



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Americano High School	34-67447-3436714	May 16th, 2022	June 28th, 2022

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes for all students. The plan was developed in consultation with stakeholders and provides transparency around resources, priorities and planned activities.

Summarize 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.

The Rio Americano High School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connect school communities.
- Goal 2: Healthy environments for social-emotional growth.
- Goal 3: Engaging Academic Programs.
- Goal 4: Clear Pathways to Bright Futures.

Our site goals include actions, services and expenditures:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1])

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Our site goals are:

Goal 1: Improve the atmosphere on campus so that all students feel valued and welcome at Rio Americano and staff, students, and parents feel included.

Goal 2: Provide an equitable educational experience for all students emphasizing consistent curriculum, development of common assessments, and grading practices that support all students.

Goal 3: We will regularly monitor student progress and increase and refine interventions by using data to identify student needs and implement effective strategies to increase student achievement for all students.

Goal 4: Provide different opportunities and pathways for students to best be prepared for a college and career future.

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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

School Site Council participated in the Comprehensive Needs Assessment and development of the SPSA. The Council, consisting of parents, teachers, students, the principal and the school secretary met to review priorities from the school, identify priority areas and actions to keep or remove. The council agreed with most of the current actions but want to make sure the site has a good plan and focus to do well in the upcoming WASC visit. After a successful probationary visit last year, the items implemented around common assessments and grading will continue and the focus will be on looking at data and using it to work better with students.

The ELAC had similar concerns as the SSC with a greater concern for English learners and programs to help English learners reclassify before leaving for high school.

Teachers & staff participated in development of the SPSA through Site Leadership Team and SSC. Teachers would like to continue with current actions.

The draft SPSA was shared so that all stakeholders could read it and provide input. We discussed the plan at PTSA, department meetings, and SSC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Math Resource Inequities:

Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. There have been many resources allocated to high school math students from the district level to the site level. One remaining problem is there is no mandated curriculum that is followed by all teachers leaving a great deal of variance in what individual students receive.
2. Professional learning toward effective and engaging math instructional strategies is offered, but not mandatory for teachers to attend.
3. Teachers feel they need to cover every standard and have not worked toward essential standards that all students must know.
Time needs to be allocated for this to occur.
4. The schedule at our high school benefits students with resources. A review of what would be beneficial to all and equitable to all is necessary.

ELA Resource Inequities:

Based on data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified:

1. One remaining problem is there is no mandated curriculum that is followed by all teachers leaving a great deal of variance in what individual students receive.
2. Professional learning toward effective and engaging ELA instructional strategies is offered, but not mandatory for teachers to attend.
3. Teachers feel they need to cover every standard and have not worked toward essential standards that all students must know.
Time needs to be allocated for this to occur.
4. The schedule at our high school benefits students with resources. A review of what would be beneficial to all and equitable to all is necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Improve the atmosphere on campus so that all students feel valued and welcome at Rio Americano and staff, students, and parents feel included.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Club participation, discipline, and student government breakdown - once a year

What worked and didn't work? Why? (monitoring)

Return to school in person was challenging

What modification(s) did you make based on the data? (evaluation)

We are hoping for a more "normal" school year next year

2021-22

Identified Need

There is a need to bring our school community together after two incidents on campus placed a divide between students, families, and staff. We had a fake racially motivated post sent around to our community about black students and families. We have also had to deal with anti-Semitic symbols (Swastika) on our athletic fields and scratched into lockers. Each community that was affected by these acts of hate have felt targeted and removed from the school setting. Last year we worked with Epoch Education to address the topic with our staff and learn how to have conversations with students and community on the topics of racial divide.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Club participation by demographics	Math -31.85 DFM - ELA 11.46	Math -21.85 DFM - ELA 21.46
Discipline numbers around racial incidents	3 incidents (Reduction of on campus time due to DL component)	Decrease numbers around racial incidents
Diversity breakdown of school programs	N/A	Increase of diversity
Student government diversity breakdown	3 N/A, 2 AA, 1 AI, 1 A, 36 W	Increase in diversity

