

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion Regular Parent Involvement

E1.1. Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process.

Comment on the effectiveness of involving parents of non-English speaking, special needs, and online students.

Findings	Supporting Evidence
Since its opening in 1959, Rubidoux High School has been perhaps the most prominent and visible symbol of the local area. Rubidoux High School has a long established tradition of acceptance, community and family on its campus. This sense of family is immediately perceptible by most visitors as they arrive on campus. In spite of this, Rubidoux High School shares the same struggles of many other high schools to develop long-lasting and sustainable partnerships with the local business community and in the establishment of permanent and strong parental involvement structures. RHS provides various formal ways that parents can become active educational partners within the Rubidoux High School community and governance bodies. Parent Empowerment hosted by the GCs and Parent Engagement hosted by Student Services. Parent Engagement is centered around topics families have requested to support their needs through a google form questionnaire <i>School Site Council</i> School Site Council (SSC) provides a forum for parents to participate in the decision-making and leadership functions of the school. SSC meetings occur monthly. The SSC is composed of school faculty (50%), students (25%), and parent/community members (25%). The SSC is empowered with the responsibility of approving and monitoring the Single Plan for Student Achievement (SPSA), the Local Control Accountability Plan (LCAP) and budget, and the School Site Safety Plan. The School Site Council also assists in the planning, monitoring and evaluation of parent involvement programs. All parents, regardless of primary language, have the opportunity to serve and voice their concerns and comments. Interpreters and translated materials are available when needed. This committee is the governing board for school planning and acts as the primary liaison between all of the stakeholders in the community. There are twelve elected members of the SSC who possess decision-making authority on the SSC board, however any stakeholder is invited to attend and can offer their suggestions regarding the activities and direction for RHS planning and budgeting. <i>English Learner Advisory Committee (ELAC)</i> The purpose of Rubidoux High School ELAC is to advise the principal and school staff on programs and services for English learners and the SSC on the development of the Single School Plan for Student Achievement. More specifically, ELAC monitors • The school's program for English learners • The development of the SPSA • The school's needs assessment • The school's annual language census (R-30 LC Report) • Efforts of parental awareness of the importance of regular school attendance	Agendas/Minutes, Attendance Records/Sign-in Sheets SPSA LCAP School Site Safety Plan

Rubidoux's ELAC members also attend and participate in our District English Learner Advisory Committee (DELAC), with the information provided by the district committee. Special Needs Student Population Rubidoux High School is proud of the fact that our Special Education population of students is fully integrated into the social fabric of our school. Special education students participate in nearly every program and sport offered on campus. Additionally, RHS hosts a Functional Skills program for low-cognitive adults aged 18 to 22. Our regular student population has consistently demonstrated an inclusive environment that is acceptant of all students. Parents of Special Education students participate regularly with the school during the Individual Educational Plan (IEP) meetings to discuss their student's academic program, progress and goals, concerns, and any necessary modification to the student's plan. Appropriate testing accommodations provided to ELL students and students on an IEP/504.

Use of Community Resources

E1.2. Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real-world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
<i>College and Career Center</i> The College and Career Center (CCC) offers a variety of college and career readiness services for all students at Rubidoux High School. The CCC Counselor and CCC Clerk work together to coordinate workshops, events, college tours, presentations, and one on one counseling sessions with students and parents, that provide access to college and career readiness information. They provide information on all post-secondary options including 4-year university, community college, trade schools, apprenticeships, military service, and the workforce. All CCC information is provided to students year-round through school announcements, Q Communications, letters, flyers, RHS website Student Spot, classroom presentations, and social media posts. Located inside the RHS Library, the College and Career Center has become a resource center where students are welcomed and encouraged to explore their interests and post-secondary options so they may graduate from RHS with a plan for their future. Annual College & Career Center events include <i>College & Career Kickoff Day</i> (CCKD) during the month of October. CCKD is a day where all seniors attend financial aid and college application workshops. The CCC staff coordinated this event with the help of the Counseling Teams of all the 3 JUSD high school counselors to encourage and assist seniors with completing their FAFSA or CADAA as well the UC, CSU, and CA Community College applications. Each senior receives a personalized College & Career Readiness folder with their transcript, college information, financial aid information, and a College & Career Readiness Guide. The CCC staff invites representatives from Riverside City College, CSU San Bernardino, UC Riverside, CBU, and GCU to name a few to assist in the financial aid completion campaign efforts. Students are informed of this event during classroom presentations where they are informed about the financial aid process and the documents they will need to be able to complete their application. Students are also encouraged to create FSA ID accounts prior to CCKD. During this last CCKD on October 13, 2022, 99 seniors completed FAFSA/CADAA applications. RHS has seen steady growth in the Financial	ASVAB Results State Testing Upward Bound Tutoring Records Guest Speaker Applications/Sign In Sheet Workshops flyers & sign in sheets Field trip excuse lists Event flyers and programs

Aid completion rates over the past several years with a noticeable decline during the COVID-19 pandemic years. Completion rates are as follows: 60% for 2015, 66% for 2016, 72% for 2017, 72% for 2018, 69% for 2019, 65% for 2020, 50% for 2021, and 57% for the class of 2022. This data is taken from the RCEC Race to Submit Dashboard which utilizes senior enrollment data from CALPADS. The Race to Submit challenges high schools in Riverside County to increase their Free Application for Federal Student Aid (FAFSA) and California Dream Act Application (CADAA) submission rates and help students discover the financial aid available to them to pursue post-secondary education.

The annual *College & Career Fair* is a fair-style event held during our student lunchtime, usually during the spring semester. It is an event that is open to the entire student population. Students get to explore and receive information from colleges, employers, community partners, and the military. Over the years, some of our fair participants have included: Riverside City College, UC Riverside, Cal Baptist University, CSU San Bernardino, La Sierra University, University of La Verne, University of Redlands, UC Merced, Norco College, JUSD Adult Ed, JUSD Human Resources, Amazon, Department of Transportation, Western Municipal Water District, McDonald's, Southern California Sheet Metal Association Apprenticeship Program, Ben Clark Training Center, Jurupa Department of Parks and Recreation, US Army, US Navy, US Marines, US Air Force, and US National Guard to name a few.

The CCC Staff also coordinates an annual *Career Day* in the spring semester. During this event, every classroom during a specific period of the day, has a guest speaker present on their career. We have had a variety of career presenters over the years. Guest speakers have included Riverside County DAs, Kaiser Permanente physicians and nurses, EMTs, architects, engineers, small business owners, Cal Fire, Riverside County Sheriff's Deputies, mental health practitioners, City of Jurupa mayor and public service officials, and the military to name a few. Guest speakers share their experiences, career paths, qualifications, and education's importance.

Our annual *College Signing Day* event is a celebratory event in May where all seniors who have committed to a post-secondary option are invited to celebrate with their fellow classmates. Student incentives are provided through a small CCC Incentives fund as well as through the generous donations of prizes and gift cards from the CCC/Counseling team members and staff. The students participate in signing a Commitment to My Future poster, as well as take photos with their peers holding their college banners. Honor cords are distributed to the students. The event is possible with the collaboration of the ASB teacher, ASB students, and NHS juniors who help with event set-up and decorations. Four-year college-bound students receive a silver honor cord, 2 year/trade school students receive a white honor cord, and military-bound students receive a red, white, and blue cord to wear proudly at the commencement ceremony.

