



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	5/28/24	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Rio Americano High School met the criteria for [select CSI, ATSI, or TSI as applicable] for the following indicators and/or student groups:

- English learners for English Learner Progress Indicator, College and Career Indicator, and Suspension
- Students with Disabilities for Suspensions

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 SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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 Plan for Student Achievement was created, edited, and reviewed by our School Site Council in partnership with the school site administration and educational partners in monthly meetings throughout the academic school year. Our School Site Council is comprised of certificated staff, classified staff, principal, students, and parents. Site leadership team reviewed and offered feedback on SPSA throughout the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.47%	0.32%	0.37%	9	6	7
African American	3.22%	3.56%	3.05%	62	67	57
Asian	7.33%	8.65%	10.28%	141	163	192
Filipino	1.09%	1.01%	0.80%	21	19	15
Hispanic/Latino	19.71%	18.68%	17.89%	379	352	334
Pacific Islander	0.21%	0.11%	0.32%	4	2	6
White	60.79%	60.51%	59.51%	1169	1140	1111
Multiple/No Response	7.18%	7.17%	7.71%	138	135	144
	Total Enrollment			1923	1884	1867

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	462	482	440
Grade 10	504	454	509
Grade 11	461	499	434
Grade 12	496	449	484
Total Enrollment	1,923	1,884	1,867

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	160	180	200	6.00%	8.3%	10.7%
Fluent English Proficient (FEP)	202	196	200	11.50%	10.5%	10.7%
Reclassified Fluent English Proficient (RFEP)				4.3%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1884	28.4	9.6	0.1
Total Number of Students enrolled in Rio Americano High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	9.6
Foster Youth	2	0.1
Homeless	20	1.1
Socioeconomically Disadvantaged	535	28.4
Students with Disabilities	128	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	67	3.6
American Indian	6	0.3
Asian	163	8.7
Filipino	19	1
Hispanic	352	18.7
Two or More Races	135	7.2
Pacific Islander	2	0.1
White	1140	60.5

School and Student Performance Data

Overall Performance








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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Green	Chronic Absenteeism  No Performance Color	
English Learner Progress  Red		
College/Career  Medium		

Conclusions based on this data:

1. Overall the school provides a good place for learning with all student groups.
2. Math and ELA need to continue to be a focus for all students.
3. Our graduation rate is great and shows we will do what is needed to get students to their diplomas.

School and Student Performance Data

Academic Performance English Language Arts

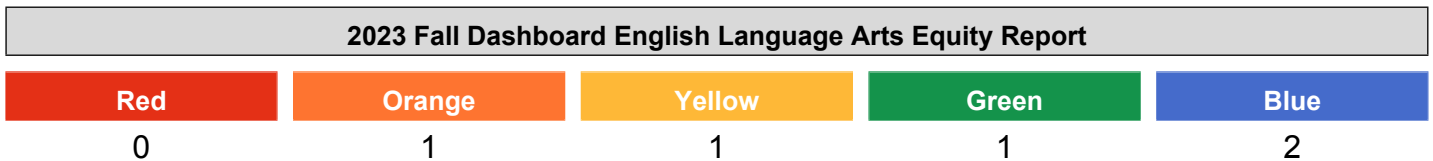
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 59.2 points above standard Increased Significantly +49 points 464 Students	English Learners Orange 93.5 points below standard Increased Significantly +36.8 points 39 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 2.3 points below standard Increased Significantly +42.3 points 129 Students	Students with Disabilities 73.8 points below standard Increased Significantly +76.7 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
15.7 points below standard Increased Significantly +59.4 points 14 Students	Less than 11 Students 3 Students	 Green 4.4 points above standard Increased Significantly +65.4 points 31 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 48.6 points above standard Increased Significantly +58.6 points 85 Students	44 points above standard Increased Significantly +34.8 points 36 Students	Less than 11 Students 2 Students	 Blue 74.3 points above standard Increased Significantly +49.9 points 286 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.6 points below standard Increased Significantly +43.2 points 29 Students	Less than 11 Students 10 Students	72.1 points above standard Increased Significantly +45.1 points 374 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 59.2 points above standard which was a significant increase from the previous school year. English learners were our lowest performing student group. English learners scored 93.5 points below standard which was a significant increase from the previous school year.

