School Year: **2026-27**

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	June 26, 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 staff meetings

Students were involved through a process of engagement by completing surveys as well as attending school site council meetings.

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.

Due to the nature of our program. Many students need to recover credits that were lost. As a result we have limited elective options for our students. As a result, we have created 0 periods for students to engage in classes that they can't take during the day

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.

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

School Plan for Student Achievement (SPSA) Page 3 of 89 Rose City High School
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

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.61%	%	1.09%	1		1
African American	7.88%	7.08%	7.61%	13	8	7
Filipino	0.61%	0.88%	2.17%	1	1	2
Hispanic/Latino	87.27%	89.38%	83.70%	144	101	77
Pacific Islander	0.61%	%	%	1		
White	2.42%	1.77%	1.09%	4	2	1
Multiple/No Response	0.61%	0.88%	3.26%	1	1	3
			Total Enrollment	165	113	92

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10	8	1	4
Grade 11	48	37	32
Grade 12	109	75	56
Total Enrollment	165	113	92

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	31	22	22	19.8%	18.8%	23.9%
Fluent English Proficient (FEP)	80	55	35	44.3%	48.5%	38.0%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	79	66	56	46	43	37	46	43	34	58.2	65.2	66.1
All Grades	79	66	56	46	43	37	46	43	34	58.2	65.2	66.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2451.	2465.	2455.	0.00	0.00	2.94	8.70	4.65	11.76	19.57	32.56	17.65	71.74	62.79	67.65
All Grades	N/A	N/A	N/A	0.00	0.00	2.94	8.70	4.65	11.76	19.57	32.56	17.65	71.74	62.79	67.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	5.88	54.35	58.14	44.12	45.65	41.86	50.00
All Grades	0.00	0.00	5.88	54.35	58.14	44.12	45.65	41.86	50.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.17	0.00	0.00	26.09	27.50	39.39	71.74	72.50	60.61
All Grades	2.17	0.00	0.00	26.09	27.50	39.39	71.74	72.50	60.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.17	0.00	2.94	65.22	69.77	70.59	32.61	30.23	26.47
All Grades	2.17	0.00	2.94	65.22	69.77	70.59	32.61	30.23	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2.17	0.00	5.88	60.87	65.12	41.18	36.96	34.88	52.94
All Grades	2.17	0.00	5.88	60.87	65.12	41.18	36.96	34.88	52.94

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	79	66	56	51	40	30	51	40	30	64.6	60.6	53.6
All Grades	79	66	56	51	40	30	51	40	30	64.6	60.6	53.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2422.	2438.	2469.	0.00	2.50	0.00	0.00	5.00	10.00	5.88	5.00	23.33	94.12	87.50	66.67
All Grades	N/A	N/A	N/A	0.00	2.50	0.00	0.00	5.00	10.00	5.88	5.00	23.33	94.12	87.50	66.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	5.00	10.00	11.76	7.50	20.00	88.24	87.50	70.00
All Grades	0.00	5.00	10.00	11.76	7.50	20.00	88.24	87.50	70.00

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	0.00	6.67	56.86	52.50	50.00	43.14	47.50	43.33
All Grades	0.00	0.00	6.67	56.86	52.50	50.00	43.14	47.50	43.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	0.00	2.50	0.00	43.14	62.50	56.67	56.86	35.00	43.33
All Grades	0.00	2.50	0.00	43.14	62.50	56.67	56.86	35.00	43.33

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	4	*
11	*	*	*	*	*	*	*	*	*	6	9	10
12	1483.1	1509.4	*	1465.7	1511.3	*	1499.9	1507.4	*	24	16	4
All Grades										32	29	17

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	4.35	0.00	*	26.09	31.25	*	13.04	18.75	*	56.52	50.00	*	23	16	*
All Grades	6.45	0.00	11.76	29.03	32.14	47.06	12.90	28.57	29.41	51.61	39.29	11.76	31	28	17

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	26.09	25.00	*	17.39	12.50	*	0.00	25.00	*	56.52	37.50	*	23	16	*
All Grades	25.81	21.43	17.65	19.35	28.57	47.06	6.45	21.43	35.29	48.39	28.57	0.00	31	28	17

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	0.00	*	0.00	6.25	*	43.48	31.25	*	56.52	62.50	*	23	16	*
All Grades	0.00	0.00	5.88	0.00	3.57	35.29	45.16	32.14	35.29	54.84	64.29	23.53	31	28	17

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	0.00	*	39.13	37.50	*	60.87	62.50	*	23	16	*
All Grades	0.00	0.00	5.88	41.94	46.43	58.82	58.06	53.57	35.29	31	28	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	45.45	62.50	*	4.55	25.00	*	50.00	12.50	*	22	16	*
All Grades	53.33	67.86	70.59	3.33	21.43	29.41	43.33	10.71	0.00	30	28	17

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	0.00	*	34.78	37.50	*	65.22	62.50	*	23	16	*
All Grades	0.00	0.00	5.88	38.71	35.71	58.82	61.29	64.29	35.29	31	28	17

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	0.00	0.00	*	47.83	37.50	*	52.17	62.50	*	23	16	*
All Grades	0.00	0.00	11.76	48.39	50.00	76.47	51.61	50.00	11.76	31	28	17

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
113	**87.6%**	**19.5%**	**1.8%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	22	19.5%
Foster Youth	2	1.8%
Homeless	3	2.7%
Socioeconomically Disadvantaged	99	87.6%
Students with Disabilities	16	14.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	7.1%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	0.9%
Hispanic	101	89.4%
Two or More Races	1	0.9%
Pacific Islander	0	0.0%
White	2	1.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2025 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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 No Performance Color	 No Performance Color
228.3 points below standard	266.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 22.3 points	11 Students	9 Students
36 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	218.8 points below standard
	1 Student	Declined 11.2 points
		33 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 Red 224.8 points below standard Declined 26 points 32 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 No Performance Color	 No Performance Color
275.9 points below standard	332.3 points below standard	Fewer than 11 students - No Data for Privacy
Declined 21.7 points	13 Students	10 Students
40 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	267.9 points below standard
	2 Students	Declined 15 points
		36 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	 Red 269.1 points below standard Declined 27.6 points 35 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
14.2 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 5.3 points	6 Students	4 Students
30 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	12.2 science points
2 Students	1 Student	Increased 3.7 points
		28 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 12.4 science points Increased 3.9 points 28 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
38.5 making progress.	45.5 making progress.
Number Students: 13 Students	Number Students: 11 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.

2025 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**
30.8%	30.8%	0%	38.5%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.


