



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	June 1st, 2023	August 8, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Rio Americano met the criteria for the following student groups:

1. English Learners
2. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Based on the above data, staff recognizes that students in math classes were negatively impacted at a greater percentage than non-math classes. In addition, in ELA a focus on CCSS needs to occur. A continued focus on supports for our EL population in the classroom and supports for teachers to best meet the needs of all students.

Student Group Report for 2022

[Pivot Data by StudentGroups](#)

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Medium	N/A	Medium	Medium	Medium	Medium
English Learners	Medium	N/A	Medium	Very Low	Very Low	Very Low
Homeless	N/A	N/A	Medium	No Performance Level	No Performance Level	No Performance Level
Socioeconomically Disadvantaged	N/A	N/A	Medium	Low	Low	Very Low
Students with Disabilities	N/A	N/A	Medium	Very Low	No Performance Level	No Performance Level
African American	N/A	N/A	High	No Performance Level	No Performance Level	No Performance Level
Asian	N/A	N/A	Medium	Low	Very Low	Low
Hispanic	N/A	N/A	Medium	High	Low	Low
White	N/A	N/A	Medium	High	Medium	Medium
Two or More Races	N/A	N/A	Medium	Medium	No Performance Level	No Performance Level

N/A: Not Applicable

California Department of Education
1430 N Street
Sacramento, CA 95814

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Root Cause Analysis

What did your root causes analysis reveal?

Guidance

Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis.
	Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Math Root Cause Analysis:

Math has become increasingly more language embedded with the focus on Claim 3, Communicating Reasoning. While our students at standard are about 25% on claim 3, we have maintained that number 4 years in a row. The biggest drop we have had has been in the problem solving claim. We have dropped from 23% students at standard for problem solving last year to 16% at standard for problem solving this year. Teachers report students coming in to high school have a very low knowledge around basic math operations as a whole. Extra time is spent on skills students should have mastered before high school. This has cut into the amount of time teachers have working with students on problem solving. This could be a factor in the lower % of students at standard in the problem solving claim. Teachers have also reported students do not complete practice work on a regular basis and that affects the readiness for exams. One last factor is the amount of students who need extra support because of anxiety. Many times students have a multitude of opportunities to show mastery with site testing, but they are not able to do this with the standardized tests.

ELA Root Cause Analysis:

Over the past two years each claim has had a drop in overall performance, with writing and listening having the most significant drop in performance. Students and parents report many of the ELA classes are spent on book analysis and reading of classic literature. There does not seem to be the focus necessary on the other claims from those two perspectives. From an administrative perspective, there is agreement with the students and parents. There has been a reluctance to embrace the CCSS standards and teach students with those new strategies. When students get to 12th grade they report the English class is beneficial and teaches them skills they will need for the future. Students and parents report 9th through 11th grade ELA classes may be better served to adjust their curriculum in a way that reflects 12th grade ELA.

Graduation Root Cause Analysis:

Rio Americano over the last two years has received an increasing number of EL students considered on the English Proficiency Continuum to be Emerging. The grade level of some of our EL students does not match their language proficiency level. This discrepancy of grade versus language level makes it difficult for some of our students to meet course level standards. Although we have supports in place, additional supports are needed for both students and teachers to best meet the needs of all students. Additionally Students with Disabilities have a lower graduation rate and additional supports through IAs and proper identification of students and services at school site and in the district is needed to match their needs with the most appropriate services.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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.

5. Grading practices differ between math teachers with some offering opportunities to re-test and others not. Moving towards a more aligned practice would benefit students.

ELA Resource Inequities:

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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.

Input from Educational Partners

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. Concerns for both our EL populations low graduation rate and low performance on English Language Arts and mathematics is noted. Also low performance of Students With Disabilities on our school's graduation rate and mathematics testing. Additional supports for our EL population will be provided for next school year to include a teacher release period for teacher push in supports. The concern expressed by educational partners and school staff is the need for additional professional development for how to best support our EL population. A .50 FTE counselor will have responsibility for additional supports for both EL and SPED students in hopes of increasing college and career readiness. With additional in class supports, professional development, and a .50 counselor working with our EL, SPED, and Socio Disadvantaged populations an increase in graduation rates will be and intended outcome.

