

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	May 19, 2025	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Rose City instructional leadership team and administrators regularly meet with central office staff including the director of Planning, Innovation, Accountability and Special Projects to ensure that services provided through supplemental funds such as Comprehensive Support and Improvement Grants, Equity Multiplier Funds, and Title I are coordinated through a combination of both locally decided school site council actions and those provided by other office such as the Office of Family Engagement.

These meetings occur at a minimum of once per month through an on-going consultation protocol and include supports for the SSC that are provided by the director of PIASP.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA has been discussed at monthly school site council meetings, parent advisory groups, and PTA meetings.

Students were involved through a process of engaging them in focus groups that are held twice per year (once per semester).

Additional input opportunities are available through the use of school climate surveys that are provided to school staff, families, and students.

Resource Inequities

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

There is currently one teacher credentialed to teach all history course. As a consequence, her student-to-teacher ratio by period is about twice that of any other teacher.

To ensure safety, restroom monitors are placed at secondary schools across the district. This is supposed to a single monitor for each "gendered" restroom designation so each campus should have 2 monitors. Current RCHS has only 1 monitor.

The facilities that RCHS currently occupies does not have sufficient space to fulfill students required physical education credit requirements and the often arrive with this as one of their credit deficiencies. While the facilities change that is planned for the 2024-2025 school may address this, there is still an impact on overall master scheduling which currently open supports 2 sections of physical education while there may be a demand for higher section numbers of this nature. Additionally, students are placed into Acellus credit recovery even though teacher-driven instruction may better serve them due to the volume of students and "credit need" that each student brings in. Students would not be able to meet a "full schedule" load without the use of this Acellus option.

While all other schools receive instruction coaches (out of classroom teachers who support instruction for all other teachers), RCHS does not receive this above-ratio staffing position.

With regards to special education needs, the overall amount of Special Education needs that students have is only addressed by a single credentialed special education teacher.

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 their school of residence, or transferring into a district adult diploma program. Students may also enroll at RCHS

voluntarily during their sophomore, junior, and/or senior year.

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 CA State Standards, California Common Core Standards, PUSD Scope and Sequence and the Schoolwide Learner Outcomes identified by the school. The school provides curriculum that allows a student to meet the state and district graduation requirements. The school offers a daily tutoring period for all subjects. 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's facilities include a library and multi-purpose room, college and career counseling office, a construction trades lab, a graphic design lab, and weight room.

Classrooms currently in use are equipped with document cameras, digital projection systems, and new laptop computers/monitors for faculty use on site and at home.

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, awards partial credit for coursework completed, has a variety of diploma options, provides students college and career opportunities, and offers a fifth year to struggling students. Spanish speaking parents and

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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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.61%	0	0	1
African American	8.00%	10.18%	7.88%	14	17	13
Asian	1.71%	0%	%	3	0	
Filipino	0.57%	1.8%	0.61%	1	3	1
Hispanic/Latino	82.29%	80.84%	87.27%	144	135	144
Pacific Islander	0.57%	0%	0.61%	1	0	1
White	3.43%	4.79%	2.42%	6	8	4
Multiple/No Response	1.71%	1.8%	0.61%	3	3	1
Total Enrollment				175	167	165

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	1		
Grade 10	9	5	8
Grade 11	39	56	48
Grade 12	126	106	109
Total Enrollment	175	167	165

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	33	33	31	10.0%	18.9%	18.8%
Fluent English Proficient (FEP)	93	74	80	58.2%	53.1%	48.5%
Reclassified Fluent English Proficient (RFEP)				94.1%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	59	79	66	49	46	43	49	46	43	83.1	58.2	65.2
All Grades	59	79	66	49	46	43	49	46	43	83.1	58.2	65.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2451.	2451.	2465.	0.00	0.00	0.00	6.12	8.70	4.65	20.41	19.57	32.56	73.47	71.74	62.79
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	6.12	8.70	4.65	20.41	19.57	32.56	73.47	71.74	62.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.08	0.00	0.00	42.86	54.35	58.14	53.06	45.65	41.86
All Grades	4.08	0.00	0.00	42.86	54.35	58.14	53.06	45.65	41.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	2.17	0.00	12.50	26.09	27.50	87.50	71.74	72.50
All Grades	0.00	2.17	0.00	12.50	26.09	27.50	87.50	71.74	72.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.08	2.17	0.00	65.31	65.22	69.77	30.61	32.61	30.23
All Grades	4.08	2.17	0.00	65.31	65.22	69.77	30.61	32.61	30.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	2.17	0.00	63.27	60.87	65.12	36.73	36.96	34.88
All Grades	0.00	2.17	0.00	63.27	60.87	65.12	36.73	36.96	34.88