We have small sub group sizes that can change our rates of performance significantly in the sub groups. Our English learners are scoring the lowest on the Fall English Language Arts Equity Report.

Many of our EL students are coming to our school with various levels of language acquisition. With the steadily increasing numbers of students that are listed as an English Learner we are attempting to put in place supports in our EL classes but also our core content classes. We struggled to hire a qualified EL teacher and hire BIAs that could support in our content areas. With the number of students that are speaking different languages it was difficult to find BIAs that speak different languages.

We need to hire qualified EL teachers, hire BIAs that can support our various diversified student populations, increase PD for all our teachers to ensure EL students are being supported throughout their scheduled classes but especially in their core English classes.

School and Student Performance Data

Academic Performance Mathematics

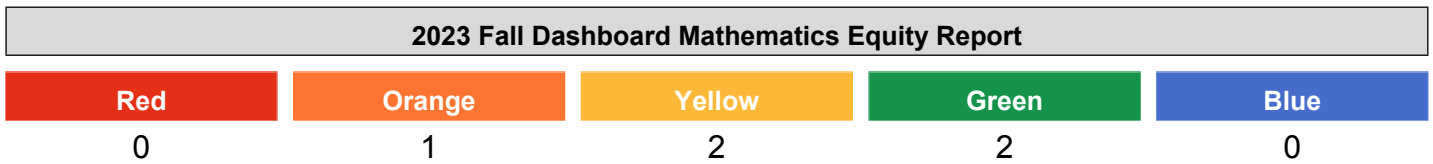
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>41.5 points below standard</p> <p>Increased +6.7 points</p> <p>450 Students</p>	<p>English Learners</p> <p>Orange</p> <p>180.7 points below standard</p> <p>Increased +10.7 points</p> <p>38 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>90.7 points below standard</p> <p>Increased Significantly +34.7 points</p> <p>126 Students</p>	<p>Students with Disabilities</p> <p>158.3 points below standard</p> <p>Increased Significantly +38.9 points</p> <p>24 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
126.9 points below standard Maintained -2.4 points 14 Students	Less than 11 Students 2 Students	 Green 58.6 points below standard Increased Significantly +55.1 points 31 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 48.2 points below standard Increased Significantly +43.6 points 85 Students	63.8 points below standard Decreased Significantly -53 points 36 Students	Less than 11 Students 2 Students	 Yellow 33.5 points below standard Maintained -2.5 points 275 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
218.9 points below standard Maintained +1.5 points 28 Students	Less than 11 Students 10 Students	30.8 points below standard Maintained -2.6 points 362 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 41.5 points above standard which was an increase from the previous school year. English learners were our lowest performing student group. English learners scored 180.7 points below standard which was an increase from the previous school year.

We have small subgroup sizes that can change our rates of performance significantly in the subgroups. Our English learners are scoring the lowest on the Fall Mathematics Equity Report. Socioeconomically disadvantaged students and Students with Disabilities are below standards as well.

Many of our EL students are coming to our school with various levels of language acquisition. With the steadily increasing numbers of students that are listed as an English Learner we are attempting to put in place supports in our EL classes but also our core content classes. We struggled to hire a qualified EL teacher and hire BIAs that could support in our content areas. With the number of students that are speaking different languages it was difficult to find BIAs that speak different languages. We struggled throughout the year to hire IAs to support our Students with Disabilities. We did not identify Socioeconomically disadvantaged students specifically for supports.

