

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roselawn High School	50757395036884	05/22/24	06/04/24

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

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

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

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

This plan is being used by Roselawn High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assisted School

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

Plan Description

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

This plan is being used by Roselawn High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assisted School

Roselawn meets ESSA requirements in the following ways: School Site Council, School Leadership Team, PLC, ELAC, SCOE and Solution Tree

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

4/13/2022 WASC Mid-Cycle Review
3/18/24 Leadership Team/ Staff Meeting Review Goals for the 2024-25 school year
5/23/24 SSC-approved Single Plan for Student Achievement (SPSA)
2/6/2024 CAASPP Presentation to Staff
2/7/24 Dashboard Presentation to Staff
11/27/23 and 2/26/24 Solution Tree meetings and professional development
PBIS Meeting Dates 8/7/23, 8/8/23, 9/28/23, 11/28/23, 2/6/24, 5/7/23

Resource Inequities

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

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

At this time there are no resource inequalities

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Roselawn High School reached red in 2023 dashboard indicators for school suspension rates. Orange: English Learner Progress, College/Career: Very Low

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

ELPI: Orange - ELs, College/Career: Very Low - ELs, Hispanic, SED, Suspension: Red - ELs, Hispanic, SED, SWD, White

Other Needs

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

Needing over all achievement standards in both in ELA/Math current .99% standard have exceed standard and 5.94% have met the standard in ELA. In Math 0% have met or exceed the standard Math standard.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.8%	1.96%	0.96%	3	4	2
African American	1.2%	2.45%	0.96%	2	5	2
Asian	%	0.49%	0.48%		1	1
Filipino	%	%	0%			0
Hispanic/Latino	78.1%	77.45%	80.38%	132	158	168
Pacific Islander	%	0.49%	1.44%		1	3
White	18.9%	14.22%	13.88%	32	29	29
Multiple/No Response	%	0.98%	0.48%		2	1
Total Enrollment				169	204	209

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 11	54	44	42
Grade 12	115	160	167
Total Enrollment	169	204	209

Conclusions based on this data:

1. In 2022-2023 school year, the total population of Hispanic/Latino students increased by 3% when compared to the 2021-2022 school year.
2. In 2022-2023 school year the total enrollment of students increased by 2% when compared to 2021-2022 total student enrollment.
3. In 2022-2023 school year, 80% of the total student population are seniors and 20% juniors

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	51	65	53	30.20%	31.9%	25.4%
Fluent English Proficient (FEP)	46	54	49	27.20%	26.5%	23.4%
Reclassified Fluent English Proficient (RFEP)	5	50	46	9.8%	24.5%	22.00%

Conclusions based on this data:

1. The percentage of English Language Learners decreased last year by approximately 6.5%.
2. In the area of Reclassified Fluent English Proficient (RFEP) 0% of percentage of students were reclassified during the 2022-23 school year
3. The percentage of English Language Proficient decreased in 2022-23 from the previous year 26.5% to 23.4%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	86	123	110	45	111	101	45	111	101	52.3	90.2	91.8
All Grades	86	123	110	45	111	101	45	111	101	52.3	90.2	91.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2441.	2451.	2455.	0.00	1.80	0.99	6.67	8.11	5.94	17.78	22.52	24.75	75.56	67.57	68.32
All Grades	N/A	N/A	N/A	0.00	1.80	0.99	6.67	8.11	5.94	17.78	22.52	24.75	75.56	67.57	68.32

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.22	5.41	2.97	48.89	36.94	49.50	48.89	57.66	47.52
All Grades	2.22	5.41	2.97	48.89	36.94	49.50	48.89	57.66	47.52

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	1.80	0.99	28.89	28.83	29.70	71.11	69.37	69.31
All Grades	0.00	1.80	0.99	28.89	28.83	29.70	71.11	69.37	69.31

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2.22	5.41	2.97	60.00	62.16	70.30	37.78	32.43	26.73
All Grades	2.22	5.41	2.97	60.00	62.16	70.30	37.78	32.43	26.73

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	4.50	1.98	55.56	53.15	60.40	44.44	42.34	37.62
All Grades	0.00	4.50	1.98	55.56	53.15	60.40	44.44	42.34	37.62

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Conclusions based on this data:

1. The percentage of students scoring at the proficient level increased by 1.8% in 2022-2023 when compared to 2021-2022 school year.
2. The percentage of students scoring at the below standard decreased by 1.74% in 2021-2022 when compared to 2020-21 school year
3. The percentage of students scoring at the above standard increased by 1.44% in 2021-2022 when compared to 2020-2021 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	86	122	110	45	110	102	45	110	102	52.3	90.2	92.7
All Grades	86	122	110	45	110	102	45	110	102	52.3	90.2	92.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2412.	2397.	2417.	0.00	0.00	0.00	2.22	1.82	0.00	4.44	2.73	9.80	93.33	95.45	90.20
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.22	1.82	0.00	4.44	2.73	9.80	93.33	95.45	90.20

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00	0.00	11.11	9.09	5.88	88.89	90.91	94.12
All Grades	0.00	0.00	0.00	11.11	9.09	5.88	88.89	90.91	94.12

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.00	0.00	46.67	43.64	53.92	53.33	56.36	46.08
All Grades	0.00	0.00	0.00	46.67	43.64	53.92	53.33	56.36	46.08

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	1.82	0.98	51.11	43.64	46.08	48.89	54.55	52.94
All Grades	0.00	1.82	0.98	51.11	43.64	46.08	48.89	54.55	52.94

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Conclusions based on this data:

1. There was an overall increase of number of students tested in 2022-2023 compared to 2021-2022 school year
2. The overall achievement for all students at standard nearly met significantly increased in 2022-2023 compared to 2021-2022 school year
3. In all conceptual procedural areas, the percentage of students tested significantly increased in At or Near Standard in 2022-2023 compared to 2021-2022 school year

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	1552.8	1545.1	1535.4	1548.8	1547.6	1530.9	1556.4	1541.9	1539.2	19	34	25
12	*	1526.1	1543.4	*	1518.4	1544.0	*	1533.3	1542.5	11	12	27
All Grades										30	47	52