Conclusions based on this data:

1.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	59	79	66	45	51	40	45	51	40	76.3	64.6	60.6
All Grades	59	79	66	45	51	40	45	51	40	76.3	64.6	60.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2407.	2422.	2438.	0.00	0.00	2.50	0.00	0.00	5.00	2.22	5.88	5.00	97.78	94.12	87.50
All Grades	N/A	N/A	N/A	0.00	0.00	2.50	0.00	0.00	5.00	2.22	5.88	5.00	97.78	94.12	87.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	26.67	56.86	52.50	73.33	43.14	47.50
All Grades	0.00	0.00	0.00	26.67	56.86	52.50	73.33	43.14	47.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	2.50	46.67	43.14	62.50	53.33	56.86	35.00
All Grades	0.00	0.00	2.50	46.67	43.14	62.50	53.33	56.86	35.00

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	4
11	1542.6	*	*	1552.8	*	*	1531.8	*	*	12	6	9
12	1523.2	1483.1	1509.4	1523.4	1465.7	1511.3	1522.7	1499.9	1507.4	14	24	16
All Grades										27	32	29

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	16.67	*	*	33.33	*	*	25.00	*	*	25.00	*	*	12	*	*
12	0.00	4.35	0.00	35.71	26.09	31.25	28.57	13.04	18.75	35.71	56.52	50.00	14	23	16
All Grades	7.41	6.45	0.00	33.33	29.03	32.14	29.63	12.90	28.57	29.63	51.61	39.29	27	31	28

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	33.33	*	*	33.33	*	*	25.00	*	*	8.33	*	*	12	*	*
12	28.57	26.09	25.00	28.57	17.39	12.50	14.29	0.00	25.00	28.57	56.52	37.50	14	23	16
All Grades	29.63	25.81	21.43	29.63	19.35	28.57	22.22	6.45	21.43	18.52	48.39	28.57	27	31	28

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	16.67	*	*	33.33	*	*	50.00	*	*	12	*	*
12	0.00	0.00	0.00	0.00	0.00	6.25	50.00	43.48	31.25	50.00	56.52	62.50	14	23	16
All Grades	0.00	0.00	0.00	7.41	0.00	3.57	44.44	45.16	32.14	48.15	54.84	64.29	27	31	28

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
12	0.00	0.00	0.00	57.14	39.13	37.50	42.86	60.87	62.50	14	23	16
All Grades	0.00	0.00	0.00	59.26	41.94	46.43	40.74	58.06	53.57	27	31	28

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
12	71.43	45.45	62.50	14.29	4.55	25.00	14.29	50.00	12.50	14	22	16
All Grades	70.37	53.33	67.86	18.52	3.33	21.43	11.11	43.33	10.71	27	30	28

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	41.67	*	*	58.33	*	*	12	*	*
12	0.00	0.00	0.00	14.29	34.78	37.50	85.71	65.22	62.50	14	23	16
All Grades	0.00	0.00	0.00	25.93	38.71	35.71	74.07	61.29	64.29	27	31	28

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
10	*	*	*	*	*	*	*	*	*	*	*	*
11	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
12	7.14	0.00	0.00	71.43	47.83	37.50	21.43	52.17	62.50	14	23	16
All Grades	11.54	0.00	0.00	65.38	48.39	50.00	23.08	51.61	50.00	26	31	28

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
165	92.7%	18.8%	3%
Total Number of Students enrolled in Rose City High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	18.8%
Foster Youth	5	3%
Homeless	5	3%
Socioeconomically Disadvantaged	153	92.7%
Students with Disabilities	30	18.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	7.9%
American Indian	1	0.6%
Asian	0	0.0%
Filipino	1	0.6%
Hispanic	144	87.3%
Two or More Races	1	0.6%
Pacific Islander	1	0.6%
White	4	2.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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.

