School Year: **2021-22**

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	05/24/21	September 28, 2021

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.
Goal 2: Continue to explore a schedule that will allow all students to take advantage of all course offerings Rio Americano offers.
Goal 3: Set up a system of data review that will allow us to adjust our curriculum to meet the needs of all students.
Goal 4: Continue to implement and adjust assessments that are common in subject areas.
Goal 5: Continue to evaluate the implementation of CCSS and NGSS in appropriate subject areas.

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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 their 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 their 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

Annual Review

SPSA Year Reviewed: 2020-21

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 "regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement", began with the recommendations from our 2017 WASC visit. The group felt we needed to act in a more proactive way with our curriculum, grading, and assessments. From that recommendation the site, along with district support, has developed resources to have common assessments, grading practices, and working this year on improving our data review cycle. Much of the support for students is centered on math, ELA, and at risk populations. 1.0 FTE is used to address our most at risk students in the categories of academics, attendance, discipline, and standardized testing. Our site has a Math Foundations course for the lowest 5% of freshmen coming in to high school and a Math Modeling course to bridge the gap between IM 1 and IM 2. Our district has offered summer math programs at each site to help support struggling math students. Our site has also adopted ERWC curriculum in 12th grade and looks to see how this type of curriculum may be implemented in grades 9 through 11. English Language students have a full compliment of course to help them acquire English skills and we integrate them into

appropriate academic classes as necessary. We have shown positive signs with our At risk population of the past few years with more than 50% of the students not being measured as at risk in at least 2 of the 4 categories mentioned above. Math and ELA scores still need work, especially with subgroups that are not White or Asian.

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

All expenditures are used as directed in this plan. No money coming from these categories can be spent without connecting the expenditure to the SPSA #

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.

Due to information gathered from the Comprehensive Needs Assessment, the focus of improvement will be prioritized around the math problem solving claim and the writing claim in ELA. Assessments will be consistent so that data can be compared. Illuminate will be used so data analysis can be done easier for teachers. Budget amounts in each category will be consistent with past years.

2020-21
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-Semetic 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 2020-21	Expected Outcome 2021-22
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 cultures.	X All Students English Learners Low-Income Students Foster Youth Other	Vice Principals	Other	1500	Ongoing
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	X All Students English Learners Low-Income Students	Vice Principals			Ongoing

		school programs to ensure students are not being left out.	Foster Youth Other				
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 development around positive interactions with all student groups	X All Students English Learners Low-Income Students Foster Youth Other	Leadership			Ongoing
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	12500	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, relationship building, or character.	Teachers			Ongoing
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	Vice Principals/Attendance office	Cell Tower (High School ONLY)	1000	Ongoing

		X Other Students with exemplary attendance				
1.15	Financial support for families in need for programs that have a cost, either academic or extra/co-curricular.	All Students English Learners Low-Income Students Foster Youth X Other Students on our low income list	Counselors	Cell Tower (High School ONLY)	2000	Ongoing
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	X All Students English Learners Low-Income Students	Tutoring Coordinator	Other	20000	Continuing

	for 1 hour a day	Foster Youth Other					
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	Summer Math Camp for struggling math students	X All Students English Learners Low-Income Students Foster Youth Other	District				Continuing Each Summer
1.21	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
1.22	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	2500	Continuing

	for testing students.					
1.23	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	Continuing
1.24	PSAT/SAT for 10th and 11th graders	X All Students English Learners Low-Income Students Foster Youth Other	District			Continuing
1.25	Student field Trips	X All Students English Learners Low-Income Students Foster Youth Other	Teacher	Other	5000	Continuing
1.26	Intervention support at 0.6 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Superintendent			Continuing FTE
1.27	Senior Parent Information Night	X All Students English Learners Low-Income Students Foster Youth Other	Counselors			Continuing

1.28	PALS Lunch	X All Students English Learners Low-Income Students Foster Youth Other	Counselors	Cell Tower (High School ONLY)	1500	Continuing
1.29	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)	10000	Continuing
1.30	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)	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

Creating programs for students to feel safe and supported in school activities

Annual Review

SPSA Year Reviewed: 2020-21

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 actively engaging and building trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student, has never been more needed than this school year. Our site had an unfortunate attack on its website that directly attacked the school and our African American population. Because of this attack, it has been reported that students of color or students coming from other countries deal with microaggressions and overt racism at times on our campus. Rio Americano has enlisted the help of the district Equity department and community support activists to help us repair the damage caused to these students and find a way to move forward to make our school site welcoming to all students who attend Rio Americano. Past activities to promote all student cultures will be continued and the addition of a community support group meeting for four weeks in a row starting on 9/11/19 and 1 time a month after that to put actions in place to meet our goal is in place. Our students have also restarted our Black Student Union (BSU) and are looking at ways to educate all students how to be accepting of others.