Senior Awards Night:

Senior Awards Night is held every year in May prior to commencement. This event is a celebration of the accomplishments of the senior class. Award and scholarship recipients are invited to attend Senior Awards Night along with their families. This event is coordinated by the CCC Clerk with the support of the CCC Counselor and the Counseling team. Seniors are recognized in various academic, athletic, honors, and scholarship categories. Each academic department recognizes students who have excelled in their respective subjects (math, English, Social Science, Science, Special Programs, etc.). CTE Pathway completers, Highest Honors, High Honors, Honors,

Golden Falcon, JUSD Merit Diploma, Golden State Merit Diploma, CA State Seal of Biliiteracy, AVID, ASB, NHS, RECHS, Athlete of the Year, Valedictorian and Salutatorian awards are presented as well. Community scholarships are also presented to recipients at Senior Awards Night. Representatives from community organizations are invited to present their scholarships to our students. For the class of 2022, there were 38 scholarships awarded to 21 recipients with a combined total of \$53,000. In 2021, there were 19 scholarships awarded to 10 recipients. In 2020, 29 scholarships were awarded to 14 recipients. In 2019, 32 scholarships were awarded to 21 recipients and in 2018, 30 scholarships were awarded to 18 recipients.

Senior Exit Survey:

Seniors complete the Senior Exit Survey at the end of the school year to self-report their post-secondary education plan.

For the Class of 2017: 126 CCC/Trade, 93 4-year university, and 4 military

For the Class of 2018: 119 CCC/Trade, 83 4-year university, and 7 military

For the Class of 2019: 132 CCC/Trade, 61 4-year university, and 5 military

For the Class of 2020: 92 CCC/Trade, 65 4-year university, and 11 military

For the Class of 2021: 88 CCC/Trade, 44 4-year university, and 5 military

For the Class of 2022: 72 CCC/Trade, 49 4-year university, and 0 military

Rubidoux Early College High School (RECHS)

The Rubidoux Early College High School was designed utilizing the Smaller Learning Communities (SLC) and Professional Learning Communities (PLC) concepts. RECHS attempts to increase students' readiness for higher education, which includes the opportunity for students to simultaneously earn a high school diploma and transferable college course credit. Much of the RECHS plan was informed by the research and works of Dr. Rick DuFour.

Dr. DuFour is known for the development of Professional Learning Communities (PLC). PLCs focus their energies on actual student learning and outcomes. In PLCs, teachers are responsible for student LEARNING, not just for teaching a subject area.

When a student fails to learn, it becomes the responsibility of the teacher (and school staff) to provide the timely and appropriate interventions needed to immediately correct the problem. The RECHS program holds a philosophy for the program that it will maintain a student-centered culture where no student will be able to "fall through the cracks."

Key features of RECHS:

1. Student-centered culture where no student can be anonymous or unsupported
2. High-quality standards-based curriculum, articulated with the community college, partnership with RCC
3. The ability for students to begin earning college credit in 11th grade,
4. Support and Intervention systems are under development
5. AM/PM cohorts aimed at helping all students with the opportunity to be a part of the program
6. RCC Tutoring services, in-person and virtual
 - a. Team up with RCC Upward Bound

RECHS is an innovative program that is partnered with RCCD (Riverside Community College District) that allows students to earn their high school diploma and up to a year of transferable college credits. This program is available to any student in the

Jurupa Unified School District but the student must be enrolled at Rubidoux High School to participate. Student must meet the following criteria to be part of the

RECHS program:

- 2.8 G.P.A and above
- On-track for graduation
- 95% attendance rate
- A good behavior record

Additionally, it offers students the opportunity to develop into an outstanding citizen. The program and staff members use a variety of strategies to help students in the program, academically and socially. The following items are implemented every year and are required of all students in order to help monitor and increase each student's growth development.

For ninth-twelfth grade:

- Students are monitored academically using progress reports.
- Students track their citizenship hours with the use of a RECHS Community Service Hours tracker form. Students are required to complete community hours every year they participate in the program. At the end of the school year, students must calculate hours and reflect on participation.

For eleventh and twelfth grade:

- Students are monitored during their college classes with the use of a C.S.R. form (college status report) that is to be filled by the RCC professors every six weeks.
- College professors are also in communication with the RECHS on-site coordinator via email and phone.
- Students have the opportunity to attend free RCC tutoring which happens virtually.
- Students are guided through the college/scholarship application process with the help of the college and career center.

College & Career Access Pathways (CCAP) Dual Enrollment with Riverside City College:

As of the 2021-2022 school year, the CCC Counselor is the point of contact for the College & Career Access Pathways (CCAP) Dual Enrollment program on the RHS side. Together with the Academic Counselors, the CCC Counselor promotes and recruits potential students for Dual Enrollment with Riverside City College. Parent information meetings and classroom presentations are held to promote dual enrollment. The CCC Counselor meets with students and parents to complete the Dual Enrollment Authorization form and to complete the RCC Online Application. The CCC Counselor sends the signed form and transcript to RCC Dual Enrollment for approval. Once the student has been approved, the CCC Counselor meets with students to activate the RCC Student Portal account and register for the desired course. The CCC Counselor maintains communication with the RCC professors via monthly progress/grade checks via email. This year, the Counseling team met with the CCAP Dual Enrollment students in the Wellness Center by course to encourage them, provide tips for success, and form study groups and group chats with their peers enrolled in the same course.

Students are able to enroll in a select number of college courses for the Fall and Spring terms. Courses include English 1A/1B, Psychology, History, Guidance 45 & 47, Early Childhood Development, Theater 3, ESL 47, JUSD provides students with the necessary textbooks for the courses. Classes have been done online asynchronously, however, it is expected that courses will be offered in person on our campus as of Fall 2023. Students are also able to take concurrent enrollment courses in Welding, HVAC,

and Auto Technology. Concurrent enrollment course students attend class at RCC and are provided with transportation to and from RCC as well as all necessary supplies and equipment for their course. For the 2021-2022 school year, there were 24 students enrolled in CCAP. This school year, 2022-2023, there are currently 91 students enrolled in CCAP, (10th-26, 11th- 37, 12th- 30).

CTE Pathways Presentations:

RHS students are introduced to various career paths through the 13 CTE Pathways offered. The CCC Counselor and Counseling team conducts virtual and in-person classroom presentations on the CTE Pathways. The Counseling team meets with their students during registration to promote and encourage enrollment in one of the CTE Pathways. RHS offers the following pathways:

- Agriculture & Natural Resources: Ornamental Horticulture
- Agriculture and Natural Resources: Animal Science
- Arts, Media & Entertainment: Digital Photography
- Arts, Media & Entertainment: Video and Television Production
- Arts, Media & Entertainment: Performing Arts, Professional Music
- Performing Arts: Concert Band & Professions: Wind Ensemble & Professions.
- Health Science & Medical Technology: Emergency Medicine
- Health Science & Medical Terminology: Medical Front Office
- Hospitality, Tourism, and Recreation: Food Service and Hospitality
- Performing Arts; Mixed Choir & Professions: Concert Choir & Professions
- Transportation: Structural Repair and Refinishing
- Performing Arts: Women's Choir & Professions: Treble Choir & Professions

California Colleges Guidance Initiative (CCGI) Lessons:

All RHS students have access to their CCGI CaliforniaColleges.edu accounts. As a partner district, students have complete access to this college and career readiness platform. Through their CCGI accounts students are able to view their transcripts, monitor their CSU and UC eligibility, a-g completion status, explore careers using the Career Search Tool, explore majors using the Major Search Tool, take career interests inventories and learning styles assessment, as well as launch CSU and Financial Aid applications. The CCC/Counseling team delivers grade-specific college and career readiness lessons from CCGI during classroom presentations throughout the school year. The CCC staff utilizes reports from the CCGI platform to monitor financial aid and college application completion.

College Admissions Representatives Presentations:

The College and Career Center staff coordinates and hosts admissions reps from various colleges and universities to visit RHS for classroom presentations. Over the last six years, our students have had the opportunity to hear from the following colleges and universities: UC Berkeley, UC Irvine, UC Merced, UC Riverside, UC Santa Barbara, UC Santa Cruz, CSU Dominguez Hills, CSU Fullerton, Cal Poly Pomona, CSU Los Angeles, CSU San Bernardino, CSU Stanislaus, CSU San Francisco, CSU Channel Islands, Cal Baptist University, University of La Verne, La Sierra University, University of Redlands, Hawaii Pacific University, Northern Arizona University, Johnson & Wales University, Grand Canyon University, Mt. St. Mary's University, New Mexico State University, and Riverside City College.