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	11.11	9.09	8.00	38.89	27.27	32.00	27.78	48.48	32.00	22.22	15.15	28.00	18	33	25
12	*	0.00	11.54	*	27.27	26.92	*	36.36	38.46	*	36.36	23.08	*	11	26
All Grades	11.54	6.67	9.80	38.46	28.89	29.41	23.08	44.44	35.29	26.92	20.00	25.49	26	45	51

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	27.78	18.18	12.00	44.44	45.45	48.00	22.22	30.30	20.00	5.56	6.06	20.00	18	33	25
12	*	18.18	23.08	*	27.27	34.62	*	36.36	30.77	*	18.18	11.54	*	11	26
All Grades	34.62	17.78	17.65	34.62	42.22	41.18	23.08	31.11	25.49	7.69	8.89	15.69	26	45	51

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	11.11	0.00	4.00	5.56	15.15	8.00	33.33	45.45	44.00	50.00	39.39	44.00	18	33	25
12	*	0.00	3.85	*	18.18	7.69	*	18.18	46.15	*	63.64	42.31	*	11	26
All Grades	7.69	0.00	3.92	11.54	15.56	7.84	30.77	40.00	45.10	50.00	44.44	43.14	26	45	51

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11	0.00	6.06	4.00	68.75	51.52	60.00	31.25	42.42	36.00	16	33	25	
12	*	0.00	3.85	*	45.45	61.54	*	54.55	34.62	*	11	26	
All Grades	4.17	4.44	3.92	58.33	51.11	60.78	37.50	44.44	35.29	24	45	51	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11	75.00	75.00	62.50	25.00	25.00	37.50	0.00	0.00	0.00	12	32	24	
12	*	63.64	61.54	*	36.36	30.77	*	0.00	7.69	*	11	26	
All Grades	82.35	72.73	62.00	17.65	27.27	34.00	0.00	0.00	4.00	17	44	50	

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Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11	11.76	0.00	4.00	35.29	39.39	40.00	52.94	60.61	56.00	17	33	25	
12	*	9.09	3.85	*	9.09	53.85	*	81.82	42.31	*	11	26	
All Grades	8.00	2.22	3.92	40.00	33.33	47.06	52.00	64.44	49.02	25	45	51	

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	18.75	15.15	4.00	62.50	66.67	64.00	18.75	18.18	32.00	16	33	25
12	*	9.09	0.00	*	72.73	80.77	*	18.18	19.23	*	11	26
All Grades	16.67	13.33	1.96	62.50	68.89	72.55	20.83	17.78	25.49	24	45	51

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Conclusions based on this data:

1. During the 2022-2023 school year, in the writing domain, there was an increase of students on the Somewhat/Moderately developed area when compared to the 2021-2022 results from 68.89% to 72.55%
2. Overall, during the 2022-2023 school year, in the speaking domain, there was an increase on the Somewhat/Moderately developed area when compared to the 2021-2022 results from 27.27% to 34%
3. During the 2022-2023 school year, in the reading domain, there was an increase from 33.33% to 47.06% on the somewhat/Moderately developed area when compared to 2.22% to 3.92% the 2021-2022 results.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
209	74.6	25.4	0.5
Total Number of Students enrolled in Roselawn High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	25.4
Foster Youth	1	0.5
Homeless	2	1
Socioeconomically Disadvantaged	156	74.6
Students with Disabilities	18	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1
American Indian	2	1
Asian	1	0.5
Hispanic	168	80.4
Two or More Races	1	0.5
Pacific Islander	3	1.4
White	29	13.9

Conclusions based on this data:

1. During the 2022-2023 school year the percentage of Socioeconomically Disadvantage students continues to be high at 74.6%

2. During the 2022-2023 school year the population of English Language Learners dropped from 31.9% to 25.4% of our total student population
3. During the 2022-2023 school year the overall Hispanic student population remains the highest at 80%

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
Mathematics  red	Graduation Rate  Blue	Suspension Rate  Red
English Learner Progress  Orange	Chronic Absenteeism  Blue	
College/Career Very Low		

Conclusions based on this data:

1. In the 2023 school year, the graduation rate overall performance is high.
2. In the 2023 school year the suspension rate overall performance is high.
3. In In the 2023 school year the English Language Progress is moved from red very low to low.

School and Student Performance Data

Academic Performance English Language Arts

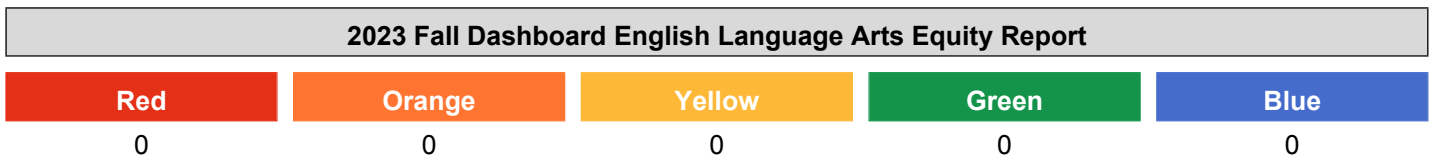
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students 140.6 points below standard Decreased Significantly -16.2 points 32 Students	English Learners Less than 11 Students 9 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 142.6 points below standard Decreased Significantly -22.4 points 30 Students	Students with Disabilities Less than 11 Students 4 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
148.9 points below standard Decreased -4 points 28 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	Less than 11 Students 0 Students	164.8 points below standard 20 Students

Conclusions based on this data:

1. In the 2023 school year the socioeconomically disadvantaged students scored 2 points lower than the overall student population.
2. In the 2023 school year the overall performance for all students in English Language Arts was 140.6 points below the standard.
3. In the 2023 school year the Hispanic students scored 8.3 points lower than the overall student population.