Very Low
Lowest Performance


Low


Medium


High


Very High
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
Prepared 5.9%	Prepared 0%	Prepared 0%
Increased 3.9%	Declined 5%	Declined 6.3%
68 Students	16 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 6%
4 Students	9 Students	Increased 4%
		67 Students

Students with Disabilities	African American	American Indian
 No Performance Color Prepared 0% Maintained 13 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Orange Prepared 6.8% Increased 4.5% 59 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 No Performance Color	 No Performance Color
72% graduated	61.1% graduated	53.3% graduated
Declined 1.2%	Declined 7.9%	Declined 15.1%
75 Students	18 Students	15 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	63.6% graduated	73% graduated
4 Students	Declined 1.4%	Maintained 0.5%
	11 Students	74 Students

Students with Disabilities	African American	American Indian
 No Performance Color 53.8% graduated Declined 12.8% 13 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Orange 69.2% graduated Declined 4% 65 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
6.1% suspended at least one day	8.6% suspended at least one day	10.7% suspended at least one day
Declined 0.6%	Increased 4.7%	Increased 4.7%
165 Students	35 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	5.4% suspended at least one day
8 Students	6 Students	Declined 1.7%
		147 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
3.4% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 11.8%	Declined 15.4%	1 Student
29 Students	14 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	7.1% suspended at least one day
	3 Students	Increased 2%
		141 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
3 Students		3 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 & 8

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.

By 2027, students at Equity Multiplier school sites will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

Goal 1

By May 2027:
To have all students increase their ELA SBAC scores by 10 %

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.

Funding allocations from goal #1 will also be used to support goal #2

Identified Need

Dashboard from 2025 indicates that RCHS students scored 228.3 point below the standard which was a decrease from 22.3point from the previous year
Students arrive with lower word recognition and comprehension skills and strategies.
Students also have deficient 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency on CAASPP	-206 below standard	-203 below standard or better

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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.

Annual Review

SPSA Year Reviewed: 2025-26

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.
iReady was implemented with fidelity for the 25-26 school year
The funds that are allocated will be utilized for the hiring of instructional aides which will help students with goals 1 & 2

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.

In strategy #2 we have indicated that we would like to have two more instructional aides to support our students with their learning goals

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. In the 2026 school year RCHS utilized iReady for the first time to set a baseline for students with English and Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 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)
Students and teachers will work with the Edgenuity program for direct and virtual instruction. This goal allocation will be for goals 1 & 2

Students will have two instructional aides to assist them during the school day. The aides will be in specific periods with specific teachers to support students.

Funding allocations from strategy / activity 2 will be used for strategies 1 & 3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Part A: Allocation
25168	CSI
90000	CSI

4235	Title I Part A: Allocation

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.
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)	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)	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.

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)
	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 & 8

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.

By 2027, students at Equity Multiplier school sites will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

Goal 2

Math:

To have all students raise their math scores by 10% on the SBAC

-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.

Identified Need

Dashboard data indicated that RCHS students scores 275.9 points below the standard. This was a decline of 21.7 points from the previous year
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"

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.

Annual Review

SPSA Year Reviewed: 2025-26

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

ANALYSIS

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

The strategies from the previous year fell short of the expectation as students have struggled in math. We have seen a small improvement in scores, however, more work is needed

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

The funds were sufficient. Perhaps more targeted implementation of who we will use to support the students is needed

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

For the 26-27 school year the two following activities will be implemented: 1. Funding for teachers for before and after school tutoring and 2. The hiring of two instructional aides (These are listed in Goal #1)

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

Students will be tutored by a highly qualified teacher before or after 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)

5208	Title I Part A: Allocation
4235	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 & 8

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.

By 2027, students at Equity Multiplier school sites will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

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 2026-2027 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 2026-2027 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.

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
Graduation Indicator on CA DASS Dashboard	73% graduation Rate in 2023-2024 school year	75% graduation rate by June 2025

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/career readiness indicator on DASS Dashboard	2% College/Career Ready (Most recent dashboard)	15% College and Career Ready by June 2027
The CTE course offered	No Baseline Data	Increase % of students passing the CTE course on the 1st attempt
Dual enrollment classes offered through PCC during the day	No Baseline Data	Students will have success

Annual Review

SPSA Year Reviewed: 2025-26

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.

All of these individuals contributed to the increased graduation rate for RCHS students this 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.

For the 25-26 school year there were not major differences between the stated budget compared to the expenditures

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

For the 26-27 school year We will continue to work on this goal but the one change that will be implemented is that we would like to hire trauma informed counselor that can assist us in the MTSS work and positive culture we have at RCHS. This individual would work directly with our truancy specialist as well as our community advocate and admin.
24-25
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.

Students will have an elective teacher who will offer photo and visual art to increase their love of arts and to examine the arts as a possible career choice
The arts instructor will have funds available to pay for field trips and to specifically go to design colleges

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.

The Community Schools grant will assist us in delivering our college and career indicator. The CS grant will assist us in providing the following activities for our students:

Students will benefit fro a drug prevention counselor(Goal 3 & 4) to assist them in meeting their goals.

3D printing class after school
Dual enrollment classes at PCC
CAP (College Access Plan)
After school tutoring
Burbank Airport internships
Simply Divine - Barbering and cosmotology

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)
180000	CSI

2000	CSI
80000	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

Teachers will have the opportunity to receive professional development as well as attend conferences to support our students and in essence impacting our graduation rates. This goal also supports goals 1 & 2

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Part A: Allocation
16380	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

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)
8000	CSI

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.

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

Amount(s) Source(s)

Strategy/Activity 5

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

ALL

Strategy/Activity

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

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

Amount(s) Source(s)

Strategy/Activity 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.

- 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)

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 & 8

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%

By 2027, students at Equity Multiplier school sites will move out of lowest performance color level and increase by at lest one color level as reported in the California Schools Dashboard in the following areas:
ELA and Math for all students (Currently red), especially low income students (currently red), as indicated by the CAASPP exams,

Increase graduation rates for all students (currently red), especially low income students (currently red), to 68% or greater

Increase College/Career indicator for all students (currently red) to 35% or greater

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	70% Chronic absenteeism Rate	68% Truancy Rate
Dataquest Truancy Rate Report	75% Attendance rate	77% Attendance Rate
Everyday Labs program / Panorama		

Annual Review

SPSA Year Reviewed: 2025-26

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.

25-26 the strategies implemented were effective, however, we still encountered several students who were truant and we had to implement home visits.

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.

For 25 -26 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.

25-26 We have decided that moving forward we will hire a trauma informed counselor (found in Goal #3) to support our students and families with promoting attendance and offering support when needed. We will also fund a district DSO to build relationships with students to support attendance as well
Additionally, we have funds that we will use to hold parent workshops and to offer support with attendance
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.

Students will benefit from a trauma informed counselor, someone who can assist students in strategizing in meeting day to day challenges

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)
468	Title I Part A: Parent Involvement
180896	CSI
86	Title I Part A: Parent Involvement

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)

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

To assist students, RCHS will have a 100% campus security officer to assist with after school coverage as well as supporting staff after school with students. Campus security will also be available to assist with crowd control for evening events.

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)

24240	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: 2025-26

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)

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	$24232
Total Federal Funds Provided to the School from the LEA for CSI	$605304
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$629536
Other State/Local Funds provided to the school	$16380

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 ($)

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 ($)

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

Total of federal, state, and/or local funds available for this school: $645,916

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	16380	0.00
Title I Part A: Parent Involvement	554	0.00
Title I Part A: Allocation	23678	0.00
CSI	605304	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	605,304.00
LCFF Supplemental and Concentration (S/C)	16,380.00
Title I Part A: Allocation	23,678.00
Title I Part A: Parent Involvement	554.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Raymond Cross	Principal
Ngozi Ezieme	Classroom Teacher
Bertha Benitez	Other School Staff
Olga Torres	Other School Staff
A. Sanchez	Secondary Student
Adriana Villa	Parent or Community Member
Angelica Mayoral	Other School Staff
Maggali Correa	Other School Staff
Eric Gothold	Classroom Teacher
Christopher Tolosa	Classroom Teacher
R. Media	Secondary Student
T. Guthrie	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 June 1st, 2026.

