

School Year: **2019-20**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Bernardo High School	37682963730819	10/22/19	11/14/2019

School Vision and Mission

VISION: To create the best possible RB Experience for each and every student.

MISSION: At RBHS, we believe in...

Fostering a healthy, positive, and professional environment for students and staff
Empowering each and every student to pursue and achieve their individual goals
Forging strong partnerships with families and the community

School Profile

Rancho Bernardo High School has Professional Learning Communities in place as a way for departments and/or curricular teams to create shared lesson, course, and unit objectives; develop and adjust pacing guides and instructional strategies; generate, utilize, and analyze results of common assessments in order to drive instruction and interventions. Teachers use PLC time on Wednesday mornings to plan future instruction, develop curriculum, adjust pacing, share instructional strategies and interventions, and use data to track student progress. PLCs also participate in release days to work more in-depth on their particular areas of focus, e.g. grade alignment, common rubrics for assessments, etc.

Teachers, administrators, counselors, and staff also participate in regular data analysis and reflection during the fall and after each term (e.g. SBAC, AP, attendance, D/F reports, GPA, survey

results, etc.) in order to identify successes and areas for growth. Each year, PLCs write SMART goals and action plans focused on closing the achievement gap. Each PLC reflects on and makes changes to their goals based on student progress. This year Rancho Bernardo High School is going through a focus on learning process related to an upcoming WASC (Western Association of Schools and Colleges) accreditation visit in March.

Rancho Bernardo High School utilizes a Response to Intervention (RtI) program involving counselors, teachers, administrators and support staff. Counselors regularly meet with students and those who are struggling are provided additional supports. Identified students are placed in on-campus support services such as Student Success Strategies, Bronco Center for tutoring, counseling for academic and social/emotional support, and/or various support classes. The RTI counselor, academic counselors, administrators, teachers, student, and parents periodically meet to put individual student plans in place to support and monitor student progress. Follow up meetings to review the progress of students take place in order to determine if there is a need to implement higher levels of intervention. Counselors continue to meet with students yearly to review transcripts and to develop and revise their four-year plans toward graduation. Counselors and administrators also participate in IEPs and 504s to update students and parents on academic progress and answer any questions or concerns.

Over the past three years, RBHS has worked with all stakeholders to define and implement the RB Experience related to academics and social-emotional well-being. This vision and mission has been used to identify areas of need and opportunities for relevant professional development for staff. This has included training from the ADL, Restorative Practices from the SDCOE, and teacher-led professional learning. This has also led to additional support for students and their social-emotional health through the implementation of Positive Behavior Intervention and Supports (PBIS). In addition, students are provided ADL trainings, No Place for Hate activities, Human Relations Conference, freshmen mental health presentations, college and career readiness forums, career panels, and drug/alcohol/mental health presentations for upperclassmen; all designed to support the development of their college, career and life goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Each year Rancho Bernardo High School reviews and updates the Single Plan for Student Achievement (SPSA) as an ongoing process for improvement. At the beginning of each year, the School Site Council meets regularly to discuss and generate goals as well as look at data and evidence to review progress. The School Site Council is comprised of students, teachers, parents, and classified staff along with the principal. The administrative team works with counselors, teachers, parents, students, and other staff members to throughout the year to plan, develop, and implement the SPSA.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.17%	0.17%	4	4	4
African American	3.5%	3.35%	3.24%	80	79	77
Asian	17.7%	17.34%	17.95%	410	409	426
Filipino	7.1%	6.61%	6.57%	164	156	156
Hispanic/Latino	13.6%	14.37%	14.83%	316	339	352
Pacific Islander	0.6%	0.59%	0.55%	14	14	13
White	51.5%	50.87%	50.32%	1,193	1200	1,194
Multiple/No Response	0.6%	0.55%	0.51%	14	13	12
Total Enrollment				2,317	2359	2,373

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	595	595	587
Grade 10	614	600	589
Grade 11	554	617	600
Grade 12	554	547	597
Total Enrollment	2,317	2,359	2,373

Conclusions based on this data:

