collaboration with the Office of Special Projects, State and Federal Programs, and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc. The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

State Priority: Pupil Engagement

Last updated: 1/11/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Graduation Rate	33.90%	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Graduation Rate	48.70%	56.50%	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
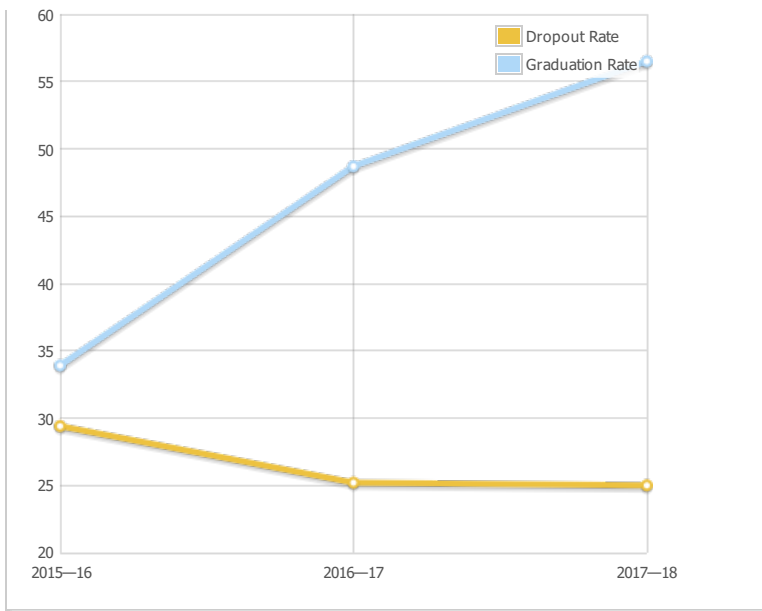
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/31/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	12.30%	9.90%	10.40%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/31/2019

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of Rose City High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. An in-house probation officer and two campus aides ensure that students school is in session. In addition, Rose City has an alarm system in the cafeteria and storage rooms, as well as safety lights at night and cameras throughout the site. The School Site Safety Plan is updated annually by the Safety Committee and the principal; revisions are shared immediately with all staff members. The plan was most recently updated and reviewed with school staff in 2019. Key elements of the safety plan include emergency preparation and evacuation/lockdown procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a monthly basis throughout the school year.

Last updated: 1/12/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	36	3	
Mathematics	10.00	12	4	
Science	5.00	18		
Social Science	7.00	31	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	40	1	
Mathematics	10.00	12	1	
Science	6.00	19	1	
Social Science	5.00	35		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	5.00	40	1	
Mathematics	8.00	12	3	
Science	6.00	20	1	
Social Science	7.00	26	3	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/31/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15970.57	$2039.17	$13931.40	$70948.61
District	N/A	N/A	$6032.72	$72777.79
Percent Difference – School Site and District	N/A	N/A	130.93%	-2.51%
State	N/A	N/A	$7506.64	$82031.00
Percent Difference – School Site and State	N/A	N/A	85.59%	-13.51%

Note: Cells with N/A values do not require data.

Last updated: 1/9/2020

## Types of Services Funded (Fiscal Year 2018—19)

Significant support and resources are provided to assist students in overcoming personal, social, behavioral, and emotional barriers to high school, college, and career success. All staff assists in identifying these personal, social, behavioral, and emotional issues so that appropriate referrals are made. The main platform in which these issues are discussed by RCHS support and certificated staff is the weekly Student Chat Meeting. At these weekly meetings, student concerns are discussed and intervention plans are implemented/updated. Referrals are also made to the onsite substance abuse interventionist, the onsite LCSW, the psychologist, or onsite probation officer when needed. RCHS also partners with outside agencies such as Pacific Clinics, Pasadena Mental Health Agency, and Pasadena Young and Healthy in order to provide counseling or housing assistance that the school is unable to provide. These referrals are overseen by the LCSW. The guidance counselor coordinates and facilitates Student Support Team meetings for those students who are not succeeding academically or behaviorally. A student advocate for attendance monitors students with excessive absences and makes home visits as needed. The LCSW provides case management and/or counseling services to students and families when teachers or staff refer them. The probation officer assists in monitoring students who are on probation as well as mentoring at-risk students whom the school recommends. Students with a history of foster care or homelessness are also assisted by various district and school personnel. In addition, weekly Scholars Transitioning and Realizing Success (STARS) meetings are held with all foster youth that focus on educating them about their rights, empowering them to make decisions on education and career goals as well as providing them with information about services available to them. Before the beginning of the school year, staff are trained in child abuse reporting laws and procedures. In addition, staff members are also trained in Trauma-Informed Care, which teaches staff how to respond to students who may have had trauma in their lives.

Staff members are also trained in the referral process for recommending a student for mental health and substance abuse counseling. Students who are found to be in possession of or under the influence of a controlled substance are immediately referred to the onsite substance abuse counselor who arranges individual and family interventions between the students and the parents. The substance abuse counselor coordinates the Impact program, which is the onsite substance abuse program for the district. The students come for weekly 2 ½ hour meetings and learn about problem-solving, decision-making strategies, and coping techniques to deal with their emotions. Individual interventions are provided as well as inpatient and outpatient treatment referral services.