School and Student Performance Data

Academic Performance Mathematics

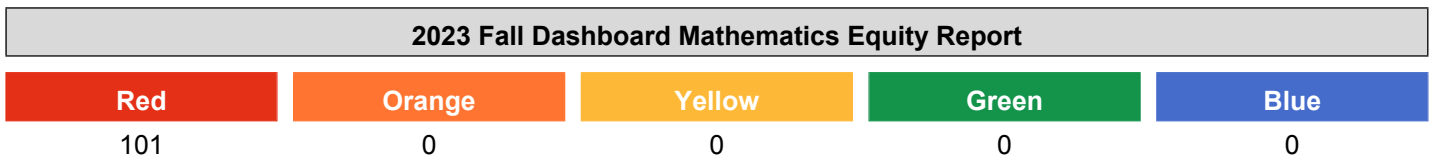
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>red</p> <p>225.7 points below standard</p> <p>Maintained -2.3 points</p> <p>31 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>236.6 points below standard</p> <p>Decreased -11.6 points</p> <p>29 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>4 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
229.4 points below standard Decreased -5.8 points 27 Students	Less than 11 Students 0 Students	Less than 11 Students 0 Students	Less than 11 Students 6 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	Less than 11 Students 0 Students	234.4 points below standard 20 Students

Conclusions based on this data:

1. In the 2023 school year all students scored 225.7 points below standard based on scores from 30 students
2. In the 2023 school year the socioeconomically disadvantaged students scored 8.3 points below all students.
3. In the 2023 school year the Hispanic students scored 3.7 points below all students.

School and Student Performance Data

Academic Performance English Learner Progress

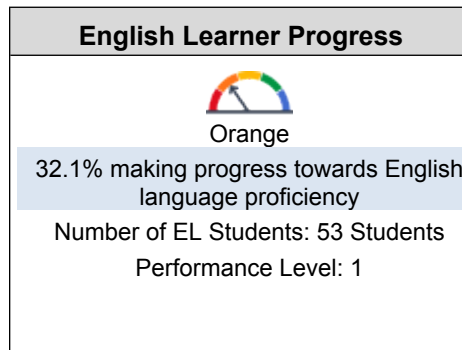
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	14	0	17

Conclusions based on this data:

1. In the 2023 school year 26.4 % of English Learners maintain ELPI level 1, 2L, 2H, 3L, or 3H.
2. In the 2023 school year 0% of English Learners maintain ELPI level 4
3. In the 2023 school year 32.0% of English Learners progressed at least one ELPI level.

School and Student Performance Data

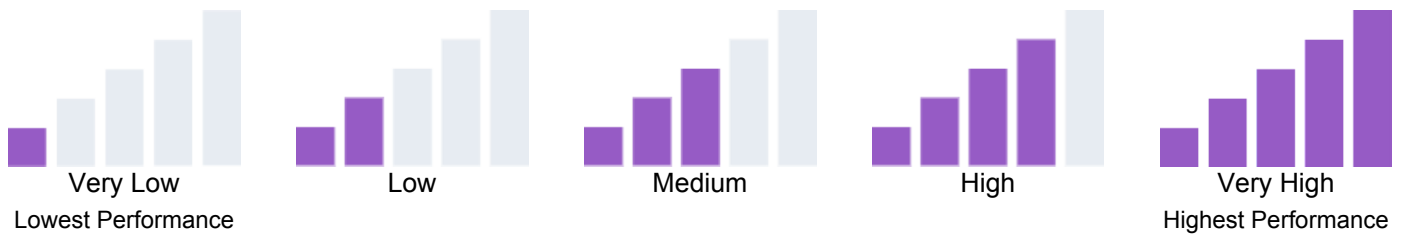
Academic Performance College/Career Report

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

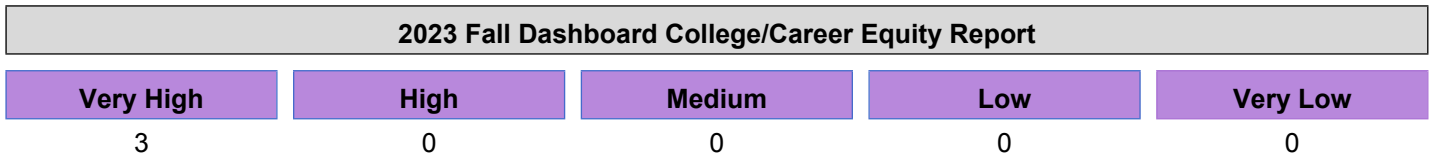
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