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Red		
College/Career  Orange		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

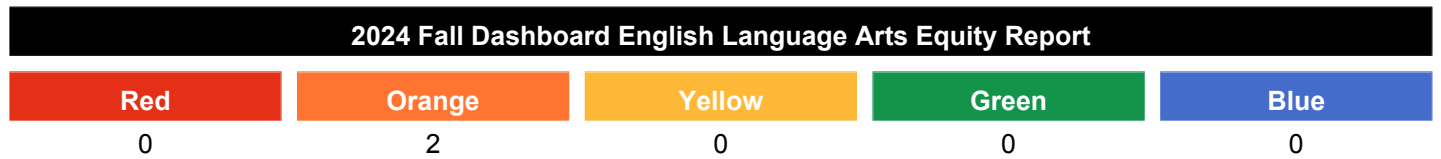
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 206.0 points below standard Increased 19.9 points 48 Students	English Learners  No Performance Color Less than 11 Students 10 Students	Long-Term English Learners  No Performance Color Less than 11 Students 7 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 207.5 points below standard Increased 13.2 points 46 Students

Students with Disabilities  No Performance Color Less than 11 Students 9 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  Orange 198.8 points below standard Increased 13.4 points 41 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

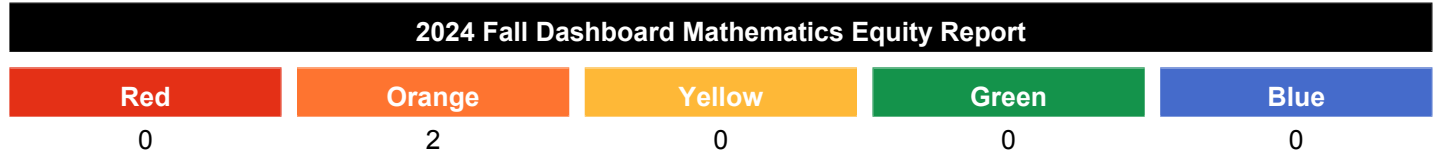
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 254.2 points below standard Increased 18.2 points 49 Students	English Learners  No Performance Color Less than 11 Students 10 Students	Long-Term English Learners  No Performance Color Less than 11 Students 7 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 253.0 points below standard Increased 16.3 points 47 Students

Students with Disabilities  No Performance Color Less than 11 Students 9 Students	African American  No Performance Color Less than 11 Students 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  Orange 241.6 points below standard Increased 20.7 points 41 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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.

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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
17.1% making progress.	23.5% making progress.
Number Students: 35 Students	Number Students: 17 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.1%	40%	0%	17.1%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

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

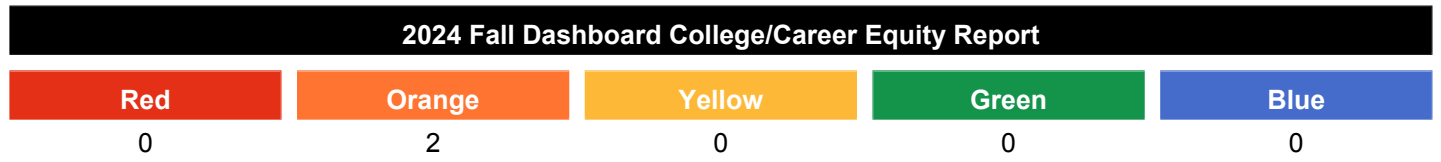
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Orange 2 Prepared Increased 2 101 Students	English Learners  No Performance Color 5 Prepared Increased 5 20 Students	Long-Term English Learners  No Performance Color 6.3 Prepared Increased 6.3 16 Students
Foster Youth  No Performance Color Less than 11 Students 0 6 Students	Homeless  No Performance Color 0 Prepared Maintained 0 18 Students	Socioeconomically Disadvantaged  Orange 2 Prepared Increased 2 100 Students

Students with Disabilities  No Performance Color 0 Prepared Maintained 0 20 Students	African American  No Performance Color Less than 11 Students 0 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 2.3 Prepared Increased 2.3 88 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  No Performance Color Less than 11 Students 0 3 Students

Conclusions based on this data:

1.

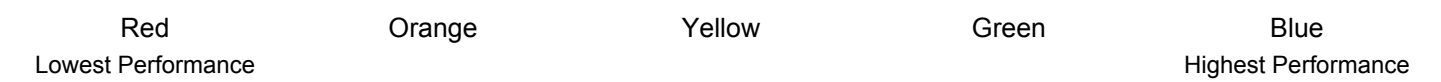
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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.