1. Overall enrollment has slightly increased over the last three years, however there has been little change related to the various demographic groups.
2. There is an increase in the number of seniors from 554 to 597 from the years 2017 to 2019.
3. The various demographic groups have increased in numbers, but the overall percentages have changed very little over the past three years.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	113	109	115	4.9%	4.6%	4.8%
Fluent English Proficient (FEP)	574	583	588	24.8%	24.7%	24.8%
Reclassified Fluent English Proficient (RFEP)	17	21	13	18.1%	18.6%	11.9%

Conclusions based on this data:

1. There has been little to no change to the number of English Language Learners enrolled at RBHS.
2. With the exception of the Reclassified Fluent English Proficient, the percentages have been very consistent over the last three years.
3. The percentage of Reclassified Fluent English Proficient has decreased from 18% to 12%.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	545	599	573	528	586	542	528	586	542	96.9	97.8	94.6
All	545	599	573	528	586	542	528	586	542	96.9	97.8	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2661.	2624.	2661.	46.02	34.30	46.86	33.71	32.42	34.13	13.83	19.28	12.55	6.44	13.99	6.46
All Grades	N/A	N/A	N/A	46.02	34.30	46.86	33.71	32.42	34.13	13.83	19.28	12.55	6.44	13.99	6.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51.89	43.00	50.92	38.45	41.81	38.56	9.66	15.19	10.52
All Grades	51.89	43.00	50.92	38.45	41.81	38.56	9.66	15.19	10.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56.06	40.78	54.61	36.93	41.98	37.82	7.01	17.24	7.56
All Grades	56.06	40.78	54.61	36.93	41.98	37.82	7.01	17.24	7.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.91	31.23	39.30	53.03	56.31	54.24	6.06	12.46	6.46
All Grades	40.91	31.23	39.30	53.03	56.31	54.24	6.06	12.46	6.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	53.22	44.20	51.11	39.39	41.81	40.59	7.39	13.99	8.30
All Grades	53.22	44.20	51.11	39.39	41.81	40.59	7.39	13.99	8.30

Conclusions based on this data:

1. The overall percentage of students that met or exceeded standards increased from 67% to 81%.
2. The percentage of students that scored below standards in Reading dropped from 15.2% to 10.1%, in Writing from 17.2% to 7.6%, in Listening 12.5% to 6.5%, and Research/Inquiry from 14% to 8.3%.
3. The percentage of students that were above standards in Reading increased from 43% to 51%, in Writing from 40.8% to 54.6%, in Listening 31.2% to 39.3%, and Research/Inquiry from 44.2% to 51.1%.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	545	598	573	532	583	550	532	583	550	97.6	97.5	96
All	545	598	573	532	583	550	532	583	550	97.6	97.5	96

* 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 Met Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2655.	2632.	2685.	31.95	25.56	41.82	29.51	28.13	31.45	21.62	22.30	15.64	16.92	24.01	11.09
All Grades	N/A	N/A	N/A	31.95	25.56	41.82	29.51	28.13	31.45	21.62	22.30	15.64	16.92	24.01	11.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.11	43.40	60.18	32.71	29.16	24.91	22.18	27.44	14.91
All Grades	45.11	43.40	60.18	32.71	29.16	24.91	22.18	27.44	14.91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.27	25.90	42.73	49.06	45.97	44.36	17.67	28.13	12.91
All Grades	33.27	25.90	42.73	49.06	45.97	44.36	17.67	28.13	12.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.90	31.05	44.55	50.94	51.63	44.73	13.16	17.32	10.73
All Grades	35.90	31.05	44.55	50.94	51.63	44.73	13.16	17.32	10.73

Conclusions based on this data:

- The overall percentage of students that met or exceeded standards in Mathematics increased from 54% to 73%.
- The percentage of students that scored below standards in Concepts/Procedures dropped from 27.4% to 14.9%, in Problem Solving/Modeling Data Analysis from 28.1% to 12.9%, and Communicating Reasoning 17.3% to 10.7%.

