



Rio Linda High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/14/2026

3:00 PM

Location (Ubicación)

ZOOM

Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/9168259715?omn=87292180784>

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>			Present / Absent <i>Presente/ Ausente</i>
Parent	Stephanie Garcia	Year 2	
Parent	Santana Moody	Year 2	
Parent	Enrique Placencia	Year 2	
Student	Marley Estrada	Year 1	
Student	August Johnson	Year 1	
Alternates (Alternativos): Noah Safi			
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).			
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>			Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: Directora(a)/ Designado(a): Diedre Barlow			
Teacher: Maestro(a):	Racquel Casis	Year 1	
Teacher: Maestro(a):	Kerry Mullarkey	Year 1	
Teacher: Maestro(a):	Daniel North	Year 1	
Other Staff: Otro Personal:	David Lopez	Year 1	
Alternates: Alternativos: Nathan Parise			
*Teachers must be the majority *Los maestros deben ser mayoría			

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> Total Members in Attendance: <i>Total de Miembros Presentes:</i> Quorum: <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> 1 Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

Member Training (Formación de Miembros)

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

Elect Officers (Elegir a Funcionarios)

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

Site Safety Plan (Plan de Seguridad del Centro) https://docs.google.com/document/d/1u_FGVr0XtQq_-5r_u1Lb-XMg7cc4ePcl8Jtrv6sHlew/edit?usp=sharing 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
Bylaws (Reglamentos) https://docs.google.com/document/d/1Gml5MNSbPsgw3nzJBv31Vwtf1QClqakokGx-hpqylE/edit?usp=sharing 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
Parent Involvement (Participación de Padres) https://docs.google.com/document/d/1L-k9rPiO2lN0iW0LDsrosQQOeTsyy_jy/edit?usp=sharing&oid=112642084743205127407&rtpof=true&sd=true 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
School Compact (Compacto Escolar) https://docs.google.com/document/d/14to_u41mYCH8OGiRJ7foeRU52hfhj1j7/edit?usp=sharing&oid=112642084743205127407&rtpof=true&sd=true 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

Other Reviewing Terms of Office	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA 1  Attach Document	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
---	---	---

Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i>

Next meeting date: <i>Fecha de próxima reunión:</i>	12/09/2026	3:00 PM
---	------------	---------



Rio Linda High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

05/20/2026

4:00 PM

Location (Ubicación)

ZOOM

Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/9168259715?omn=83820634020>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Stephanie Fielding Garcia	Present
Parent	Enrique Placencia	Present
Parent	Santana Moody	Present
Student	Marley Estrada	Absent
Student	Andres Alvarez Murga	Absent
Alternates (Alternativos): Michelle Deleon		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: Directora(a)/ Designado(a): Diedre Barlow		Present
Teacher: Maestro(a): Marie Sabin		Present
Teacher: Maestro(a): OlgaElizabeth Quinquisay		Present
Teacher: Maestro(a): Racquel Casias		Present
Other Staff: Otro Personal: Jasmine GarciaMontes		Present
Alternates: Alternativos:		
*Teachers must be the majority *Los maestros deben ser mayoría		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 4:07 PM Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i> Quorum: Yes (Si) <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> N/A
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> N/A
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i>	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona:</i> S. Moody Second <i>Se secundó:</i> R. Casias In favor <i>A favor</i> : 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas
N/A

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas
N/A

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas
N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

Title I Evaluation (Evaluación de Título I)	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 26-27 SPSA Person <i>Persona:</i> R. Casias Second <i>Se secundó:</i> J. Garcia Montes In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>
--------------------	---	--

Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) N/A
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Discuss Cell Phone Policy	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: Hora: 4:34 PM

Next meeting date: <i>Fecha de próxima reunión:</i>	05/27/2026	4:00 PM
---	------------	---------

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: “Off and Away”

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Before school
 - Instructional time
 - Recess
 - Lunch
- No student use is permitted during the school day unless:
 - Explicitly authorized by staff for instructional purposes
 - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Passing periods
 - Lunch
- Use is permitted only:
 - With staff authorization for instructional purposes
 - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
 - Before school
 - Passing periods
 - During lunch
- Teachers may authorize use for instructional purposes when:
 - Clearly aligned to instructional objectives
 - Structured and time-bound
 - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
 - Authorized by the teacher
 - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
 - Storage
 - Documentation
 - Logging devices in and out
 - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.



Rio Linda High School

SITE

EMERGENCY MANAGEMENT PLAN

2026-2027

Background

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6).

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into eight chapters:

1. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters of power Outages.

2. Emergency Operations Plan
3. Emergency Policies
4. Organization of the Emergency Response Team
5. Incident Command System
6. Incident Command Roles and Responsibilities
7. Emergencies
8. Letters/Memos/Announcements
9. Appendices

The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

The **School Site Safety Team**, formed at the individual school level, is comprised of staff and students who carry out the **Incident Command roles and responsibilities**. In the event of an emergency, assigned personnel (pg 3 and 4) should report to their designated areas (pg 7) to perform their assigned responsibilities, which include:

1. Assess the situation
2. Secure the area
3. Check for injuries and damage
4. Activate the response
5. Report findings to the District Office through Catapult EMS

Also, see the Emergency Operations Procedures Manual, including the Emergency Response Situations and Scenarios (Section K of CSSP; <http://intranet/misc/emergency-procedures/>) for further response plans and role responsibilities.

INCIDENT COMMAND POST

Section Chiefs

<u>Incident Commander</u> Manages Site during emergency incident.	<u>Primary</u> Nick Seiler Recorder: Shelly Ferris ExLP: Patrick Vue	<u>Back-up</u> David Lopez
<u>Operations Chief</u> Manages and supervises the ICP Response Units (pg 4) during an emergency incident.	<u>Primary</u> Diedre Barlow Recorder: Jennifer Davis ExLP: Patrick Vue	<u>Back-up</u> Kimber Felix
Incident Management Team Direct and supervise students and staff during an emergency incident.		

Student Supervision Team Direct and supervise students and staff during an emergency incident.	Staff Assigned	Area Assigned
	Black & Armstrong Rhea Walden Ferris/Davis Peterson ExLP: Patrick Vue	Varsity Softball field Tennis Court Baseball field Flag pole JV Softball field
Security Team Protect and assist students and staff during an emergency incident.	Staff Assigned	
	Campus Safety Officers and Admin ExLP: Patrick Vue	
Search and Rescue Team Find and assist missing and injured students and staff during an emergency incident.	Staff Assigned	
	TRPD, Fire, Campus Safety Officers ExLP: Patrick Vue	
First Aid Team* Treat and triage injuries during an emergency incident.	Staff Assigned	Specialty Area
	Shayal Prasad Alex Burns ExLP: Patrick Vue	Basic First Aid

Evacuation Team Move students and staff to safe on or off-site locations during an emergency incident.	Staff Assigned	Evacuation Area (subject to change dependent upon situation)
	Site Safety team with all staff and students in their assigned area. ExLP: Patrick Vue	Off Site: Stadium Field on the West side of 10th Street.
Reunification Team Connect student and parent after an emergency incident.	Staff Assigned	Reunification Area (subject to change dependent upon situation)
	Site Admin, Shelly Ferris, TRPD ExLP: Patrick Vue	Main Office

ASSIGNMENTS FOR LEADER TEAMS

Section Chiefs	Area	Back-up
Operations	Nick Seiler	David Lopez
Planning	Nick Seiler	Kimberley Walden
Logistics	Rangel Alcagarcia	Kim Felix/TBA
Finance/Admin	Shelly Ferris	Laura Bender
PIO/Communications	Zenobia Gerald	David Peterson
Safety	Kim Felix	Steve Burton
Liaison	Diedre Barlow	Karen Kerr
Animals	Emily Rhea	Sandra Martinez Victor Meija

Under the direction of the Incident Commander or Operations Chief:

Planning supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation.

Logistics provides resources and needed services to support the achievement of the incident objectives.

Finance/Admin monitors cost related to the incident; provides accounting, procurement, and cost analysis.

Communications develops the talking points, key messages, and tactical approaches to communicate with all audiences.

Animals- determines whether the animals in the barn need to be evacuated or not. Responsible for developing a plan to keep animals safe.

ACCOUNTABILITY PLAN

Conducting Roll During and After an Emergency Incident

It is critical to know the whereabouts of all students and staff assigned to the site as quickly as possible after an emergency incident. The following directions and procedures will provide a systematic and thorough process for completing this important task. The Incident Commander will initiate the accountability plan.

1. Teachers must take roll in Catapult to identify missing, injured, and extra students, visitors and staff. (During Lockdown/shelter-in-place, teachers will place a colored card or safety folder to indicate: red-missing, injured, or extra student or staff member, or green- all students and staff members accounted for and ok, in the window.)
2. Office Staff will collect the teacher's attendance by phone, cell phone, Catapult, email, or texts. Updated information will be collected by the Operations Section Chief and given to the Incident Commander.
3. Incident Commander conducts or activates ICS Operations Unit to initiate accountability system and procedures. System will use Catapult, phones, cell phones, emails, or texts to retrieve information from teachers. During an evacuation, Catapult will be used to account for students and staff. A master site attendance roster will be completed which provides updated information listing students and staff who are missing or injured.