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.”



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

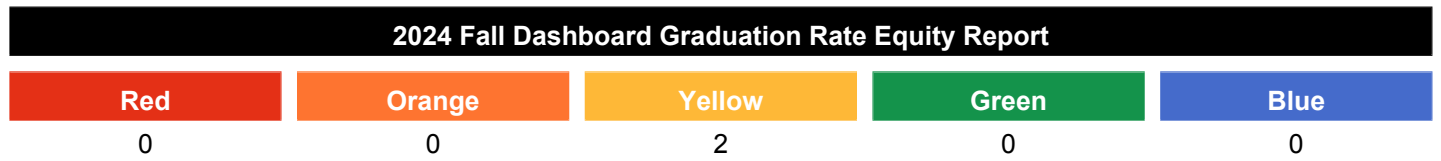
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 73.2% graduated Increased 21.5% 112 Students	English Learners  No Performance Color 69% graduated Increased 28.5% 29 Students	Long-Term English Learners  No Performance Color 68.4% graduated Increased 30.9% 19 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  No Performance Color 65% graduated Increased 9.4% 20 Students	Socioeconomically Disadvantaged  Yellow 72.5% graduated Increased 19.8% 109 Students

Students with Disabilities  No Performance Color 66.7% graduated Increased 13.7% 21 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 73.2% graduated Increased 20.6% 97 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

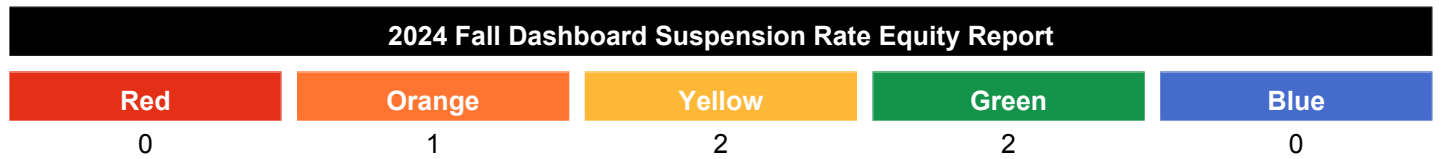
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.7% suspended at least one day Declined 4% 254 Students	English Learners  Green 3.8% suspended at least one day Declined 7.6% 52 Students	Long-Term English Learners  Yellow 6.1% suspended at least one day Declined 13.9% 33 Students
Foster Youth  No Performance Color 26.3% suspended at least one day Increased 3.6% 19 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Yellow 7.1% suspended at least one day Declined 2.9% 238 Students

Students with Disabilities  Orange 15.2% suspended at least one day Declined 0.5% 46 Students	African American  No Performance Color 15.4% suspended at least one day Increased 2.1% 26 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Green 5.1% suspended at least one day Declined 3.7% 216 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Conclusions based on this data:

1.

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

- CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -206 (Orange) from 2024 by a total of 3 or more (to maintain Orange) by the end of the 2025-2026 school year.
- CAASPP MATH Average Distance From Standard for All Students will increase the baseline of -254.2 (Orange) from 2024 by a total of 3 or more (to maintain Orange) by the end of the 2025-2026 school year.
- College/Career Indicator Percent Prepared for All Students will increase the baseline of 2% (Red) by a total of 13 or more (to reach Orange) to end at 15% or higher by the end of the 2025-2026 school year.

Identified Need

Students arrive with lower word recognition and comprehension skills and strategies.
Students also have deficiencies in organizing writing to communicate complex ideas and arguments to others.
Understanding writing as process rather than a single "get it done" event to practice refined writing.

Students arrive with lower basic math skills and strategies.
Students also have deficits in problem solving and critical thinking skills.
Understanding that math can be used to solve problems instead of just "doing the math"