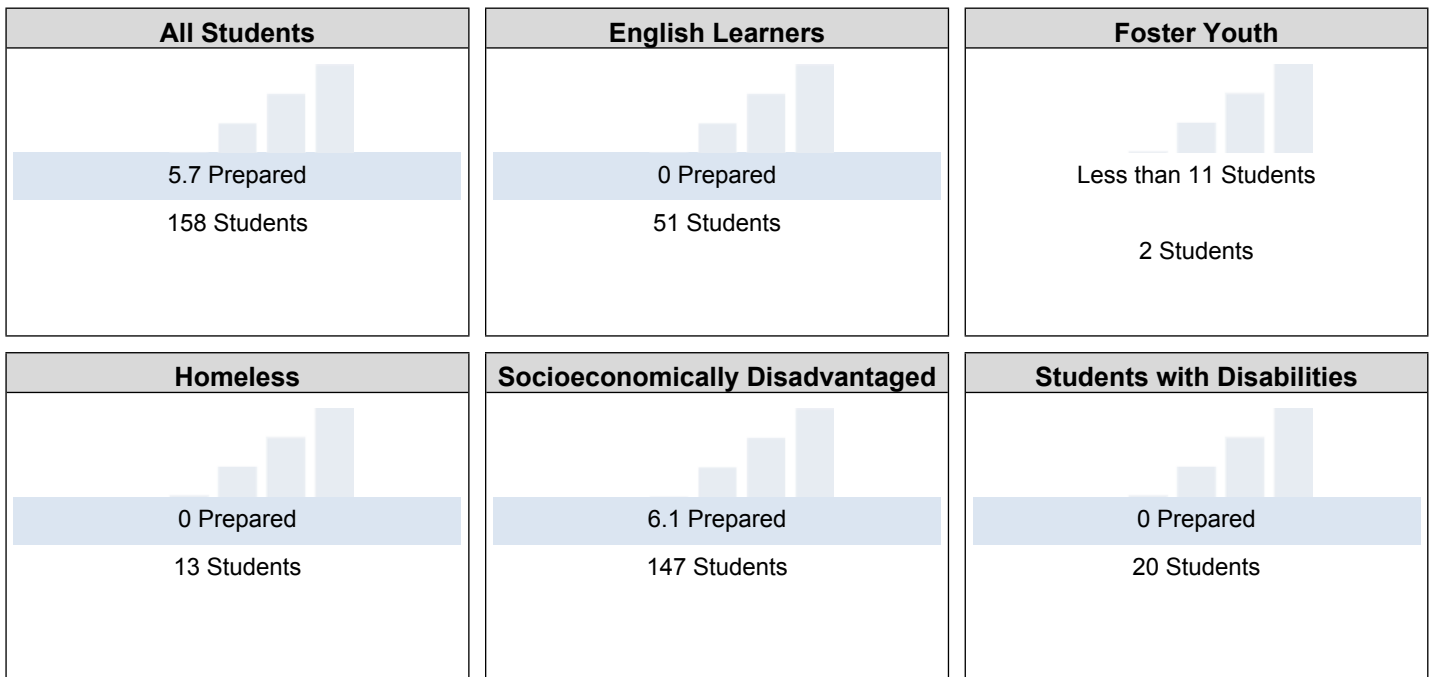


This section provides number of student groups in each level.

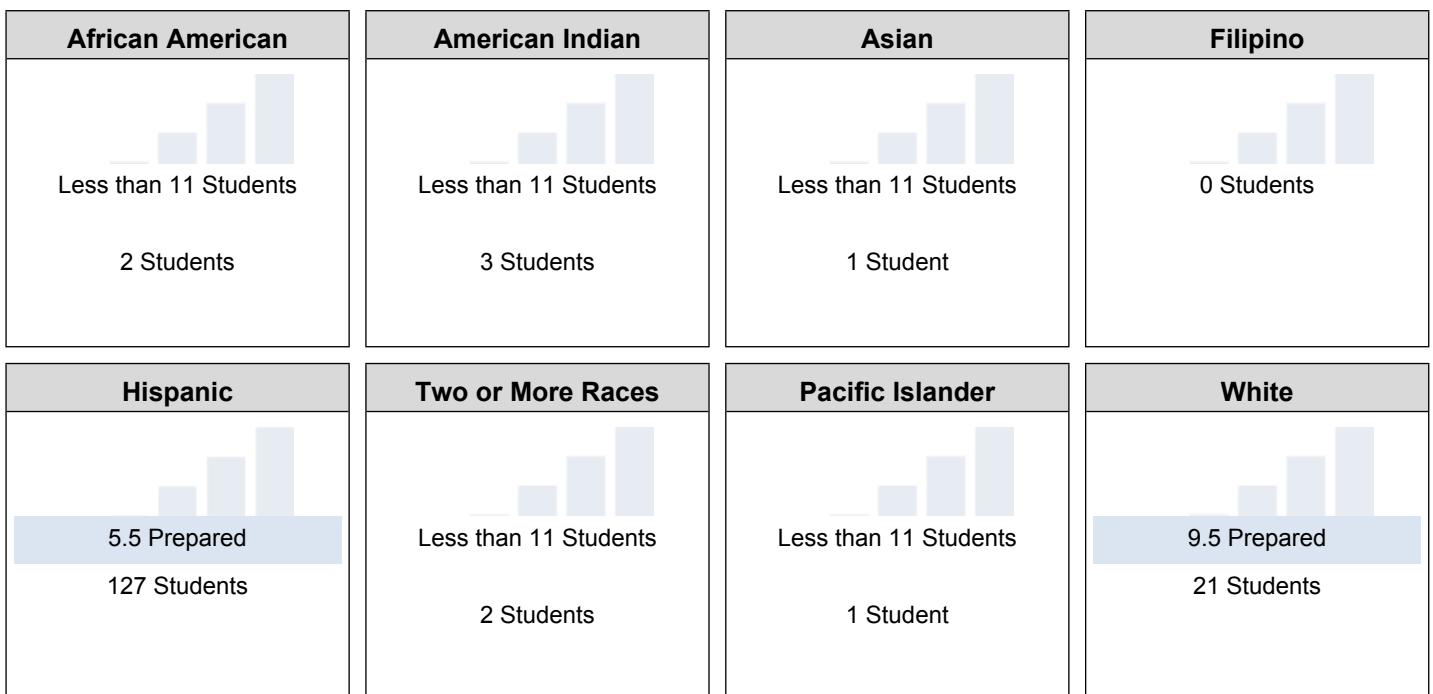


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Overall the student access to college and career is very low.
2. College and career readiness needs to be a focus for upcoming years for students.
3. Addition of criminal justice class was added in 2022 -2023 to help increase college and career opportunities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td> Blue 158 Students</td> </tr> </table>	All Students	 Blue 158 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td> No Performance Color 0 Students</td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td> No Performance Color 0 Students</td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 Green 94.6% 147 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.5% graduated 127 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

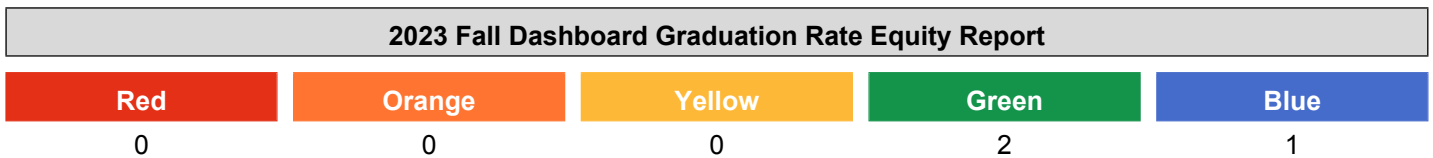
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 94.3% graduated Increased Significantly 5.8 158 Students	English Learners Blue 98% graduated Increased Significantly 6.4 51 Students	Foster Youth Less than 11 Students 2 Students
Homeless 76.9% graduated 13 Students	Socioeconomically Disadvantaged Green 94.6% graduated Increased Significantly 6.8 147 Students	Students with Disabilities 95% graduated Increased 1.3 20 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.5% graduated Increased 4.9 127 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	95.2% graduated Increased Significantly 7.2 21 Students