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

All expenditures are used as directed in this plan. No money coming from these categories can be spent without connecting the expenditure to the SPSA #

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.

Due to information gathered from the Comprehensive Needs Assessment, the focus of acceptance for all will be prioritized around our community support group meetings and BSU activities. Assessments will be consistent with last year so that data can be compared. Budget amounts in each category will be consistent with past years.

2020-21
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 2020-21	Expected Outcome 2021-22
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)	10000	Continuing
2.4	Provide extensive co-curricular programs.	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 performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	District	LCFF Supplemental Centralized Services (District Only)	137,172	Ongoing
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	X All Students English Learners Low-Income Students Foster Youth Other	AJ Paulus			Continue

	(Rowdy Raiders)						

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
		X Other Special education students
			Special Education Department Chairs				Ongoing

2.12	Club Program	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other EL Students
			Student Government				Continuing

2.13	Community Support Group implementing actionable parent and student feedback on climate changes in school policies to promote an equitable experience for all.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Administration				Continuing

2.14	Work with district	X All Students English Learners	Vice Principals				Continuing

	attendance officials to meet with students that have poor attendance	Low-Income Students Foster Youth Other				
2.15	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	6270	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, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2020-21

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 "regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement", began with the recommendations from our 2017 WASC visit. The group felt we needed to act in a more proactive way with our curriculum, grading, and assessments. From that recommendation the site, along with district support, has developed resources to have common assessments, grading practices, and working this year on improving our data review cycle. Much of the support for students is centered on math, ELA, and at risk populations. 0.6 FTE is used to address our most at risk students in the categories of academics, attendance, discipline, and standardized testing. Our site has a Math Foundations course for the lowest 5% of freshmen coming in to high school and a Math Modeling course to bridge the gap between IM 1 and IM 2. Our district has offered summer math programs at each site to help support struggling math students. Our site has also adopted ERWC curriculum in 12th grade and looks to see how this type of curriculum may be implemented in grades 9 through 11. English Language students have a full compliment of course to help them acquire English skills and we integrate them into

appropriate academic classes as necessary. We have shown positive signs with our At risk population of the past few years with more than 50% of the students not being measured as at risk in at least 2 of the 4 categories mentioned above. Math and ELA scores still need work, especially with subgroups that are not White or Asian.

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

COVID-19 has put us into a distance learning model that will impact the delivery of our programs because we are not in person.

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.

COVID-19 has impacted the ability to deliver some of these programs to the intended students at the original intended time.

2020-21
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 2020-21	Expected Outcome 2021-22
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 interested teachers	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Asst. Super. of Secondary Education			Ongoing

3.5	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

3.6	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)	109,271	Ongoing

3.7	Band FTE	All Students	Principal			Ongoing

		English Learners Low-Income Students Foster Youth X Other Students interested in music				
3.8	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)	17,134	Ongoing FTE
3.9	QRAT (College math preparation class) Site FTE	X All Students English Learners Low-Income Students Foster Youth Other	Math department			Ongoing FTE
3.10	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
3.11	Ensure all English Learners receive Designated and Integrated English	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central	134,550	Ongoing

	Language Development daily (ELIS Prep). 0.2 FTE ELD Teachers					

3.12	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.95 FTE ELD Teachers and Instructional Assistant	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			District	LCFF Supplemental English Learner Central	34,819	Ongoing

3.13	Continue to update the curriculum, grading, pacing in each department	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Departments			Ongoing

3.14	AP Trainings	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			District			Ongoing

3.15	Intervention support at 0.6 FTE	X All Students
		  English Learners
		  Low-Income Students
			Superintendent			

		Foster Youth Other				
3.16	PSAT for all 10th and 11th graders.	X All Students English Learners Low-Income Students Foster Youth Other	District			
3.17	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) LCFF Supplemental Site Allocation	52,798 26554	Ongoing

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 unique opportunities, out of the normal schedule, for students to be prepared for the world of work or post secondary education.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities was impacted by the shift from 100% virtual to hybrid learning two-thirds of the way through the school year. The overall effectiveness was not measurable due to this shift as well.