Financial Aid Application Workshops & College Application Workshops (FAT CATs):

The Counseling/CCC team hosts college application workshops during the October/November months before or after school on Thursdays, known by staff and

students as FAT CATs (Financial Aid Thursdays and College Application Thursdays). Seniors can come work on applications and receive assistance from the counseling team. Applications are carefully reviewed by the counseling team prior to submission.

College Campus Tours:

College campus tours are coordinated and chaperoned by the CCC & Counseling team. Students are encouraged and notified of trips to college campuses via announcements, posted flyers on campus, and social media posts. Students obtain permission slips from the College & Career Center. Students must meet attendance and grade requirements in order to participate in these trips. All students are also cleared through the health office as an added safety measure. Over the last six years college campus tours have included: Riverside City College, UC Riverside, UC Irvine, CSU San Bernardino, CSU Los Angeles, CSU Fullerton, University of Redlands, University of La Verne, La Sierra University, Cal Baptist University, and the Ben Clark Training Center in Moreno Valley.

On-the-Spot Admissions:

In the past, RHS Students had the opportunity to participate in On-the-Spot Admissions with Cal Baptist University, University of La Verne, and Cal State University Stanislaus. In 2021, three students received On-the-Spot Admission to CBU.

College & Career Fair at Galleria at Tyler:

The CCC staff promotes, coordinates, and chaperones the trip to the Annual College & Career Fair at the Galleria at Tyler in September. With bus transportation funding from the office of the JUSD Director of College & Career Readiness, about 40-50 RHS students have been able to attend this fair each year. The fair was held virtually during the COVID-19 closure.

Scholarship Information:

The CCC provides students with scholarship opportunities through school announcements, social media posts, and the scholarships binder located in the CCC. The CCC staff reviews students' scholarship applications and required documents for accuracy and completeness. The CCC staff has also assisted students with mailing out their scholarship applications. Scholarships are presented during Senior Awards Night.

Military Presentations and Lunch Time Tabling:

All of the military branch recruiters maintain communication with the CCC staff to coordinate classroom presentations, lunch timetabling, and participation in our fairs. The CCC staff also facilitates meeting times for the recruiters and our students. Students can participate in military presentations of their choice by obtaining a presentation admission ticket from the CCC Clerk. The US Marines present the NROTC Scholarship opportunity to qualified seniors based on their ASVAB score. The US Army presented a Stop the Bleed first aid training to several classes during the 2018 school year.

ASVAB Administration and Interpretation Session:

The CCC partners with the San Diego Military Entrance Processing Station (MEPS) to administer the Armed Services Vocational Aptitude Battery (ASVAB) in the fall semester every year. Military recruiters serve as the proctors for this test, which is offered to all interested junior and senior students, to give them an opportunity to investigate the vocational skills at which they excel. Historically, the junior class has tested 80-85% of available junior students. The CCC Counselor schedules students

with the interpretation session of the ASVAB where students receive their scores in January/February and the information is correlated to a variety of career possibilities and college majors which will match well with the aptitudes indicated by the ASVAB.

Upward Bound Programs:

Upward Bound serves high school students from low-income families who will be first-generation college students. The CCC Counselor together with the Academic Counselors works to identify and encourage students who demonstrate academic ability or potential for success at the collegiate level but may lack the financial resources or family background to support their advancement to apply for the Upward Bound programs. The goal of Upward Bound is to increase the rate at which participants complete high school and enroll in and graduate from post-secondary institutions. Rubidoux High School students are supported by two different Upward Bound programs on campus: one that is based out of Riverside City College and one that is based out of the University of California, Riverside. Both programs hold workshops with parents and students, offer weekly academic advising and after-school tutoring on campus, arrange college tours, and generally provide students with access and support to gain the requisite skills leading to graduation from high school and acceptance into college/university. The CCC staff facilitates communication and meetings between the UB programs staff and our students and parents.

Work Permits:

The CCC Clerk and CCC Counselor process student work permits. Students must demonstrate good academic standing in order to be approved for a work permit. The CCC Clerk monitors student progress at each grading period to ensure that students remain eligible to work. The CCC staff help to promote and increase enrollment in the Work Experience course. Employment opportunities are posted in the CCC.

Employment Information and Resume/Interviewing Workshops:

The CCC staff/Counseling team coordinates and presents a Resume Writing and Interviewing Skills workshop every year. Students gain knowledge and practice on how to develop a resume, cover letter, and how to present themselves in a professional manner during an interview. Students are provided with sample resumes and templates as well as other tips to help them be successful in their employment search. Role-playing scenarios are used to demonstrate interviewing skills. Soft skills are also emphasized during the workshop. Students are also informed about employment opportunities through the CCC social media posts as well as the employment board in the CCC.

RCOE College and Career Transition Plan

During the 2021-2022 school year, the RCOE (Riverside County Office of Education, implemented a 12 week College and Career lesson plan across all industry sectors. In conjunction with the RCOE Pledge, the College and Career Transition Plan was developed to provide a process for every senior (12th grader) to get support from their CTE teacher for the next steps after high school graduation. More specifically, every CTE teacher will provide college and career planning for each senior enrolled. The College and Career Transition Plan is a 12-topic, 15-hour comprehensive unit of instruction.

School's Use of Community Resources

Students and families sometimes face critical challenges that go beyond the scope and ability of our school to provide effective assistance. Numerous community service organizations and agencies are present and available to students and families within

the Rubidoux area. Our staff makes every effort to connect parents and students with the appropriate agencies that can provide the assistance which is required. Our Guidance Coordinators, SRO, School Psychologist and PICO servicers are often able to make referrals to these outside agencies in a sensitive manner while maintaining confidentiality, as appropriate. Mental Health Counselors provide referrals and support for our SPED population. Printed referral materials, located in a kiosk in The Registrar's office, reference a variety of topics such as drug and alcohol issues, domestic violence, and social services contact information. Our School Resource Officer (SRO), a Riverside County Sheriff's Deputy, who is assigned to our site, is also generally available to students and parents and can provide additional guidance and assistance in these matters.

Community Schools Grants- 4 Pillars of Community Schools

Pilar 1-Integrated Student Supports, Pilar 2- Active Student and Family Engagements, Pilar 3- Expanded and Enrich learning Opportunities and Pilar 4-Collaborative Leadership Practices

Wellness Center Staffed with a Peer Specialist, Outreach person, Behavioral Health Therapist and Behavioral Health Associate

We have a dedicated Teacher on Special Assignment that connects our school with partnerships with local businesses and services. Ex: Thanksgiving and Stater Bros with the turkeys. We have our school pantry and school closet available for students. We also added a Teacher on Special Assignment for Community Schools.

Currently, as our first year (2023), we are focusing on creating a positive presence on campus while we are working on our needs assessment. As the new data comes in, we are devoting our current time to review the data that has been collected in the past. As part of our Dashboard data, priority was given to our LTEL students. Focus groups were created with assistance from ELAC Coordinator to assist with reclassification goal. As a wellness team, we are working on parent and staff connections as we prepare to have more wrap around services for the community next year..

CBITS- Cognitive Behavioral Intervention for Trauma 10 group sessions; 1-3 individual sessions designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, designed to improve functioning, grades and attendance, peer and parent support, and coping skills. uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure)

Seeking Safety - Seeking Safety is a present-focused, coping skills therapy to help people attain safety from trauma and/or substance abuse. Mandatory topics of the group (required to meet the fidelity of the program) include an Introduction to treatment and Safety/Safe Coping Skills, PTSD ("Taking Your Power Back"), "Detaching From Emotional Pain (grounding), "When Substances Control You" and "Asking for Help." There are 20 other topics to choose from based on the needs of the group (Seeking Safety is often used with adults with serious substance abuse issues, so not every topic is a good fit for our kids). The topics included are "Taking Good Care of Yourself" (self-care), "Commitment" (making and keeping promises to self and others), "Healthy Relationships/Setting Boundaries in Relationships" and "Healing From Anger". There is also a final termination session. Depending upon how the things unfold, topics may be adjusted to meet the needs of the group.