3. The percentage of students that scored above standards in Concepts/Procedures increased from 43.4% to 60.2%, in Problem Solving/Modeling Data Analysis from 25.9% to 42.7%, and Communicating Reasoning from 31.1% to 44.6%.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1583.9		1580.8		1586.7		26	
Grade 10	1588.3		1581.6		1594.6		31	
Grade 11	1553.0		1541.3		1564.2		24	
Grade 12	1555.5		1555.1		1555.6		13	
All Grades							94	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	53.85	*	*	*	*	*	*	*	26	21
10	54.84	52.17	*	*	*	*	*	*	31	23
11	*	48	*	*	*	*	*	*	24	25
12	*	*	*	*	*	*	*	*	13	14
All Grades	50.00		25.53		13.83		*		94	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	53.85	57.14	*	*	*	*	*	*	26	21
10	58.06	56.52	*	*	*	*	*	*	31	23
11	66.67	*	*	*	*	*	*	*	24	25
12	*	*	*	*			*	*	13	14
All Grades	58.51		24.47		*		12.77		94	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	26	21
10	41.94	*	38.71	*	*	*	*	*	31	23
11	*	*	*	*	*	*	*	*	24	25
12	*	*	*	*	*	*	*	*	13	14
All Grades	31.91		35.11		17.02		15.96		94	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	61.54	*	*	61.9		*	26	21	
10	70.97	*	*	69.57	*	*	31	23	
11	70.83	*	*	56	*	*	24	25	
12	*	*	*	*	*	*	13	14	
All Grades	67.02		23.40		*		94		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	57.69	80.95	*	*	*	*	26	21	
10	51.61	82.61	41.94	*	*	*	31	23	
11	58.33	76	*	*	*	*	24	25	
12	*	78.57	*	*	*	*	13	14	
All Grades	57.45		30.85		11.70		94		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*	26	21	
10	45.16	*	38.71	47.83	*	*	31	23	
11	*	*	*	*	*	*	24	25	
12	*	*	*	*	*	*	13	14	
All Grades	36.17		39.36		24.47		94		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.15	*	46.15	90.48	*	*	26	21
10	38.71	*	54.84	73.91	*	*	31	23
11	*	*	50.00	76	*	*	24	25
12	*	*	*	85.71	*	*	13	14
All Grades	40.43		50.00		*		94	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. Since this is a relatively new assessment, there are no major conclusions to be made. A baseline has been established however, there is no data for the 18-19 school year to compare to at this time.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	85	84	77	5	8	7	5.9	9.5	9
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	415	418	425	16	21	15	3.9	5.0	4
Filipino	166	160	148	9	8	7	5.4	5.1	5
Hispanic or Latino	332	353	352	27	37	38	8.1	10.6	10
Did not Report	16	13	13	1	4	4	6.3	30.8	25
Pacific Islander	14	14	13	2	0	0	14.3	0.0	0
Two or More Races	130	149	147	8	11	14	6.2	7.5	8
White	1,216	1,221	1194	81	106	118	6.7	8.8	10
Male	1,268	1,258		83	98		6.5	7.9	
Female	1,110	1,158		66	97		5.9	8.5	
English Learners	127	122	116	11	14	10	8.7	11.7	11
Students with Disabilities	226	227		35	38	46	15.5	17.1	18
Socioeconomically	332	456	422	23	63	69	6.9	13.9	14
Migrant									
Foster	*	*		1	1		*	*	
Homeless	23	27		3	9		13.0	33.3	
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12	2,378	2,416		149	195		6.3	8.2	
Ungraded Elementary/Secondary									
Total	2,378	2,416	2373	149	195	203	6.3	9	8

Conclusions based on this data:

1. Despite Chronic Absenteeism rising between 2016-17 and 2017-18, there has been a 1% decrease in overall chronic absenteeism from 9% to 8% in 2018-2019.
2. There has been an increase in the overall absenteeism rate from 2016-17 to 2018-19 for students identified as special education, two or more races, African American, white, and/or socioeconomically disadvantaged.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.3	1.6

Conclusions based on this data:

1. There was a decrease in the suspension rate from 2016-17 to 2018-19 of .8%.
2. Although the number of suspension incidents increased from 46 to 53, the overall suspension rate went down from 2016-17 to 2018-19 as a result of increased enrollment.
3. There was an increase in the number of expulsions from 2016-17 (4) to 2017-18 (2) to 2018-19 (7).