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Promote club rush week through student government.	X All Students English Learners Low-Income Students Foster Youth Other	Student Activities Director			Ongoing
1.2	Alternative disciplines, such as mediations or special programs designed to create understanding of other	X All Students English Learners Low-Income Students Foster Youth Other	Vice Principals	Other	1500	Ongoing

	cultures. Explore restorative practices.					
1.3	Hiring practices review to ensure a diverse professional and clerical staff.	X All Students English Learners Low-Income Students Foster Youth Other	Principal			Ongoing
1.4	Implement a variety of clubs to give students different non-academic activities to be involved with.	X All Students English Learners Low-Income Students Foster Youth Other	Student Government	Other	2000	Ongoing
1.5	Review data around diversity of school programs to ensure students are not being left out.	X All Students English Learners Low-Income Students Foster Youth Other	Vice Principals			Ongoing
1.6	Provide the opportunity to students of all backgrounds to be involved in student government.	X All Students English Learners Low-Income Students Foster Youth Other	Student Activities Director	Other Other	3000 2000	Ongoing
1.7	Continue professional	X All Students English Learners	Leadership			Ongoing

	development around positive interactions with all student groups	Low-Income Students Foster Youth Other				
1.8	Establish community partnerships to support diversity at school.	X All Students English Learners Low-Income Students Foster Youth Other	Vice Principals			Ongoing
1.9	Global Event at Rio Americano (G.E.A.R.) cultural exchange program for school that is run through EL classes.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	Ongoing
1.10	Academic lunch in second semester for students with a 3.0 GPA or higher in first semester and	All Students English Learners Low-Income Students Foster Youth X Other Reward students who commit to academic success at school	Principal/Student Government			Ongoing
1.11	Undergrad classroom awards	All Students English Learners Low-Income Students Foster Youth X Other Recognizing student for outstanding classroom achievements in academics,	Teachers			Ongoing

		relationship building, or character.				
1.12	Senior awards night	All Students English Learners Low-Income Students Foster Youth X Other Recognizing senior achievements in academics, athletic, co-curriculars, relationship building, or character.	Counselors/Teachers			Ongoing
1.13	Attendance mediations with families whose children have trouble getting to school and being successful.	All Students English Learners Low-Income Students Foster Youth X Other Chronically absent students	Vice Principals/Attendance office			Ongoing
1.14	Attendance incentive awards program.	All Students English Learners Low-Income Students Foster Youth X Other Students with exemplary attendance	Vice Principals/Attendance office	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000	Ongoing
1.15	Financial support for families in need for programs that have a cost, either academic or	All Students English Learners Low-Income Students Foster Youth X Other Students on our low income list	Counselors	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	2000	Ongoing

	extra/co-curricular.					
1.16	Schedule change discussion (How will students get classes they need with increased graduation requirements)	X All Students English Learners Low-Income Students Foster Youth Other	Principal			Ongoing
1.17	Provide a support class, for graduation credit, between IM1 and IM2 for struggling students. This is taken out of site FTE. (Math Modeling)	X All Students English Learners Low-Income Students Foster Youth Other	Principal			Continuing FTE
1.18	7 Tutors 3 days a week at after school tutoring for 1 hour a day	X All Students English Learners Low-Income Students Foster Youth Other	Tutoring Coordinator	Other	20000	Continuing
1.19	QRAT(College math preparation class) Site FTE	X All Students English Learners Low-Income Students Foster Youth Other	Math Department			Continuing FTE

1.20	Gather student feedback through various methods to include: Listening circles, surveys, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Site			Ongoing
1.21	Summer Math Camp for struggling math students	X All Students English Learners Low-Income Students Foster Youth Other	District			Continuing Each Summer
1.22	Math Foundations course for lowest 5 % of 9th grade math students	All Students English Learners Low-Income Students Foster Youth Other Low performing math students	Site			Continuing FTE
1.23	Provide resources/supplies for teacher and students to effectively intervene with ELL/At Risk students. A focus of using analytical tools for literacy in the professional development will be used. To include costs	All Students X English Learners X Low-Income Students X Foster Youth Other	Teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	Continuing

	for testing students.					
1.24	Provide conference opportunities for EL Teacher to inform best practices with students.	All Students X English Learners Low-Income Students Foster Youth Other	Teacher	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2534	Continuing
1.25	PSAT/SAT for 10th and 11th graders	X All Students English Learners Low-Income Students Foster Youth Other	District			Continuing
1.26	Student field Trips	X All Students English Learners Low-Income Students Foster Youth Other	Teacher	Other	5000	Continuing
1.27	Intervention support at 0.6 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Superintendent			Continuing FTE
1.28	Senior Parent Information Night	X All Students English Learners Low-Income Students	Counselors			Continuing

		Foster Youth Other				
1.29	PALS Lunch	X All Students English Learners Low-Income Students Foster Youth Other	Counselors	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1500	Continuing
1.30	Elective/PE financial support program to assist those in need with supplies.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	10000	Continuing
1.31	Student scholarships for financial hardships to participate in school related activities.	X All Students English Learners Low-Income Students Foster Youth Other	Counselors / Student Government	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	2915	Continuing

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Provide an equitable educational experience to fulfil social, emotional, and academic needs for all students emphasizing consistent curriculum , development of common assessments, and grading practices that support all students.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

District School Survey -once a year

What worked and didn't work? Why? (monitoring)

Return to school fulltime in person was challegring

What modification(s) did you make based on the data? (evaluation).