Attested:

Principal, Raymond Cross on 6/1/26

SSC Chairperson, Ngozi Ezieme on 6/1/26

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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
Clear	☐ State Compensatory Education Advisory Committee
Clear	☐ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 June 1st, 2026 .

Attested:

Clear	Principal, Raymond Cross on 6/1/26
Clear	SSC Chairperson, Ngozi Ezieme on 6/1/26

SSC Meeting Agenda

School Site: Rose City Meeting Date: June 1st, 2026

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	SSC	● SSC Chair
2. Minutes	Review March minutes	● Approval
3. SPSA goals	Approve 2026-2027 SPSA RCHS SPSA	● Approval
4. Public forum	Public comment	● Informational
5. Adjourn Meeting	SSC Chairperson	● Informational

2025 - 2026 SPSA Goals:

1. ELA / Math
2. English Learners
3. Graduation Rates
4. Attendance
5. Parent Engagement

ROSE CITY
Model Continuation High School

MINUTES

Meeting Date: Monday, June 1, 2026
Time: 2:08 p.m.

Attendees:

a) Principal: Mr. Raymond Cross
b) Teacher: Ngozi Ezieme
c) Staff: Bertha Benitez
d) Staff: Maggali Correa - Sr. Community Advocate
e) Staff: Angelica Mayoral Truancy Interv/Prev
f) Coordinator of Dropoff Prev. Dr. Vanessa Torres
g) Student Ruby Medina (absent)

Welcome/Public Comments on Agenda

The School Site Council meeting was called to order at 2:08 PM.

SPSA 2026–2027 Review and Discussion

The council reviewed and discussed the proposed Single Plan for Student Achievement (SPSA) for the 2026–2027 school year.

LCAP Goals 1 and 8

The council agreed that allocations will primarily focus on LCAP Goals 1 and 8. By 2027, students at Equity Multiplier school sites are expected to move out of the lowest performance color level and increase by at least one color level as reported on the California School Dashboard.

Graduation Rate

The current graduation rate is 68%. To support student achievement and graduation outcomes, the council discussed allocating:

- $5,000 in Title I funds for teacher tutoring services.

CSI-Funded Supports

The council discussed the following Comprehensive Support and Improvement (CSI) expenditures:

- Hiring two Instructional Aides for one year at $45,000 each.
- Total CSI Strategy/Action funding: $180,896.
- Drug Prevention Counselor: $95,000.
- Parent Involvement Activities: $468.
- School Security: $24,240. Members noted that current funding covers only 85% of security costs, and additional funding strategies will be needed to finance the remaining balance for 100%.

Mathematics Achievement

The council discussed the need to increase math scores by 10%. To support this goal:

- $10,000 will be allocated for tutoring services.

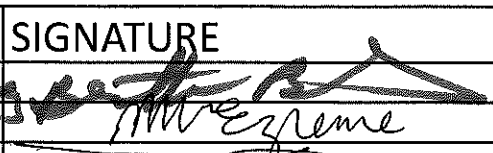
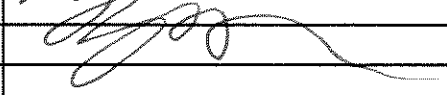
Additional SPSA Expenditures

The following expenditures were reviewed:

- Field Trips: $2,000
- Professional Development: $16,380
- Senior Defense Activities: $6,000
- Teachers' Conferences: $8,000
-

SCHOOL SITE COUNCIL ROOM 102

June 1, 2026

NAME	SIGNATURE
Nguzi Ezieme	
Matthew Brooks	
ANGELICA MAYORAL	
Maggali Correa	
D. Vanessa Torres	
Raymond Cross	

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	ROSE CITY HIGH SCHOOL	**Principal:**	Mr. Raymond Cross
School Number:	90	**DROPOUT PREV. COORDINATOR:**	Dr. Vanessa Torres
Date Completed:	5/4/26	**Principal Signature:**	*O. V. Torres*

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
66%	66%	60%

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.

	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 • MTSS Coach • Data Clerk • CWA Intern	• 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 rapport among	• At the start of each quarter. • Administrative and support	• Increase in attendance percentage and decrease in chronic absenteeism

	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 through the incentive system (LIveschool) for attending class and attending on time. ● Thriving Wednesdays, 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 2027 ● August 2027 – May 2028 ● Monthly and throughout the school year ● At the close of the school year	● 80% of student/staff participation ● The percentage of students receiving points for attendance will increase. ● Increase in attendance rate and decrease in CAR

	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	• August/September 2027 • At the start of each semester • On-going • On-going	

	manage the portal for attendance purposes		

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, tutoring, etc.) • SART Conferences will be used to address attendance issues for truant and chronically absent students. • Home visits will be conducted for	• Weekly • On-going • Bi-monthly • Bi-monthly	• Increase in attendance rate and decrease in CAR

	students who fail to 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 needs. ● Short-term or long-term independent studies	● On-going ● On-going ● On-going	

	to meet student needs. ● 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 ● On-going	● Increase student engagement/ participation which results in an increase in attendance rate and decrease in CAR

	• 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		

	- Mental Health Support - Driver's Ed Class - 3D Printing - Simply Divine Internship		





California Community School Partnership Program

Annual Progress Report

- Implementation- School Sites-

2025-2026

Introduction **2**
1. Site-level Program Narrative **4**
1.1. CCSPP Capacity-Building Strategies **6**
Shared Commitment, Understanding, and Priorities 6
Centering Community-Based Learning 7
Collaborative Leadership 8
Sustaining Staff and Resources 9
Strategic Community Partnerships 10
1.2. CCSPP Engaging Educational Partners **12**
1.3. CCSPP Whole Child and Family Supports Inventory **17**
1.4. CCSPP Goals and Actions **22**
Goals and Actions 22
Measuring and Reporting Results 23
Goal Analysis 25
School Climate Measure 25
1.5. CCSPP Feedback and Improvement **26**
2. Site Level Additional Documents and Evidence **29**

Introduction

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

Data for learning

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An APR Visualization tool and a summative report are developed and posted each year with APR findings for LEAs and RTACs.

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

Process to prepare the APR

We strongly recommend using the Google Doc version to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.