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate	97.8	98.5	98.5

Conclusions based on this data:

1. Rancho Bernardo High School increased their graduation rate slightly from 2016-17 to 2018-19 by 0.7%.
2. Rancho Bernardo High School's graduation rate has remained at 98.5% for the past two years.
3. The biggest change was with students with Disabilities whose graduation rate increased from 80.6% to 86.7% from 2017-18 to 2018-19.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Increase the percentage of all students at Rancho Bernardo High School meeting or exceeding grade level standards in Mathematics by 2% overall with a focus on reducing the gap for underserved student populations such as Educationally Disadvantaged Youth, English Language Learners, Students with Disabilities, African American, and Hispanic/Latino.

Identified Need

This need was identified by analysis of Rancho Bernardo High School's data from the Math portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP) report for all students and for the following specific groups: English Learner, EDY/Title 1, Students with Disabilities, Hispanic or Latino, and African American.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide As measured by the following: CAASPP UC/CSU A-G	CAASPP: 73% met or exceeded UC/CSU A-G 74.7%	CAASPP: 75% to meet or exceed UC/CSU A-G: 77%
English Learner As measured by the following: CAASPP UC/CSU A-G	CAASPP: 56% met or exceeded UC/CSU A-G: 8%	CAASPP: 62% to meet or exceed UC/CSU A-G: 27%
EDY/Title I As measured by the following: CAASPP UC/CSU A-G	CAASPP: 49% met or exceeded UC/CSU A-G: 60%	CAASPP: 57% to meet or exceed UC/CSU A-G: 66%
Student with Disabilities As measured by two or more of the following: CAASPP UC/CSU A-G	CAASPP: 11% met or exceeded UC/CSU A-G: 18%	CAASPP: 28% to meet or exceed UC/CSU A-G: 34%
Hispanic or Latino As measured by the following: CAASPP UC/CSU A-G	CAASPP: 64% met or exceeded UC/CSU A-G: 61%	CAASPP: 68% to meet or exceed UC/CSU A-G: 67%
African American As measured by the following:	CAASPP: 64% met or exceeded UC/CSU A-G: 69%	CAASPP: 68% to meet or exceed UC/CSU A-G: 73%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP UC/CSU A-G		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Each PLC will create SMART goals addressing at least two of the three identified Critical Learner Needs (writing, collaborative learning, self-assessment). PLCs will meet throughout the year and use student assessment data by using Gradecam software to assess to what degree students are meeting academic standards and the critical learner needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students who are struggling in Integrated I and II will receive additional support by enrolling in a Math Accel class during first period where they will receive additional support and scaffolding in order to prepare them for the Integrated math class they are currently enrolled in. Students will be concurrently enrolled in Math Accel and Integrated math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and counselors will use the RTI Console to track individual interventions with students by identifying what supports have been put into place and tracking their effectiveness. Counselors and administrators will track student progress and provide additional supports and resources based on the feedback provided in the RTI console.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on EDY

Strategy/Activity

RBHS will enroll students who are struggling in an Academic Success class that meets once a day to provide academic support for students. Students who are struggling in mathematics coming from the middle schools, will be enrolled in a Math Intervention Class for students where they will be provided extra support as they transition to the Integrated Math Curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Instructional supplies/consumables

2000

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Computer equipment - Chromebooks

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

RBHS will offer 4.5 Period Classes for academic support in Integrated I, II and III.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Instructional supplies/consumables

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will utilize an Intervention/CTE Counselor to support students academically and socially/emotionally by providing support through academic success classes, intervention math classes, support groups, and individual counseling. The Intervention Counselor will also work with a district Intervention TOSA to help support teachers and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

RBHS will continue to assign and use Academic Tutors in support classes such as academic success, intervention math, collaboration and layered classes. In addition, Peer Counselors will be made available in the Bronco Center during school hours and after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

The administration and counseling services will work with the local middle schools to select and track students that participate in a summer Bridges program to support their transition to high school. Students will be enrolled in a six-week course over the summer where they will be provided academic support related to Language Arts, Mathematics, Science, and physical education. Students are also exposed to various aspects of the high school experience and tracked throughout their high school career. Students who are in the Bridges Program are assigned a 4.5 period class where they check in regularly with a staff member on their academic progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Bridges teacher salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

Collaborative Integrated Math classes will be established to provide support for students with IEPs while offering the least restrictive environment. Students enrolled in collaborative classes in Integrated Mathematics I and II are provided the support of two teachers, instructional aides, and student tutors in order to access the curriculum. Upon passing, students enrolled in collaborative courses are given UC/CSU a-g credit.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Release days to allow for collaboration

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Increase the percentage of all students at Rancho Bernardo High School meeting or exceeding grade level standards in Language Art by 2% overall with a focus on reducing the gap for underserved student populations such as Educationally Disadvantaged Youth, English Language Learners, Students with Disabilities, African American, and Hispanic/Latino.