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

No major differences

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

No anticipated changes

2020-21
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 2020-21	Expected Outcome 2021-22
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 complete assignments.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other	5000	Ongoing
4.4	Resources for Homeless, Low income, and foster youth students. School Supplies/Technology and outside speakers.	All Students English Learners X Low-Income Students X Foster Youth Other	Principal / Intervention Team	LCFF Supplemental Site Allocation	15000	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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$619,483.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. 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	$169,369.00
LCFF Supplemental Site Allocation	$67,824.00
Other	$36,500.00

Subtotal of state or local funds included for this school: $619,483.00

Total of federal, state, and/or local funds for this school: $619,483.00

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	67824	0.00
LCFF Supplemental English Learner Central	169,369	0.00
LCFF Supplemental Centralized Services (District Only)	316,375	0.00
Cell Tower (High School ONLY)	27,415	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	169,369.00
LCFF Supplemental Site Allocation	67,824.00
Other	36,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	91,589.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		2,000.00
	Cell Tower (High School ONLY)	25,915.00
	Cell Tower (High School ONLY)	1,500.00
	LCFF Supplemental Centralized Services (District Only)	316,375.00

	LCFF Supplemental English Learner Central	134,550.00
	LCFF Supplemental English Learner Central	34,819.00
	LCFF Supplemental Site Allocation	44,054.00
	LCFF Supplemental Site Allocation	23,770.00
	Other	5,000.00
	Other	31,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,915.00
Goal 2	153,442.00
Goal 3	375,126.00
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
Brian T. Ginter	Principal
Erik Korling	Classroom Teacher
Phillip Montbriand	Classroom Teacher
Steven Boyd	Classroom Teacher
Jaime Bonato	Classroom Teacher
Alluria Smith	Other School Staff
Sarah Planche	Parent or Community Member
Tami Castillo	Parent or Community Member
Whitney Squire	Parent or Community Member
Lana Avetisyan	Secondary Student
Tessa Loofboorouw	Secondary Student
Bella Kingham	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
Jenifer Dalton	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/2021.

Attested:

Signature	
Brian T. Ginter	Principal, Brian T. Ginter on 05/24/21
Carley Nava	SSC Chairperson, Carley Nava on 05/24/21

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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		$1,500.00	Connected School Communities	
Elective/PE financial support program to assist those in need with supplies.		$10,000.00	Connected School Communities	
Provide an extensive competitive athletics program.		$10,000.00	Healthy Environments for Social-Emotional Growth	
Attendance incentive awards program.		$1,000.00	Connected School Communities	
Financial support for families in need for programs that have a cost, either academic or extra/co-curricular.		$2,000.00	Connected School Communities	
Student scholarships for financial hardships to participate in school related activities.		$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
Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .6 FTE Teacher		$52,798.00	Engaging Academic Programs	

Rio Americano High School

Proposed Expenditure	Object Code	Amount	Goal	Action
1.0 AVID FTE		$109,271.00	Engaging Academic Programs	
Provide a support class, for graduation credit, between IM1 and IM2 for struggling students. This is taken out of site FTE. (Math Modeling)		$17,134.00	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		$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   **$169,369.00 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		$134,550.00	Engaging Academic Programs	
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.95 FTE ELD Teachers and Instructional Assistant		$34,819.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures:	$169,369.00
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
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.		$2,500.00	Connected School Communities	
Provide conference opportunities for EL Teacher to inform best practices with students.		$5,000.00	Connected School Communities	
Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.		$6,270.00	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.		$12,500.00	Connected School Communities	
		$26,554.00	Engaging Academic Programs	
Resources for Homeless, Low income, and foster youth students. School Supplies/Technology and outside speakers.		$15,000.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures: $67,824.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Budget for library to obtain resources for students to complete assignments.		$5,000.00	Clear Pathways to Bright Futures	

Rio Americano High School

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.	$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
Student field Trips	$5,000.00	Connected School Communities

Other Total Expenditures:	$36,500.00
Other Allocation Balance:	$0.00
Rio Americano High School Total Expenditures:	$617,483.00