The College/Career Readiness indicator of the CA Dashboard shows 2% 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 CAASPP. There is a need to increase the percentage of students graduating college and career ready, as indicated by the alternative school dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency on CAASPP	-206 below standard	-203 below standard or better
iReady Reading % on grade level or above	no baseline is available due to low utilization in the 2024-2025 school year.	iReady Reading % on grade level or above will increase by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		25% by the end of the 2025-2026 school year.
iReady Reading % of students who have completed at least 1 assessment.	currently all grade levels show 0% at EOY.	Increase to 60% or higher by the end of the 2025-2026 school year.
Math Proficiency on CAASPP	-254.2 below standard	-251.2 below standard or better
iReady Math % on grade level or above	no baseline is available due to low utilization in the 2024-2025 school year.	iReady Math % on grade level or above will increase by 25% by the end of the 2025-2026 school year.
iReady Math % of students who have completed at least 1 assessment.	currently all grade levels show 0% at EOY.	Increase to 60% or higher by the end of the 2025-2026 school year.
College/career readiness indicator on DASS Dashboard	2% College/Career Ready (Most recent dashboard)	15% College and Career Ready by June 2026
The CTE course offered	No Baseline Data	Increase % of students passing the CTE course on the 1st attempt

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Action 1.1 was not implemented as planned.

Action 1.2 was not implemented due to an issue w/ our contracted partner for tutoring services.

Action 1.3 was not implemented. Our team decided to utilize peer observations instead of PD time.

Even though we met our goal increasing the baseline CAASPP Math score, we are still progressing towards utilizing iReady with fidelity.

This goal continues to be ongoing into this next 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.

Since actions 1.2-1.3 were not implemented, the funds designated for these were not expended. These were redirected to support the bilingual aide.

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.

After looking at all of the available formative assessment data and the activities that were planned/documented, the upcoming plan will focus primarily on utilizing already available district-level assessment platforms such as iReady and the metrics that are being tracked have been adjusted to match the progress needed on the CA Dashboard to move the school to a higher performance level indicator 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

Strategy/Activity

Ensure that reading/math assessments are utilized in every ELA/Math class during each quarter. This will provide students with information regarding their present levels of performance which would include their current strengths and identified areas for improvement.

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)
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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

Provide tutoring services to all students no matter their current level of performance so that they may improve or maintain their present level of performance in Reading/Math (OBJECT CODE 1130)

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)
3025	Title I Part A: Allocation
15000	CSI

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

Hire substitutes for additional release time for peer observations to focus on high-leverage instructional practices that accelerate students reading, writing, and research skills. This will benefit all students by ensuring teachers have additional teaching strategies to that will meet the diverse needs of students who come with high levels of credit deficiencies. (OBJECT CODE 1160)
Provide opportunity for teachers/ staff to attend conferences to gain additional knowledge and expertise on how to best support the diverse needs of our student population. (OBJECT CODE 5220)

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)

1631

40000

Source(s)

Title I Part A: Allocation

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

Host college and career events at our campus to engage with students to prepare them for college or trades. 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)

25000

Source(s)

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

Provide students with field trips to Colleges and universities

- 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.

(OBJECT CODE 5812)

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)

35000

CSI

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 percentage of English Learners making progress towards English Proficiency from 17% to 25% for the 2025-2026 school year.

Identified Need

- 17% of students made progress towards English Language Proficiency on the ELPAC Assessment.
- All subgroups, including socio-economic disadvantaged, foster youth, special education, and English Learners averaged below basic on the ELA portion of the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	English Learner Progress: 17% making progress towards English proficiency.	Increase English Learner progress to 25% or higher

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Rose City is continuing efforts to meet the needs of English Learners. The cohorted pathway within the school appears to be something we should continue to implement to support their academic and SEL support. Since we didn't meet our goal last year our team will reevaluate how we support our EL students within their classes.

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 Changes

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.

Continue to focus on supporting English learners in mainstream classes as well as refining processes for timely assessments and continuous monitoring of progress.

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 continue to be double blocked into Academic Language Development 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)
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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 and online resources for literacy development (i.e.Roseta Stone, etc..) (Object Code 4340)

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)
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440	LCFF Supplemental and Concentration (S/C)
15000	CSI

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

Begin to use I-ready assessments, which will be utilized 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)

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

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 5

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)
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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
Utilize bilingual instructional aides to support English Learners in classes, both academically and behaviorally. (OBJECT CODES 2130 & 2930)

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)
206217	CSI
17200	LCFF Supplemental and Concentration (S/C)
4500	Title I Part A: Allocation

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 3

Graduation Rate for All Students will increase the baseline of 73% (Orange) from by a total of 2 percentage points or more to end at 75% or higher by the end of the 2025-2026 school year.