Rescue a Generation - Rescue a Generation is a mentor group to support student advocacy. This program will walk students through a coaching process leading them to becoming successful in the place and levels they are currently at. This will include setting short term goals, breaking barriers that are hindrances to them, and helping them to connect with the right people in order to achieve success in every area of their life.

Riverside City College Annex

The Riverside City College Annex, located on the Rubidoux High School campus, is available to the community throughout the school day. In addition to providing RHS students with the opportunity to get an early start on their college career (via the RECHS program), it also allows local community members a more convenient pathway to higher education. The RCC Rubidoux Annex offers a wide variety of general education classes for adults and students, which are fully transferable to the CSU and UC university systems (via the IGETC transfer form). RHS students and community members can also make an appointment with the RCC guidance counselor or Annex office staff regarding any college and career questions (online applications, career counseling, registration, etc.).

Transition Partnership Program

Our Special Education department has developed a partnership connection with the Riverside County Office of Education and California State Department of Rehabilitation to assist students with disabilities. The goal of this program is to help these students gain independent living skills after high school. The Transition Partnership Program (TPP) guides Special Education students, as well as students on a 504, towards an easier transition to life beyond high school. TPP trains students in life skills and the program instructor helps in establishing community services and connections for these students for work or further education. TPP also brings community representatives, guest speakers, and a variety of service representatives to provide students a better idea about what will be expected of them as independent adults after graduation.

Guest Speakers

A few teachers incorporate guest speakers into their lessons to build further understanding on the content and create connections between their community/real-world situations and the classroom. Within the history department, there were 2 military interview days with military veterans on campus to meet with juniors in US History classes. We've hosted over 100 local veterans between the 2 events. We were unable to do it in 2021 or 2022 due to COVID but hopefully in 2023.

We've had other guest speakers in person and virtual in social science including Col. Robert Friend (Tuskegee Airman), various government officials, lawyers, Mary Beth Tinker, experts from the WWI museum, etc.

E2. School Environment Criterion

Safe, Clean, and Orderly Environment

E2.1. Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating of procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Findings	Supporting Evidence
At Rubidoux High School, we are committed to providing a safe, clean, and orderly atmosphere that nurtures and promotes learning, positive communications and social interaction between all students, staff and visitors. <i>Digital Citizenship Week</i> Each year, a week is dedicated to our Digital Citizenship Week. During this week, students are presented with lessons during the advisory segment to discuss how to safely use the internet. Since our school is 1-1 in Chromebooks, it is expected that we discuss how to appropriately use the internet and social media. Teachers must complete a form that shows they have shared the lessons with their students. The program used is Common Sense Education. <i>Rubidoux High School Expectations and Commitments</i> The office of Student Management and Accountability has developed updated expectations for student behavior. The new expectations have been communicated to each student through advisory time and posters have been placed in each class as a reminder. Administration also makes visits to advisory to inform students of the updates. <i>Rubidoux High School Anti-Bullying Expectations</i> Updated Anti-bullying Expectations have been communicated to all stakeholders through advisory and new posters have been placed in each class as a reminder. <i>Student Attendance Committee</i> The attendance committee at Rubidoux meets monthly and it consists of various stakeholders that collaborate to look at individual students who are chronically absent and ensure their needs are met using all available resources. Additionally, the committee monitors what is happening overall for all students and student sub-groups on campus and looks for possible solutions. <i>Go Guardian</i> Go Guarding is student monitoring software that many teachers use. During the shutdown due to the pandemic, Go Guardian was purchased to help support teaching in virtual learning. Teachers have expressed positive responses on how it has kept students focused and able to ensure students are doing what has been directed. <i>SLOs</i> Our Schoolwide Learner Outcomes (SLOs) are embedded in all courses and environments to provide a focused continuity for the students' learning experience. At RHS, both staff and students alike are called to SOAR with PRIDE through responsible, positive behavior. Staff members are encouraged to catch students engaging in positive behaviors that reflect the traits described in SLOs. The students then receive opportunities to win prizes for their positive behavior. This is done through the Fabulous Falcon award program where each department nominates a student based on that month's S.O.A.R criteria and then students receive recognition with a goody bag and their photo hung in the front office. As we progress, student discipline will be another area of continued growth and development as we continue to incorporate elements of restorative justice and behavior intervention. Our commitment to provide a safe and positive learning environment for all school community members remains one of our priorities at RHS.	School Site Safety Plan School Site Safety Committee Agenda/Minutes Raptor System Logs Campus Supervisors Schedule of Duties SRO Schedule of Duties Interquest Canine Logs School Site Safety Plan Disaster Drill Reports Classroom Emergency Guides 5 Star App Expectations and Commitments Poster Anti-Bullying Expectation Poster

We believe that the implementation of these policies, communication with parents, and coordination with local agencies will create an atmosphere of learning that enables our students to demonstrate academic excellence and become responsible contributors to local, national, and global communities.

Campus Beautification, Safety and Security

A schoolwide culture of student achievement and success can be encouraged and supported when there is a sense of good order, safety and cleanliness of the school grounds. A clean, orderly and safe campus is a subtle form of communication to students of the positive expectations held by the school staff.

Large portion of the ESSR funds were dedicated to CC cameras and ID scanners. Still awaiting installment for these.

Several exterior changes were made to the buildings (paint and building numbers) as well as the new paint inside of the boys locker room. Siding has been added to create exterior detail, unfortunately, the metal material has led to cell service issues which has been a safety concern for some teachers if there was an emergency situation/power outage. With construction of our new music hall, we hope to create a space for Rubidoux to come together and celebrate our students' talents.

RHS' Custodial Staff members and Groundskeeping staff are professionals who take great pride in the work they perform on behalf of our school community. They are responsible for a complex physical plant more than forty acres in size. The fact that our campus and facilities are consistently clean and in good repair is a testimony to the efforts and dedication of our custodians. The custodial staff understands the importance of a clean and safe environment and works diligently to take care of any issues prior to student arrival each morning and works throughout the day to maintain a clean working environment. The maintenance staff makes sure that all rooms are clean, well-lit and that the heating and air conditioning system is working effectively. Rubidoux High School is a campus in which students, parents and staff consistently report feeling safe. The Groundskeeping staff ensure our campus is well kept and exterior issues are met.

The RHS School Site Safety Committee meets regularly to address stakeholder safety concerns and to develop plans to insure the continued safety of our students and staff. We have recently begun using the Raptor System as a means of checking the identification of adults who wish to enter the campus during the school day. We have two machines set up, one at the attendance window for parents of students, and one in the front entry of the office for other adults. The District Office has improved the site's perimeter fencing to make Rubidoux a completely closed campus.

Our campus supervisors have the primary responsibility of ensuring that students arrive and depart campus safely and that while school is in session, students move about in an orderly manner. The actual secret to the success of our campus security is the ability of the campus supervisors to communicate positively with students, in a manner that builds trust and mutual respect. Because our supervisors have built these types of relationships with students, they are often able to become aware of rising and emerging problems, and act proactively to prevent negative activities from occurring. RHS has seven full time campus supervisors, who act as part of a security team under the direction of an assistant principal.

JUSD has entered into a partnership agreement with the Riverside Sheriff's Department and Rubidoux has a full time School Resource Officer (SRO) assigned to the school. In addition to providing a visible law enforcement presence on campus, the SRO is often able to consult with school leadership on matters related to school safety and information regarding issues arising in the broader community. Because the SRO is visible and well known on campus and is able to build positive connections to students on campus, many students feel comfortable speaking to the SRO and gain a greater sense of reassurance with his presence.