Conclusions based on this data:

1. In the 2023 school year, the overall graduation rate is at 94.3% which is a significant increase of 5.8%.
2. In the 2023 school year, the Hispanic graduation rate is 94.5 % which is a significant increase of 4.9%.
3. In the 2022 school year, the English Learners graduation rate at a high rate is 91.7% which is a significant increase of 6.4%.

School and Student Performance Data

Conditions & Climate Suspension Rate

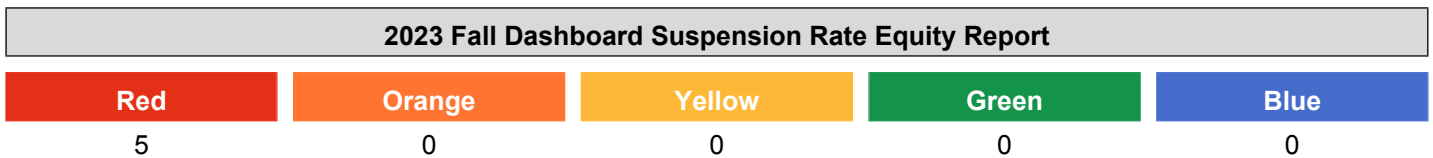
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.3% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 3.5 323 Students</td> </tr> </tbody> </table>	All Students	 Red	13.3% suspended at least one day	Increased Significantly 3.5 323 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.6% suspended at least one day</td> </tr> <tr> <td>Increased 2.1 87 Students</td> </tr> </tbody> </table>	English Learners	 Red	12.6% suspended at least one day	Increased 2.1 87 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student
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 Red												
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Increased 0.8 254 Students												
Students with Disabilities												
 Red												
25% suspended at least one day												
Increased 16.2 32 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.3% suspended at least one day Increased Significantly 5 258 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students	 Red 11.6% suspended at least one day Increased 4.8 43 Students

Conclusions based on this data:

1. In the 2023 school year the suspension rate is high at 13.3%
2. In the 2022 school year the Students with Disabilities were suspended at 8.8%
3. In the 2022 school year the socioeconomically disadvantaged and English Learners subgroups were suspended at a higher rate (10.6%) when compared with other subgroups .

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement and Social Emotional Learning

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CHKS	2023-24 CHKS school connectedness 42% caring adult relationships 37% school perceived as very safe or safe 53%	We will increase the percentage of students feeling connected to the school from 43% to 50% as measured by 2024-2025 CHKS We will increase the percentage of students feeling caring adults in school from 37% to 45% as measured by 2024-2025 CHKS We will increase the percentage of students feeling safe or very safe from 53% to 60% as measured by 2024-2025 CHKS
SBAC ELA	2023 All students ELA 6.93 met or Exceeded	RHS will decrease the ELA standard deficit from 140.6 to 130.6 10 pts.) below standard as measured by the 2024 California Dashboard

SBAC math	2023 All students Mathematics 9.8 nearly met the standard. 0% met the standard.	RHS will decrease the Math standard deficit from by 225.7 to 215.7 below standard as measured by the 2024 California Dashboard.
2023 California Dashboard ELA	2023 California Dashboard ELA=140.6 pts. below standard	RHS will decrease the ELA standard deficit from 140 pts. to 114.5 pts. 10 pts.) below standard as measured by the 2024 California Dashboard
2023 California Dashboard Math	2023 California Dashboard Math=225.7 pts. below standard	RHS will decrease the Math standard deficit from 225.7 pts. to 215..pts. 10 pts.) below standard as measured by the 2024 California Dashboard
2023 California Dashboard graduation rate	2023 California Dashboard graduation rate=94.3%	RHS graduation rate will increase 3% from 94.3 to 97% as measured by the 2024 California Dashboard
2023 California Dashboard ELPI	2023 California Dashboard EL progress =30 %of students decreased one ELPI level	RHS will decrease the percentage of students decreasing one ELPI level from 30.65% to 20% as measured by the 2024 California Dashboard
Number of CARE referrals	2023-24 CARE referrals =32	The number of CARE referrals will increase from 32 to 42 during the first quarter for 2024 school year.
2022-2023 Reclassification #/Rate	Reclassification Rate 0%	The reclassification rate will increase from 0% to 10% as measured by 2024 reclassification rate.
Percentage of students earning C's or higher	2022-23 school year 57.0 % of students earned C's or higher at 3rd quarter	The percentage of students earning C's or better will increase from 57.0 to 62% as measured by 2024-25 3rd quarter grades
2022-2023 CAST	2022-2023 CAST= 7.07% of students met standard	The percentage of students meeting the standard will increase by 5% form 7.07% to 12.07% as measured by the 2023-2024 CAST Assessment
College Career Dashboard Indicator	2023 range was very low for college and career readiness.	With the introduction of the Criminal justice course and introduction health careers college career readiness opportunities to move into the next higher range for the dash board review.
Summative ELPAC	Students taking the ELPAC improved in 2023 to 1543.4 for seniors and 1535.4 for juniors.	With instructional supports and focus specially on English learners the over all summative ELPAC scores at both grades 11 and 12 should increase by 3% for the 24-25 school year.
Attendance Rates	With the rewards system based with PBIS which also includes absenteeism attendance is improving slightly to level of green on the dashboard.	With the introduction of the community liaison (providing services and resources to families) and PBIS rewards, the attendance rates will continue to rise and high green and blue on the dashboard for all subgroups..
Number of counseling referrals	For the 2023 school year counseling each student meets with the counselor to review enrollment and academic transcripts. A total for the year was 357 counseling sessions.	For the school year of 24-25 each student upon enrollment, they will meet with their counselor, in addition: each student will meet with the career