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:

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ELA Resource Inequities:

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Time needs to be allocated for this to occur.
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School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.47%	0.32%	13	9	6
African American	3.7%	3.22%	3.56%	71	62	67
Asian	6.3%	7.33%	8.65%	122	141	163
Filipino	1.2%	1.09%	1.01%	24	21	19
Hispanic/Latino	18.8%	19.71%	18.68%	366	379	352
Pacific Islander	0.3%	0.21%	0.11%	6	4	2
White	62.5%	60.79%	60.51%	1,215	1169	1140
Multiple/No Response	6.5%	7.18%	7.17%	126	138	135
	Total Enrollment			1,945	1923	1884

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	483	462	482
Grade 10	484	504	454
Grade 11	503	461	499
Grade 12	475	496	449
Total Enrollment	1,945	1,923	1,884

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	117	160	180	6.00%	8.3%	9.6%
Fluent English Proficient (FEP)	224	202	196	11.50%	10.5%	10.4%
Reclassified Fluent English Proficient (RFEP)	5			4.3%		

Conclusions based on this data:

1. Although the survey is not loaded in as of yet, it shows the experience students parents and teachers have at Rio Americano is generally positive.



Spring 2023
District Climate Survey Results by School

Rio Americano

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	155	69.68%	5	40.00%	49	81.63%
B) There are students and staff on campus who listen to students when they have something to say.	155	72.90%	5	40.00%	49	93.88%
C) There is an adult from the school who checks on how students are doing.	155	48.39%	5	40.00%	49	87.76%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	155	56.13%	5	60.00%	49	71.43%
E) Staff feels supported to do their job well in meeting the needs of all students.					49	59.18%
F) Staff feels part of an effective team.					49	71.43%
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	154	40.39%			49	98.92%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	155	65.81%			49	71.43%
C) The school offers families opportunities to be involved in school and classroom activities.	155	52.26%			49	69.39%
D) The school keeps families well-informed about school activities.	154	81.17%			49	87.76%
E) The staff at our school listens to family concerns about issues.	154	48.70%			49	87.76%
F) The staff at school are helpful and welcoming when families come to school or call.	154	68.18%			49	91.84%
G) The school and families are partners in promoting positive behavior for my student.	153	65.36%			49	75.51%
H) Families who speak a language other than English receive general information about our school in their home language.	154	92.21%			49	48.98%
I) Staff receive information about upcoming events and important information about the school.					48	79.17%
School Decision Making						
A) School seeks input when making important decisions.	154	42.86%	5	40.00%	49	73.47%
B) Important school decisions reflect diverse input.	153	26.69%	5	20.00%	49	59.18%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	154	75.97%				
D) The principal and staff listen to concerns of other staff members about issues.					49	59.18%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					49	79.59%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					49	85.71%
G) Our school uses data from this survey to inform site decision making.					49	53.06%
H) Staff voice matters in decision making.					49	51.02%
Safety						
A) Concerns about student safety are taken seriously.	154	68.18%	5	60.00%	49	79.59%
B) Concerns about student safety are addressed in a timely manner at my school.	154	57.14%	5	40.00%	49	75.51%
C) My school is a safe place for all students.	154	64.94%	5	60.00%	49	75.51%
D) My school is a safe place for all staff.					49	75.51%
E) Students know what staff member to go to if they have a safety concern.	154	72.08%	5	60.00%	49	79.59%
F) Students know school safety protocols.	154	70.13%	5	60.00%	49	67.35%
G) I feel safe sharing different viewpoints and perspectives at my school.	154	53.25%	5	40.00%	49	65.31%
Sense of Belonging						
A) School staff respects student diversity.	154	65.58%	5	60.00%	49	83.67%
B) Adults at my school treat students respectfully.	154	72.08%	5	60.00%	49	79.59%
C) Students are respectful to each other at school.	154	48.05%	5	40.00%	49	61.22%
D) Students have opportunities to socialize with other students often at school.	154	74.68%	5	60.00%	49	87.76%
E) Students have an adult on campus they trust.	154	74.03%	5	60.00%	49	91.84%
F) Students trust other students at school.	154	87.66%	5	100.00%	49	71.43%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	154	51.30%	5	60.00%	49	57.14%
H) School staff reflects student diversity.	154	45.45%	5	40.00%	49	42.86%
Academic Progress						
A) Families and students understand how assignments and tests are graded.	154	59.09%	5	80.00%	49	73.47%
B) Questions and concerns about schoolwork are addressed.	154	59.09%	5	80.00%	49	91.84%
C) Student grades reflect their knowledge of the material.	153	64.71%	5	60.00%	49	73.47%
D) Adults at my school believe all students can be successful.	154	74.68%	5	60.00%	49	71.43%
E) Students feel comfortable and unjudged to ask their teacher for help.	154	57.14%	5	60.00%	49	93.88%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	154	81.82%	5	60.00%	49	93.88%
G) Teachers at my school go out of their way to help all students.	154	46.75%	5	40.00%	49	79.59%
H) Students receive timely and regular feedback on their learning.	154	53.25%	5	40.00%	49	93.88%
I) Staff at my school provides resources or ideas that help families support their students at home.	153	41.83%			49	85.71%
High Expectations						
A) Students are challenged academically at school.	153	75.16%	5	40.00%	49	80.80%
B) School recognizes and celebrates the academic success of all students.	153	42.48%	5	40.00%	49	85.71%
C) Adults on campus motivate students to do their best.	153	61.44%	5	40.00%	49	79.59%
D) School provides additional academic support when students are struggling.	153	52.29%	5	40.00%	49	85.71%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	153	60.13%	5	40.00%	49	71.43%
B) Students have access to classes and activities that meet their interests and talents.	154	62.34%	5	60.00%	49	77.55%
C) Students understand how to complete their schoolwork.	154	80.52%	5	80.00%	49	87.76%
D) Students complete assignments on time.	154	75.97%	5	80.00%	49	61.22%
E) Students are motivated to do their schoolwork.	154	62.99%	5	40.00%	49	65.31%