JUSD has contracted with Interquest Detection Canines to provide random drug & contraband checks throughout the year. Interquest uses highly trained contraband dogs to search classrooms and student belongings for drugs and alcohol. The program has been successful in detecting students who may be involved in at-risk behavior, oftentimes the school is then able to provide appropriate support or interventions, on a case-by-case basis. Upon the return to school of a student who has been suspended or expelled, the Student Management and Accountability Office develops a behavior plan that will hold the student accountable for any future violations, and also provide the students with support and resources to assist in the avoidance of future misbehaviors. Resources include Seeking Safety, Rescue a Generation, BHTI/Peer Specialist, Wellness Center, OCI, Trusted Adult, and counseling with guidance counselor, SMA staff, or administration.

Staff-Created Atmosphere of Trust and Safety

With the shift of administration, there has been a drive to build connections with our students. During staff meetings, ways to build trust and allow for students to feel safe have been discussed. Examples and tips on how to build relations with students are shared by leadership and teachers. This notion of small gestures can make a great impact on the atmosphere on campus is a theme constantly revisited during meetings on campus now.

The student lunch period is the primary opportunity for students to socialize on campus. It is also the time when any existing rivalries or animosities between students can be acted out. The full school security and supervision team (consists of 16 adults) are deployed and alerted to any such incidences on a daily basis. Campus supervisors, Guidance Coordinators, school administration and the SRO are assigned strategic locations by which to monitor student conduct. Our office staff communicates with the supervision team via walkie-talkies. Due to the size and open layout of the campus, there is a need for constant communication to ensure that all areas are being supervised. Students have been made aware of certain areas of the campus that have been designated as "off-limits" during lunch time for reasons of security and supervision. The access and visibility of our lunchtime supervision team has had a positive impact on the safety of the campus and assists in minimizing the number of altercations that can occur between students.

Lunchtime is also an opportunity for our security team to gain a better understanding of the various affiliations or friendship groupings students may belong to. It provides students with the opportunity to approach school staff in a more relaxed setting which can help build positive relationships and lines of communication.

Many teachers have established their classrooms during the lunch period as "open houses" for homework help, club meetings, or just to "hangout." Teachers further support campus security and the tardy policies by standing at their doors during passing periods. Not only does this effort help with security, but teachers greet

students in a friendly manner as they enter class, which has a positive effect on the classroom, adding to a more positive atmosphere on campus. Teachers have been asked in the past to keep their doors closed and locked during class time. Teachers are always encouraged to be involved with clubs, athletic teams, or other extracurricular activities to show their support of RHS and build connections with students.

Disaster Preparedness

The prospect of a major natural disaster or catastrophic event remains an unfortunately real possibility that schools must be prepared to deal with. State, district and school officials have established guidelines to be followed in the event such an emergency takes place. Students and staff participate in regularly scheduled safety drills that prepare them for the appropriate responses in event of an actual fire, disaster, or intruder. Our goal is for students to become well-informed about the procedures for handling each situation. Each classroom is equipped with a telephone so teachers can directly access the office via an intercom line. In addition, each classroom and the office has a detailed Emergency Guide and evacuation plan available in a highly visible and accessible place. Classrooms have been equipped with a box (bucket) of emergency supplies, should the need to shelter in place ever arise. This bucket also doubles as a toilet for emergencies. Classrooms are also provided with privacy tents. On the back of teacher's IDs there are descriptions of the appropriate responses to a wide range of emergencies. Emergency procedures are also outlined in the Faculty Handbook. As part of our emergency response plans, once students have been safely evacuated, each staff member has other assigned duties to ensure the health and safety of our students. These duties may include search & rescue, triage & first aid, communications & coordination, parental notification, student and building supervision, and other responsibilities as the needs arise. The 5-star app is used to keep track of student attendance and ensure all are accounted for. Recently this year, funding was used to equip each teacher with a scanner to quickly scan students' IDs into the 5-star app to speed up the process of relaying information to administration.

High Expectations/Concern for Students

E2.2. Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
RHS behavior expectation and commitments posters are presented throughout campus and in classrooms. These expectations are also connected to our SLOs (S.O.A.R). They will be posted in each classroom along with an anti-bullying poster that has been added this year. Recently this year, administration and our TSA made classroom visits as well through advisory to discuss school behavior expectations with students. ASB-creates videos that will be shared with students through advisory further elaborating these expectations in a fun and student friendly manner. Freshman Programing Rubidoux High School encourages students to take pride in our school and take full advantage of the programs it has to offer. From the very first time they first set foot on this campus as freshmen, students are exposed to all manner of programs available to support their success in high school. Freshman Registration and Orientation occurs each summer prior to the start of the new school year. Students are assigned courses	Freshmen Registration and Orientation Materials PLP Procedures Link Crew Programming Falcon Pride Day Agenda Health Office Brochure/Materials Kiosk SLOs posted across campus

based upon an evaluation of their performance in middle school and assessment data. Guidance Coordinators begin work with students and parents on a Personal Learning Plan (PLP) that will guide the student's progression through high school and graduation. Additionally, during this orientation, the guidance staff ensure that our incoming 9th graders are made aware of the expectations, programs and opportunities that are available to them when they become part of the Rubidoux Family.

RHS' Link Crew program is a transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. There are four areas of concentration within the program:

- High School Orientation- Link Leaders and freshmen start
- Building the mentor relationship and freshmen receive information about how to be successful in high school
- Social follow-ups, Link Leaders and freshmen connect outside the classroom at social events to increase student engagement, and promote positive school climate
- Leader Initiated Contacts- Link Leaders connect with their freshmen on a more individual basis

The Link Crew program trains mentors from the junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. This has been more difficult to implement with the changes to advisory this year.

Eighth-grade students of the incoming freshman class are invited to our campus in spring to attend a special presentation on campus, the academic expectations, and extra-curricular programs, clubs, and activities students can join while attending RHS. During this event, the eighth graders tour the campus and become aware of the numerous sports, clubs, and activities on campus.

Guidance Coordinators meet with students during their freshman year to develop their Personal Learning Plan (PLP), and it is reviewed with the student annually and as necessary. Students are given plenty of opportunities to become familiar with the expectations and regulations of the campus. The school policies and rules are monitored and enforced at many different levels, using the Positive Behavior Intervention System model. Guidance Coordinators, attendance office staff, campus supervisors, Health Office Staff and teachers, provide students with information and feedback on the high expectations the staff of Rubidoux High has for them as future graduates. Guidance Coordinators and an on-site Mental Health Coordinator, conduct conflict mediation between students to try to resolve issues at the earliest stages.

Positive Behavior Supported by Recognition

Rubidoux High School has a positive student recognition system to reward those students who are living up to their commitments and who are demonstrating strong adherence to our Schoolwide Learning Objectives and core values. Our SLOs are Seekers, Outstanding Citizens, Achievers and Responsible Individuals and our core values are Perseverance, Respect, Integrity and Dedication to Excellence (PRIDE). Each month every department selects one student who best represents the designated SLO or core value for that month. Students who are recognized are gifted a goody bag and put into a raffle to win a prize. Rubidoux staff members can also be recognized as Fabulous Falcons (certificated & classified). It has become the common expectation that all of our various school groups, sport teams, clubs, music, and FFA will always reflect the positive attitudes and behavior described in our core values. Our football team has adopted the motto of "Commitment, Courage, and Class," but the spirit of

the character described by those words can be seen throughout our programs as they are demonstrated by our students and staff.