navigator to plan for job placement and college placement.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Identify courses currently offered that can potentially fall under Career and Technical Education and begin to develop pathways.	Increase the number of program completers for CTE courses for all students.	75000 Equity Multiplier Classified Support Career Navigator 17500 Equity Multiplier Professional Development CTE Professional development 34000 Prop 28 Funds Certificated Extra Duties Prep buy out for Coding & Game Design 50000 Equity Multiplier Technology Hardware Laptop computers for coding class 6000 Equity Multiplier Materials and Supplies Class Text books for computer science basics 5000 Equity Multiplier Student Study Trips Funding Van usage for transportation to CTE programs & study trips 8777 Title I Curriculum Work Teacher collaboration for new CTE programs
1.2	Increase the percentage of College and Career Readiness under California Dashboard	All students	17500 Equity Multiplier Professional Development College & Career Professional Development 23794.00 Title I Cover the cost for edgenuity License 75000 Equity Multiplier Classified Support Community Liaison assist in student retention

			6000 Equity Multiplier Professional Development Project based learning conferences & professional development 12000 Equity Multiplier Online Programs and Software Ripple Effects Behavioral Intervention Curriculum 5000 Equity Multiplier Professional Development PBIS Summer Training- Online & In person 10000 Title I Curriculum Work Teacher work for increasing student achievement & social emotional needs 1452 Study Trips LCAP Goal 3/Action 11 Student Study Trips 726 Clerical-LCAP Goal 3/Action 10/C Classified Support
1.3	Roselawn High School CTE teachers will collaborate with the comprehensive site to gather information and to established CTE pathways	All students	2346 Site Collaboration Certificated Extra Duties Teacher collaboration with other sites 1183 Mandated Costs Service Contracts
1.4	Students will participate in study trips to the District Farm and other local businesses. The school will establish a career center with assistance with a career navigator staff support.	All students	8250 ESS Service Contracts and Professional Services

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For 23-24 school year Mental health clinician referrals reduced to 32 from 56 since the amount of request for assistance implementation was a part of the Tier II team interventions through PBIS.

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

For the 2023-24 school year a mental health clinician was split between two school sites, RHS and eCademy funding was split by the district. There were only 32 students served by the mental health clinician.

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.

For the 24-25 school a full time mental health clinician only at RHS and in addition that mental health clinician will be apart of the Tier II team that will assist students mental health needs on a grander scale. Additional support staff will be added a community liaison and career navigator to help support student stability with in the household and career development.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity and Access

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Identified Need

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

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline referrals to office	Baseline for discipline referrals is 135 for the 22-23 school year.	Decrease of 5% discipline referrals with the behavioral interventions for Ripples and counseling services available for students with the full time mental health clinician.
2023 CHKS	2023 CHKS school perceived as safe or very safe school 53% caring adult relationships 37% Vaping 5% Marijuana Use 11% Alcohol or Drug use 11% consider Suicide 9%	We will increase the percentage of students feeling the school is safe or very safe from 53% to 60% as measured by the 2024 CHKS. We will decrease the percentage of students experiencing sexual harassment and bullying by 95 to 5% as measured by 2024 CHKS We will decrease vaping from 5% to 3% as measured by 2024 CHKS We will decrease marijuana use from 11% to 5% as measured by 2024 CHKS

	Chronic Sadness and Hopelessness 26%	<p>We will decrease alcohol or drug use from 11% to 7% as measured by 2024 CHKS</p> <p>We will decrease the percentage of students considering suicide from 9% to 5% as measured by 2024 CHKS</p> <p>We will decrease the percentage of students experiencing chronic sadness and hopelessness from 26% to 21% as measured by 2024 CHKS</p>
Suspension Rate 2023 Dashboard data	Suspension Rate 2023 Dashboard data=13.3%	RHS suspension rate will decrease from 13.3 to 11% for the 2024 school year.
Clubs and Extra-curricular Activities	2 active club (PHAST Club) and Art club and 1 Athletic event during 2023-24 school year.	The school will increase the number of active clubs from 1 to 3 clubs for the 2024-2025 school year. Additionally, the school will increase the number of athletics events (when participating against other similar schools) from one event to a minimum of five per year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The school administration will join efforts with Modesto Junior College to articulate current CTE offerings and receive dual credit level.	All students	<p>8000 ESS Clerical Data Entry</p> <p>1400 General Education Postage</p>
2.2	Students will receive mental health and social skills education and support.	All students	<p>20000 Equity Multiplier Professional Development Professional development in trauma informed strategies 269 Mandated Costs Enrichment</p> <p>5000 Equity Multiplier Materials and Supplies PBIS expansion through Tier II interventions & incentives</p>

2.3	All students will have access to explore careers and plan for their future by using the California Colleges tool.	all students	8000 General Education Materials and Supplies
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

RHS Offered Criminal Justice course which was articulated with Modesto Junior Collège.

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

The CSUC Mentorship program was installed in the fall of 2022 and we continue to have students enter into the program. This year there were 31 students served. Staff will continue to use this program during advisory period/Dragon Time to assist students through a career planning, college entry, and in addition; social emotional learning.

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

We will continue offering the criminal justice class and expand college career offerings specifically in the area of coding through computer science. The new committee (Culturally Responsive School Leadership Committee) has been established to look at our school through a different lense.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Student Achievement

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

Identified Need

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

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Instructional materials	Williams instructional materials are 100%	RHS will continue to have 100% instructional materials for all students
Educational rounds	Educational Rounds have been established to 1/2 of that of the other schools due to the size of our school.	The amount of expected monthly educational rounds will be met. Additionally, feedback will be provided to teachers on identified commitments/best practices. The data will be tracked and discussed during PLC/Guidance Coalition meetings
Increased EL scores	Formative and summative assessments will be administered throughout the school year.	Data from multiple Measures from summative assessments will increase by 10%
ELA Dashboard	Baseline for ELA in CAASPP is 6.93 met or exceed the standard.	Data shows that students need additional supports for English literacy and with the changes in instructional supports an increase of 5% for 24-25 school year.
Math Dashboard	Baseline for math in CAASPP is 0% met or exceeded the standard.	Data shows that additional math interventions need to put into place and with changes in instructional supports an increase of at least 3% for the 24-25 school year.