Missing student information will be cross-checked with daily attendance data to verify students attendance for the day (sick or early check-out), and if they are listed as "extra" in another class.

The Incident Commander or Operations Section Chief will activate the First Aid Team to treat injured students and staff. The First Aid Team will set up the First Aid Area for the injured. If possible, injured will be moved to the First Aid Area by any available ICS Response Team or the First Aid Team may be sent to the room to treat the injured.

REUNIFICATION PLAN

Orderly Student and Staff Check-Out System

During and after an emergency incident many parents will come to the school to pick up their children. Following the Accountability Plan, the site will account for each student and staff member. Implementing the Reunification Plan will provide the site with an orderly process to reunify students with their parents or guardians. The Incident Commander or Operations Section Chief will initiate the Reunification Plan.

ON-SITE

1. **Evacuation team members** will supervise the Student Staging Area (Evacuation Area). Evacuation team will release student(s) to the Reunification Team member(s) and record information on the Student(s) Release Form. The Student Release form will follow the student to the Reunification Area. At the conclusion of the incident, student release forms will be given to the Reunification Team Leader.
2. **Security Team Members** will supervise parents arriving to pick up their student(s) at the Parent Staging Area. When it is safe to do so, escort or direct parents to the Reunification Area.
3. **Reunification Team Runner** will bring student to the Reunification Area for release to parent/guardian. **Parents will sign in (Student Reunification form)**. Proper identification will be reviewed by the Reunification Team before releasing student and collecting the Student Reunification form. At the conclusion of the incident, student release forms will be given to the Reunification Coordinator or Operations Section Chief.

OFF-SITE

1. **Evacuation Team Members** initiate the Off-Site Evacuation Plan to move students and staff to the pre-designated Off-Site Evacuation Area. The Evacuation Team works with the District's Emergency Response Team to arrange pick-up and transportation of students and staff to the off-site location.
2. **Evacuation Team Members** will supervise the Student Staging Area (Evacuation Area) and assist with moving students to the off-site evacuation area. Teachers will continue to supervise students at the off-site evacuation area. Students will be released to the Reunification Team member and record information on the student release form. The Student Release form will follow the student.
3. **Reunification Team Members** will move to the off-site evacuation area and set-up the Off-Site Reunification Operation. The Reunification Team, with assistance from the District's Emergency Response Team, will supervise the Off-Site Parent Staging Area. Parents arriving to pick up their student(s) will sign in, (Student Reunification Form). Proper identification will be reviewed by the Reunification Team. Reunification Team runner will bring student(s) to the Parent Staging Area for release to parent/guardian. At the conclusion of the incident, student release forms will be given to the Reunification Coordinator or Operations Section Chief.

DESIGNATED AREAS

SITE COMMAND POST:

Primary: Flagpole

Secondary: Stadium

STAFF STAGING: Designated Evacuation Locations

FIRST AID (TRIAGE): Depends on incident

ON-SITE EVACUATION:

Indoors: Classrooms, Gym or Cafeteria

Outdoors: Follow Evacuation Map

PARENT STAGING: Depends on the incident. Could be the stadium

REUNIFICATION: Depends on the incident. Could be the stadium.

COUNSELING: Depends on the incident. Incident location, triage area, or reunification area.

MEDIA STAGING: Off Site at DO or Church.

District Office 5115 Dudley Blvd., McClellan Park

First Apostolic Church 6550 Dry Creek Rd., Rio Linda

Student Reunification Form

Please Print

Student's Name _____ Teacher _____

Grade _____ Requested by _____

To be filled in by Request Gate Staff

Proof of ID _____ Name in Emergency Info Yes No

Student's Status

To be filled in by teacher

Sent with Runner _____ Absent _____ First Aid _____ Missing _____

To be filled in by Reunification Gate Staff

Proof of ID _____ Name in EMergency Info Yes No

To be filled in by Requester at Release Gate

Requester Signature _____

Destination _____

Date: _____ Time: _____

Notes:

Evacuation Map

Emergency Preparedness Map (Utilities Off/On Locations)

Legend

Ed Code

**RIO LINDA HIGH SCHOOL
SCHOOL SITE COUNCIL BYLAWS**

2026-2027

ARTICLE I

Duties of the School Site Council:

The School Site Council of Rio Linda High School shall carry out the following duties:

- Obtain Recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.

- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

ARTICLE II

Members

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ü Principal/Designee
- ü Classroom teachers
- ü “Other” school staff members (non classroom teaching staff)
- ü Parents or community members
- ü Students (secondary)

**Elementary schools must have a minimum of (10) members.*

**Secondary schools must have a minimum of (10) members.*

The principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent/ community/student members selected shall equal the number of staff members selected.

Section B: Term of Office

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absent (proxy) and any electronic ballot shall not be permitted.

Section D: Termination of Membership

The council may, by an affirmative vote of two thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson. Membership shall automatically terminate for a member who is absent from all regular meetings for a period of two consecutive meetings.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of duty elected member shall be filled by:

- An alternate designated during the annual election.
- Nominated by SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

ARTICLE III

Election of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held no later than September:
 - The certificated (classroom teacher) membership will be elected into rotational positions of two years.
 - Nominations and elections are conducted by the certificated (classroom teachers) staff.
 - If the form is digital a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- “Other” staff elections will be held no later than September.
 - The “other” position is filled by a non classroom teacher. They may be a classified or certificated (non classroom) staff member.

- The “other” staff membership will be elected into rotational positions of *two years*.
 - Nominations and elections will be conducted by the non-classroom teaching classified and certificated (non-classroom) staff.
 - If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted no later than *September*.
 - Nominations and elections will be conducted by the *school office staff*.
 - ~~—~~*Announcements of the nominations will be included on the school website and through digital communications (i.e..Aeries) by the third week of September.*
 - Nomination will be accepted through the *third week of September*.
 - If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- Student elections will be held no later than September.
 - Student membership will be elected into rotational positions of one year.
 - Nominations and elections are conducted by student body.

- If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results
- A ballot will be used that includes a write in option for each grade level category.

All election ballots and result records will be maintained at the school site for three (3) years.

ARTICLE IV

Officers

Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in their absence.

The secretary shall:

- Keep minutes and sign-ins of regular and special meetings of the council.
- After approval by council, promptly transmit copies of the minutes to council members following the meeting.
- Transmit true and correct copies of the minutes of each meeting for public record and compliance record.
- Keep register of the names, email address, and telephone numbers of each member of the council.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reason for removal of Office

Any officer may be removed from office by two-thirds vote of all members. *(SSC should determine grounds for removing officers)*

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the fall election.

ARTICLE V

Committees

Section A: Sub-committees

The council shall establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the council.*

Section B: Terms of Office

The council shall determine the term of office for members of a committee.

Section C: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum

A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology.

ARTICLE VI

Meetings of the Council

Section A: Meetings

The council shall meet according to the schedule to fulfill SSC requirements. *(at least 5 times per school year)*. Special meetings of the council may be called by the chairperson or Principal/designee.

Section B: Place of Meeting

The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by the majority vote of the council.

Section C: Notice of Meeting

1. Written public notice (agenda) of all meetings shall be posted at an appropriate place accessible to the public 72 hours in advance of the meeting.

2. Changes in the established date, time, or location shall be given special notice.

3. All meetings shall be publicized in the following venues: Digital communication (ie..Aeries), school website and office window.

Section D: Quorum

The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council.

A majority of the members of the council (51% or greater) shall constitute a quorum. No action may be taken unless a quorum has been established. Members may attend a virtual meeting via technology. Fifteen (15) minute window of wait time will be allotted to establish a quorum.

Section E: Conduct of Meeting

Meeting of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with Robert's Rules of Order or adaption thereof approved by the council.

Section F: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

Date of Bylaws most recent revision 11.29.24

Rio Linda High School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY Rio Linda High School 2026-2027

Rio Linda High School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It will be distributed to parents in AERIES Communicator during the 1st week of November.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve families in the Title I program at Rio Linda High School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and the right of parents to be involved in the Title I program.

The parents at Rio Linda High School are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a Google Slide presentation.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered throughout the school year. This includes, but is not limited to, grade level meetings, conferences, SST meetings, etc. Some Title I parents are a part of the School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents provide input about the most convenient meeting times for them and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title I programs at meetings and written correspondence sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, student progress and proficiency at Back-to-School Nights, Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the families to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Specialist, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Rio Linda High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as A-G Night, FAFSA night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Open House, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at Rio Linda High School. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council and English Language Advisory Committee. Most of the school activities, events, resources, and support are for all parents of students on campus.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, English Language Advisory Committee parents, such as PBIS Meetings, College Night, FAFSA Night, Grade Level Meetings, Cash for College, Multicultural Night, and daytime student assemblies that parents are invited to attend.