Identified Need

The graduation indicator of the CA Dashboard shows the RCHS graduation increased from 51% to 73% during the 2024-2025 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Indicator on CA DASS Dashboard	73% graduation Rate in 2023-2024 school year	75% graduation rate by June 2025

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Through the Community Schools grant a Dropout Preventionist Coordinator, RTI Wellness TOSA I, Community Advocate, Community Assistant, and a full time Truancy Interventionist were all on staff again this school year. This is having an impact on student attendance and family engagement which is leading to an increased graduation rate.

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 partnership with College Access Plan (CAP), as well as continuing to implement the Community Schools Model, will continue to bolster the support and services provided to students.

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

Each incoming student will meet with 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 strength-finder coaching, and self-esteem strategies.

STARS will continue to provide site-based mentoring through the Empowerment class. STARS collaborates with teachers, administrators, and our support staff to bring boundary expanding presentations to students, exposing them to an array of life and career possibilities. (OBJECT CODE 5810)

All students will be utilizing student engagement software, including but not limited to Live School, Upstream, Thrively, Ed Puzzle, Kami, and Nearpod, to encourage student engagement, and wellness in order for us to improve student wellness and social-emotional learning to improve truancy and prevent dropout. (OBJECT CODE 4340)

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)
35000	CSI

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

After School tutoring in core subject areas as well as after school clubs to increase student engagement. (OBJECT CODE 1130)

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)

25000

Source(s)

CSI

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

Support and training for Senior Portfolio Defense preparation and completion

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 credit recovery software for additional credits towards graduation. (OBJECT CODE 4340)

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)

50000

Source(s)

CSI

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

RGHS 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 6

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.
- Utilize the STARS Resource Center on site, which is specifically designed to promote empowerment and awareness for issues affecting foster youth, to improve academic outcomes for this population.

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

College Access Plan will provide weekly individual sessions to help track student progress, assist in college applications, and applications for FAFSA (Funds accounted for already in Goal #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)
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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

Goal 3: Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Increase average daily attendance rate by 2 percentage points school wide each year until 90% or better is achieved

- By May 2026, decrease chronic absenteeism rate from a baseline of 70% to 68%

Identified Need

The attendance rate for the 2024-2025 school year was 75%. There is a need to continue to raise the attendance percentage until an attendance rate of 77% or above is achieved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly CWAS attendance reports Dataquest Truancy Rate Report Everyday Labs program	70% Chronic absenteeism Rate 75% Attendance rate	68% Truancy Rate 77% Attendance Rate

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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 slight increase in attendance rate percentage. Many of the strategies are being carried over to this year and new strategies will also be explored as well.

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 discrepancies 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.

Continue to focus on utilizing the community schools grant to continue to build upon the community schools foundation already begun at Rose City HS.

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

Truancy Preventionist and Dropout Prevention Coordinator to meet with parents and students with truancy related issues, make referrals to services, and establish an attendance improvement plan with parent and student. Hold SART conferences and SARB hearings.

Community advocate and assistant to coordinate with community partners to provide services to students and families to address attendance issues.

Field trips to other continuation schools to help improve our attendance. (OBJECT CODE 5812)

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)
20000	CSI

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

Better utilize community partners in meeting the social emotional and physical needs of students and families by holding regular meetings with support staff and community partners as well, and engaging their support to encourage our students to be successful in school and life.

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)
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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

MTSS Team to utilize planning to identify data that will be used to determine the effectiveness of social emotional supports on campus (Object Code 1130)

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)
10000	CSI

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

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 in order to foster community engagement.

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% regularly attend counselor/SST meetings throughout the year.

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

The community assistant has been able to focus on signing parents up for Parent Portal. By having a Community Assistant the entire school year, the goal of increasing the percentage of families that have access to Parent Portal increased.

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

Community Assistant position has been cut by the district for the 2025-2026 school 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.

The MTSS team, which includes the Truancy Interventionist and the Community Advocate, will help assume the role that the Community Assistant played pertaining to this goal.

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

Host site based Community Schools events twice per year in order for parents to have the opportunity to meet the Rose City staff and community partners.

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

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. (OBJECT CODE 4310)

Connect with community partners that can support parents with educating them on how to navigate parent portal and any other technology needs as it pertains to their student.