If you need a copy of your site's APR response from last year, you may submit a request using this link. Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

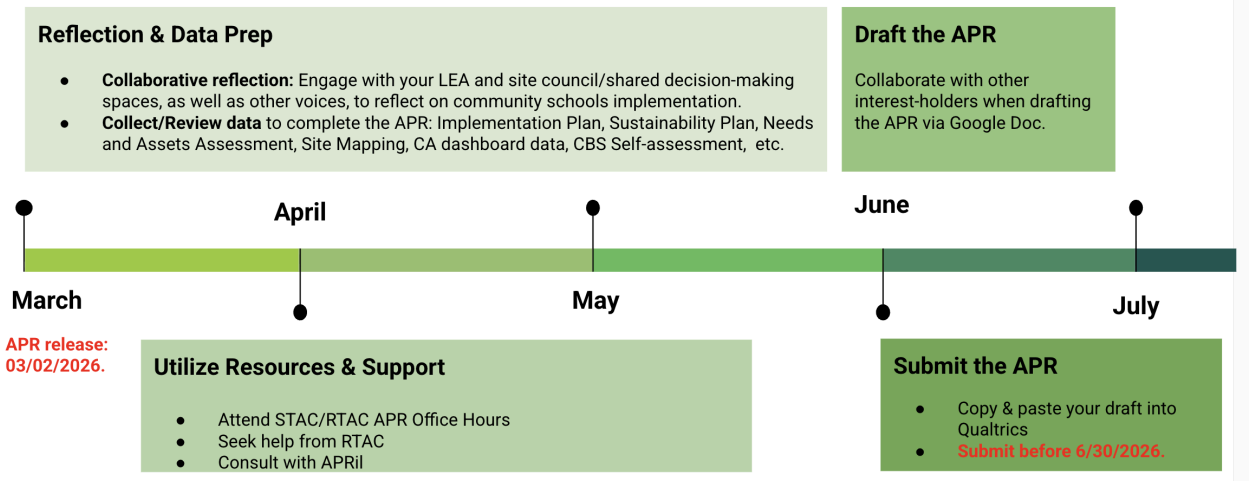
Please reference the following resources:

- CA School Dashboard as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the Community Schools Implementation Plan Template, the Community Schools Needs and Assets Assessment (NAA) Guide, the Whole Child and Family Supports Inventory and the Capacity Building Strategies: A Developmental Rubric.
- We have also provided links to the Capacity-Building Strategies self-assessment (Google Doc version here) – an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the "School tab (or click here). Or visit our AI-powered chatbot "APRil".

Suggested timeline



1. Site-level Program Narrative

School sites implementing the CCSPP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "APRil" (click here). For additional support, please contact your Regional Technical Assistance Center (RTAC).

Here's a visual of the reflective process for schools:



Please provide your school name using the options below. Start by selecting your Region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the Tracker spreadsheet and check the "Schools" tab (click here).

Region	▼Greater Los Angeles _____
Cohort	▼Cohort 1 _____
LEA/Fiscal Agent	▼Pasadena Unified School District _____
School Name (CDS Code)	▼19 64881 6021679 _____

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it here. If you are a School District or a County Office of Education, your School Code is seven zeros (0000000).

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

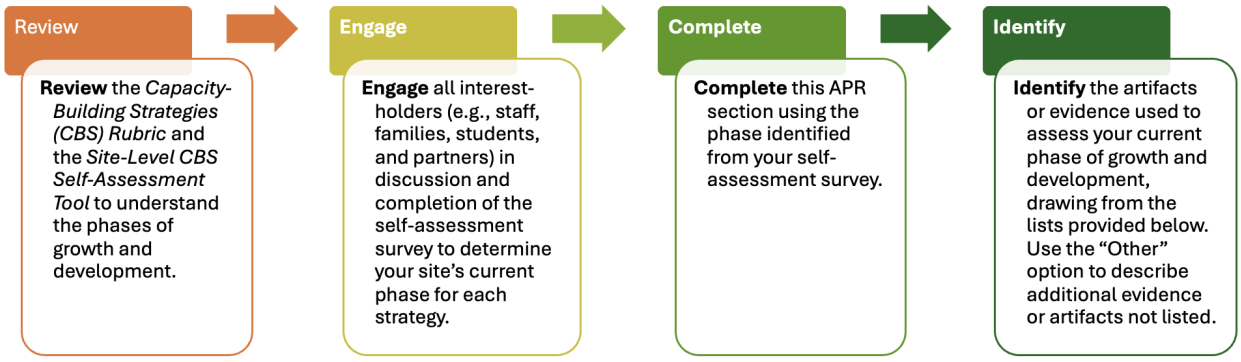
Name: Raymond Cross
Job Title: Principal
Email: cross.raymond@pusd.us
Phone number: (626)396-5620

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. **Review** the *Capacity-Building Strategies (CBS) Rubric* and the *Site-Level CBS Self-Assessment Tool* to understand the phases of growth and development.
2. **Engage** all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. **Complete** this APR section using the assessment results from your self-assessment.
4. **Identify** the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

- ☐ **Visioning:** We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

- ☑ **Engaging:** We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.
- ☐ **Transforming:** We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- ☐ Outreach materials
- ☑ Surveys
- ☑ Interview/focus groups data from school staff
- ☑ Interview/focus groups data from students and/or families
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☐ Protocols used to create vision/graphic representation of vision
- ☑ Needs and Assets Assessment tools/participation rates
- ☑ SPSA alignment crosswalk (shows integration).
- ☑ Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- ☑ Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- ☑ Capacity-Building Strategies Self-Assessment Tool
- ☑ Other (Please specify):

  Community School Presentations (updates, data, action plans, and next steps) to ELAC, PTA, SSC, A Monday, Magnet/Community Schools Advisory Meetings. Update Community School Website and Academic Newsletter.

Centering Community-Based Learning

Please indicate your current phase of growth and development in "Centering Community-Based Learning". (Select one.)

- ☐ **Visioning:** We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

- ☑ **Engaging:** We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied

assessments.

- ☐ **Transforming:** We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

- ☑ Needs and Assets Assessment results
- ☐ A site-specific framework for community-based teaching that elevate community assets
- ☑ School climate surveys
- ☐ Unit plans, lesson plans
- ☐ Performance assessments that highlight classroom-community connections
- ☑ Student engagement or attendance rates
- ☑ Family and community engagement or attendance
- ☑ Community learning tours and/or home visits
- ☑ Professional development or training sessions
- ☑ Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- ☐ Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Posted flyers to encourage community-based learning experiences in the classroom and created a Google Form of Interest for teachers to fill out. Responses will be used to support CBL implementation.

Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership". (Select one.)

- ☐ **Visioning:** We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.
- ☑ **Engaging:** We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

- ☐ **Transforming:** We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development "Collaborative Leadership". (Select all that apply.)

- ☐ Committee by-laws
- ☐ Team mapping
- ☐ Formal agreements
- ☐ Guiding documents, vision statements, decision-making protocols
- ☑ Team work plans and agendas
- ☑ Planning documents
- ☑ Survey data
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ School staff direct input (Interview/focus groups)
- ☑ Students and/or families direct input (Interview/focus groups)
- ☐
- ☐ Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Sr.Advocate has the opportunity to share feedback on best practices, training topics, and participate in MTSS/Attendance meetings.

Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

- ☐ **Visioning:** We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.
- ☑ **Engaging:** We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.
- ☐ **Transforming:** We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- ☑ Community school-aligned job descriptions
- ☐ Roles and responsibilities document that includes a process for ongoing revision
- ☐ Processes for budget transparency
- ☐ Staff visioning documents (e.g., graphic representations, protocols for design)
- ☐ Data examining staff/teacher retention/vacancy rates
- ☑ Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering, etc.)
- ☑ Professional development or training sessions
- ☑ Teachers and staff surveys (e.g., school climate surveys)
- ☐ Long-term funding plan or sustainability roadmap developed with LEA.
- ☑ Professional learning calendar and participation records specific to community school practices.
- ☑ Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

  Classified staff (Sr. Advocate and Truancy Specialist) participate in restorative practices, trauma-informed, first aid, Attendance Strategies, and PUSD Community School practices.

Strategic Community Partnerships

Please indicate your current phase of growth and development in "Strategic Community Partnerships". (Select one.)

- ☐ **Visioning:** We are identifying and documenting partnerships, with early efforts to align services to student and family needs.
- ☑ **Engaging:** We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.
- ☐ **Transforming:** We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

- ☑ Contract agreements/MOUs/Service Delivery Applications
- ☐ Service utilization rates
- ☑ School climate surveys
- ☐ Feedback from existing service providers and partners
- ☐ Partnership evaluations
- ☑ Partners participation in school events
- ☑ Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).
- ☐ Annual partnership reflection reports or improvement plans based on review data.
- ☐ Increased reports of student and family wellbeing
- ☑ Capacity-Building Strategies Self-Assessment tool
- ☑ Other (Write-In):

Partners are present monthly at the school site during lunch, sharing information and activities with students.

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Rose City High School is deeply committed to fostering a strong, unified community through its implementation of the Community School Framework. By sharing updates and resources in various formats, the school ensures that students, families, staff, and partners are well-informed and actively engaged in shared priorities.

The school uses multiple communication tools such as weekly newsletters, bulletins, banners, and informational flyers—including "Meet the Coordinator" and "Truancy Specialist" materials—to keep families and students informed. These materials are distributed at parent meetings such as Padres Unidos, PTSA, and the School Site Council, ensuring that key stakeholders are aligned and informed in their understanding of school initiatives.

Rose City also focuses on student wellness and engagement through daily check-ins and events like Wellness Days.Our MTSS Coach meets frequently with staff to provide professional development and trauma informed practices. We capture our efforts through our documentation in Panorama. The Needs and Assets Assessment helps these efforts by identifying both challenges and opportunities for growth. This data-driven approach allows the school to better serve its community while honoring its strengths.

Teachers and staff are integral to this process, participating in bi-monthly chats and informational meetings that provide updates and promote collaboration. Community partners also play a vital role, contributing to programs like the Empowerment class and participating in regular check-ins with school staff.

Furthermore, Rose City demonstrates its district-level involvement by participating in the District Community School Site Advisory Council. This ensures the school's voice is heard in broader decision-making while aligning local efforts with district-wide goals.

Overall, Rose City High School exemplifies a shared commitment to student success by prioritizing open communication, continuous collaboration, and community empowerment. Through consistent outreach and partnership. The school builds a cohesive support network that addresses both academic and social-emotional needs.

1.2. CCSPP Engaging Educational Partners

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a "whole-child" school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school's level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	Estimate the percentage of individuals engaged in developing your community school at any time during the implementation process.	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)							If you selected ot processes, pleas specify: Other (Write-In)
		Surveys	One-on-one interviews	Focus groups	School council/ steering committee meetings	Other meetings and forums	School events	Other	
Administrators	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☐	☑	☑	☑	☐	

Certificated staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☑	☑	☑	☑	☐	
Classified staff	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☐	☑	☑	☑	☐	
Students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☐	☐	☐	☑	☐	
Family members	• 0% • 1-24% • 25-49% • 50-74% • 75-100%	☑	☑	☑	☑	☑	☑	☐	
Community partners (school partners	• 0% • 1-24% • 25-49% • 50-74%	☐	☑	☐	☑	☐	☑	☐	

with an MOU or any other formal agreement to provide supports or services.)	• 75-100 %								

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

Please reflect on your school's level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird's eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Students with disabilities	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

Socioeconomically disadvantaged students	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Racially marginalized populations	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Homeless youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Foster Youth	• 0% • 1-24% • 25-49% • 50-74% • 75-100%
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	• 0% • 1-24% • 25-49% • 50-74% • 75-100%

How are you engaging individuals within the groups identified above?

Home Visits Offering tutoring services One-on-ones with students and parents Assemblies and awards Restorative Practices participation After-school athletics and art opportunities.

1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSPP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see Whole Child and Family Supports inventory).

For each potential support below, please identify if the support was part of your community schools implementation.

	Are these whole-child and family supports part of your Community Schools Implementation? (Select as many services that apply)	
	Yes	**No**
Health Screening and Services (vision, dental, hearing, neurological, physical health)	☑	☐
Mental Health Screening and Services	☑	☐
Nutrition Services and Support	☑	☐
Academic Support (tutoring, specialist, etc.)	☑	☐
Counseling Center	☑	☐
Multi-Tiered System of Support	☑	☐
Coordination of Services Team (e.g., COST team)	☑	☐
Before School (times/services)	☐	☑

After School (times/services)	☑	☐
Summer Programs	☐	☑
During School (learning pathways, differentiated instruction, lab times, etc.)	☑	☐
Teacher Leadership Development and Opportunities	☑	☐
Parent Leadership Development and Opportunities	☐	☑
Student Leadership Development and Opportunities	☐	☑
Shared Decision-Making Bodies that center the voices of students, families, and community	☑	☐
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	☑	☐
Home Visits	☑	☐
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	☑	☐
Positive Behavioral Supports	☑	☐
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	☑	☐
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	☑	☐
Project-Based Learning	☑	☐
Culturally-Sustaining and Responsive Curriculum and Pedagogy	☑	☐
Community-Based Curriculum, Pedagogy, and Projects	☑	☐
Personalized Learning Plans	☑	☐
Performance Assessments (e.g., capstones, portfolios, etc.)	☑	☐
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	☑	☐
Other: (Write in)	☐	☐
Other: (Write in)	☐	☐

Other: (Write in)	☐	☐

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?	In the past year, how many individuals were served? Please enter an estimate number only in the applicable categories .				In addition to CCSPP, please select the main funding source you are using for this support.	If you selected "other" for the funding source, please specify:	OPTIONAL: Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
		Students	Staff	Parents/ Family members	Other individuals		Other (Write-In)	
e.g.,Health Screening and Services (vision, dental, hearing, neurological,	Started im…					Learning…		

physical health)								
Program partners for expanded learning opportunities in enrichment, mentorship, and student mental health supports	Previously…	141	N/A	N/A	9	Learning…		Partnerships with Simply Divine, STARS Mentorship
Establish after-school athletics and fitness opportunities at the continuation site.	Previously…	148	2	N/A	N/A	Expande…		Athletics: basketball, volleyball, and soccer. Driver's Education
Learning materials for after-school and summer programs.	Previously…	141	N/A	N/A	2	Local Co…		Supplemental materials for 3D-printing, art/media/ graphics class
Supplemental pay for classified and certificated staff to support after-school activities(tutoring), evening and weekend events,	Previously…	N/A	5	N/A	N/A	Expande…		Support for parent meetings, athletics, and school events

and workshops.								
Professional development in cross-cultural learning curriculum, equity, and positive school climate.	Previously…	N/A	12	N/A	N/A	Title I		Restorative Practices and MTSS Trauma Informed Practices

Note:
**please add rows as needed.*

1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the Whole Child and Family Supports Inventory in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plan.