ACCESSIBILITY

Rio Linda High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist families with communication to school staff, teachers, and principal. The district office provides translators upon request. Our office, and the district office, is also available to translate any forms or booklets to enhance school-home communications. All flyers are sent home in both English and Spanish. Rio Linda High School is a family-friendly school where parent involvement, input and access is highly valued.

Approved and Adopted on: _____

Chairperson Signature: _____

Rio Linda High School
School-Family Compact
2026-2027

This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students can and will share the responsibility for improved student academic achievement at Rio Linda High School. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards.

School's Responsibilities

The teachers and staff at Rio Linda High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards as follows:

- Teachers participate in many Professional Development (PD) throughout the school year. This includes curriculum based PD as well as classroom management PD. Each curriculum has a defined pacing guide that guides teachers in the appropriate state standards. Teachers use the pacing guide as well as data to guide their lesson planning. Teachers meet in a Professional Learning Community (PLC) two times a month to discuss teaching strategies, data, and high quality first instruction.
- Teachers continue to focus on highly effective instructional strategies and continue their professional development to deliver effective, standards-based instruction.

2. Stress the importance of ongoing communication between parents and family members, and teachers through, at a minimum, parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities.

- Aeries is a vital tool used to communicate with RLHS families. Teachers update grades weekly to ensure families are aware of assignments, grades, and expectations in the classroom.
- Parent-teacher conferences/SSTs are scheduled when either a teacher requests a conference or a parent requests a conference.
- Grade reports are sent home every 4 weeks to ensure parents are communicated with regarding academics.

- Google Classroom is used for academic and communication purposes. Families and students are encouraged to monitor this resource provided to ensure academic progress is being made.
 - Parents are always welcome to volunteer on school campuses if they have received a volunteer badge from TRUSD. If a parent wants to observe their students' classroom, a 24 hour notice is required to inform teachers.
3. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically conferences will be held:
- Back to school night (August 25, 2026)
 - Open House (April 6, 2027)
 - When requested
4. Provide parents and family members with frequent reports on their children's progress: Specifically, the school will provide reports as follows:
- Report cards—every 9 weeks
 - Progress Reports –every 4 ½ weeks

Secondary Reporting Periods

Term	Progress Reports	Quarter Ends	Distributed By
Quarter 1	Sept. 18	Oct. 16	Nov. 8
Qtr 2/Smstr 1	Dec. 11	Jan. 15	Feb. 5
Quarter 3	Feb. 19	Mar. 19	Apr. 9
Qtr 4/Smstr 2	Apr. 23	June 4	June 11

5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Consultation with parents happens in person through an appointment or on Aeries through email. Parents can request a conference with teachers and/or administration at any time.
6. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
- Parents must go through the TRUSD district office to pass background requirements to volunteer on campus. If parents would like to observe classroom activities, a parent can request to do so. A 24-hour notice is required to inform teachers.

Families & Guardians

I will do my best to:

- Talk to my child regularly about the value of education.
- Provide a quiet & supervised place for my child to complete homework.
- Support the school's discipline and attendance policies.
- Meet and communicate with my child's teachers and regularly check Aeries for academic and attendance purposes.
- Work with the staff if problems occur and support the staff in finding solutions.
- Encourage my child to focus on school and limit social media use.

Student

I will do my best to:

- Take pride in myself, my friends, family, community and school.
- Follow all school and classroom rules.
- Return my homework on time.
- Take advantage of before and after school tutoring programs.
- Get to class on time and ready to learn.
- Show respect for other students, school staff, school property, and our community.

Staff

I will do my best to:

- Provide a safe, positive and healthy learning environment for all students.
- Enforce classroom and school rules fairly and consistently.
- Have high expectations for all students.
- Communicate, meet and provide assistance to families about what they can do to support their child's learning.
- Strive to address the individual needs of all students.
- Show respect for students, their family, community and culture.

This Compact was adopted by Rio Linda High School on 10.14.2026, and will be in effect for the 2026-2027 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: **November 2, 2026.**

Signature of Authorized Official _____

Date _____



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Linda High School	34765053436979	5/20/2026	

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

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

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

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

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

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	6
Resource Inequities	6
Comprehensive Needs Assessment Components	7
California School Dashboard (Dashboard) Indicators.....	7
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	17
Overall Performance	19
Academic Performance.....	21
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	38
Goal 3.....	41
Goal 4.....	44
Goal 5.....	47
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan.....	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	50
School Site Council Membership	52
Recommendations and Assurances	53
Instructions.....	54
Appendix A: Plan Requirements	61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements64

Appendix C: Select State and Federal Programs67

Plan Description

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

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

Schoolwide Program

Rio Linda High School (RLHS) is a collaborative school dedicated to equipping students for academic success in a rapidly changing and increasingly complex society. "The Mission of RLHS is to inspire in all the desire to learn and succeed. Our school will be a safe learning community that celebrates our achievements and encourages active partnerships with all stakeholders. We will empower students to embrace the challenges and opportunities of the future. The vision statement at RLHS is, Rio Linda high school, in partnership with families and the community, will provide relevant educational opportunities and maintain high academic expectations for diverse learners. RLHS student population fluctuates between 1550 and 1650 students during the 2025-2026 school year. Additionally, we have 10 languages spoken on campus, 100% of our families are socio-economically disadvantaged, 4% are homeless, and 18% are in special education.

Academic achievement has been an intense area of focus as we rebound from distance learning. During the 21-22 school year, we saw an increase in scores of both Math and ELA. While our Math scores remain far below the state average, we are showing consistent growth with district wide coaching. Recent quarterly district benchmarks indicate that our students are continuing to grow in both ELA and Math.

ELA Q1 Q2 Q3

2021-2022	21%	51%	2%
2022-2023	23%	44%	15%
2023-2024	23%	52%	47%
2024-2025	36%	65%	23%
2025-2026	49%	68%	N/A

Math Q1 Q2 Q3

2021-2022	22%	7%	18%
2022-2023	27%	14%	34%
2023-2024	27%	15%	34%
2024-2025	44%	46%	42%
2025-2026	49%	44%	*23%

The California Dashboard data reflects the following areas that need focused attention:

English Learner Progress--academically and behaviorally. EL students decreased their suspension rate by 1.7% and Long term EL students decreased by 3.8%.

Graduation Rate--95.9% grade rate with an overall increase of 1.5% from last year. EL students increased by 1.9%,

Decrease the number of chronically absent students

Decrease D/F rates for all grade levels

Increase SBAC achievement in Math and ELA

Increase A-G completion rate for all students in Math.

Focus areas of RLHS include the following:

- Consistency in school policies. Survey results indicate that staff perceive a lack of uniformity in school policies across staff, which may lead to student confusion and inconsistent expectations. Establishing and communicating clear school-wide guidelines can help create a more structured learning environment. This includes attendance, detentions, Saturday School, etc.
- Support for EL students. The school-wide data highlights a need for additional instructional support for EL students. This may include targeted interventions, professional development for teachers on language acquisition strategies, and expanded access to resources that support language development.
- Closing the Achievement Gap for Student Subgroups. Data from the school profile and survey responses show disparities in academic performance among student subgroups. Addressing these gaps requires differentiated instruction, culturally responsive teaching practices, and targeted academic interventions to ensure equitable learning opportunities.
- Special Education model push in supports for RSP students.
- TRUSD Equity Strategic Plan including Family and Community Engagement and Impact, Organizational Systems and Culture, and student supports.

During the 25-26 school year, Rio Linda High School (RLHS) had a full administrative team (1 principal, 3 vice-principals, 1 activities director). Professional development (PD) time was used to focus on EL strategies across the curriculum, SpEd accommodations/modifications, and balancing late work/retaking of tests. During previous year, RLHS received a full accreditation during the WASC process. We will use the Student Learning Outcomes (SLOs) to continue to focus and ensure student academic growth, student attendance increase, and a decrease in suspensions. The WASC process allows RLHS to focus on 3 key areas of growth: consistency in school policies, support for EL students, and closing the achievement gap for student subgroups.

(Goal 1) To meet our most significant areas of needs, RLHS school plan is to continue the focus on increasing test scores on SBAC in ELA & Math. RLHS will focus on increasing scores in both Sp. Ed. and ELL students by 5% in both Math and ELA. Teachers, Counselors, and MTSS specialists will target early interventions for at-risk students with two or more Fs and/or are in danger of becoming chronically truant. Staff members will conduct attendance meetings, academic meetings, home visits, and communicate with teachers and other district support personnel. A better system will be in place for the co-teaching model for RSP teachers.

(Goal 2) Another area of focus is to support, encourage, and ensure students graduate college and career ready. This is done by focusing on school wide attendance, AVID, Counseling, and curriculum classes that support both college and careers. Many of the programs that RLHS supports encompasses the whole child. This includes, AVID, AP/Honors/A-G classes, dual enrollment, Albert IO, and CTE. These programs specifically focus on at-risk students and requires them to participate in AP/HONORS/A-G classes to ensure they are college and career ready. These opportunities are provided to students to assist with grades, attendance, and provide specific support to assist with students applying to college and financial aid, college information, and in-class tutoring. Goal 2 focuses on an academic and career advisor and an academic intervention specialist. This need has been determined by school suspensions, specifically for students of color and students of poverty. The use of an academic intervention specialist will focus on finding alternative means of correction without removing students from school. This staffing also allows student groups to be held with specific targets in mind such as anger management, grief, communication, and social emotional needs.