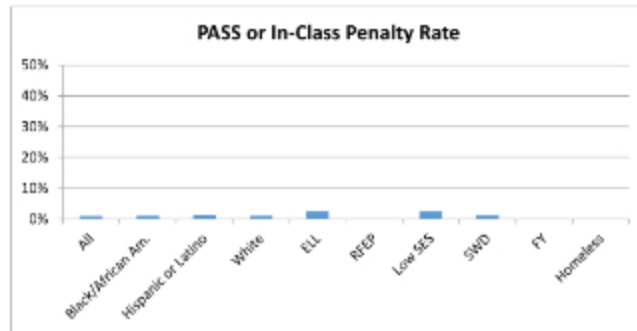
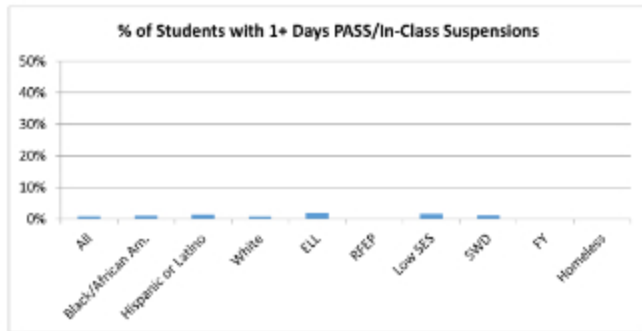
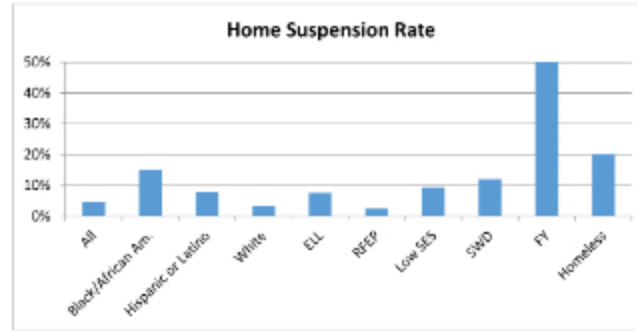
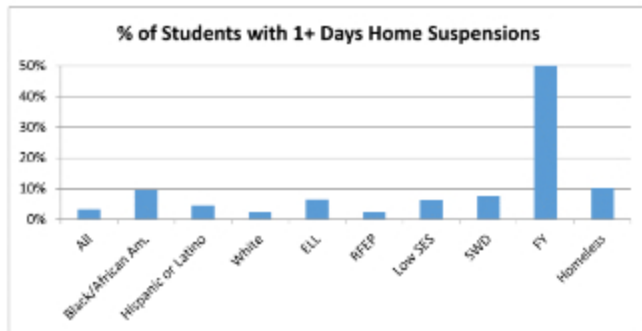
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	154	83.77%	5	60.00%	49	87.76%
B) Students and families know what classes they will have to take and pass to graduate from high school.	154	89.61%	5	100.00%	49	83.67%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	153	91.50%	5	80.00%	49	87.76%
D) School offers college and career programs.	154	82.47%	5	80.00%	49	91.84%
E) Students participate in programs to learn about different jobs, careers, and colleges.	153	49.67%	5	20.00%	49	69.39%
F) Students are prepared for the next step of their educational experience.	155	67.10%	5	40.00%	49	81.63%
G) Staff are optimistic about the future of their career in San Juan Unified.					49	73.47%
H) There are equitable opportunities for advancement in the district.					49	51.02%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Customer Satisfaction						
A) I would recommend my school to other families.	154	67.53%	5	60.00%	49	79.59%
B) San Juan Unified School District is a district that I would recommend to other families.	155	69.03%	5	40.00%	49	71.43%