SBAC ELA	Baseline for SBAC mean score in ELA is 2455.	Data shows that an increase in mean score of at least 10 points for 24-25 school year with all additional instructional supports.
SBAC math	Baseline for SBAC mean score in math is 2417.	Data shows that an increase in mean score of at least 10 points for the 24-25 school year with all additional instructional supports.
Summative ELPAC	Baseline is 1535 for 11th grade and 1543 for 12 grade.	Data shows an increase for 12th graders in the ELPAC and continuation support for English language learners through support para educators.
CAST	Baseline 2.87% meet or exceed the standard in CAST	Data shows that students are testing better in the science test and a projected increase of 3 % for th 24-25 school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide Professional Development in ELA literacy supporting all students with an emphasis on EL students . Professional development for project based learning to increase student engagement and knowledge for in depth learning.	All students	8000 Equity Multiplier Professional Development Learning Tree Strategies 8000 Equity Multiplier Professional Development Project Based Learning online courses 4000 Equity Multiplier Materials and Supplies Supplemental Curriculum Supporting ELs
3.2	We will continue to provide instruction through the online platform Edgenuity to provide flexibility in course offering and credit recovering	All students	5100 General Education Enrichment
3.3	Provide Professional Development in Math Literacy	All Students	6000 Equity Multiplier Classified Support Intervention Support through cross curricular efforts and intervention lab 10000 Equity Multiplier Professional Development Professional development in applied math standards using cross curricular supports 50000 Equity Multiplier Materials and Supplies Development of math intervention lab

3.4	Instructional Aides will continue to be assigned to specific teachers to assist struggling students, especially special population students	All students	691 LCAP SPED support Classified Support Field trip student assistance for SPED students 7000 ESS Student Study Trips 1000 General Education Duplicating 1000 General Education Postage 38506 Title I Classified Support
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Tutoring and support were offered through pull-out and embedded within the class. Struggling students were offered support services through our paraprofessionals. Continued math tutors from Stanislaus State on campus biweekly for instructional supports. Our Edgenuity platform provided some flexibility for students to accelerate on recovering credits.

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

Continued book purchases for the library. Continue professional development in the area of English Language Learners and focus concentration for literacy. Currently there are 50 English learners which is 43% of the current population.

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.

Professional development opportunities in project based learning will increase in depth learning and knowledge for all students. Pending board approval, an additional CTE courses such as medical occupations and an elective course in computer science coding will be added to the master schedule for the 2024-25 school year. This will increase student achievement and college career readiness goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

Identified Need

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

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Agendas/ sign-in sheets	SSC Agendas/Sign-in sheets parents present 02/13/23=1 04/05/23=1 05/08/23=1	increase the number of parents attending SSC meetings to 2 parents as measured by SSC Agendas/Sign-in Sheets
Family link accounts.	Communication logs will establish a baseline for the 2023-24 school year Family link Account=39%	The percentage of established family accounts will increase from 43% to 75% as measured by the percentage of family link accounts established for the 2021-22 school year
Parent Senior Awards	Engage parents to participate every student participating has at least one family member present. 32 students received an award.	Engage parents to be present and increase awards and plus parent present from 26 to 32. Over all connectedness to the RHS
Parent events	Total number of parent events is 4. Back to School Night, SSC and ELAC, and Senior awards night.	Engaged parents at these event to a 5% increase participation.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	increase parent involvement by using multiple modes of communication: phone calls, emails, social media, parent square platform	Increase communication with all parents	3069 Title I Parent Engagement 2000 General Education Postage 3000 General Education Duplicating 1035 Title I - Parental Involvement Parent Advisory Committees
4.2	Teaching staff will communicate with parents by sending good news cards, minimum one per week.	All teachers will increase communication with all parents	1000 General Education Postage

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

RHS has faced challenges in keeping parents actively involved in the SSC/ELAC committee. Parent participate on a virtual format to increase participation. Part of the challenge is the fact that we have a transient population of students. Some students are here for only one semester due to returning back to their comprehensive site or graduating early. Once the student is no longer attending school, the parent no longer serves as a parent member of the committee but rather as a community member. We will continue to have elections for SSC at the beginning of each semester rather than once per year. We hope to continue to keep at least two parents in the SSC committee.

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

We have continue with the challenge in having parent volunteer to participate in our school committees, and once they join a committee we continue to struggle having them actively participate by attending meeting some parent no longer participate because their students either transfer back to to comprehensive high school once they have caught up with their credits or graduate early. This will became an area of focus during the 2024-25 school year since we have continue to struggle to recruit and keep parents actively participating in school committees. Currently 52 parents participated in school events throughout the year.

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

We will continue having two elections per year for SSC/ELAC in order to keep a sound number of parents in the committees throughout the year. We will continue to have encourage parent participation for all parents offering a close closet for students.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety and Security

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Identified Need

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

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Community liaison	Staff member will perform outreach to parents and students alike to help find resources for community to provide stable households.	Staff member will provide amount of referral numbers for data purposes and what resources given to increase parent engagement.
CSUS Mentorship Program	Create a baseline for the number of student serve by CSUS mentors for 31 served for the 2023-24 school year.	Increase the number of students serve by CSUS mentorship program to 10 more students for the school year 2024-25.
2023 CHKS:	2023 CHKS school connectedness 42% caring adult relationships 37% school perceived as very safe or safe 26%	We will increase the percentage of students feeling connected to the school from 63% to 70% as measured by 2023-2024 CHKS We will increase the percentage of students feeling caring adults in school from 50% to 70% as measured by 2022-2024 CHKS We will increase the percentage of students feeling safe or very safe from 60% to 70% as measured by 2022-2023 CHKS