(Goal 3) Improving Student Engagement through culture and climate. The district currently uses MINGA to increase student engagement. MINGA is a program that tracks student attendance, engagement, participation in extra-curricular activities, and correlates it all to learning. Students will

earn points to cash in for incentives from the student store. Students have expressed a need to have more student activities through out the day; and more cultural based activities. The Activities Director and the student leadership class will continue to increase activities not just during the school day, but in the community. This includes but is not limited to increasing community involvement with homecoming, supporting elementary sites with visits and reading, utilizing RLHS CTE program to highlight audio/visual classes, culinary, and animals. PBIS (positive behavior intervention system) will also continue to focus on students who are in need of the most intense services (i.e. social/emotional, behavioral, academics).

(Goal 4) Parent engagement money will be spent to help bridge the gap between parents (families), students, and education, which can be seen through various interactive parent participation events. This includes parent-focused monthly informational nights, college informational nights, social media information, and ELAC. The goal for the 26-27 school year is to have 3 informational nights (zoom and/or in person) per semester for families to have a better understanding of how they can support, help, and encourage their students in high school.

(Goal 5) The costs associated with continual improvements to all facilities. This includes resources for learning (copy paper), support for technology, online access to educational websites, etc.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the SPSA planning, a variety of stakeholders were provided extensive school data taken primarily from the California State Dashboard as well as the TRUSD dashboard. School Site Council, Leadership Team, and English Learner Advisory Council were all involved with the creating and updating of the SPSA. The LCAP survey was provided to all students electronically and during the school day to try to achieve 100% feedback. Parents were also communicated through Aeries communication portal. Feedback resulted in following: transparency of the SPSA and the way it works and where money is spent, LCAP survey allowed the school to look at further areas of need, SPSA was strategic in planning of the budget for the following school year.

We met several times during the 2024-2025 school year working with the School Site Council. The School Site Council is made up of 3 parents, 3 students, 4 teachers, 1 principal, and 1 non-teacher. We also met with Instructional Leadership Team (ILT) as well to get ideas for the development of the SPSA. As a school site, we also conducted several inquiries about what the school needs to improve its culture and academic programs.

Meetings of our Stakeholders

School Site Council
10.8, 11.19, 1.28

ILT Meetings
9.24, 10.22, 11.19, 1.28, 2.25, 3.25, 5.27

ELAC
10.22, 12.10, 5.16, 5.26

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The order of coloring form least to best is RED, ORANGE, YELLOW, GREEN, BLUE

RLHS does not have any indicator in the RED or ORANGE performance category.

Per the CA School dashboard, the math indicator is in YELLOW. This is an 8 point increase from last school year. However, students are still considered below the state level.

Per the CA School dashboard, the ELA indicator is GREEN. This is a 7.9 point increase form last school year. Students are currently above standard in ELA

Per the CA School dashboard, EL progress is in YELLOW. This is a 15% increase from last year with 39.1% of the students making progress.

Per the CA School dashboard, College and Career indicator is GREEN. This indicates that 62% of RLHS students are prepared for college and career. This is a 4% increase from last school year.

Per the CA School dashboard, Graduation Rate indicator is BLUE. RLHS poses a 95.9% gradation rate, which is a 1.5% increase from last school year.

Per the CA School dashboard, Suspension rate indicator is GREEN. 5.7% of RLHS students has been suspended for atleast 1 day. This is a .7% decline form last school year.

Per the CA School dashboard, this is the 2nd year that Science has been listed has an area. The indicator for Science is YELLOW. This information is based on the California Science Test (CAST). RLHS has maintained consistency for the past two years scoring a 48.2.

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

NA

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rio Linda 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	0.88%	0.38%	0.49%	14	6	8
African American	7.64%	7.40%	6.83%	122	118	112
Asian	14.10%	14.43%	14.26%	225	230	234
Filipino	1.32%	0.94%	0.91%	21	15	15
Hispanic/Latino	50.06%	51.25%	51.07%	799	817	838
Pacific Islander	1.13%	1.00%	1.22%	18	16	20
White	18.86%	18.82%	18.83%	301	300	309
Multiple/No Response	3.95%	3.64%	4.08%	63	58	67
Total Enrollment				1596	1594	1641

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	435	429	467
Grade 10	414	437	411
Grade 11	378	399	391
Grade 12	369	329	372
Total Enrollment	1,596	1,594	1,641

Conclusions based on this data:

1. Enrollment has increased by 45 students over a 3 year time frame.
2. RLHS White student group and Hispanic/Latino student group has been consistent over a 3 year time frame.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	325	313	303	19.8%	20.4%	18.5%
Fluent English Proficient (FEP)	453	470	486	27.8%	28.4%	29.6%
Reclassified Fluent English Proficient (RFEP)	422	68		26.10%	26.40%	

Conclusions based on this data:

1. English Learners have decreased by 1% over the past three years.
2. Percent of FEP students have shown growth over the past three years.

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	375	336	346	352	319	330	352	319	329	93.9	94.9	95.4
All Grades	375	336	346	352	319	330	352	319	329	93.9	94.9	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2573.	2577.	2589.	19.03	20.06	24.92	33.24	33.54	31.61	23.30	22.26	20.06	24.43	24.14	23.40
All Grades	N/A	N/A	N/A	19.03	20.06	24.92	33.24	33.54	31.61	23.30	22.26	20.06	24.43	24.14	23.40

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	17.95	17.87	22.19	58.12	55.49	52.89	23.93	26.65	24.92
All Grades	17.95	17.87	22.19	58.12	55.49	52.89	23.93	26.65	24.92

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	24.79	24.45	31.91	52.14	51.72	47.42	23.08	23.82	20.67
All Grades	24.79	24.45	31.91	52.14	51.72	47.42	23.08	23.82	20.67

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	13.11	16.61	15.20	72.65	66.46	70.21	14.25	16.93	14.59
All Grades	13.11	16.61	15.20	72.65	66.46	70.21	14.25	16.93	14.59

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	16.52	21.63	20.06	66.10	63.01	64.44	17.38	15.36	15.50
All Grades	16.52	21.63	20.06	66.10	63.01	64.44	17.38	15.36	15.50

Conclusions based on this data:

1. The students are leaving the 11th grade at nearly 56% proficiency or higher. .
2. We are testing 95% of our students. We must continue to stay at or above 95%.

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	375	336	346	354	318	329	353	318	329	94.4	94.6	95.1
All Grades	375	336	346	354	318	329	353	318	329	94.4	94.6	95.1

* 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	2533.	2531.	2541.	6.52	8.18	11.25	15.86	14.78	12.16	26.91	24.53	24.92	50.71	52.52	51.67
All Grades	N/A	N/A	N/A	6.52	8.18	11.25	15.86	14.78	12.16	26.91	24.53	24.92	50.71	52.52	51.67

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	12.18	11.95	15.85	41.93	38.68	38.11	45.89	49.37	46.04
All Grades	12.18	11.95	15.85	41.93	38.68	38.11	45.89	49.37	46.04

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	5.10	8.49	10.64	62.61	60.69	55.62	32.29	30.82	33.74
All Grades	5.10	8.49	10.64	62.61	60.69	55.62	32.29	30.82	33.74

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	7.65	9.12	8.51	62.89	61.64	62.61	29.46	29.25	28.88
All Grades	7.65	9.12	8.51	62.89	61.64	62.61	29.46	29.25	28.88

Conclusions based on this data:

1. The students are scoring 23% in combined exceeded or met.
2. the students have increased 3.5% in concepts and procedures over a 3 year time frame.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1525.3	1501.0	1527.5	1511.4	1480.2	1518.2	1538.8	1521.4	1536.3	89	80	66
10	1552.3	1511.4	1539.0	1552.1	1499.0	1532.2	1551.9	1523.2	1545.3	80	77	73
11	1530.6	1540.7	1536.5	1510.1	1535.7	1530.3	1550.5	1545.3	1542.4	64	63	70
12	1566.9	1537.3	1549.2	1575.1	1524.8	1536.9	1558.3	1549.3	1561.1	47	56	52
All Grades										280	276	261

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
9	7.87	0.00	6.06	31.46	16.25	33.33	39.33	42.50	39.39	21.35	41.25	21.21	89	80	66
10	22.78	6.49	19.18	35.44	27.27	31.51	20.25	31.17	24.66	21.52	35.06	24.66	79	77	73
11	11.11	12.70	12.86	33.33	34.92	25.71	23.81	22.22	34.29	31.75	30.16	27.14	63	63	70
12	31.91	14.29	19.23	25.53	37.50	28.85	19.15	16.07	28.85	23.40	32.14	23.08	47	56	52
All Grades	16.91	7.61	14.18	32.01	27.90	29.89	26.98	29.35	31.80	24.10	35.14	24.14	278	276	261