We are hoping for a more "normal" school year next year

2021-22

Identified Need

Student populations have come forward about bullying, harassment, and not feeling like they belong at our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District School Survey results for School Culture and Belonging	School Culture Parents 75.1% Students 67.2% Staff 91.4% Belonging Students 62.7%	School Culture Parents 85.1% Students 77.2% Staff 96.4% Belonging 72.7%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	District survey completion from parents, staff, and students	X All Students English Learners Low-Income Students Foster Youth Other	District			Ongoing
2.2	Continue the recognition program for integrity, ethical behavior, and respect.	X All Students English Learners Low-Income Students Foster Youth Other	Staff			Continuing
2.3	Provide an extensive competitive athletics program.	X All Students English Learners Low-Income Students Foster Youth Other	Athletic Director	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	10000	Continuing

2.4	Provide extensive co-curricular programs for consistent curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	School Wide			Ongoing
2.5	Trainings for staff on social-emotional support for students.	X All Students English Learners Low-Income Students Foster Youth Other	Equity office and administration			Ongoing
2.6	Trainings for student government on how to use clubs to increase positive school climate (CASL or similar)	All Students English Learners Low-Income Students Foster Youth X Other Student government students	Student government advisor			Ongoing
2.7	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student	X All Students English Learners Low-Income Students Foster Youth Other	District	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	137,172	Ongoing

	performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor					
2.8	Psychologist on campus	X All Students English Learners Low-Income Students Foster Youth Other	District			Ongoing
2.9	Provide a student to student athletic support program (Rowdy Raiders)	X All Students English Learners Low-Income Students Foster Youth Other	AJ Paulus			Continue
2.10	Provide training to staff and student leaders on strategies to increase positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Administration			Ongoing
2.11	Lunch with friends for our mod/severe students	All Students English Learners Low-Income Students Foster Youth	Special Education Department Chairs			Ongoing

		X Other Special education students				
2.12	Club Program	X All Students English Learners Low-Income Students Foster Youth Other EL Students	Student Government			Continuing
2.13	Provide release time for teachers to development common assessments and discuss grading practices.	X All Students English Learners Low-Income Students Foster Youth Other	Administration			Ongoing
2.14	Provide trainings and opportunities for staff development at conferences to continue to develop common assessments.	X All Students English Learners Low-Income Students Foster Youth Other	Administration			Ongoing
2.15	Community Support Group implementing actionable parent and student feedback on climate changes in school policies	X All Students English Learners Low-Income Students Foster Youth Other	Administration			Continuing

	to promote an equitable experience for all.					
2.16	Work with district attendance officials to meet with students that have poor attendance	X All Students English Learners Low-Income Students Foster Youth Other	Vice Principals			Continuing
2.17	Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.	All Students English Learners X Low-Income Students X Foster Youth Other	Principal / Counselors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1270	Continuing

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, and increase and refine interventions by using data to identify student needs and implement effective strategies to increase student achievement for all students.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

SBAC data - not available at this time

What worked and didn't work? Why? (monitoring)

NA

What modification(s) did you make based on the data? (evaluation)

NA

2021-22

Identified Need

Students other than White or Asian struggle to keep up to standards and we need to identify better ways to close the gap that has always been there.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SBAC Math distance from MET	Math -31.85 DFM	Math -21.85 DFM
ELA Scores distance from MET	ELA 11.46	ELA 21.46

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Expository Reading and Writing (ERWC) for non AP seniors.	X All Students English Learners Low-Income Students Foster Youth Other	12th grade ELA Teachers			Ongoing
3.2	Time for ERWC teachers to grade writing together.	X All Students English Learners Low-Income Students Foster Youth Other	ERWC Teachers			Ongoing
3.3	AP Capstone program instituted	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Capstone teachers			Ongoing
3.4	AP Summer Institutes in the summer for	X All Students English Learners Low-Income Students Foster Youth	Asst. Super. of Secondary Education			Ongoing

	interested teachers	Other				
3.5	Purchase additional technology for use by staff and or students to engage students in their learning environment	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY) 4000-4999: Books And Supplies		Ongoing
3.6	CIVITAS political studies and civic activism pathway	All Students English Learners Low-Income Students Foster Youth X Other Students interested in civic engagement	Principal/District			Ongoing
3.7	1.0 AVID FTE	All Students English Learners Low-Income Students Foster Youth X Other Students wanting extra support to get to college	District	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	109,271	Ongoing
3.8	Band FTE	All Students English Learners Low-Income Students	Principal			Ongoing