The high expectations and positive sense of well-being is exhibited throughout the Rubidoux High School Community. Through the work of the Collaborative Teams, clubs, and activities on campus, there is always an emphasis on representing RHS and living up to the high expectations that have been set for each student.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

Findings	Supporting Evidence
Transparency of the School Plan The Jurupa Unified School District and Rubidoux High School provide many opportunities for staff to participate in various aspects of school leadership. RHS Staff and stakeholders to become informed, collaborate and give input on Rubidoux High School's Single Plan for Student Achievement (SPSA), the Local Control Accountability Plan (LCAP) and associated budget, and the School Site Safety and Disaster Plans. Parents, Students, Staff, and Administrators all participate in School Site Council and School Site Safety Committees. The public has access to district-organized Information nights regarding LCAP and budgeting, specific to Rubidoux High School. Various parent, staff, and student surveys are collected throughout the school year, where stakeholders can submit areas of concern, and the school can collect information on areas of concern. The past results of these few surveys that are returned show a distinct lack of understanding, on the part of the survey-takers (stakeholders) in understanding the process that shapes the SPSA and LCAP action plans and associated budget decisions that are based on said plans. <i>Shared Leadership Model</i> The Shared leadership model consists of three groups to address changes or issues on campus. 1. Tactical Leadership Team (Operational Effectiveness): Within the Tactical Leadership Team are the Department Chairpersons, WASC Coordinators, Administration Team, Community School Coordinator, and RECHS coordinator. Department Chairpersons are responsible for representing their department at meetings and disseminating information addressed at those meetings. Department Chairs also bring suggestions and concerns from their members to the Tactical Leadership Team. Ultimately they serve as representatives for their department in support of student learning through large picture department issues such as budgeting, scheduling and staffing responsibilities. New courses in support of student learning originated in department meetings and their place in the department course selection and sequence are discussed.	Enviromental Scan survey SLM

2. Strategic Leadership Team (Research & Development/Innovation): This team includes WASC Focus Group Leaders (Curriculum, Instruction, Assessment), AVID coordinators, College and Career coordinator, RECHS coordinator, and administration.
3. Comprehensive Leadership Team (School/Community Relations): WASC coordinators (Organization/Culture), parents, athletic directors, ASB president, student representatives, VAPA council, student services, SMA, and school safety.

With the introduction of the Shared leadership model, the culture on our campus has shifted positively. All stakeholders truly have a voice in the decision-making process on campus. It is no longer a top-bottom structure, but instead a team where all is valued, respected, and trusted when making decisions.

 Environmental Scan Progress: Visual Comparison

E3. Personal and Academic Student Support Criterion

Adequate Personalized Support

E3.1. Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic, and personal counseling, including an individualized learning plan.

Findings	Supporting Evidence
<i>Special Education Services</i> Students who qualify for Special Education services are guided by an Individualized Education Plan (IEP) to specifically address their needs for support and instruction. Some highlights in the Special Education Program include the following: • Collaborative models, where the students are mainstreamed in General Education classes with accommodations and modifications • SPED is supported in this environment through help of aids and Education Specialist teachers • Self-contained Special Education classes for students Specifically, the collaborative model helps to blend the lines between General Education and Special Education. Provides students with education in least restrictive environments. Students on an IEP are offered the same educational opportunities as their peers. <i>Student Study Team Process</i> If students struggle in general education classes, they can be referred to the Student Study Team (SST) for a more individualized plan addressing their needs in their various classes. The SST can then make specific recommendations which may lead to the development of a 504 Plan, if a perceived qualifying condition is present. The goal of all of these efforts is to provide the student with direction and an outline of the areas of need that the general education teacher can implement in order to individualize instruction. The Student Study Team can also make the recommendation for assessment for Special Education Services in order to determine whether or not any qualifying issues are preventing the path to success. <i>Functional Life Skills</i> Within the Jurupa Unified School District, there are a number of students with an IEP who lack the cognitive and social adaptive and academic skills to enable them to attend college or to successfully enter the work world without support in place. These students require additional support services. As a result, there is a Functional Life Skills Program offered that is housed at Rubidoux High School. Eligible students	Collab Classes Instructional aides Collaborative teams for Education Specialist and General Education teachers to work together to support students' needs.

aged 18 to 22 from across the District, as well as selected students from other Districts, attend the Functional Skills Program. The adult students learn daily living and functional skills in order to become fully productive members of the surrounding community. The students work to help with the beautification of the Rubidoux campus; they support recycling; and they help to stock a community closet organization sponsored by the District. The students partner with outside agencies within the community, such as Riverside Transit Authority, Edie Smith Senior Center, Jurupa Cultural Center, and Parks and Recreation. The goal for all of the adult students remains the acquisition of life skills, independence, and possible employment opportunities to the greatest extent possible, given each and everyone's individual talents.

Personalized Learning Plan

Rubidoux High School new Four Year College, Career and Educational Plan, formerly known as Individualized Learning Plan is currently being used by Guidance Coordinators to monitor student progress toward graduation and post-secondary educational/career goals. Guidance Coordinators keep track of each student's four year plan beginning in the 9th grade. Student's personal career options based on career exploration programs available are discussed and incorporated on the student's Four Year College, Career and Educational Plan. Graduation requirements and four year college requirements (A-G) are reviewed and checked off as students make progress toward their goals and corrections are made if a student's path has changed from what it had been to where it stands upon a review. The Four Year College, Career, and Educational Plan includes P-SAT, SAT, ACT registration information and scores.

In addition, FAFSA Completion is also included as part of the documentation included on the Four Year College, Career, and Educational Plan. Students receive a copy of their updated plan at least once per year.

Advisory Program

RHS also uses the Advisory program to give students an opportunity to learn about themselves, connect with staff members and other students, and learn steps to succeeding in both school and life after school. FridayVideo Announcements, which teachers are encouraged to play for student viewing during the allotted Advisory period. Finally, Advisory provides the school administrators a designated time for managing school-wide paperwork such as letters to parents, official documents, grade checks, progress reports, and etc.

Since transitioning to a combined 2nd period and advisory, there is a schedule implemented on how advisory should be conducted each day.

Advisory RHS 22-23 Semester 2

Monday: Student learning outcomes (SLOs) and WICOR strategies

Tuesday: Grade-Checks & Study Hall

Wednesday: Social-Emotional Learning via BASE

Friday: Video Announcements

Although combining the classes was to prevent students from not attending advisory, decrease in tardies, and build morale with teachers/students - there has been concerns and issues that we are trying to address with the combined class structure: Education Specialist trying to meet with students with an IEP, RECHS not able to work with students, etc. We will be having a survey for teachers to decide what will be the case for next school year.

E3.2 Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Findings	Supporting Evidence
<i>AVID</i> AVID is a college preparatory program which places students in a rigorous curriculum with academic support. AVID is an elective class taken during the regular school day beginning in the ninth grade. The goal of AVID is to increase the enrollment of students who are in the middle academic ranks with academic potential and are capable of completing a college preparatory program. AVID recruits students who have: - Average to high test scores 2.0 - 3.4 grade point average - College potential - Desire and determination - First to attend college in the immediate family - Historically underrepresented in a four year college - Low income <i>Operation SOAR and Falcon</i> • Providing counseling support for students struggling academically. • Students are paired with a mentor staff member to help get them to passing grades and graduate on time. • Purpose is to identify some strengths struggling students may have using the Clifton Strengthsfinder, which will allow staff to support them and remind them of their strong areas. <i>RAGs</i> Rescue a Generation exists to pull students from the most underserved parts of society and establish a new standard for them to live by. We do this by awakening students to their reality, encouraging families to overcome obstacles, and empowering those working with them to be effective in their efforts. Rescue a Generation <i>Boys & Girls Club</i> Girls Circle: The Girls Circle model is a closed structure support group for girls and youth who identify with female development from 11-17 years, integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls. <i>Boys Council:</i> The Council is a strengths-based group approach for boys and young men from 11 to 17 years old who identify with male development to promote their safe and unhealthy passage through pre-teen and adolescent years. The Council meets a core development need in boys for strong, positive relationships. In this structured environment, boys and young men gain the vital opportunity to address masculine definitions and behaviors and build their capacities to find their innate value and create good lives - individually and collectively through engaging discussions and group activities. Boys & Girls Club <i>CCAP</i>	

As of the 2021-2022 school year, the CCC Counselor is the point of contact for the College & Career Access Pathways (CCAP) Dual Enrollment program on the RHS side. Together with the Academic Counselors, the CCC Counselor promotes and recruits potential students for Dual Enrollment with Riverside City College. Parent information meetings and classroom presentations are held to promote dual enrollment. The CCC Counselor meets with students and parents to complete the Dual Enrollment Authorization form and to complete the RCC Online Application. The CCC Counselor sends the signed form and transcript to RCC Dual Enrollment for approval. Once the student has been approved, the CCC Counselor meets with students to activate the RCC Student Portal account and register for the desired course. The CCC Counselor maintains communication with the RCC professors via monthly progress/grade checks via email. This year, the Counseling team met with the CCAP Dual Enrollment students in the Wellness Center by course to encourage them, provide tips for success, and form study groups and group chats with their peers enrolled in the same course.