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
9	12.36	2.50	12.12	43.82	30.00	43.94	24.72	37.50	24.24	19.10	30.00	19.70	89	80	66
10	32.91	16.88	35.62	34.18	27.27	26.03	16.46	28.57	15.07	16.46	27.27	23.29	79	77	73
11	17.46	30.16	24.29	39.68	31.75	30.00	17.46	12.70	22.86	25.40	25.40	22.86	63	63	70
12	44.68	23.21	30.77	25.53	39.29	28.85	6.38	14.29	21.15	23.40	23.21	19.23	47	56	52
All Grades	24.82	17.03	25.67	37.05	31.52	32.18	17.63	24.64	20.69	20.50	26.81	21.46	278	276	261

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
9	2.25	0.00	0.00	20.22	10.00	16.67	39.33	42.50	45.45	38.20	47.50	37.88	89	80	66
10	7.59	1.30	5.48	27.85	14.29	24.66	37.97	44.16	34.25	26.58	40.26	35.62	79	77	73
11	6.35	6.35	2.86	15.87	15.87	15.71	41.27	33.33	41.43	36.51	44.44	40.00	63	63	70
12	12.77	12.50	15.38	19.15	12.50	9.62	40.43	35.71	40.38	27.66	39.29	34.62	47	56	52
All Grades	6.47	4.35	5.36	21.22	13.04	17.24	39.57	39.49	40.23	32.73	43.12	37.16	278	276	261

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
9	0.00	1.25	1.52	74.16	60.00	68.18	25.84	38.75	30.30	89	80	66
10	15.19	3.90	10.96	59.49	57.14	57.53	25.32	38.96	31.51	79	77	73
11	3.17	6.35	4.29	61.90	58.73	44.29	34.92	34.92	51.43	63	63	70
12	10.64	5.36	3.85	63.83	58.93	61.54	25.53	35.71	34.62	47	56	52
All Grades	6.83	3.99	5.36	65.47	58.70	57.47	27.70	37.32	37.16	278	276	261

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
9	62.07	29.11	60.00	24.14	40.51	26.15	13.79	30.38	13.85	87	79	65
10	81.58	41.56	65.28	5.26	32.47	12.50	13.16	25.97	22.22	76	77	72
11	48.39	55.56	64.29	27.42	22.22	18.57	24.19	22.22	17.14	62	63	70
12	71.74	64.29	65.38	6.52	12.50	15.38	21.74	23.21	19.23	46	56	52
All Grades	66.05	45.82	63.71	16.61	28.36	18.15	17.34	25.82	18.15	271	275	259

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
9	10.11	2.50	4.55	42.70	37.50	48.48	47.19	60.00	46.97	89	80	66
10	15.19	5.19	16.44	46.84	33.77	49.32	37.97	61.04	34.25	79	77	73
11	9.52	4.76	2.86	41.27	34.92	41.43	49.21	60.32	55.71	63	63	70
12	17.02	14.29	19.23	40.43	35.71	36.54	42.55	50.00	44.23	47	56	52
All Grades	12.59	6.16	10.34	43.17	35.51	44.44	44.24	58.33	45.21	278	276	261

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
9	0.00	0.00	1.52	82.02	70.00	81.82	17.98	30.00	16.67	89	80	66
10	1.27	0.00	0.00	81.01	67.53	82.19	17.72	32.47	17.81	79	77	73
11	9.52	9.52	2.86	60.32	65.08	72.86	30.16	25.40	24.29	63	63	70
12	14.89	8.93	7.69	63.83	57.14	75.00	21.28	33.93	17.31	47	56	52
All Grades	5.04	3.99	2.68	73.74	65.58	78.16	21.22	30.43	19.16	278	276	261

Conclusions based on this data:

1. RLHS EL students increased 8% in level 4 oral language.
2. RLHS increased 4% (well developed) in reading domain.
3. RLHS increased 17% in all grades in (well developed) speaking domain.

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
1594	84.1%	19.6%	0.4%
Total Number of Students enrolled in Rio Linda 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	313	19.6%
Foster Youth	6	0.4%
Homeless	48	3%
Socioeconomically Disadvantaged	1340	84.1%
Students with Disabilities	231	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	118	7.4%
American Indian	6	0.4%
Asian	230	14.4%
Filipino	15	0.9%
Hispanic	817	51.3%
Two or More Races	58	3.6%
Pacific Islander	16	1%
White	300	18.8%

Conclusions based on this data:

1. Rio Linda High School is made up of many sub groups (EL, Homeless, Hispanic, African-American, White, Asian).

2. Our Hispanic population is the largest on campus at over 50%.
3. English Learners represent almost 20% of the students at RLHS.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. RLHS overall School and Student Performance Data is better than average.
2. RLHS graduation rate, college/career, and ELA are all in the BLUE and/or GREEN.
3. RLHS lowest indicators are EL Progress and math and they are both average. (YELLOW)

School and Student Performance Data

Academic Performance English Language Arts

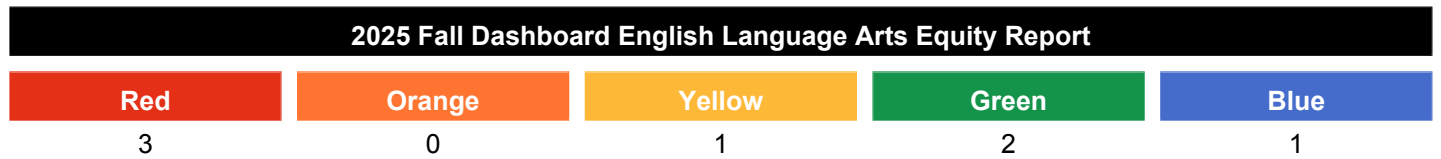
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 7.7 points above standard Increased 7.9 points 323 Students	English Learners  Red 67 points below standard Declined 26.1 points 88 Students	Long-Term English Learners  Red 86 points below standard Declined 47.5 points 55 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 47.5 points below standard Declined 8.5 points 25 Students	Socioeconomically Disadvantaged  Green 4.7 points above standard Increased 11.1 points 269 Students

Students with Disabilities  Red 130.4 points below standard Declined 18.7 points 52 Students	African American  No Performance Color 89 points below standard Maintained -2.2 points 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue 41.3 points above standard Increased 19 points 51 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 1.2 points above standard Declined 12.7 points 180 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 8.6 points above standard Increased 46.2 points 56 Students

Conclusions based on this data:

1. RLHS 11th grade students are 7.7 points above standard and increased 7.9 points from last school year.
2. Our EL and Students with disabilities subgroups continue to struggle.
3. African American subgroup has less than 30 students and therefore did not get rated as a subgroup.

School and Student Performance Data

Academic Performance Mathematics

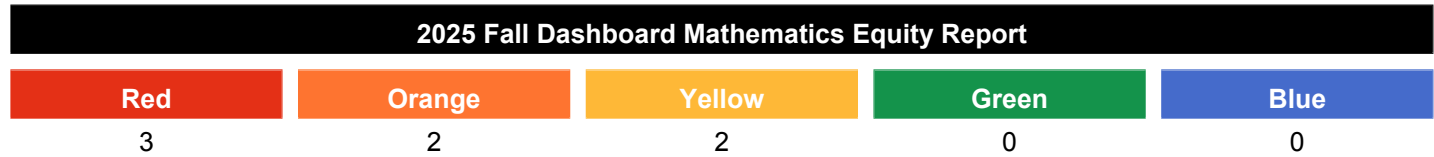
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 84.2 points below standard Increased 8 points 321 Students	English Learners  Red 153.9 points below standard Declined 10.9 points 90 Students	Long-Term English Learners  Red 168.7 points below standard Declined 25 points 55 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 129.5 points below standard Increased 6.8 points 25 Students	Socioeconomically Disadvantaged  Yellow 87.8 points below standard Increased 15.8 points 266 Students

Students with Disabilities  Red 191.4 points below standard Maintained -0.5 points 52 Students	African American  No Performance Color 150.8 points below standard Increased 37.4 points 17 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 75.3 points below standard Declined 17 points 52 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Orange 92.3 points below standard Declined 7.4 points 180 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 97.8 points below standard Increased 7.8 points 56 Students

Conclusions based on this data:

1. RLHS all student group increased 8 points, but is still 84 points below standard.
2. RLHS has more RED indicators in math than in ELA.
3. RLHS long term English Learners declined the most at 25 points.