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)
25000	CSI
471	Title I Part A: Parent Involvement

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	\$9627
Total Federal Funds Provided to the School from the LEA for CSI	\$501217
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$510844
Other State/Local Funds provided to the school	\$17640

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds available for this school: \$528,484

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	17640	0.00
Title I Part A: Parent Involvement	471	0.00
Title I Part A: Allocation	9156	0.00
CSI	501217	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	501,217.00
LCFF Supplemental and Concentration (S/C)	17,640.00
Title I Part A: Allocation	9,156.00
Title I Part A: Parent Involvement	471.00

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

Name of Members	Role
Michael Bell	Principal
Ngozi Ezieme	Classroom Teacher
Bertha Benitez	Other School Staff
Geoff Albert	Parent or Community Member
Adamaris Perez	Secondary Student
Adriana Villa	Parent or Community Member
Angelica Mayoral	Other School Staff
Maggali Correa	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2025.

Attested:

	Principal, Michael Bell on 5/19/25
	SSC Chairperson, Ngozi Ezieme on 5/19/25

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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.

Educational Partner 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 as 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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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



PASADENA UNIFIED SCHOOL DISTRICT

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 the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- MTSS 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;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
- Families in transition/ Foster Youth support staff and services including transportation;
- Parent and Community Engagement;

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 2025-26 is as below:

School: Rose City High

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	77	\$27,501.09



Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	ROSE CITY HIGH SCHOOL	Principal:	DR. MICHAEL BELL
School Number:	90	DROPOUT PREV. COORDINATOR:	DR. VANESSA TORRES
Date Completed:	5/6/25	Principal Signature:	<i>Michael Bell</i>

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
75%	75%	70%

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this date used to monitor student progress?	• Truancy and Chronic Absentee list provided by Child Welfare and Attendance Department • Students struggling with attendance are also identified during lead team meetings and "Student Chats" which include the entire staff. • Data Clerk and Truancy Prevention	• Monthly • Weekly and Bi-Monthly	• All sources of relevant data are readily available, used at least monthly, and attempt to ensure accuracy.



Pasadena Unified School District
Student Wellness and Support Services

	Specialist address attendance accuracy by checking in with teachers at the close of the day		
b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	- Principal - Dropout Prevention Coordinator - Truancy Prevention Specialist - Academic Counselor - Substance Abuse Specialist - MTSS Coach - Data Clerk	- The attendance team will meet once a month to review the previous months' attendance. - During weekly support staff meetings, attendance is discussed along with other student concerns.	The team will use the action plan and will adjust accordingly

GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Teachers and staff will teach the school-wide expectations (which include attendance expectations) and engage in activities that build positive report among	- At the start of each quarter. - Administrative and support	Increase in attendance percentage and decrease in chronic absenteeism



Pasadena Unified School District Student Wellness and Support Services

student/student and student/staff. - Attendance - Awareness Campaign - RCHS students and staff will engage in activities that promote positive attendance (i.e., posters, videos, door decorating contest). - Students will earn points in the incentive system (Liveschool) for attending class and attending on time. - Thriving Tuesdays, FUN Fridays, and participation in Sports programs will be used as a connection to school. - Attendance awards assembly to recognize improvement in attendance and 90%	- September 2025 - August 2025 – May 2025 - Monthly and throughout the school year	80% of student/staff participation - Percent of students receiving points for attendance will increase. - Increase in attendance rate and decrease in CAR
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Pasadena Unified School District
Student Wellness and Support Services

	or higher attendance rate.		
b. Outreach: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	• All students/parents will be informed of attendance policies/protocols through all available means of communication. • When a student has accumulated 5 tardies/absences, teachers will contact parents • Parents of chronically absent students will be contacted through letters, phone calls, home visits and on-campus meetings. • Community advocate/assistant will help parents manage the portal	• August/September 2025 • At the start of each semester	



Pasadena Unified School District Student Wellness and Support Services

	for attendance purposes		
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GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	- Students struggling with attendance will be identified through the referral process or discussed during lead team meetings/student chats. - Based on the specific need, students will be referred to the appropriate services (i.e., mental health services, IMPACT, tutoring, etc.) - SART Conferences will be used to address attendance issues for truant and chronically absent students. - Home visits will be conducted for students who fail to	- Weekly - On-going - Bi-monthly - Bi-monthly	Increase in attendance rate and decrease in CAR