Goals and Actions

Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

	Cohorts 1-3 only: Was this goal submitted with the previous APR?	Select the category that is most closely related to your goal:	Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal

Goal 1:	☑ Yes ☐ No	☐ Social-Emotional Well-Being & Mental Health ☑ ~~Attendance & Absenteeism Reduction~~ ☐ Family & Community Engagement ☐ Academic Achievement & Student Learning ☐ School Climate ☐ Collaborative Leadership and practices ☐ Community School Framework & Whole-School Implementation ☐ Integrated Student Supports ☐ Student Behavior & Discipline ☐ Data, Monitoring & Accountability ☐ Health & Wellness Services ☐ College & Career Readiness ☐ Expanded Learning & After School ☐ Professional Development & Staff Capacity ☐ Parent Education & Resources ☐ Equity & Inclusion ☐ Community-based Curriculum and Pedagogy ☐ Other (Write-in)	Reduce the percentage of chronically absent students by 3% by the end of the 25/26 SY.	Truancy Specialist Focus on checking in with students and parents of chronically absent students. Follow up with home visits. Increase engagement opportunities for students. Check in bi-weekly with students or as needed. Collaborate with community partners to provide activities during lunch. Increase expanded learning opportunities.
Goal 2:	☐ Yes ☑ No	☑ ~~Academic Achievement & Student Learning~~	Increase the percentage of students graduating by 3% by the end of the 25/26 SY.	Check in with students bi-weekly or as needed. Counselor and Truancy Specialist reviews learning plan/path with

				students as needed. Offer tutoring to students as needed. Collaborate with College Access Plan to allow them to meet with students for workshops and one-on-one sessions. Organize field trips to visit college sites.
Goal 3:	☐ Yes ☑ No	☑ ~~Attendance & Absenteeism Reduction~~	Increase proficiency scores for ELA and Math by 3% for the end of the 25/26 SY.	Students have the opportunity to work with their teacher in morning tutoring and an after-school tutor to support both ELA and Math. Differentiate instruction offered by teachers. 1:1 support from school staff. Connect students with online

				academic resources.

Measuring and Reporting Results

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the CA School Dashboard and/or DataQuest in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2025-2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)	SY 2022-2023 (report numeric values only)	SY 2023-2024 (report numeric values only)	SY 2024-2025 (report numeric values only)	Desired Outcome Year 4 (SY 2025-2026)
Goal 1: If you have more than one metric for Goal 1, please add here.	☐ Chronic absenteeism rates	The percentage of students who are absent on 10 percent or more of school days will decrease.	84.7%	88.3%	91.9%	88% Actual: 71.68%
Goal 2: If you have more than one metric for Goal 2, please add here.	☐ High school graduation rates (CA DASHBOARD)	Increase the percentage of students graduating by 3% by the end of the 25/26 SY.	51.7%	73.2%	72%	75% Actual: TBD
Goal 3: If you have more than one metric for Goal 3, please add here.	☐ Proficiency scores, English Language Arts and Mathematics	Increase proficiency scores for ELA by 3% for the end of the 25/26 SY.	8.7%	4.65%	14.7%	17.7% Actual: TBD

	☐ Proficiency scores, English Language Arts and Mathematics	Increase proficiency scores for Math by 3% for the end of the 25/26 SY.	0%	7.5%	10%	13% ACTUAL: TBD

Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice. Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

In 2025-26, RCHS decreased the chronic absenteeism rate by 3% compared to last year and 8% percent from the previous year. Two contributing strategies were attaching attendance to our incentive program and the "Do Now" activity at the beginning of each class. Students are able to earn points for being in class and on time throughout the school day. At the start of each class period, teachers assign a quick write up that can only be completed during the first 5 minutes of class and that accounts for 20% of their grade. For next school year, we plan to increase the number of home visits and schedule engaging activities on Mondays and Fridays when we know kids tend to be absent. We also made small adjustments in the master schedule to ensure student engagement and success.

We recorded a small increase in the percentage of students with one or more parents with active Parent Portal accounts. It is evident that we need to create more opportunities for parents to engage in school activities and present opportunities to have them sign up in the parent portal. Our community advocate will need to work with our Truancy Specialist to continue to improve in this area.

RCHS has steadily increased English Learner reading proficiency during the past couple of years but is lower than the district. The ELD teacher and aide have engaged in data chats with students throughout the school year with additional support in the classrooms and hiring an after school tutor. For the next school year, the new teachers who are teaching the ELD courses will be trained and will use the district-wide ELD program. We will continue to provide tutoring services before and after school and include parents in the data chats. We are also committed to expanding our current parent group.

School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

- ☑ Yes
- ☐ No

Please rate your agreement with the following statement:
“Our school climate has improved since we started implementing the CCSPP “

Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
☐	☐	☐	☐	☑

[If Agree or Strongly Agree above] What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe. Provide a narrative of up to 300 words.

Your word count is: 0

Since the implementation of the California Community Schools Partnership Program (CCSPP) grant, Rose City High School has seen significant improvements in its school climate, directly connected to the enrichment and support activities made possible by the grant. Initiatives like *Thriving Tuesday* and *Fun Fridays* have fostered a greater sense of community and student engagement. These bi-weekly events offer students a chance to connect socially, decompress, and participate in wellness activities, creating a more inclusive and supportive school environment.

The expansion of sports opportunities has also contributed positively by promoting teamwork, school pride, and physical wellness, particularly for students who previously had limited access to extracurricular activities. Participation in sports has encouraged regular attendance and improved overall student morale. Sport programs at Rose City are co-ed. Students who would regularly not speak to each or hang out, have formed respectful relationships, if not

friendships.

The STARS mentorship program introduced through the CCSPP grant has created trusted adult-student relationships, which are crucial for academic and emotional support. Students benefit from consistent, caring guidance that helps them navigate personal challenges and set goals for the future.

Enrichment opportunities, including arts, STEM workshops, band, and college/career readiness events, have broadened students' exposure to new skills and career pathways. These programs nurture student interests and provide motivation, especially for those who may not have previously seen themselves represented in such areas.

Collectively, these CCSPP-funded activities have contributed to a more positive and supportive atmosphere at Rose City High School. Students report feeling more connected to their peers and staff, and disciplinary incidents have decreased, reflecting a shift toward a culture of respect, wellness, and community engagement.

1.5. CCSPP Feedback and Improvement

To form the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- ☐ Strategic Partnerships and Cross-Systems Coordination
- ☐ Community School Planning and Implementation
- ☐ Integrated Student Supports and Services
- ☐ Student Learning Supports and Environment
- ☑ ~~Centering Community-based Learning~~
- ☐ Monitoring Progress and Developing Data Collection Tools
- ☐ Family and Community Engagement
- ☐ Collaborative Leadership Practices for Educators and Administrators
- ☐ Community Schools Sustainability
- ☐ Engaging Communities, Policymakers & Educators in Shared Understanding
- ☐ Other instrument or process:

  _____

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts?
We suggest you provide a narrative of up to 300 words.

Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

- ☑ ~~Principal~~
- ☐ Assistant Principal (if applicable)
- ☐ Community Schools Coordinator(s)
- ☑ ~~School Counselor/Social Worker/Psychologist~~
- ☐ Teacher(s)
- ☐ Instructional Coach(es) (if applicable)
- ☑ ~~Other staff~~
- ☐ Student(s)
- ☐ Parent/guardians(s)
- ☐ Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)
- ☐ Other (please specify):
- ☐ _____

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- ☐ Very useful
- ☐ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using this link to a Box folder. You can use the CCSPP Implementation Plan template. **Include your school name and CDS code in the name of the file. (***Example: ShadowUSD_12123451234567.pdf.)* **This is a required upload for all grantees.**

Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

https://rosecity.pusd.us/academics/community-schools

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

- ☑ ~~Yes~~
- ☐ No

Cohort 1, Cohort 2 and Cohort 3 ONLY: Sustainability plan

Please submit your sustainability plan by clicking this link. This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on **Tuesday, June 30, 2026**. A google doc version of the sustainability survey is available here.

If you have technical difficulty completing the survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance.

https://docs.google.com/spreadsheets/d/1UhyQIcoIfLg8uPzEfeH_N7Dta-TLXbES/edit?gid=1459334122#gid=1459334122

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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School Principal: Raymond Cross

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Rose City is in the envisioning stage of developing a shared understanding of the community school strategy. The Sr.Community Advocate and the Truancy Specialist have introduced themselves and clarified their role and responsibilities, shared the purpose of community school strategies, and gathered perspectives to inform the needs assessment and community school goals. Our site has integrated a Community School Teacher Lead that attends SSC, Parent groups, and staff meetings

to present CS updates, reports, and data, and collects feedback and input from the school community. Support from the central office has included helping the site coordinator create presentations and tools (such as a referral for services form) for alignment across the district's community schools. Community School outreach has been delivered in the following forms:

- Announcements to students via intercom during school hours.
- A weekly newsletter (email and social media)
- Flyers; distributed to parents during parent meetings and the school site council
- The community school goals aligned with the school plan for student achievement are presented to staff and parents at their respective meetings. Additionally, the Advocate (Coordinator) communicates with parents during drop-off and pick-up and at school events.
- Bulletin Boards are designated for community school updates and events.
- The District Coordinator attends staff and school site council meetings to provide updates about the community school initiative, budget reports, and the implementation plan.

Developmental plans around each of the four commitments are as follows:

- Assets-Driven and Strength-Based Practice: Through Community Schools, Rose City is embracing new ways to engage students based on their interests and strengths. Students who show interest in the union workforce are provided the opportunity to participate in shadow days with community partners that include students engaging in physical agility assessments, garage mechanics, and welding. Community artists provide music and instrumental instruction, including gifting students instruments to support ongoing musical endeavors, including band and drum core. New equipment enables students to explore college and career interests in media arts. Athletics return to Rose City to motivate students and support their health and wellbeing.
- Racially Just and Restorative School Climates: Western Justice provides restorative practice training for schoolwide strategies that promote community-building, circles of trust, and a positive school climate for all students. WJC curriculum is integrated, and students participate in a 5-week program that focuses on conflict resolution. Students participate in monthly meetings school-wide with the opportunity to share feedback and input about school practices and curriculum.
- Powerful, Culturally Proficient, and Relevant Instruction: Provide teacher training in inclusive and culturally responsive practices and pedagogy. RCHS completed the Anti-Racism Series offered through the district (Stephanie Cosey).
- Shared Decision-Making and Participatory Practices: Expand the role of existing site leadership councils to identify and monitor the progress of community school priorities. Present community school goals and data to existing advisory boards and committees, like the School Site Council, etc., to get their input and feedback.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Needs and Assets Assessment

With support from non-profit partner Communities In Schools, Rose City reviewed achievement, engagement, and attendance data; demographic data; community resource data; and staff, student, and parent survey data to complete the needs assessment. The needs and assets assessment summarizes top findings, considers alignment between Community Schools' goals and the School Plan for Student Achievement, and includes asset mapping of existing supports. The community school goals are also created in alignment with PUSD's strategic plan. Coaching and support for progress monitoring are facilitated by the district and Communities In Schools. The needs assessment is presented to teachers and staff during their A-meeting.

Data Collection and Analysis

Services and resources are tracked monthly by the site coordinator, and individualized student supports are documented weekly. Rose City facilitates the Morning Chat (Members: Administration, CS Staff, MTSS Coach, Truancy Specialist, and Advocate), the team meets daily; the length of time is as needed and ranges from 15-minute check-ins to one-hour meetings. The team will debrief on school events or follow up on students' services, programs, and discuss data from student check-ins to create support plans. Teachers participate in the evaluation and analysis of student progress during their monthly staff meetings (Students Chats).

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Reduce the percentage of chronically absent students by 3% by the end of the 25/26 SY.	Truancy Specialist Focus on checking in with students and parents of chronically absent students. Follow up with home visits. Increase engagement opportunities for students. Check in bi-weekly with students or as needed. Collaborate with community partners to provide activities during lunch. Increase expanded learning opportunities.
Increase the percentage of students graduating by 3% by the end of the 25/26 SY.	Check in with students bi-weekly or as needed. Counselor reviews learning plan/path with students as needed. Offer tutoring to students as needed. Collaborate with the College Access Plan partner to allow them to meet with students for workshops and one-on-one sessions. Organize field trips to visit college sites.
Increase proficiency scores for ELA and Math by 3% for the end of the 25/26 SY.	Students have the opportunity to work with their teacher in morning tutoring and an after-school tutor to support both ELA and Math. Differentiate instruction offered by teachers. 1:1 support from school staff. Connect students with online academic resources.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progres

Goals	Action Steps
Teachers will receive professional development directly related to schoolwide restorative and culturally relevant practices.	Conduct A Monday training and evaluate the training. Monitor implementation and provide follow-up support.
Implementation of LIVE SCHOOL	Positive Reinforcement encourages students to be prepared for school activities and learning. (point system-gift cards, etc.)

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Broaden participation to include more voices from students, staff, parents/caregivers, alumni, and community partners in decision-making.	Conduct annual surveys (CalSCHLS) with staff, students, community partners, and parents. Host focus groups and community conversations to share the school/community goals and get feedback. Provide support and training for the site coordinator on facilitating listening circles (Western Justice Center) to support engagement and include more voices.
Expand the role of the school site council to identify and monitor the progress of community school priorities.	Share and gather feedback on the needs and assets assessment and community school implementation plan presented by the CS Teacher Lead or the CS Advocate. Share identified needs and site priorities with SSC and community partners. Update needs and assets assessment and implementation plan based on input gathered. Monitor progress toward community school goals quarterly and work collaboratively to revise strategies as needed.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

1. **Leadership Team**- Administration, School Coordinator, MTSS Coach. The team meets daily to review and discuss the school support plan, student services, resources, and events.

Additionally, the team meets monthly with support staff and teachers for progress monitoring and evaluation of student achievement. Monthly teacher meetings facilitate opportunities for teacher feedback and input on the community school implementation plan and progress.