Identified Need

This need was identified by analysis of Rancho Bernardo High School's data from the English Language Arts portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP) report for all students and for the following specific groups: English Learner, EDY/Title 1, Students with Disabilities, Hispanic or Latino, and African American.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide As measured by the following: CAASPP UC/CSU A-G	CAASPP: 81% met and exceeded UC/CSU A-G: 74.7%	CAASPP: 83% to meet or exceed UC/CSU A-G: 77%
English Learner As measured by the following: CAASPP UC/CSU A-G	CAASPP: 27% met and exceeded UC/CSU A-G: 8%	CAASPP: 43% to meet or exceed UC/CSU A-G: 27%
EDY/Title I As measured by the following: CAASPP UC/CSU A-G	CAASPP: 69% met and exceeded UC/CSU A-G: 60%	CAASPP: 74% to meet or exceed UC/CSU A-G: 66%
Student with Disabilities As measured by the following: CAASPP UC/CSU A-G	CAASPP: 36% met and exceeded UC/CSU A-G: 18%	CAASPP: 49% to meet or exceed UC/CSU A-G: 34%
Hispanic or Latino As measured by the following: CAASPP UC/CSU A-G	CAASPP: 72% met or exceeded UC/CSU A-G: 61%	CAASPP: 76% to meet or exceed UC/CSU A-G: 67%
African American As measured by the following: CAASPP UC/CSU A-G	CAASPP: 64% met or exceeded UC/CSU A-G: 69%	CAASPP: 70% to meet or exceed UC/CSU A-G: 73%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY and ELL

Strategy/Activity

Each PLC will create SMART goals addressing at least two of the three identified Critical Learner Needs (writing, collaborative learning, self-assessment). PLCs will meet throughout the year and use student assessment data by using Gradecam software to assess to what degree students are meeting academic standards and the critical learner needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
GradeCam software

English Learners
None Specified
n/a

1000

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Release time for teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and counselors will use the RTI Console to track individual interventions with students by identifying what supports have been put into place and tracking their effectiveness. Counselors and administrators will track student progress and provide additional supports and resources based on the feedback provided in the RTI console.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will enroll students who are struggling in an Academic Success class that meets once a day to provide academic support for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Instructional supplies, consumables

2000

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Computer equipment - Chromebooks

200

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Other related computer equipment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY and ELL

Strategy/Activity

RBHS will offer 4.5 Period Classes for academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

English Learners
1000-1999: Certificated Personnel Salaries
4.5 Period teacher salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

RBHS will utilize an Intervention/CTE Counselor to support students academically and socially/emotionally by providing support through academic success classes, support groups, and individual counseling. The Intervention Counselor will also work with a district Intervention TOSA to help support teachers and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a focus on EDY

Strategy/Activity

RBHS will continue to assign and use Academic Tutors in support classes such as academic success and collaboration classes. In addition, Peer Counselors will be made available in the Bronco Center during school hours and after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries
Extended hours for classified support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on EDY

Strategy/Activity

The administration and counseling services will work with the local middle schools to select and track students that participate in a summer Bridges program to support their transition to high school. Students will be enrolled in a six-week course over the summer where they will be provided academic support related to Language Arts, Mathematics, Science, and physical education. Students are also exposed to various aspects of the high school experience and tracked throughout their high school career. Students who are in the Bridges Program are assigned a 4.5 period class where they check in regularly with a staff member on their academic progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Bridges teacher salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EDY

Strategy/Activity

Collaborative and Layered Classes will be established in identified subject areas to provide support for students with IEPs while offering the least restrictive environment. Upon passing, students enrolled in collaborative courses are given UC/CSU a-g credit.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Release time for collaboration

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

ELL

Strategy/Activity

ELL Classes staffed by two trained teachers will provide intensive and differentiated instruction to support the academic progress of ELL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