		Foster Youth X Other Students interested in music				
3.9	Increase technology and resources/ supplies for for teachers and students to better engage in 21st century skill building	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		Ongoing
3.10	Use district allocated .5 FTE for a counselor to fund a 1.0 mental health worker	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other		Ongoing
3.11	Use ELO funds to add Community Intervention Specialist	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Other		Ongoing
3.12	Increase PD for teachers on the use of data, effective collaborations strategies, and how to identify students in need of	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Other		Ongoing

	academic supports					
3.13	Continue tutoring to support all students at Rio in core subject areas.	X All Students English Learners Low-Income Students Foster Youth Other	Administration			Ongoing
3.14	Create an Student Intervention Team to include: administration, counselors, mental health worker, and community intervention specialist.	X All Students English Learners Low-Income Students Foster Youth Other	Administration			Ongoing
3.15	Provide a support class, for graduation credit, between IM1 and IM2 for struggling students. This is taken out of site FTE. (Math Modeling)	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	17,134	Ongoing FTE
3.16	QRAT (College math	X All Students English Learners	Math department			Ongoing FTE

	preparation class) Site FTE	Low-Income Students Foster Youth Other				
3.17	Math Foundations course for lowest 5 % of 9th grade math students. Site FTE	X All Students English Learners Low-Income Students Foster Youth Other	Principal			Ongoing FTE
3.18	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELIS Prep). 0.2 FTE ELD Teachers - site LCFF 2.2 FTE ELD Teachers-central LCFF	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	170,006 14,000 8,510	Ongoing
3.19	Continue to update the	X All Students English Learners	Departments			Ongoing

	curriculum, grading, pacing in each department	Low-Income Students Foster Youth Other				
3.20	AP Trainings	X All Students English Learners Low-Income Students Foster Youth Other	District			Ongoing
3.21	Intervention support at 0.6 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Superintendent			
3.22	PSAT for all 10th and 11th graders.	X All Students English Learners Low-Income Students Foster Youth Other	District			
3.23	Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .6 FTE Teacher	All Students X English Learners X Low-Income Students X Foster Youth Other	District	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	52,798 14,000 8,510	Ongoing

				1000-1999: Certificated Personnel Salaries LCFF Supplemen tal Site Allocation 3000-3999: Employee Benefits		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Provide different opportunities and pathways for students to best be prepared for a college and career future.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

College Career Indicator - once a year

What worked and didn't work? Why? (monitoring)

Not available at this time

What modification(s) did you make based on the data? (evaluation)

NA

2021-22

Identified Need

Making sure all students with different interests and backgrounds have a path to success once they graduate high school

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
College Career Indicator - Percent Prepared	50.1 %	Increase or maintain
A-G Requirements Met	82.9%	Increase or maintain
Completion of CTE Pathways	2.1%	Increase or maintain
Graduation Rate	N/A	Increase or maintain

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide 1.6 district FTE for CTE pathways for students to choose.	X All Students English Learners Low-Income Students Foster Youth Other	District			Ongoing
4.2	Provide .4 site FTE for CTE pathways for students to choose	X All Students English Learners Low-Income Students Foster Youth Other	Principal			Ongoing
4.3	Budget for library to obtain resources for students to	X All Students English Learners Low-Income Students Foster Youth	Principal	Other 4000-4999:	5000	Ongoing

	complete assignments.	Other		Books And Supplies		
4.4	Resources for Homeless, Low income, and foster youth students. School Supplies/Technology and outside speakers.	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal / Intervention Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15000	Ongoing
4.5	Explore dual enrollment courses with local colleges	X All Students English Learners Low-Income Students Foster Youth Other	Principal			Ongoing

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$620,120.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$2,000.00
Cell Tower (High School ONLY)	\$27,415.00
LCFF Supplemental Centralized Services (District Only)	\$316,375.00
LCFF Supplemental English Learner Central	\$170,006.00
LCFF Supplemental Site Allocation	\$67,824.00
Other	\$36,500.00