Last updated: 1/12/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$67,859	$80,151
Average Principal Salary (Elementary)	$113,223	$126,896
Average Principal Salary (High)	$123,024	$143,746
Percent of Budget for Teacher Salaries	29.00%	35.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
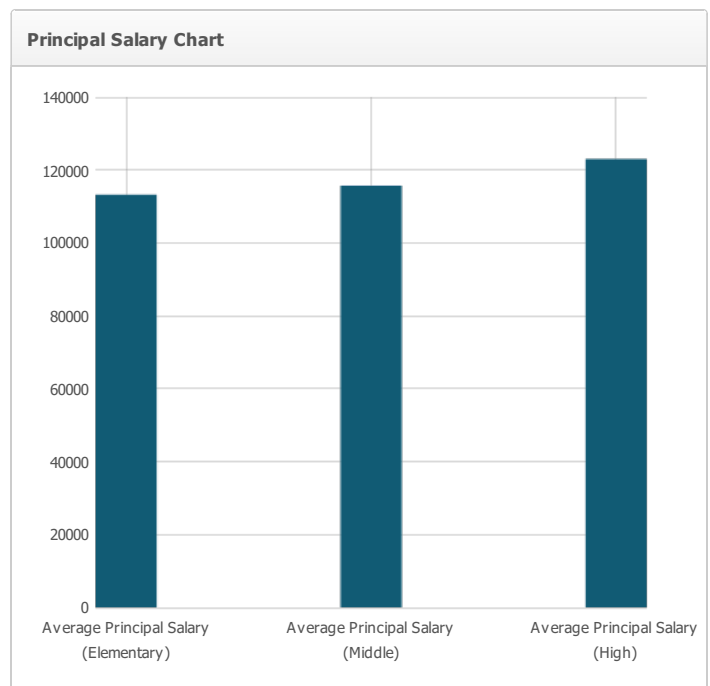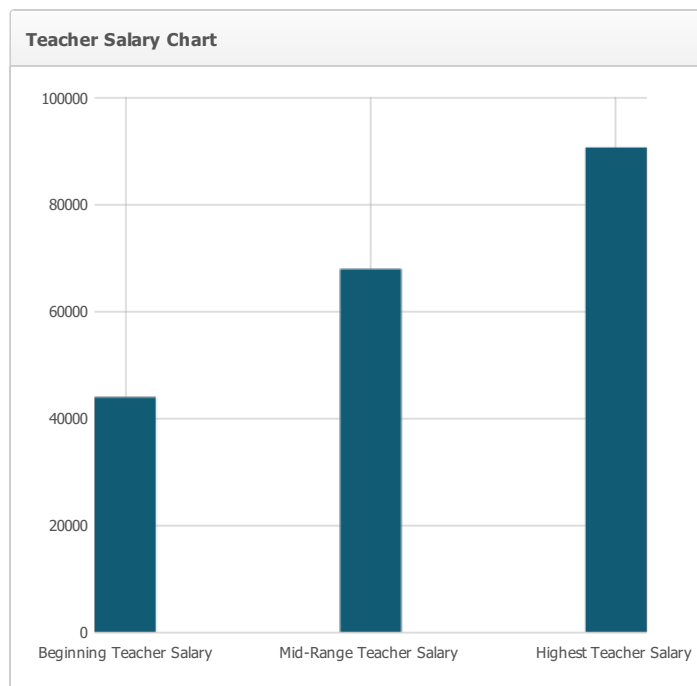
Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/31/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	20	19	19

Rose City High School

Problem Statement	Long-term Outcome (Outcome/Need)
Students often lack the social-emotional and academic support that they need to successfully attend school regularly and complete required courses, which leads to lower graduation rates.	Students socio-emotional and academic needs are supported by highly trained teachers and staff and an intensive academic and socio-emotional support system, which leads to increased motivation for students, higher course completion rates, and a higher graduation rate.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Utilize resources to further training staff in trauma informed care, innovative practices in the classroom, and best practices for credit recovery.	School is more responsive to students' academic and socio-emotional needs.	Higher course completion rates each quarter	Higher graduation rate.
Collaborate with stakeholders to further develop a holistic wrap around support system.	Students learn about and utilize resources available as they engage with programs and partners within the community.	Students who are able to concentrate on learning because their basic needs are being met.	Higher course completion rates which lead to higher graduation rate.
Create a system to weekly monitor each student's academic progression and intervene early on.	When students begin to fall behind in classes, they will have an intervention course scheduled at the end of their day in order to help catch them up.	More students completing courses with a passing grade	Higher course completion rates lead to higher graduation rates.

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Pasadena Unified School District
(for each specific goal)
If… Then… So that… Which leads to…
(Provide your Theory of Action here)

IF Professional development is provided to further train teachers on best practices for working with at-risk students,

AND IF Community partners are engaged to provide wrap around services to students,

AND IF An early academic intervention system was developed and implemented with fidelity,

THEN The school will be more responsive to academic and socio-emotional needs of students

SO THAT More students will attend school regularly and pass courses

WHICH LEADS TO Increased graduation rate

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