Students are able to enroll in a select number of college courses for the Fall and Spring terms. Courses include English 1A/1B, Psychology, History, Guidance 45 & 47, Early Childhood Development, Theater 3, ESL 47, and Administration of Justice. JUSD provides students with the necessary textbooks for the courses. Classes have been done online asynchronously, however, it is expected that courses will be offered in person on our campus as of Fall 2023. Students are also able to take concurrent enrollment courses in Welding, HVAC, and Auto Technology. Concurrent enrollment course students attend class at RCC and are provided with transportation to and from RCC as well as all necessary supplies and equipment for their course. For the 2021-2022 school year, there were 24 students enrolled in CCAP. This school year, 2022-2023, there are currently 91 students enrolled in CCAP, (9th grade- 1, 10th-26, 11th- 32, 12th- 32). There are 9 students enrolled in the HVAC program.

Summer School/Extended School Year

Summer School is offered at RHS in two three week long sessions. There has been an increase in summer school classes offered since the pandemic to address the abundance of failing courses across the district. This past summer we had over 45 courses offered.

Extended School Year (ESY) is offered to students with an IEP to maintain the academic progress made on individual goals. ESY is offered for 24 days within the summer break.

After-School Tutoring

RHS students have access to after school tutoring, Monday through Thursday, from 3:30pm to 4:30pm in the cafeteria. Students can get help from teachers credentialed in many subjects, including: Science, Social Studies, Math, ELA and AP courses.

Tutoring, provided by non-RHS teachers, i.e. resident substitutes, is also available on Late Start Thursdays from 9:00 to 10:00 am in the cafeteria as well. All students are welcome to attend as a way to improve their grades and gain a greater understanding of their class material. Instructional aids are also working with students during tutoring.

School also offers Paper.co, which is a free 24/7 tutoring service to all students in all subject areas. It is encouraged that this is used in all classes as an extension of support. Students and staff are recognized for their time using Paper.co.

Extended Learning Opportunities: ELO

Extended Learning Opportunities were introduced during the 2021-22 school year. This provided a chance to focus on SEL and building culture on the campus. Painting, yoga, and strength/health development programs are just a few ELOs that were offered. Academic ELOs were offered during the second semester to provide opportunities for students to make up credit for previous classes they failed. Many students benefited from the program during the 2021-2022 school year and we were able to gain the necessary credit because of it. A total of [78 students](#) were able to earn credit from an academic ELO. During first semester of 2022-23, 28 students earned credit through ELO. Currently we have 189 students enrolled in ELO.

Currently, ELO's are provided for students to make up credit for previously failed classes. These classes are only academic courses that are on the course list - aside from two Academic Support and Tutoring courses. The district's decision for this transition has taken away opportunities for students to explore new areas and the SEL side that was previously highlighted for ELOs.

Support Services Interventions and Student Learning

E3.3. Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
<i>Special Education Services</i> The Individualized Education Plan (IEP) process consists of identification of a learning disability through a formal evaluation involving academic and psychological testing, classroom/home observations, and collection of information pertaining to difficulties a student is having involving education. A student is assigned a case carrier who is responsible for ensuring that student's IEP's are implemented across classrooms and campus. This is done through progress monitoring, regular case management, creating IEP goals to help students reach their academic potential, Creating accommodations/modifications, and ensuring other services are being provided throughout the school year, in accordance with that student's IEP. The IEP is written by a team consisting of the student, a parent/guardian, administrative designee, case carrier (Education Specialist), a general education teacher, and various other services providers as deemed necessary by the team. Timelines are set by federal regulations and are strictly adhered to at Rubidoux High School. Numerous check points in the process help to maintain accurate records. This year the special Education program has become fully inclusive. All students with disabilities are serviced in the general education setting and are monitored by their case carrier. Many are assigned an Academic Support class to assist with providing extra time and assistance frequently needed by students with disabilities, within the General Education setting. <i>English Language Learners</i> Identification of English Language Learners begins with a home language survey, and assessment via the CELDT (California English Language Development Test). Students are then classified into 6 categories: Beginner, Early Intermediate, Intermediate, Early Advanced, Advanced, or Fluent English Proficient. Students in the lowest three categories can be placed in Sheltered classes (which may include a Bilingual aide	

within the classroom) for core subjects of Math, Science, and Social Studies. English has specific ELD classes that address the needs of these students. Guidance coordinators work with the EL team to follow the progress of these students and address their needs individually.

GATE Students

In this District, students are identified for GATE programs in 2nd grade, or by teacher/parent requests at later ages. At the high school level, classes for GATE students exist within the Honors, AP classes, and Dual Enrollment opportunities. These programs do have open enrollment and therefore it is not mandatory to have a GATE identification for enrollment in these classes. Students with such designation are encouraged to take these rigorous courses, in order to better prepare them for a post-secondary education, however this is optional so many are in general education classes. The district is now offering training at the secondary level to better support GATE students.

It was expressed that many teachers did not know who were GATE students so this school year teachers were notified if they had GATE students in their classes. This has been an effective way for teachers to be aware of those students' needs.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Findings	Supporting Evidence
Equitable Academic Support Open Enrollment policies have been established in a variety of RHS's course and program offerings. Advanced Placement and Honors teachers are currently working to develop the academic supports that will lead to "AP for ALL." Our AP courses available have fluctuated over the past 6 years. Our Honors English 10 sections have increased from 2 to 3 this year. Honors English 9 have remained the same. We have two this year. We offered both AP Biology and AP Chemistry this year, but in the past we rotated the courses each year. We no longer offer AP Psychology because Psychology is offered in CCAP and RECHS. We offered Honors World Geography in 2021/ 22, but did not offer Honors World Geography this year, because we did not have enough students interested in taking the class. We added the AP Seminar course this year and have plans to add AP Research next year, so our students can receive the AP Capstone diploma. Over the course of the past few years however, we have had a decrease in some AP sections available as well as honors courses. In the Social Science department, AP Government went from 2-3 sections down to 1. AP European History also went from 2 sections to 1, also noting that all honor courses in this department have been removed. AP Language and Composition went from 2 sections down to 1. Programs such as AVID, Career Technical Education Pathways, and the Transition Partnership Program are designed to help students who may have their eyes set on certain career objectives when they graduate. All of these programs work collaboratively with the community to ensure that students have numerous opportunities for success after high school and work to develop the students' skills for planning their future.	

Career Technical Education Pathways

The following CTE Pathways are available to Rubidoux students. The CTE teachers are generally available for support in the advanced classes, during lunch and after school, with many supports built in as “seventh or eighth periods.”

Horticulture

The Horticulture Pathway courses fall under the Agriculture Department and begin with AG Biology. Then the student would continue with Introduction to Floral Design and then AG Chemistry.

Animal Science

The Animal Science Pathway also falls under the Ag Department and begins with Ag Biology. Students can then take Horsemanship or Veterinary Science (U.C. approved a-g), then complete the pathway with the capstone of Advanced Horsemanship. The Animal Science CTE pathway is articulated with Mt. Sac and included the following credits: Horsemanship and Advanced Horsemanship = Horse Production 1. The Ag classes at RHS offer many opportunities for enrichment through shows, fairs, competitions, opportunities to sell student raised animals and while teaching them public speaking skills. Currently we do not have enough Ag teachers on staff to offer Ag Earth and Space and Ag Gov./Econ. any longer.