School and Student Performance Data

Academic Performance Science

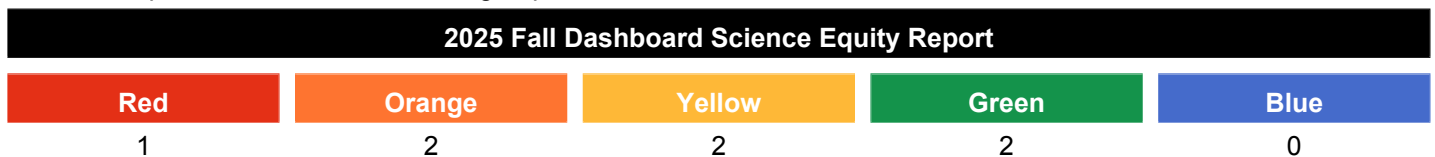
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Yellow 48.2 science points Maintained -0.2 points 338 Students	English Learners  Orange 38.3 science points Declined 2 points 93 Students	Long-Term English Learners  Orange 35.8 science points Declined 3.4 points 55 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color 39 science points Maintained -0.9 points 26 Students	Socioeconomically Disadvantaged  Yellow 47 science points Maintained -0.3 points 281 Students

Students with Disabilities  Red 32.6 science points Maintained -0.5 points 54 Students	African American  No Performance Color 41.1 science points Increased 6.2 points 18 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 55.3 science points Maintained 0.5 points 52 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 45.6 science points Declined 3.5 points 189 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Green 50.9 science points Increased 5.7 points 56 Students

Conclusions based on this data:

1. RLHS White subgroup increased the most with 5.7 points.
2. RLHS all student group maintained the YELLOW from last year to this year.
3. RLHS Hispanic subgroup declined the most at 3.5 points.

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
 Yellow	 Yellow
39.1 making progress.	40.8 making progress.
Number Students: 256 Students	Number Students: 211 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
23.4%	33.7%	2%	37.3%

Conclusions based on this data:

- 95 students have progressed at least one level on the ELPI.
- 59 EL students decreased one ELPI level,
- 5 students maintained an ELPI level 4

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.

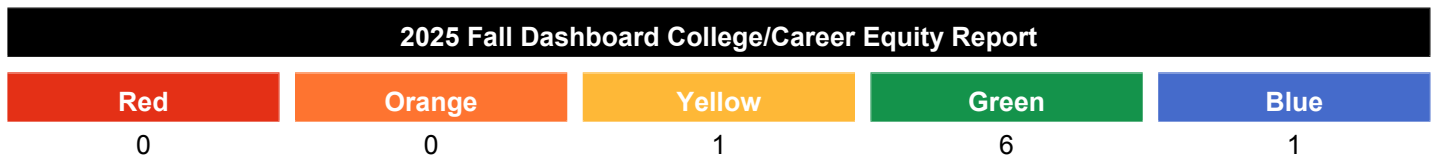
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Green Prepared 62% Increased 4% 316 Students	English Learners Green Prepared 51.9% Increased 13.2% 81 Students	Long-Term English Learners Green Prepared 57.1% Increased 13.5% 63 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Green Prepared 58.3% Increased 6.2% 36 Students	Socioeconomically Disadvantaged Green Prepared 59.2% Maintained 1.4% 277 Students

Students with Disabilities  Yellow Prepared 29.3% Increased 13.8% 58 Students	African American  No Performance Color Prepared 37.5% Declined 2.5% 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Blue Prepared 75.4% Increased 9.3% 57 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green Prepared 66.7% Increased 3.2% 156 Students
Two or More Races  No Performance Color Prepared 28.6% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green Prepared 54.9% Increased 11.7% 51 Students

Conclusions based on this data:

1. College/Career indicator report is the highest out of all reports.
2. Students with disabilities had the highest increase at 13.8%
3. All subgroups increased on the college/career report.

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. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement Graduation Rate

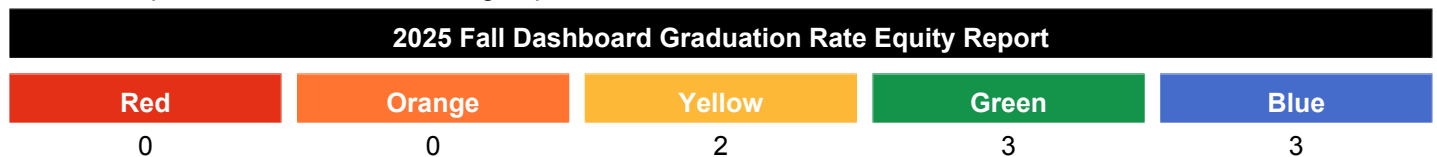
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 95.9% graduated Increased 1.5% 316 Students	English Learners Green 92.6% graduated Increased 1.9% 81 Students	Long-Term English Learners Yellow 93.7% graduated Declined 2.7% 63 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless Green 94.4% graduated Increased 3.1% 36 Students	Socioeconomically Disadvantaged Blue 95.7% graduated Increased 1.6% 277 Students

Students with Disabilities  Green 91.4% graduated Increased 12.1% 58 Students	African American  No Performance Color 95.8% graduated Maintained -0.2% 24 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 94.7% graduated Declined 2.2% 57 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 96.2% graduated Maintained 0.7% 156 Students
Two or More Races  No Performance Color 92.9% graduated 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Blue 96.1% graduated Increased 4.2% 51 Students

Conclusions based on this data:

1. RLHs had a 95.9% graduation rate which is a 1.5% increase form last year.
2. Hispanic subgroup scored the highest at 96.2%.
3. Asian and long term EL subgroups both declined.

School and Student Performance Data

Conditions & Climate Suspension Rate

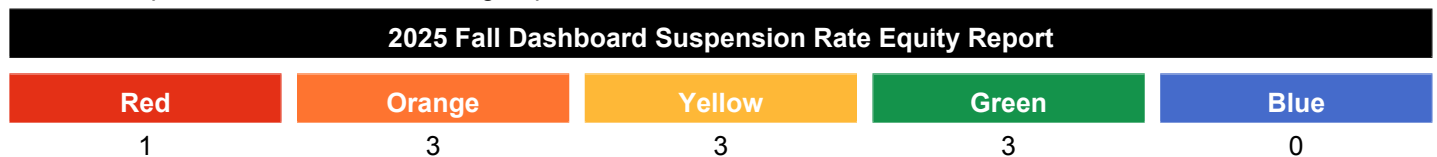
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 5.7% suspended at least one day Declined 0.7% 1728 Students	English Learners Green 5% suspended at least one day Declined 1.7% 357 Students	Long-Term English Learners Green 4.2% suspended at least one day Declined 3.8% 285 Students
Foster Youth No Performance Color 43.8% suspended at least one day 16 Students	Homeless Yellow 8.3% suspended at least one day Declined 1% 108 Students	Socioeconomically Disadvantaged Yellow 6.1% suspended at least one day Declined 0.9% 1491 Students

Students with Disabilities  Red 12.9% suspended at least one day Increased 3.9% 255 Students	African American  Orange 11.9% suspended at least one day Declined 9.1% 135 Students	American Indian  No Performance Color 16.7% suspended at least one day Increased 2.4% 12 Students
Asian  Orange 1.7% suspended at least one day Increased 0.4% 242 Students	Filipino  No Performance Color 11.8% suspended at least one day Increased 11.8% 17 Students	Hispanic  Yellow 5.2% suspended at least one day Maintained 0.2% 886 Students
Two or More Races  Green 5.9% suspended at least one day Declined 3.9% 102 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 5% 17 Students	White  Orange 7.3% suspended at least one day Increased 0.7% 317 Students

Conclusions based on this data:

1. RLHS all student suspension rate is at 5.7% with a decline of .7%.
2. Asian subgroup was suspended the least at 1.7%
3. African American subgroup declined their suspension rate the most at 9.1% (last year--21%, this year 11.9%)

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement & Decrease Disproportionalities

Increase test scores on the SBAC in ELA and Math by 5%

Increase Special Ed and ELL student scores in ELA and Math by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

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

This goal was implemented by expecting a 5% increase in our District Quarterly Assessments for both ELA and Math. RLHS utilizes the ILT instructional leadership team to identify best practices for promoting academic achievement for all students. This includes but is not limited to student engagement, instructional strategies, peer observations, admin support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Scores	CA Schools Dashboard Fall 2026 Release indicates the All students performance level rating as GREEN. The status rating as Mid and the change rating as increased by 5% points.	CA Schools Dashboard Fall 2027 Release will indicate: * All students change rating will increase by 5%. * Students with Disabilities will increase by one performance level and show a point increase in the change rating.
SBAC Math Scores	CA Schools Dashboard Fall 2026 Release indicates the All students performance level rating as YELLOW. The status rating as Low-Mid, and the change rating as increased by 5% points.	CA Schools Dashboard Fall 2027 Release will indicate: * All students change rating will increase by 5% * African American students will increase by at least one student performance levels and show a point increase in the change
EL Students annual progress	CA Schools Dashboard Fall 2026 Release indicates English Learners performance level rating as YELLOW.	CA Schools Dashboard Fall 2027 Release will indicate English Language Learners will increase to green or blue indicator level.
Special Education Progress	CA Schools Dashboard Fall 2026 Release indicates Special Ed students have a RED indicator in both Math and ELA.	CA Schools Dashboard Fall 2027 Release will indicate a 5% increase scores in ELA and Math.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Use current ELA/ELD, Science, Social Studies, CTE, AP and AVID, Special Ed, and Math materials as supports to CCSS aligned instruction. Identify and utilize Materials to support Appropriate grade level Rigor, depth and Complexity of CCSS.	All Students	
1.2	1.2 Intervention site licenses for ELA, ELD targeted support, Science, Social Studies, World Language, CTE, Math, Special Ed, and special programs such as our AP and AVID Programs. This includes but is not limited to Quill, Albert IO, Nearpod, turnitin.com, Edpuzzle, etc.	All Students	14000 Title I Basic 5000-5999: Operating Expenditures
1.3	1.3 Extra Duty for staff, including but not limited to teachers to attend PD and collaboration events. This includes any costs to outside vendors/consultants for PD, collaboration, trainings, and any necessary materials and/or supplies.	All Students	2000 Title I Basic 5000-5999: Operating Expenditures 1.3 Registration Fees and Travel 1000 Title I Basic 1000-1999: Certificated Personnel Salaries 552 Title I Basic 3000-3999: Employee Benefits
1.4	1.4 Tutoring using current district adopted Math materials as supports to CCSS aligned instruction. Identify and utilize materials to support appropriate grade level rigor, depth and complexity of CCSS for EL and SPED students being tutored. This includes but is not limited to providing after school tutoring to support school wide goals, supporting lates/tardies, and collaborating to support department and school wide expectations.	EL and SPED	8640 Title I Basic 1000-1999: Certificated Personnel Salaries 1988 Title I Basic 3000-3999: Employee Benefits 4240 Title I Basic 2000-2999: Classified Personnel Salaries 1000 Title I Basic 3000-3999: Employee Benefits
1.5	1.5 ELA/ELD, Social Studies, Science, CTE, Special Ed, AP and AVID Programs, and math consumables and reading novels.	All Students	
1.6	1.6 Activities to address the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth including addressing learning loss among all	All Students	4000 Title I Basic 4000-4999: Materials and Supplies