Pasadena Unified School District Student Wellness and Support Services

	attend school over consecutive days. • The following tiered level interventions will be applied for students struggling with attendance: - Truancy notifications - SARB - Parent Conference - SST Meetings - Counseling and mentoring - Alt Ed Placement • Community Advocate and Truancy Specialist will provide attendance and academic support to 50 identified students. Adjusted schedules to meet student need. • Short-term or long-term independent studies to meet student need.	• On-going • On-going • On-going	
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Pasadena Unified School District Student Wellness and Support Services

	• Adjust schedules to meet student need		
b. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?	• New students will meet with school support personnel to plan for their time at RCHS (credits, support with attendance, academics, and socio-emotional well-being). • New students will also enroll in the 10-week Empowerment class to build SEL skills and stay motivated to engage in school. • Students who have been out of school for some time will participate in the check-in/out program • To build a connection to school, students will be encouraged to participate in school activities, including our sports program.	• Upon registration and on-going	• Increase student engagement/ participation which results in an increase in attendance rate and decrease in CAR



Pasadena Unified School District Student Wellness and Support Services

	• All students will participate in the Upstream Social Emotional Learning Curriculum & Thrively • Youth in Foster Care will work with the RCHS FY Advocate and CWA Advocates to keep informed on rights, resources and for support • Special interest activities will be offered to students to help with re-engagement and build school connectedness. These activities may include: - Internships - Work-based learning opportunities - Music - Engineering Workshops - Tutoring - College Access Plan		
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"WE PREPARE STUDENTS FOR THE FUTURE BY INSPIRING THE JOY OF LEARNING IN EVERY CHILD EVERY DAY"

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



Pasadena Unified School District
Student Wellness and Support Services

	- Mental Health Support		



ROSE CITY

Model Continuation High School

AGENDA

Meeting Date: Monday, May 19, 2025

Time: 1:25pm

Welcome / Call to Order

- Approval of Agenda

Dr. Bell

Public Comments on Agenda Items

General Public

Reading and Approval of Minutes

Ms. Ezieme

Updates on Campus Activities

SSC Voting

SPSA Approval

Open Forum

Adjournment



ROSE CITY

Model Continuation High School

MINUTES

Members Present:

- a) Principal: Dr. Michael Bell
- b) Parent: Adriana Villa (virtual meeting)
- c) Student: Adamaris Perez
- d) Teacher: Ngozi Ezieme
- e) Staff: Bertha Benitez
- f) Community Guest: Geoffrey Albert - Focus on Collaboration in Pasadena
- g) Staff: Maggali Correa - Sr. Community Advocate
- h) Staff: Angelica Mayoral - Truancy Interv/Prev. Specialist
- i) Staff: Dr. Vanessa Torres

Welcome/Public Comments on Agenda

Dr. Bell thanked everyone for meeting today. He went briefly over public comments on agenda items.

1. Model Continuation School gala in San Diego.
 - a. 5 staff are attending the conference
 - b. 10 staff total attending the gala
 - c. Looking into getting a van for transportation
2. WASC visit went well, they felt everyone had a voice.

Area for improvement: more parent involvement at events.

Approval of 6 year accreditation.

3. Music program /band wants another performance (before/after school, lunch)
 - a. Students to perform at career fair, 100 year Wilson campus anniversary and graduation
4. Budget cuts
 - a. 3 teachers going to different sites
Need to increase student numbers - work on enrollment
5. School Safety Plan
 - a. Evacuation routes have changed (RCHS, CIS, PALS, Twilight, & Aveson)
 - b. In Case of Emergency, notices have been updated and posted
 - c. Updates of SSC participants and BOE
Diploma signature
6. SSC
 - a. Looking for new parent participant / Votes for next meeting

Updates on Campus Activities:

Dr. Bell explained our school activities as follows:

1. Concert Assembly at Muir H.S. 5/20
2. Prom is at Brookside 5/29
3. Friday, 5/30 Last Day to Check Out & Clear ALL Requirements for Graduation
4. Tuesday, 6/3 GRADUATION REHEARSAL, 10:30 - 11:30 AM at the PASADENA CIVIC AUDITORIUM
5. Graduation is 6/4

Action/Suggestions Items:

1. SSC Voting: Ms. Ezieme & Mrs. Melahouris have been voted in for the 2025-2026 school year
2. SSC approved SPSA for the 2025-2025 school year

Adjournment: Dr. Bell moved a motion to adjourn the meeting and seconded it to Mrs. Ezieme. All were in favor of adjourning the meeting at 1:50 p.m. without objection.