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	When dealing with non-severe incidents, the administration will be assigned lunch intervention, extended day, Restorative strategies, and other interventions instead of automatically suspending students.	The school administration will implement other means of disciplinary actions accordingly to reduce the Suspension Rate for all students	9500 General Education Additional Hours for Campus Supervisors Additional night activities for safety, graduation etc. 3000 General Education Materials and Supplies Additional support for classroom instruction , behavioral interventions. 1000 General Education Postage Parent home communication. 1500 Safety LCAP Goal 2/Action 7 Classified Support Pay extra hours for campus supervisor
5.2	Students will receive education through digital citizenship lessons, CSUS mentor ship program, clinician and School Counselor. Students will also use the stop it box to report bullying. In addition; the Ripples behavioral intervention online program will assigned to students with external behaviors.	Students will gain knowledge on how to make good decisions when dealing with a conflict and or a challenge.	1000 General Education Materials and Supplies Behavioral intervention. 1000 General Education Postage Parent communication and outreach.
5.4	The surveillance system has been updated with more cameras to cover blind spots. Additionally vape sensors in all students' restrooms will be updated with better quality sensors	All will benefit from implementing additional tools and best practices in our school	800 General Education Security School safety management.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The Student Assistant Specialist (SAS) Position was not renewed for the 2022-2023 school year. Additional cameras have been installed to cover more areas. Vape sensor were installed in all students; restrooms and newer sensors will be installed in the summer of 2023.

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

Moving forward, we plan to hire this position for the 2024-25 school year as a community liaison to help assist students and families to bring about household stability. A mental health position will be assigned to the school full time since only 32 students were able to be served.

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

We have a full time mental health clinician that will meet with students and provide social emotional guidance. Students will be referred by school staff through a request for assistance and the Tier II team guidance; in addition: students may self-refer as well.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$569,398.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$84,146.00

Subtotal of additional federal funds included for this school: \$84,146.00

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

State or Local Programs	Allocation (\$)
Clerical-LCAP Goal 3/Action 10/C	\$726.00
Equity Multiplier	\$380,000.00
ESS	\$23,250.00
General Education	\$38,800.00
LCAP SPED support	\$691.00
Mandated Costs	\$1,452.00
Prop 28 Funds	\$34,000.00
Safety LCAP Goal 2/Action 7	\$1,500.00
Site Collaboration	\$2,346.00
Study Trips LCAP Goal 3/Action 11	\$1,452.00
Title I - Parental Involvement	\$1,035.00

Subtotal of state or local funds included for this school: \$485,252.00

Total of federal, state, and/or local funds for this school: \$569,398.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	726.00
Equity Multiplier	380,000.00
ESS	23,250.00
General Education	38,800.00
LCAP SPED support	691.00
Mandated Costs	1,452.00
Prop 28 Funds	34,000.00
Safety LCAP Goal 2/Action 7	1,500.00
Site Collaboration	2,346.00
Study Trips LCAP Goal 3/Action 11	1,452.00
Title I	84,146.00
Title I - Parental Involvement	1,035.00

Expenditures by Budget Reference

Budget Reference	Amount
Additional Hours for Campus Supervisors	9,500.00
Certificated Extra Duties	36,346.00
Classified Support	197,423.00
Clerical Data Entry	8,000.00
Curriculum Work	18,777.00
Duplicating	4,000.00
Enrichment	5,369.00
Materials and Supplies	77,000.00
Online Programs and Software	12,000.00
Parent Advisory Committees	1,035.00

Parent Engagement	3,069.00
Postage	7,400.00
Professional Development	92,000.00
Security	800.00
Service Contracts	1,183.00
Service Contracts and Professional Services	8,250.00
Student Study Trips	13,452.00
Technology Hardware	50,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Support	Clerical-LCAP Goal 3/Action 10/C	726.00
Classified Support	Equity Multiplier	156,000.00
Materials and Supplies	Equity Multiplier	65,000.00
Online Programs and Software	Equity Multiplier	12,000.00
Professional Development	Equity Multiplier	92,000.00
Student Study Trips	Equity Multiplier	5,000.00
Technology Hardware	Equity Multiplier	50,000.00
Clerical Data Entry	ESS	8,000.00
Service Contracts and Professional Services	ESS	8,250.00
Student Study Trips	ESS	7,000.00
Additional Hours for Campus Supervisors	General Education	9,500.00
Duplicating	General Education	4,000.00
Enrichment	General Education	5,100.00
Materials and Supplies	General Education	12,000.00
Postage	General Education	7,400.00
Security	General Education	800.00
Classified Support	LCAP SPED support	691.00
Enrichment	Mandated Costs	269.00
Service Contracts	Mandated Costs	1,183.00

Certificated Extra Duties	Prop 28 Funds	34,000.00
Classified Support	Safety LCAP Goal 2/Action 7	1,500.00
Certificated Extra Duties	Site Collaboration	2,346.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	1,452.00
	Title I	23,794.00
Classified Support	Title I	38,506.00
Curriculum Work	Title I	18,777.00
Parent Engagement	Title I	3,069.00
Parent Advisory Committees	Title I - Parental Involvement	1,035.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	359,528.00
Goal 2	42,669.00
Goal 3	139,297.00
Goal 4	10,104.00
Goal 5	17,800.00

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

Name of Members	Role
Michelle Bliss	Principal
Natalie Sylvia	Classroom Teacher
Mike Trainor	Classroom Teacher
Maria Aceves-Scott	Classroom Teacher
Yadira Valencia	Other School Staff
Uzoechi Nwakuche	Secondary Student
Ana Maria Franco	Parent or Community Member
Rishyna Tatem	Parent or Community Member
Alma Rodriguez	Parent or Community Member

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

Other: Guidance Coalition 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 05/23/2024.

Attested:

Principal, Michelle Bliss on 05/23/2024.



SSC Chairperson, Jasmine Navarro on

