

School Plan for Student Achievement

School Name	County-District- School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio Mesa High School	56725465634761	June 14, 2022	

Purpose and Description

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

Since Rio Mesa High School is a Title 1 school (school-wide) the purpose of this plan is for all stakeholders within Rio Mesa HS to work together in creating a document for planned supports (academic and emotional), academic interventions, academic enrichments and anything else needed to help all students be successful and prepared for college and career upon graduating.

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

Rio Mesa HS’s SPSA team will analyze all aspects of student achievement and wellness to make sure all students are being supported at school. SPSA team will analyze/discuss grade data, state exam data, survey results, classroom walkthrough data, attendance rates, graduation rates and wellness/mental health data.

All data used in this plan goes needs to be fully updated before the first SSC meeting which is typically held in September or October. Data from this year, including state assessment data, is usually available by late summer so this should be a task that can be completed on time.

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

Personnel Involved:	Date:
RMHS certificated staff (teachers, counselors), administration, and classified	Oct. 4, 2022
	Nov. 1, 2022
	Jan. 17, 2023
	Feb 7, 2023

staff	March 7, 2023 April 11, 2023
RMHS Parents	Oct. 4, 2022 Nov. 1, 2022 Jan. 17, 2023 Feb 7, 2023 March 7, 2023 April 11, 2023
RMHS Students	Oct. 4, 2022 Nov. 1, 2022 Jan. 17, 2023 Feb 7, 2023 March 7, 2023 April 11, 2023
RMHS site coaches (curriculum, PBIS, tech)	Oct. 4, 2022 Nov. 1, 2022 Jan. 17, 2023 Feb 7, 2023 March 7, 2023 April 11, 2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Instruction

Identified Need:

Rio Mesa HS will continue to provide focused, aligned content standards supported by current and past research based instructional strategies while implementing state standards. In addition, we will continue to work to reduce the achievement gaps of our subgroups, including Hispanic students, English Learner (EL) students, Foster Youth, students with disabilities and socio-economically disadvantaged students.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Rates	192, 35%	45%
CAASPP Results	ELA: Exceeded/Met = 48.5% Nearly Met/Not Met = 51.5% Math: Exceeded/Met = 29% Nearly Met/Not Met = 71%	ELA: Exceeded/Met = ??% Nearly Met/Not Met = ??% Math: Exceeded/Met = ??% Nearly Met/Not Met = ??%
CAST Results	Exceeded/Met = 29% Nearly Met/Not Met = 71%	??
D and F Rates	Semester 1: D's = 1,769 F's = 1,430 Semester 2: D's = 1,749 F's = 1,483	D's = decrease by 10% F's = decrease by 12%
AP and IB Enrollment	40% of 11 th and 12 th -grade students enrolled	45% of 11 th and 12 th -grade students enrolled
Re-Designation Rates	28 students	40 students
Biliteracy Rates	46 students	60 students

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Monitor D and F rates. Provide after school and Saturday support/intervention for students with Ds and Fs. This will include busing to and from school during the week and on Saturday's.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,730 for Saturday bussing and \$5,000 for teacher hours – \$7,230 for all After/During/Before School Academic Enrichment	SWP (Title 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Provide Homeless, Foster Youth, Migrant and EL Youth with necessary educational materials that they and their families cannot provide for themselves.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 – school supplies	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Enhance classroom learning experiences for students by supplementing classrooms with learning materials that are above and beyond the instructional requirement as per the curriculum and content standards. This may include: TV monitors (instead of projectors), calculators, science lab materials, math lab materials, books/print material supplemental to required text, etc)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$15,000	SWP (Title 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with

Disabilities and Low Income.

Strategy/Activity

Pay for ELD sections of Math and Science (2 sections each subject) – propose removing this goal completely as its not needed

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$35,000 (estimate, to be finalized in fall 2022)	SWP (Title 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Pay for TI-84 Chrome extension for students in math 3 and above.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	SWP (Title 1)

Annual Review:

SPSA Year Reviewed: 2021-2022

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

ANALYSIS:

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

The implementation of this goal centers around getting students access to services and supplies needed to excel in school. For the students that attend the enrichment and tutoring – the services are a huge help. RMHS needs to figure out ways to get more students involved.

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

None

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

RMHS will focus on access to more students – the more students we can get ahold of the better our students will perform.

Goal 2:

College & Career Readiness.

Identified Need:

Rio Mesa HS will continue to support students and prepare them for Career and College as they complete California requirements for high school graduation. Rio Mesa HS will offer support to families in the areas of completion of college applications, FAFSA/DACA completion, participation in career fairs and building of skills in core content classes that transfer to modern careers.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Two Year College Applications	273 students, 49.6%	300 students, 55%
Four Year College Applications	169 students, 30.6%	200 students, 45%
FAFSA completion	399, 72.6%	>90%
ROP enrollments	10 students	?? students
A-G qualifications	192 students, 35%	45%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Take students on college visits – community college, UC/CSU, private.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 – bus, substitute teachers	SWP (Title 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Monitor D and F rates. Provide after school support/intervention for students with Ds and Fs. (also from goal 1/strategy 1)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Already in goal 1	Already in goal 1

Annual Review:

SPSA Year Reviewed: 2021-2022

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

ANALYSIS:

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

Having students experience a college campus, even for just 1 day, we hope opens their eyes to the possibilities that exist.