	students. This includes but is not limited to purchasing educational technology to aid in educational interactions between students and their teachers. RLHS will support students in focusing on ELPAC, filling out FAFSA, virtually visiting HBCUs, and visit/discuss why junior college is effective.		
1.8			
1.9	1.9 ELL support. Teachers and admin will attend CABA conference to learn about new strategies, ideas, and collaboration to support ELL students. (registration, travel, room, substitutes, food)		3700 Title I Basic 5000-5999: Operating Expenditures
1.10	1.10 Provide teachers/staff with PD opportunities to increase student engagement, test scores, and collaboration. This includes but is not limited to conferences, travel, etc.		6000 Title I Basic 5000-5999: Operating Expenditures

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

ELA and Math scores on the SBAC assessment is 54% and 22%. RLHS ELA is the highest of the comprehensive high schools in TRUSD. Instructional strategies and ELL strategies, were implemented at each professional development meeting to ensure that instructional delivery and student engagement were at the highest level. ELL strategies were presented and implemented at PD meetings to focus on student engagement. Through discussions with staff, ILT meetings, student surveys, it is noted that students want to learn through working in small groups, partner work, and on their own. Students say they learn best this way. It is important for Students with Disabilities and English Language Learners have the same access as all other students. Providing opportunities, access, and extra support will ensure that sub groups are able to achieve goals.

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

There is no major difference between the intended implementation/budgeted expenditures. The articulated goal is to focus on increasing scores in both math and ELA. More relevance needs to be given to Students with Disabilities and English Language Learners. Teachers will be given intense PD to ensure the work they are doing with students in effective. This will have an increase on our test scores overall.

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 goal is to increase math and ELA scores on the SBAC. The need to improve instruction, increase student engagement, and provide specific PLC time for teacher PD comes from discussions with the ILT as to what is and is not working. RLHS has put systems in place to support student achievement, attendance, and increase overall school wide spirit. This includes but is not limited to monthly activities, use of MINGA regarding clubs and attendance, and implementing more staff vs staff competitions. There is more work that needs to be done in this area.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure all Students Graduate College & Career Ready

By June 2027, 60% of all students will be A-G compliant.

60% of the students will be prepared to attend community college or a trade school, or be ready to enter the military or workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

Identified Need

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

Data analysis was conducted using the District Principal Dashboard which is set up to guide us to achieve our goals. RLHS AP enrollment is at 30%, AVID Program has stayed consistent in the goal of graduating senior AVID students, qualifying them for enrollment at 4-year college. Our Graduation Rate is nearly 97%.

RLHS daily attendance rate is 90.6%, A-G completion rate will be close to 40%, and our Graduation Rate will be at 95% or higher. Suspension rate for RLHS has decreased by 1% to 6.3% and 15% of our students are enrolled in dual enrollment courses.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide Attendance	Finish the year at 88%	90% what we expected
Student Suspensions	Suspension rate is at 4%	Decrease by .5%.
Graduation Rate	Graduation rate is 97%	at or above 95% graduation rate
A-G Graduation Completion	at or above 70% (this is low as this includes grades 9, 10, 11 and students are working through completing their high school requirements)	at or above 75% A-G Completion Rate
AVID courses	7 AVID Courses in the Master Schedule being fully supportive (field trips, workshops, AVID Summer Institute, substitutes)	7 AVID Courses being fully supportive (field trips, workshops, AVID Summer Institute, substitutes and AVID trained teachers)
AP & GATE Courses	17 AP Courses with support tutorial programs, supplies, training for teachers, and reading material	17 AP Courses with supportive tutorial programs and needed material/supplies. (needs to increase to 25% of student body.)
Credit Recovery Programs	Fully implement all of our credit recovery programs: CHARGE, Edgenuity, ARC, and Knights	Continued support for our Credit Recovery Program and lower student

	University by funding sections to lower student class averages. Allow students to make up credits on campus	class averages as we continue to build the Master Schedule
Dual Enrollment	574 students are enrolled in dual enrollment courses for the 25-26 SY. 127 9th graders enrolled.	increase 9th grade dual enrollment by 5% for the 26-27 school year.
Students who are college and career ready	55% of students are prepared for college/career. This was a 4% increase from last year.	5% increase for all students

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Academic Intervention Specialist SENIOR (1 FTE)	All Students Including students from all special groups such as English Language Learners, Special Education Students, Underrepresented Students, AVID, Gate, AP classes as well.	79,402.00 Title I Basic 2000-2999: Classified Personnel Salaries 2.1 AIS, position control salaries 44,429.00 Title I Basic 3000-3999: Employee Benefits 2.1 AIS benefits position control
2.2	2.2 Academic & Career Advisor (1 FTE)	All Students	68,314.00 Title I Basic 2000-2999: Classified Personnel Salaries 2.2 Academic & Career Advisor position control salaries 40,395.00 Title I Basic 3000-3999: Employee Benefits 2.2 Academic & Career Advisor benefits position control
2.3	2.3 AVID Teachers .8 FTE	All Students	40,783.00 Title I Basic 1000-1999: Certificated Personnel Salaries 2.3 AVID Teachers Position Control Salaries 17,833.00 Title I Basic 3000-3999: Employee Benefits 2.3 AVID Teachers Position Control Benefits
2.4	2.4 AVID Substitutes	All Students	1,500.00 Title I Basic 1000-1999: Certificated Personnel Salaries 2.4 AVID Teachers Sub Salaries

			431.00.00 Title I Basic 3000-3999: Employee Benefits 2.4 AVID Teachers Sub Benefits
2.5	2.5 Support AVID College Trips	AVID Students	3000 Title I Basic 5000-5999: Operating Expenditures
2.6	2.6 Technology including but not limited to computers, supplies, materials, and software purchases (i.e.--Albert IO, Minga, Turnitin.com, Coaches alliance, quill, nearpod)	All Students	8,376 Title I Basic 4000-4999: Materials and Supplies 5,000 Title I Basic 5000-5999: Operating Expenditures
2.7	2.7 Complete funding for a .6 FTE Counselor	All students	20925.00 Title I Basic 1000-1999: Certificated Personnel Salaries 7518.00 Title I Basic 3000-3999: Employee Benefits Benefits

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Students enrolled in and passing AP courses, A-G Completion Rate, AVID Program, and increasing graduation rate is one area of focus. Supporting students thru social and emotional needs while also encouraging students to attend classes on time, complete work assignments, and support each other. This includes focusing on restorative practices, DCOST, attendance monitoring, CHARGE, Edgenuity, AVID field trips, etc. Academic Intervention Specialist and Academic & Career Advisor are supporting students through attendance, SART meetings, college advisors, and career opportunities. The A-G rate and grad rate has increased for RLHS and therefore the funded items such as Intervention Specialist, Academic & Career Advisor, counselor, and AVID teachers is a positive improvement for academic success.

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

There is no major difference between the intended implementation/budgeted expenditures to meet the 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.