Rio Americano High School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	1,953	64	3.28%	236	93	4.76%	16	0.82%	20	1.02%
Black/African Am.	93	9	9.68%	34	14	15.05%	1	1.08%	1	1.08%
Hispanic or Latino	369	17	4.61%	71	29	7.86%	5	1.36%	5	1.36%
White	1,235	28	2.27%	99	38	3.08%	9	0.73%	13	1.05%
ELL	197	13	6.60%	46	15	7.61%	4	2.03%	5	2.54%
RFEP	170	4	2.35%	5	4	2.35%	0	0.00%	0	0.00%
Low SES	492	32	6.50%	123	46	9.35%	8	1.63%	12	2.44%
SWD	173	13	7.51%	49	21	12.14%	2	1.16%	2	1.16%
FY	1	1	100.00%	5	1	100.00%	0	0.00%	0	0.00%
Homeless	20	2	10.00%	10	4	20.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Conclusions based on this data:

1. No data

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: 2022-23

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

2022-23

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 2022-23	Expected Outcome 2023-24
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			School Year 2023-24
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	School Year 2023-24

	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			School Year 2023-24
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	School Year 2023-24
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			School Year 2023-24
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	School Year 2023-24
1.7	Continue professional	X All Students English Learners	Leadership			School Year 2023-24

	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			School Year 2023-24
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	School Year 2023-24
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			School Year 2023-24
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			School Year 2023-24

		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			School Year 2023-24
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			School Year 2023-24
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	School Year 2023-24
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	School Year 2023-24

	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			School Year 2023-24
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			School Year 2023-24
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	School Year 2023-24
1.19	QRAT(College math preparation class) Site FTE	X All Students English Learners Low-Income Students Foster Youth Other	Math Department			School Year 2023-24

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			School Year 2023-24
1.21	Summer Math Camp for struggling math students	X All Students English Learners Low-Income Students Foster Youth Other	District			School Year 2023-24
1.22	Hire a Community Support Liason	X All Students English Learners Low-Income Students Foster Youth Other	District			School Year 2023-24
1.23	Increase translated communication s to parents	X All Students English Learners Low-Income Students Foster Youth Other	Site			School Year 2023-24
1.24	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			School Year 2023-24
1.25	Explore implementing link crew activities	X All Students English Learners Low-Income Students Foster Youth Other	Site			School Year 2023-24

1.26	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.	All Students X English Learners X Low-Income Students X Foster Youth Other	Teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500	School Year 2023-24
1.27	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	School Year 2023-24
1.28	Update school and department web sites to	All Students English Learners Low-Income Students Foster Youth	Site			School Year 2023-24

	increase communication with all stakeholders and include consistent messaging with all	Other				
1.29	PSAT/SAT for 10th and 11th graders	X All Students English Learners Low-Income Students Foster Youth Other	District			School Year 2023-24
1.30	Student field Trips	X All Students English Learners Low-Income Students Foster Youth Other	Teacher	Other	5000	School Year 2023-24
1.31	Provide sports night	X All Students English Learners Low-Income Students Foster Youth Other	Site			School Year 2023-24
1.32	Intervention support at 0.6 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Superintendent			School Year 2023-24
1.33	Senior Parent Information Night	X All Students English Learners Low-Income Students Foster Youth Other	Counselors			School Year 2023-24