Subtotal of state or local funds included for this school: \$620,120.00

Total of federal, state, and/or local funds for this school: \$620,120.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	67,824.00	0.00
LCFF Supplemental English Learner Central	170,006.00	0.00
LCFF Supplemental Centralized Services (District Only)	316,375.00	0.00
Cell Tower (High School ONLY)	27,415.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	2,000.00
Cell Tower (High School ONLY)	27,415.00
LCFF Supplemental Centralized Services (District Only)	316,375.00
LCFF Supplemental English Learner Central	170,006.00
LCFF Supplemental Site Allocation	67,824.00
Other	36,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	31,500.00
1000-1999: Certificated Personnel Salaries	514,381.00
3000-3999: Employee Benefits	17,020.00
4000-4999: Books And Supplies	52,685.00
5000-5999: Services And Other Operating Expenditures	2,534.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		2,000.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	27,415.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	316,375.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	170,006.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	28,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	17,020.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	20,270.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,534.00
	Other	31,500.00
4000-4999: Books And Supplies	Other	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,449.00
Goal 2	148,442.00
Goal 3	394,229.00
Goal 4	20,000.00

School Site Council Membership

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

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

Name of Members	Role
Clifford Allan Kelly Jr.	Principal
Jaime Bonato	Classroom Teacher
Carly Nava	Classroom Teacher
Heather Jensen	Other School Staff
Vacant	Classroom Teacher
Alluria Smith	Other School Staff
Karrin Waldmire	Parent or Community Member
Jennifer Berry	Parent or Community Member
Loren Kaye	Parent or Community Member
Nicole Diaz	Secondary Student
Nate Vandekar	Secondary Student
Elijah Breeze	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16th, 2022.

Attested:



Principal, Cliff Kelly on May 16th, 2022



SSC Chairperson, Cliff Kelly on May 16th, 2022

Budget By Expenditures

Rio Americano High School

Funding Source: Cell Tower (High School ONLY)

\$27,415.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PALS Lunch	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities	
Elective/PE financial support program to assist those in need with supplies.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities	
Provide an extensive competitive athletics program.	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Social-Emotional Growth	
Attendance incentive awards program.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Financial support for families in need for programs that have a cost, either academic or extra/co-curricular.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities	
Student scholarships for financial hardships to participate in school related activities.	4000-4999: Books And Supplies	\$2,915.00	Connected School Communities	

Cell Tower (High School ONLY) Total Expenditures: \$27,415.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$316,375.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1.0 AVID FTE	1000-1999: Certificated Personnel Salaries	\$109,271.00	Engaging Academic Programs	

Rio Americano High School

Provide a support class, for graduation credit, between IM1 and IM2 for struggling students. This is taken out of site FTE. (Math Modeling)	1000-1999: Certificated Personnel Salaries	\$17,134.00	Engaging Academic Programs
Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .6 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$52,798.00	Engaging Academic Programs
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$137,172.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$316,375.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$170,006.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELIS Prep). 0.2 FTE ELD Teachers - site LCFF 2.2 FTE ELD Teachers- central LCFF	1000-1999: Certificated Personnel Salaries	\$170,006.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$170,006.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Rio Americano High School

Funding Source: LCFF Supplemental Site Allocation \$67,824.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Resources for Homeless, Low income, and foster youth students. School Supplies/Technology and outside speakers.	4000-4999: Books And Supplies	\$15,000.00	Clear Pathways to Bright Futures	
Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.	4000-4999: Books And Supplies	\$1,270.00	Healthy Environments for Social-Emotional Growth	
Global Event at Rio Americano (G.E.A.R.) cultural exchange program for school that is run through EL classes.	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$14,000.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$14,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$8,510.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$8,510.00	Engaging Academic Programs	
Provide resources/supplies for teacher and students to effectively intervene with ELL/At Risk students. A focus of using analytical tools for literacy in the professional development will be used. To include costs for testing students.	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities	
Provide conference opportunities for EL Teacher to inform best practices with students.	5000-5999: Services And Other Operating Expenditures	\$2,534.00	Connected School Communities	
LCFF Supplemental Site Allocation Total Expenditures:		\$67,824.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Rio Americano High School

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student field Trips		\$5,000.00	Connected School Communities	
Budget for library to obtain resources for students to complete assignments.	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures	
7 Tutors 3 days a week at after school tutoring for 1 hour a day		\$20,000.00	Connected School Communities	
Alternative disciplines, such as mediations or special programs designed to create understanding of other cultures. Explore restorative practices.		\$1,500.00	Connected School Communities	
Implement a variety of clubs to give students different non-academic activities to be involved with.		\$2,000.00	Connected School Communities	
Provide the opportunity to students of all backgrounds to be involved in student government.		\$3,000.00	Connected School Communities	
Other Total Expenditures:		\$36,500.00		
Other Allocation Balance:		\$0.00		
Rio Americano High School Total Expenditures:		\$618,120.00		