No significant changes in the goal from last year. Attendance includes full day, lates, and tardies. The review of focusing on lates/tardies to ensure students are in class on time is a big push to ensure student success.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

By June 2027, RLHS will increase student engagement and teacher participation in school events and extra curricular events by 10%. RLHS will use MINGA to increase student engagement and add positive input to our student culture on campus. Leadership class will focus on monthly activities that support students and the community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

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

This year our MINGA use was added to our Saturday Day/Knights University Program also used in our clubs on campus. Students who attended club meetings would be eligible for MINGA points. We did see an increase in the MINGA program for points, passes, and clubs/activities. Throughout the school year, Saturday Day/Knights University had an increase of 4% attendance. RLHS will continue to support, encourage, and provide PD opportunities for teachers to use MINGA.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student and Staff Culture/Climate Survey	Conduct Survey Establishing Baseline	10% increase in positive responses
Student and Staff Positive Awareness Program	Monthly positive awards given to students for "doing the right thing when no one is watching"	10% increase in awards given out each year
student attendance at school dances	Homecoming dance was attended by 600 students/425 students attended prom	10% increase
student attendance at extra curricular events	14% of the student body attend atleast one extra curricular event	10% increase
student/teacher participation in school sponsored clubs	teacher--38 teachers. students--194	10% increase
Monthly activities that focus on culture and climate	20 active clubs that meet weekly.	10% increase in student participation

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	(3.1) Culture and Climate--supplies, materials, software, including but not limited to ways to increase culture and climate. To improve the culture, site will purchase supplies and materials. The supplies and materials will be used for monthly themes presented by ASB students, monthly parent meetings to support culture and climate, and lunchtime activities to increase culture and climate.	All students	4,000 Title I Basic 4000-4999: Materials and Supplies
3.2	(3.2) Funds to support student leadership to increase positive student climate through student/staff activities. This includes but is not limited to monthly activities that promote different cultures and ideas to bring awareness and equity to the school site.	All students	4,500 Title I Basic 4000-4999: Materials and Supplies
3.3	(3.3) Funds to support student decrease in lates/tardies and increase in attendance. This includes outcomes to ensure students understand the importance of coming to school on time.	All students	5,843 Title I Basic 4000-4999: Materials and Supplies
3.4	PBIS (Positive Behavior Intervention System) is an affordable schoolwide PBIS management system that assists schools in their Positive Behavioral Interventions and Support program. PBIS makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking, Check-In/Check-Out, and a teacher system, PBIS helps to foster accountability and fidelity in your PBIS program.	All students	3,000 Title I Basic 4000-4999: Materials and Supplies
3.5	CADA-- Activities Directors and support team to attend CADA conference to cultivate student engagement, cultural and climate. (registration, travel, room, substitutes, food)		1000 Title I Basic 5000-5999: Operating Expenditures
3.6	CASDA--Athletic Directors and support team to support student engagement, cultural and climate, and extra curricular activities.		1000 Title I Basic 5000-5999: Operating Expenditures

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 25-26 school year, students took a survey about what they would like to see at RLHS. Many of the responses focused on more cultural events, more time to complete assignments, and more lunchtime activities. This is an area that needs to be addressed. This includes areas at BTS Night, Open House, lunchtime, and after school.

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

No major differences.

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 biggest change is the implementation of using MINGA points to increase attendance in clubs, sporting events, and activities. Although our student body attendance at extra curricular events is low, it is important to work on different incentives and activities to increase these events. Leadership will promote athletics supporting other athletics to ensure that each team can have ample representation at games.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase parent engagement through technology, orientations, and other events on campus

By June 2027, RLHS will increase parent engagement and attendance in all school related activities and functions by 10%.

Increase Parent Engagement

- Support technology and skills learning for parents to benefit from Aeries Communication Portal and other supportive instructional technology
- Recruitment of parents to be part of the many facets of the campus
- Use the Spanish and Hmong translators better
- Provide families with more school information in Spanish and Hmong (bell schedules, holidays, future upcoming events)
- More Orientation Nights
- Improved advertisement of Back To School Night, Open House, and other events
- Monthly informational nights to support academics, internet, and college

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase parent engagement through technology, orientations, and other events on campus

Identified Need

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

During the year, RLHS made a list of each event and added parent involvement to the events we identified as having parents involved. Including but not limited to EL students, special needs students, and AP/Gate students. RLHS has been informed that parents want to be involved. For informational nights, we did a zoom link to try to increase our participation.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Nights (counseling, FAFSA, AP College Night, ELL support, internet safety, etc.)	3 of 4 Parent Engagement Nights with a minimum of 20 registered participants	3 of 4 Parent Engagement Nights with a minimum of 40 registered participants
Parent Classroom Work Shop (Aeries Communication Portal)	Parent activity with the use of Parent Portal will be closely monitored	100% of parents registered for Aeries

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Light refreshments for Parent & Family Engagement Events. This includes resources and materials as well.	All Students	2,500 Title I Parent and Family Engagement 4000-4999: Materials and Supplies 4.1 light refreshments, materials, and supplies
4.2	4.2 Other Services/Consulting Services. Services to support parents who then can support their students	All Students	2,000 Title I Parent and Family Engagement 5000-5999: Operating Expenditures 4.3 Other Services \$3,500; Consulting Services \$1,000
4.3	4.3 Support and Encourage parents through professional development and webinars to be a part of their child's education	All Students	508 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.4	4.4 Parent support for ELL students. This includes but is not limited to conferences, ideas, collaboration with staff, etc.		2000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.5	4.5 Banner printing machine paper- This will provide RLHS the opportunity to increase awareness at events and add signs to focus on community/school related events. This includes but is not limited to printing machine, paper, and ink.		2000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.6	4.6 CABA-- Ability to send atleast 1 parent to CABA to increase ELL involvement.		2000 Title I Parent and Family Engagement 5000-5999: Operating Expenditures

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

RLHS family engagement is an area that needs to continue to grow. Families continue to focus on the activities and athletics, but are not involved in the academic portion.

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

The major difference is to provide monthly meetings to families (zoom) to offer a variety of supports for families. We can use 5 star in incentivize students to have parents attend all activities.

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.

Provide incentives for students to encourage their families to attend BTS Night, Open House, FAFSA, AP/Dual Enrollment Night, ELAC, etc.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Facilities that are Clean, Safe, and Conducive to Learning and supply materials needed to keep the school operational

Facilities/Classrooms that are Safe, Clean, and Productive 21st Century Learners

- Copy paper
- Support the need for window shades, desks, chairs, maps, wall items for the classroom
- Support the need for technology on campus: Computers, printers, SMART Boards, ELMOs, and any other technology which is used for student learning
- Support for our Library by using the special categorical funds for Library use
- Leasing/renting copiers for school use

*Purchase brooms, buckets, mops, and other cleaning materials for teachers and students to assist in cleaning their classroom if choose to.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Facilities that are Clean, Safe, and Conducive to Learning and supply materials needed to keep the school operational

Identified Need

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

It appears it could be improve the daily cleanliness and safety of the school site.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff and Student Survey of the safety of the campus	Give Staff/Student Survey by October 2026	Increase the positive results of the survey by 10% each year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	5.1 Purchase supplies to sanitize and clean the facilities, including facility repairs and improvements to support student health needs. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA's, including activities during long-term closures.	All students	

5.2	5.2) New desk and chairs for the classroom (purchase)	All students	
5.3	5.3) Purchase athletic materials and supplies to insure a safe environment during their activity	All students	
5.4	5.4) Facility repair, insulation and maintenance of equipment	All students	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is hard to implement as this is done through our custodial department. We are relying on other people to ensure that the facilities, classrooms, and areas are cleaned and conducive for learning. This goal also includes the support and awareness of Campus Safety Specialists to purchase items and provide support.

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

A major difference is that with the addition of the baseball/softball complex, it requires more custodial to clean. Custodians have continued to be an issue as RLHS cannot retain the needed amount of custodians that we currently qualify for.

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.

Outcomes and metrics will be based on student and staff surveys throughout the school year. Each time a survey is sent, the answers to the survey are forwarded to custodial department at TRUSD to review.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$413,446
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$413,446.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic	\$402,438.00
Title I Parent and Family Engagement	\$11,008.00

Subtotal of additional federal funds included for this school: \$413,446.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$413,446.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	402,438.00
Title I Parent and Family Engagement	11,008.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,348.00
2000-2999: Classified Personnel Salaries	151,956.00
3000-3999: Employee Benefits	113,715.00
4000-4999: Materials and Supplies	36,727.00
5000-5999: Operating Expenditures	39,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	71,348.00
2000-2999: Classified Personnel Salaries	Title I Basic	151,956.00
3000-3999: Employee Benefits	Title I Basic	113,715.00
4000-4999: Materials and Supplies	Title I Basic	29,719.00
5000-5999: Operating Expenditures	Title I Basic	35,700.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	7,008.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,120.00

Goal 2
Goal 3
Goal 4

335,975.00
19,343.00
11,008.00

School Site Council Membership

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

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

Name of Members	Role
Diedre Barlow	Principal
Racquel Casias	Classroom Teacher
Marie Sabin	Classroom Teacher
Olga Quisquinay	Classroom Teacher
Jasmine Garciamontes	Other School Staff
Enrique Placencia	Parent or Community Member
Santana Moody	Parent or Community Member
Stephanie Garcia	Parent or Community Member
Marley Estrada	Secondary Student
Andres Alvarez Murga	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2026.

Attested:



Principal, Diedre Barlow on 5/20/2026



SSC Chairperson, Stephanie Garcia on 5/20/2026

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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023