2. **School Site Council**- The School Site Council includes the Community Advocate, the CS Teacher Lead, teachers, classified staff, the principal, key partners, and parents. Serves as the school community's representative body for determining the focus of the school's academic instructional program and all related categorical resources. Develops and recommends approval of their respective school's School Plan for Student Achievement (SPSA); Provides ongoing monitoring of implementation; Revises plan as needed; Evaluates the SPSA's effectiveness on an annual basis; Seeks recommendations from advisory, standing, and special committees regarding the focus of SPSA.
3. **MTSS Team**- The MTSS team includes the Principal, the Dropout Prevention Specialist, the Wellness/RtI teacher, the Counselor, and the school coordinator. The team services to develop, monitor, and strengthen health and behavioral support to students and families to mitigate barriers to student engagement in school. Using the multi-tiered systems of support framework, the team is responsible for developing Tier 1 schoolwide academic, behavior, and wellness interventions as well as monitoring individual student progress and referring students for services as needed. This year, the team started an incentive program in which students are awarded points for meeting the school-wide expectations.
4. **Staff** -have various opportunities to share feedback/input about site-based decisions, structures, curriculum, activities, and events. Teacher Lead and other teachers, based on availability, will attend the next Community School conference to increase the shared understanding of the Community School Initiative.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Develop a sustainability plan	Documented outreach resources; Policies, procedures, and norms Collaborate with the school community to develop the sustainability plan Work with the School Site Committee and Community Partners
Diversify sources to fund activities to promote sustainable funding partnerships.	Meet regularly with program/department leads to develop a coherent plan to provide services via multiple funding sources. Share the impact of community school services to build shared commitment and understanding. Collaborate with the school community to develop the sustainability plan. Document potential funding streams to continue services when funding ends.

Key Staff/Personnel

Raymond Cross, Principal	Provide leadership and support, participate in the advisory council and MTSS team, and support the alignment of initiatives.
Olga Vanessa Torres, Dropout Prevention Specialist	Provide leadership and support, participate in the advisory council and MTSS team, and support the alignment of initiatives.
Maggali Correa, Senior Community Advocate	Coordinate expanded community partnerships, conduct needs and assets assessment, and create support plan in collaboration with the school community, monitor and evaluate the needs of students and the impact of integrated student supports, foster communication between parents/staff and community partners, maintain data/records related to community school activities
Matthew Brooks, MTSS Coach	Provide support for behavior intervention programs, adapting the Response to Intervention Multi-Tiered framework. Assist administration, teachers, and support staff to provide resources and services to students.

Angelica Mayoral, Truancy Specialist	Coordinate tiered support services for students who are chronically absent, facilitate home visits, and manage family communication via phone or email.
Ngozi Ezieme, Community School Teacher Lead	Shares community school goals, reports, and data to SSC, ELAC, PTSA, and staff to collect feedback/input about action steps to support student needs and meet goals.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Rose City is in the engaging phase of designing sustainable systems to create an engaging community school that maintains high expectations for students and supports their academic, social-emotional, and physical well-being. As part of its sustainability plan, staff will maintain documentation of ongoing training resources, such as toolkits and videos, and develop onboarding training and materials for new staff, as well as reduced-cost “refresher” training at the sites.

The administration team, instructional coaches, and professional development partners are providing teacher training in schoolwide practices (restorative practices, common note-taking) to ensure that teachers have the capacity to continue integrating schoolwide instructional and restorative practices when funding for significant training is no longer available.

Documenting Program Components and Schoolwide Systems
The community school coordinator (Sr. Community Advocate) will document processes and systems for gathering commuting input and incorporating feedback, and work with the MTSS team to institutionalize systems that promote coordinated and aligned student services.

Identifying Long-term Funding Streams
Staff will largely focus grant spending on temporary personnel, one-time purchases, and training. There are, however, some anticipated ongoing expenses that will require long-term funding, such as supplemental mental health services and expanded learning programs. Staff will identify a variety of funding sources and strategies to sustain these costs, including unrestricted and supplemental and concentration funds, gifts and grants, and in-kind services from community partners. Rose City’s School Site Council/CS Advisory Council will play a key role in establishing, expanding, and strengthening community and industry partnerships to provide low and no-cost services to students and families and in diversifying funding sources to sustain ongoing fee-based services.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand partnerships to meet student and staff needs to implement a community school model.	Conduct a school needs and assets assessment. Identify potential partners to address the identified needs. Establish MOUs with partners.
Increase community partner participation in decision-making.	Engage community partners in the School Site Council meetings; including quarterly meetings with the community school leadership team.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Professional Development Partners

- Communities in Schools- Establishing community school practices (needs assessment, case management, data management, and school support plan)
- Western Justice Center- Restorative Practices and Circles, Peer Listening, staff participated in conflict resolution training last summer and this upcoming summer.

Expanded Learning Partners

- Boys and Girls Club of Pasadena - Wellness workshops
- College Access Plan- College information and drop-in support for college applications and financial aid
- STARS- Academic/personal support for all students, provides training opportunities and recreation classes such as dance.

- Teamsters/ Union and the Labor Training Center in Azusa - Opportunity to explore different trades through apprenticeship programs
- Pasadena Public Library - Supports student wellbeing by introducing new activities and games on campus, as well as activities at the many library locations to obtain service hours.
- Assistance League of Pasadena - they have provided binders and school supplies for all students. They also provide service hour opportunities.
- Burbank Airport - provides an internship opportunity for students
- Simply Devine Academy - Students will attend the Academy to earn their license in barbering and cosmetology.
- Golf/Eaton Canyon - As an additional sport, students will participate in a golf club led by a coach. Students will practice and play in Eaton Canyon.
- 3D-Printing -Woodcraft Rangers
- RCHS Band - RCHS will continue to work with a band leader to teach students how to play various instruments and to meet the fine arts requirement for graduation.
- LEARNS -Driver's Education
- PCC/ELAC -Community College partnership to support students with CTE opportunities

Health & Wellness Partners
Led by PUSD Health Programs and Student Wellness and Support Services, Rose City community partners include:

- Flintridge Center- Mental Health Services and also provide boys and girls circles
- Young and Healthy- Oral and vision health screening and mobile dental clinic, tax preparation and provide parent workshops.
- Vision 2 Learn- Vision screening and provision of glasses
- Day One - Mental Health and Community Building with activities to engage students in volunteering.
- Planned Parenthood Pasadena/San Gabriel Valley - part of the empowerment class curriculum
- Families in Transition -Provide support for students who have unstable living conditions
- Los Angeles Metro provides TAP cards for students
- KIND -supports with basic needs
- Baby2Baby -supports with basic needs

The community school coordinator shares with partners the community school priorities and how the partner can align its efforts in support of established goals. Additionally, to ensure that partnerships are responsive to the needs of Rose City's community, the students engage with community partners during field trips and Wellness Wednesdays to learn about their services and resources; students provide feedback and input to the site coordinator and MTSS coach. The Sr.Community Advocate also attends partnership meetings to establish relationships and keep partners updated on the site's needs and assets.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

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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 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. 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;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Rose City High School

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	$2,405,280	7,447	$322.99	77	$24,870.23