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

None

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

None

Goal 3:

Multi-Tiered Systems of Support & Intervention.

Identified Need:

This goal is in alignment with the district’s goals of positive behavior, intervention, and support with the leadership of the district, administration, and our PBIS team. We will continue to present new strategies to increase growth in our students’ educations as well promote healthy, social and emotional evaluation. In addition, the utilization of PBIS strategies will help in raising college awareness as well as increased A-G rates. Also, many students are missing credits due to the difficulties of COVID/Distance Learning and we must be prepared to support all students and ‘fill in gaps.’

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G rates	192 students, 35%	45%
FAFSA applications	399 students, 72.6%	>90%
RMHS referrals	1,417	Reduce by 10%, 1,275
RMHS suspensions	170	< 160
RMHS expulsions	12	< 10
Admin walkthrough data	about 1 per week, each	5-7 per week, each
D/F rate	First Semester: D’s = 1,769, F’s = 1,430 Second Semester: D’s = ??, F’s = ??	D’s = decrease by 10% F’s = decrease by 10%
Referrals to Intervention Specialist	2246 student “walk in” visits 76 student self-referrals 472 staff referrals	??

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Train and implement behavior intervention strategies in addition to developing a multi-tiered system of support which begins with first, best instruction (PBIS) as well as integrating equitable grading practice (grading for equity) and other site and district PD opportunities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,000 – substitute teachers, workshops	SWP (Title 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Create and distribute student recognition forms (PRIDE forms) for passing ELPAC, academic improvement, improved attendance and reclassification for English Fluent Proficient (RFEP). This also includes awards/certificates/stickers for students that make honor roll, principal’s honor roll or major GPA gains.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000	SWP (Title 1)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Work with and hire outside agencies to support student’s wellbeing with focused support groups in the area of grief, substance abuse, violence, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$15,000	SWP (Title 1)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Release time for teachers to plan MYP and IB lesson, units, and assessments. The funds will cover the cost of substitute teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,000	SWP (Title 1)

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS:

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

RMHS needs all teachers to know AND IMPLEMENT adopted PBIS, Grading for Equity and strategies. MYP and IB teachers also need proper time to plan and manage common units and assessments.

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

None

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

None

Goal 4:

Parent, Family, and Community Involvement.

Identified Need:

We will continue to implement programs and initiatives that involve ALL parents and ALL community to improve student achievement. With the leadership of the district, administration, and our PBIS team we will continue to present new strategies to increase growth in our students' educations as well as promote healthy social and emotional elevation.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	approx 300	At least 25% increase
Open House Attendance	approx 400	At least 25% increase
Teacher/Parent Meetings	??	
Counselor/Parent Meetings	??	
Admin/Parent Meetings	??	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

ELAC Support. Professional services for migrant and low income; families that support students and parents physical and emotional wellbeing. (Parent Project and ELAC)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including significant subgroups: Hispanic, English Learner, Student with Disabilities and Low Income.

Strategy/Activity

Breakfast or lunch with the principal. Invite parents/community members to come to RMHS to chat with principal. Gives opportunity to share successes and hear community concerns.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$750	LCAP

Annual Review:

SPSA Year Reviewed: 2021-2022

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

ANALYSIS:

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

Attendance to in-person events was still mostly down this year due to ongoing COVID concerns. The goal is to increase attendance to all in-person events within the next school year with anticipation that COVID concerts will have mostly diminished.

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

none

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

none

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

During the 2021-2022 school year it was very difficult to fully implement the plans within the SPSA. COVID 19 was still having a major impact on students, teachers and families. Travel

was still very limited. Students and staff missed many days of school making it difficult to fully utilize the supports within the SPSA.

We anticipate that 2022-2023 will see huge improvements in student and staff attendance as well as a higher level of “openness” that would allow us to fully implement supports and activities in the SPSA that are there to support students.

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

Budget was on track – no glaring expenditure shortfalls were anticipated.

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

For the 2022-2023 school year, we anticipate that RMHS will need to be extremely flexible with planned supports for students. MANY students fell behind with distance learning and we anticipate that teachers, students and parents will need access to continued supports as students will still be recovering from COVID related issues.

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).

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$0

Total Federal Funds Provided to the School from the LEA for CSI

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$149,750

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 (\$)
Title I 2021-2022 carry over	\$0
Title I 2022-2023	\$45,058
Title III 2022-2023	\$0

Subtotal of additional federal funds included for this school: \$45,058

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

State or Local Programs	Allocation (\$)
LCAP	\$??
	\$
	\$
	\$

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

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

Current (2022-2023) Members:

Dr. Shannon Scott, Principal

Gary Peterson, Ast. Principal

Laurena Guizar, Teacher (1st term)

Cody Zoesch, Teacher (1st term)

Jesus Jiminez, Teacher (2nd term)

Nathalie Habash, Classified (2nd term)

Rhelee Latag, Parent (1st term)

Lorane Bailon, Parent (2nd term)

Elisabeth Paniagua, Parent (1st term)

Griselda Hernandez, Student (graduating student) (2nd term)

Harnoor Singh, Student (graduating student) (1st term)

Alexa Hicks, Student (1st term)