English Learners
1000-1999: Certificated Personnel Salaries

	Teacher salaries
500	English Learners 2000-2999: Classified Personnel Salaries IA salaries
2500	English Learners 4000-4999: Books And Supplies Instructional supplies and consumables
500	English Learners 5000-5999: Services And Other Operating Expenditures Reading program subscriptions
1700	English Learners 4000-4999: Books And Supplies Computer equipment - Chromebooks
1000	English Learners 5000-5999: Services And Other Operating Expenditures Release time for teachers
1000	English Learners 5000-5999: Services And Other Operating Expenditures College field trip

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Increase overall student engagement and social/emotional well-being through Positive Behavior Supports Systems (PBIS), as evidenced by improved attendance and a decrease in student behavior incidents.

Identified Need

This need was identified by analyzing our attendance data (truancy rate & chronic absenteeism) and discipline data (referrals, suspensions, expulsions) from 2018-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism Discipline <ul style="list-style-type: none"> Suspensions 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.4% Chronic Absenteeism: 8% Discipline <ul style="list-style-type: none"> Suspensions: Suspension Rate = 1.6% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.4% Chronic Absenteeism: 6% Discipline <ul style="list-style-type: none"> Suspensions: Suspension Rate = 1.4%
English Learner Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.3% Chronic Absenteeism: 11% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.3% Chronic Absenteeism: 9%
EDY/Title I Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 95.4% Chronic Absenteeism: 14% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.4% Chronic Absenteeism: 11%
Student with Disabilities Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 94.1% Chronic Absenteeism: 18% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 95.1% Chronic Absenteeism: 13%
Hispanic or Latino Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.1% Chronic Absenteeism: 10% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.1% Chronic Absenteeism: 9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African American Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.1% Chronic Absenteeism: 9% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.1% Chronic Absenteeism: 8%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

Intervention Counselor to counsel students with multiple truanancies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide relevant training opportunities for teachers and staff to build culture and relationships through the SDCOE Restorative Practices training and break out sessions on professional growth days.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Educationally Disadvantaged Youth

5000-5999: Services And Other Operating Expenditures
Training fees and release time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Support Services Clubs, ASB, Bronco Ambassadors, Athletics, and Counseling provide activities throughout the year to engage whole school and provide individual support to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff and Administration to recognize students exhibiting characteristics of STABLE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

Administration will provide training and strategies for supporting students struggling academically and/or with social-emotional challenges.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: (Optional)

Increase student participation in opportunities to develop the characteristics of being STABLE in order to prepare them for their College, Career and Life goals.

Identified Need

This need was identified by analyzing our CHKS and Senior Survey feedback, student and parent focus group feedback, as well as discipline and attendance data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide EAP CTE Pathway Completion AP Participation Student Surveys -Club Participation -Personal Goals -Career Pathways -STABLE	EAP: ELA 81% MATH 73% CTE Pathway Completion: 13% AP Participation: 56% Student Surveys: -Club Participation: 56% -Personal Goals: 77% -Career Pathways: 52% STABLE: S: 75% T: 78% A: 65% B: 69% L: 77% E: 77%	EAP: ELA 83% MATH 75% CTE Pathway Completion: 15% AP Participation: 58% Student Surveys: -Club Participation: 58% -Personal Goals: 79% -Career Pathways: 54% STABLE: S: 77% T: 80% A: 67% B: 71% L: 79% E: 79%
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the focus on and celebrate individuals who demonstrate being STABLE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

Educationally Disadvantaged Youth

--

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers and administrators will engage in short walkthrough visits to classrooms to gather data on instructional and assessment practices, as well as teacher needs.

Administrators will use walkthrough process, correlate with our three identified Critical Learner Needs (writing, collaborative learning, self-assessment).