1.34	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	School Year 2023-24
1.35	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	School Year 2023-24
1.36	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	School Year 2023-24

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: 2022-23

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

2022-23

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 2022-23	Expected Outcome 2023-24
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			School Year 2023-24
2.2	Continue the recognition program for integrity, ethical behavior, and respect.	X All Students English Learners Low-Income Students Foster Youth Other	Staff			School Year 2023-24
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	School Year 2023-24

2.4	Provide extensive co-curricular programs for consistent curriculum.	X All Students English Learners Low-Income Students Foster Youth Other	School Wide			School Year 2023-24
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			School Year 2023-24
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			School Year 2023-24
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	School Year 2023-24

	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			School Year 2023-24
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			School Year 2023-24
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			School Year 2023-24
2.11	Lunch with friends for our mod/severe students	All Students English Learners Low-Income Students Foster Youth	Special Education Department Chairs			School Year 2023-24

		X Other Special education students				
2.12	Club Program	X All Students English Learners Low-Income Students Foster Youth Other EL Students	Student Government			School Year 2023-24
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			School Year 2023-24
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			School Year 2023-24
2.15	Identify and implement PD around the use of data to improve collaboration and teaching practices	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team/ Teachers			School Year 2023-24
2.16	Community Support Group	X All Students English Learners	Administration			School Year 2023-24

	implementing actionable parent and student feedback on climate changes in school policies to promote an equitable experience for all.	Low-Income Students Foster Youth Other				
2.17	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			School Year 2023-24
2.18	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	School Year 2023-24
2.19	Increase focus and use of various forms of data in staff, department chair, and	X All Students English Learners Low-Income Students Foster Youth Other	Administration			School Year 2023-24

	department meetings.					
2.20	Fund ICT to work in counseling office with all students to support College and Career pathways	X All Students English Learners Low-Income Students Foster Youth Other	Administration		55,128	School Year 2022-23

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: 2022-23

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

2022-23

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 2022-23	Expected Outcome 2023-24
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			School Year 2023-24
3.2	Time for ERWC teachers to grade writing together.	X All Students English Learners Low-Income Students Foster Youth Other	ERWC Teachers			School Year 2023-24
3.3	AP Capstone program instituted	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Capstone teachers			School Year 2023-24
3.4	AP Summer Institutes in the summer for	X All Students English Learners Low-Income Students Foster Youth	Asst. Super. of Secondary Education			School Year 2023-24

	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	25,000	School Year 2023-24
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			School Year 2023-24
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	School Year 2023-24
3.8	Band FTE	All Students English Learners Low-Income Students	Principal			School Year 2023-24

		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		School Year 2023-24
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		School Year 2023-24
3.11	Use ELO funds to add Community Intervention Specialist	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Other		School Year 2023-24
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		School Year 2023-24

	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			School Year 2023-24
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			School Year 2023-24
3.15	Hire an additional 1.0 BIA to support EL students	X All Students English Learners Low-Income Students Foster Youth Other	Administration			School Year 2023-24
3.16	Increase PD for teachers on strategies and support for EL students and explore common gen ed classes	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ Leadership			School Year 2023-24
3.17	Provide a support class, for graduation	X All Students English Learners Low-Income Students	Principal	LCFF Supplemental	17,134	School Year 2023-24

	credit, between IM1 and IM2 for struggling students. This is taken out of site FTE. (Math Modeling)	Foster Youth Other		Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.18	Fund a .20 ELIS to support EL students and EL PD	X All Students English Learners Low-Income Students Foster Youth Other	Administration			School Year 2023-24
3.19	QRAT (College math preparation class) Site FTE	X All Students English Learners Low-Income Students Foster Youth Other	Math department			School Year 2023-24
3.20	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			School Year 2023-24
3.21	Increase articulation with feeder schools to better identify students	X All Students English Learners Low-Income Students Foster Youth Other	Administration			School Year 2023-24

	struggling before HS					
3.22	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 15,554 7,054	School Year 2023-24
3.23	Continue to update the curriculum, grading, pacing in each department	X All Students English Learners Low-Income Students Foster Youth Other	Departments			School Year 2023-24
3.24	AP Trainings	X All Students English Learners Low-Income Students Foster Youth Other	District			School Year 2023-24