Auto Body

The Auto Collision Program currently offers Beginning and Advanced classes with a capstone class in welding offered through the Riverside County (formerly ROP) program at our district’s continuation high school following the school day. We also offer an extra 2-hour block for students to take to earn more credits as well as, accommodate the extra-time needed to complete program classwork giving students that may have fallen behind in credits a pathway that can help them recover while learning a trade.

Culinary

The Culinary Arts Pathway is now approved for 5 levels of classes (Introduction, Advanced, Management, Catering and Café, the latter is a CTE Internship.) The teacher is traditionally available at lunch and after school to assist students. They may also earn extra credits working the lunchtime block in the Falcon Café.

MAAP

Medical Assistant Administrative Program (MAAP) During the 2015-2016 school year RHS began a new CTE/ROP program with healthcare courses that are sequenced to create pathways for students in a course of study which can lead to employment and/or post-secondary education opportunities.

Music Pathway

The Music Pathway comprises six different courses through either vocal music or instrumental music: Mixed Choir, Concert Choir, Women’s Choir, Treble Choir and Professions, Concert Band and Professions, Wind Ensemble and Professions. The courses prepare students for professions and study in music production, performance, and management.

Photography Pathway

Photography is offered as two single year classes. Students would take Beginning Photo and then Advanced Photography, both include wet-lab environment experience.

Once these classes have been completed they may take the Digital Photography class. All of these classes are articulated with Riverside Community College, allowing students to also earn college credit. Support for advanced classes includes industry professional support.

Video Production Pathway

The Video Production Pathway currently offers a Video Production class which accommodates students for up to two hours after school, a Broadcast Video course that takes place during advisory period and has plans to incorporate a second advanced class. The Video Production class is articulated to RCC's own Video Production class.

HVAC Pathway

RCC HVAC program is through Concurrent Enrollment. Students are bussed to and from RCC. HVAC textbooks are provided to the students. The heating, ventilation, and air conditioning program teaches students how to work on refrigeration and air conditioning units. Students will learn installation service of HVAC, piping, brazing, and soldering. Limited installation services, including cables and supports, wire pulling, etc. The HVAC pathway promotes job stability, flexible work hours, advancement opportunities, and the opportunity to become certified. Residential or Industrial HVAC technician.

Welding Pathway

RCC Welding Program is through Concurrent Enrollment. Students in 10th grade and above can apply. Students get bussed to and from RCC. All equipment, supplies, and books are provided by JUSD. Students take WEL 65A/65B in one semester and then WEL 75A in another semester. Students earn 10 Voc Ed credits per semester (3 college units per semester). Students will learn basic and advanced shielded metal arc welding, shop and industrial safety, and common metal and materials used in welding in the first two courses. In the third course students will focus on equipment set up, proper welding techniques, modes of transfer and the understanding of the filler wires used in the process.

Co-Curricular Activities

E3.5. Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
<i>Student Organizations/Clubs</i> ASB: Students benefit from a strong ASB that continually grows with the changing climate of a contemporary high school. ASB has put on numerous events (such as hosting High School Nation, blood drives, and participating in multi-school formal dance). The RHS ASB utilizes the 5-Star Program to reward students for participating in student activities, attending school events, and demonstrating our SLOs. In the past, only transcripts could be used to demonstrate student involvement, which is not reflective of many extra-curricular activities on our campus). ASB students can serve in either appointed or elected positions, and our student government seeks to build student involvement and commitment through ongoing activities held on a daily basis. There are numerous clubs and activities on campus to encourage student involvement. Link Crew Link Crew has been added to student leadership programs, encouraging students to communicate with one another and serve as a support system for our incoming	

Freshmen. With the recent loss of a separate advisory period, this has been difficult to implement.

Yearbook

There are two courses offered: Pubs & Design I and Pubs & Design II, offered within 1 class period. Courses I and II fulfill different A-G reqs. Yearbook is also a club to provide opportunities for all students to participate if it does not fit their schedule.

AVID, Upward Bound, and RECHS

These programs provide students with an additional support system to support their dreams of a college education. A major aspect of each of these programs is the individualized mentoring and encouragement that the staff members provide, which is based on a positive and strong teacher-student relationship.

Field trips and community service are coordinated through these programs. They offer added support by providing college visitations, summer classes and workshops on the skills and factors leading to success while attending college.

Student Organizations-Sports Teams

Rubidoux High School currently fields 28 sports teams which accommodate approximately 250 athletes per season (Fall/Winter/Spring). Athletics is a great outlet and challenging opportunity for many students. In addition to learning teamwork, cooperation, and building athletic skills, many student athletes also excel in the classroom. The Rubidoux High School athletic department has been recognized with numerous top awards in the areas of Sportsmanship, Athletic Direction and Coaching (by the state as well as teams within our league). This is on top of numerous CIF appearances over the past six years by our boys and girls athletic programs.

All of these extracurricular programs foster and add to a schoolwide culture of academic success by involving a diverse student population in the development of personal pathways to achievement while nurturing positive relationships between students and caring adults.

ACS WASC Category E. School Culture and Support for Student Personal & Academic Growth Summary, Strengths, and Growth Needs

Summary (including comments about the critical student learning needs)

Within the Rubidoux High School culture, there exists a collective environment that supports and nurtures personal and academic growth for all students. RHS exhausts every available resource to tap parental and community support and involvement in the education our students seek. The entire RHS Staff strives to provide a safe, clean and nurturing environment in which our students can learn and grow into the Outstanding Citizens and Responsible Individuals, we would like them to become. Transparency and communication between various stakeholders have improved our atmosphere of trust and professionalism. Student Achievement is both recognized and supported through the many diverse and specialized intervention programs available to students who need the additional support. Within the school culture, Collaborative Teams work alongside personalized student programs to develop strategies that can be used to assist all students in their personal and academic growth while attending Rubidoux High School. Students are furthermore supported with opportunities to join extra-curricular clubs and athletics, that provide supplementary growth, instill integrity, and teach students to Persevere within an environment of Respect, while they Dedicate themselves to Excellence in achieving their education goals.

Category E: Areas of Strength

- Rubidoux High School's staff consists of caring and dedicated people who take on multiple roles and responsibilities in order to ensure a high-quality educational experience for all of our students.
- In a strategy to support student success in the 21st century, RHS prepares students and their families to be responsible digital citizens by providing every student with their own Chromebook computer. With this tool, students and parents

can keep informed and current on academic progress via Student Connect and Parent Connect. Students may also check out wifi hotspots to use at home through the library.

- A variety of programs dedicated to specific age and skill groups, such as Link Crew (9th graders), Operation Falcon (12th graders), and Functional Skills (18-22 years old), help to keep students engaged in pursuit of their educational goals.
- Through the College and Career Center, we are able to offer support to students as they plan their paths to future success by assisting students with applications, financial aid, campus tours, college/career day etc.
- The quality and quantity of extracurricular activities available to students at RHS offers many opportunities for growth, participation and exploration of a wide variety of experiences.
- With the new Shared Leadership model, many staff members say that there has been improved communication between leadership and staff, in which contributions of all stakeholders are valued with a sense of trust, respect and professionalism.
- Constant evaluation of methods and practices to ensure best practices and positive outcomes for all students.

Category E: Areas of Growth

- The district has initiated a work credit program called the Work Experience program. However, many students lack the resources to obtain transportation or required documentation to obtain work. This was the first year it has been implemented and is expected to grow.
- There is still a continuous need to assist teachers with the full inclusion model for Students with Special Needs.
- Communication between the High School and its feeder Middle School, needs to be improved, specifically with regard to incoming 8th graders needs and course requests.
- Although efforts have been made to increase parent involvement, we still are working to build a stronger community.
- Positive behavior interventions not always successful at addressing pattern problems.
- BLTs and aids/Education specialists not always present which makes it difficult for general education teachers to support students with an IEP.