Administrators and teachers will use the walkthrough forms to gather data related to our three identified Critical Learner Needs (writing, collaborative learning, self-assessment)., and to determine site and teacher needs for professional development, support, and training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Counseling department will continue to host information meetings for parents and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will offer extended library hours each day to offer students a quiet place to do homework and access the internet/word processors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will continue to support Saturday schools for attendance make-ups, interventions, and additional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will offer 4.5 Period Classes for enrichment for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students with a focus on EDY

Strategy/Activity

Teachers will receive additional training and implement Restorative Practices into their classrooms

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Training fees and release time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration will provide time during Professional Development for teachers to define each word in the STABLE acronym and identify and discuss the following:

1. What we are doing as a school to teach and provide opportunities for students to embrace each characteristic.
2. What are teachers doing in the classroom to teach and provide opportunities for students to embrace each characteristic.
3. What should we look at doing/adding in order to teacher and provide additional opportunities for students to embrace each characteristic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Course offerings will be evaluated annually to ensure the master schedule supports the STABLE characteristics. Courses will be added based on student/teacher/parent feedback and need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Support Services, administration, clubs, ASB, Bronco Ambassadors, Athletics, and Counseling provide activities throughout the year to engage whole school and provide individual support to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,400.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$31,200.00
English Learners	\$9,200.00

Subtotal of state or local funds included for this school: \$40,400.00

Total of federal, state, and/or local funds for this school: \$40,400.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	31,200.00
English Learners	9,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	18,400.00
5000-5999: Services And Other Operating Expenditures	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	10,000.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	2,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	14,200.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	5,000.00
1000-1999: Certificated Personnel Salaries	English Learners	2,000.00
2000-2999: Classified Personnel Salaries	English Learners	500.00
4000-4999: Books And Supplies	English Learners	4,200.00
5000-5999: Services And Other Operating Expenditures	English Learners	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00

Goal 2	26,400.00
Goal 3	1,000.00
Goal 4	1,000.00

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

Name of Members	Role	Date	Signature
Dave LeMaster	Principal		
Tiffany Buckallew	Classroom Teacher		
Nancy Yorba	Classroom Teacher		
Lisa Barnett	Classroom Teacher		
Casandra Vasquez	Classroom Teacher		
Monica Dickinson	Other School Staff		
Steve Dow	Parent or Community		
Andrea O'Hara	Parent or Community		
Wayne Blum	Parent or Community		
Christina Hartley	Secondary Student		
Sana Seif	Secondary Student		
Amaya Stauffer	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	Date	Committee or Advisory Group Name
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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 10/22/19.

Attested:

Principal, David LeMaster on 10/22/19

SSC Chairperson, William Egan on 10/22/19

Instructions

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>


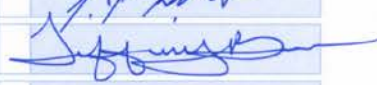
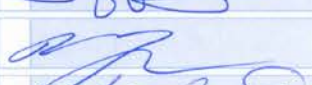
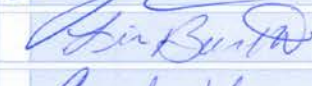
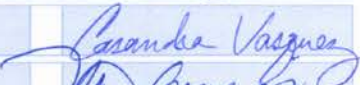
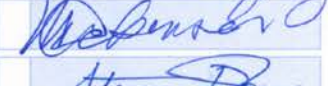
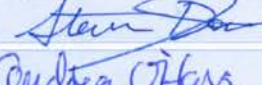

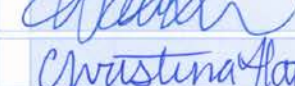
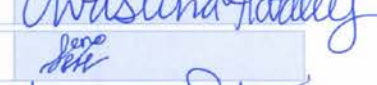

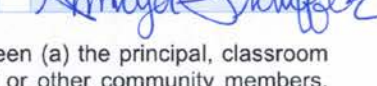
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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

Name of Members	Role	Date	Signature
Dave LeMaster	Principal	10/22/19	
Tiffany Buckallew	Classroom Teacher	10/22/19	
Nancy Yorba	Classroom Teacher	10/22/19	
Lisa Barnett	Classroom Teacher	10/22/19	
Casandra Vasquez	Classroom Teacher	10/22/2019	
Monica Dickinson	Other School Staff	10/22/2019	
Steve Dow	Parent or Community	10/22/2019	
Andrea O'Hara	Parent or Community	10/22/2019	
Wayne Blum	Parent or Community	10/22/19	
Christina Hartley	Secondary Student	10/22/19	
Sana Seif	Secondary Student	10/22/2019	
Amaya Stauffer	Secondary Student	10/22/2019	

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 Rancho Bernardo High School 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	Date	Committee or Advisory Group Name
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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 10/22/19.

Attested:

	Principal, David LeMaster on 10/22/19
	SSC Chairperson, William Egan on 10/22/19