3.25	Intervention support at 0.6 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Superintendent			School Year 2023-24
3.26	PSAT for all 10th and 11th graders.	X All Students English Learners Low-Income Students Foster Youth Other	District			School Year 2023-24
3.27	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 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	52,798 15,554 7,054	School Year 2023-24

				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: 2022-23

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

2022-23

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 2022-23	Expected Outcome 2023-24
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			School Year 2023-24
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			School Year 2023-24
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	School Year 2023-24

	complete assignments.	Other		Books And Supplies		
4.4	Resources for Homeless, Low income, and foster youth students. School Supplies/Tech nology and outside speakers.	All Students English Learners X Low-Income Students X Foster Youth Other	Principal / Intervention Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15000	School Year 2023-24
4.5	Explore dual enrollment courses with local colleges	X All Students English Learners Low-Income Students Foster Youth Other	Principal			School Year 2023-24
4.6	Create an exploratory Schedule Steering Committee to investigate different school schedules	X All Students English Learners Low-Income Students Foster Youth Other	Principal			School Year 2023-24
4.7	Create an elective fair to ensure students have an opportunity	X All Students English Learners Low-Income Students Foster Youth Other	Administration/ Dept. Chairs			School Year 2023-24

	to learn and build interest before course registration					
4.8	Create a policy for TAs and Open periods so students are enrolled in full schedules	X All Students English Learners Low-Income Students Foster Youth Other	Administration			School Year 2023-24

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

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	\$700,444.00

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 (\$)
	\$55,128.00
Cell Tower (High School ONLY)	\$52,415.00
LCFF Supplemental Centralized Services (District Only)	\$316,375.00
LCFF Supplemental English Learner Central	\$170,006.00
LCFF Supplemental Site Allocation	\$68,020.00
Other	\$38,500.00

Subtotal of state or local funds included for this school: \$700,444.00

Total of federal, state, and/or local funds for this school: \$700,444.00

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	99,840.00	31,820.00
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)	52,415	0.00

Expenditures by Funding Source

Funding Source	Amount
	55,128.00
Cell Tower (High School ONLY)	52,415.00
LCFF Supplemental Centralized Services (District Only)	316,375.00
LCFF Supplemental English Learner Central	170,006.00
LCFF Supplemental Site Allocation	68,020.00
Other	38,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	33,500.00
1000-1999: Certificated Personnel Salaries	517,489.00
3000-3999: Employee Benefits	14,108.00
4000-4999: Books And Supplies	77,685.00
5000-5999: Services And Other Operating Expenditures	2,534.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		55,128.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	52,415.00
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	31,108.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	14,108.00
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	33,500.00
4000-4999: Books And Supplies	Other	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,449.00
Goal 2	203,570.00
Goal 3	419,425.00
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
Jason More	Classroom Teacher
Kendyl Gilmore	Classroom Teacher
London Mackey	Other School Staff
Heather Jensen	Classroom Teacher
	Other School Staff
Karrin Waldmire	Parent or Community Member
Jennifer Berry	Parent or Community Member
Loren Kaye	Parent or Community Member
11th grade student	Secondary Student
12th grade student	Secondary Student
	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 June 1st, 2023.

Attested:



Principal, Cliff Kelly on June 1st, 2023



SSC Chairperson, Cliff Kelly on June 1st 2023

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Rio Americano High School

Funding Source: Cell Tower (High School ONLY)

\$52,415.00 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	
Purchase additional technology for use by staff and or students to engage students in their learning environment	4000-4999: Books And Supplies	\$25,000.00	Engaging Academic Programs	
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: \$52,415.00

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
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Rio Americano High School

1.0 AVID FTE	1000-1999: Certificated Personnel Salaries	\$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)	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 \$99,840.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$15,554.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$15,554.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$7,054.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$7,054.00	Engaging Academic Programs	
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	
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	
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:		\$68,020.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$31,820.00		

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	
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	
		\$2,000.00	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	
Other Total Expenditures:		\$38,500.00		
Other Allocation Balance:		\$0.00		
Rio Americano High School Total Expenditures:		\$645,316.00		