We need to hire qualified EL teachers, hire BIAs that can support our various diversified student populations, increase PD for all our teachers to ensure EL students are being supported throughout their scheduled classes but especially in their core math classes. Increase tutoring needs to be available for our EL students. Our Special Ed. department

teachers will be pushing in to core content classes more this next year to support students. Our community liason will be targeting supports for our socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance English Learner Progress

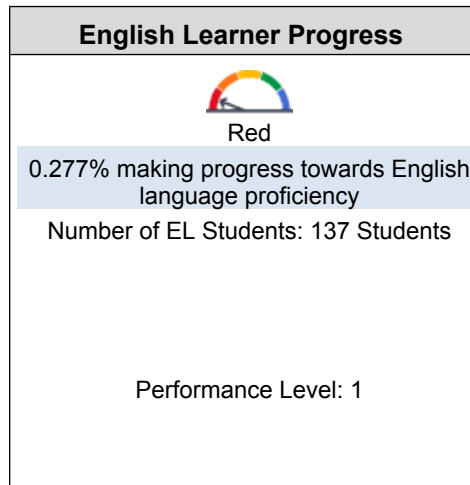
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28	71	3	35

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

0.277% of our English learners are making progress on the ELPAC. 35 students progressed at least one level whereas 99 students either maintained ELPI level 1, 2L, 2H, 3L, 3H, or decreased one level. The work we are doing with our EL population is helping them make the gains necessary to be successful in this country. We have many students that have maintained their level and some that have increased and progressed at least one ELPI level.

We need to make sure we work on students not decreasing levels or staying still and maintaining their level language acquisition. We funded a second full time ELD teacher due to our increased population, but we were unable to fill the position. We had numerous teachers in a long-term substitute ELD teaching assignment that created an inconsistency and decreased collaboration opportunities for our ELD instructors. We have struggled to fill a BIA position we have and although we fund a community liaison that helps us with our largest EL population with communication to both students and families, this position was inconsistent with multiple staff filling the role during the year.

Having a BIA has helped us improve student overall performance in school and moving into next year, we are hoping to have a consistent person. We are starting the year with professional development on "Talking Points" which is going to be our main platform for communicating to parents and students because it allows for translations to occur for all communications based on the students' home language. We are hoping to have a consistent community liaison. We are also hoping to have two consistent ELD teachers. Time will be created on Thursday for ELD collaboration.

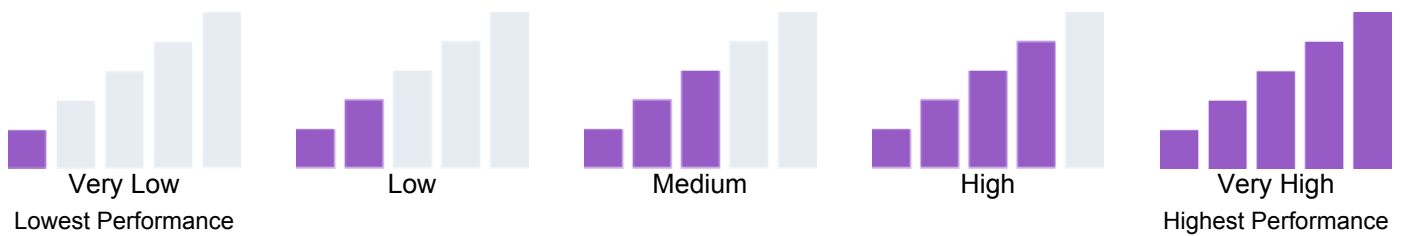
School and Student Performance Data

Academic Performance College/Career Report

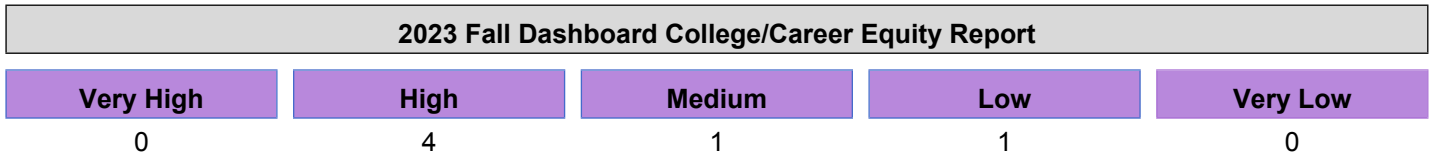
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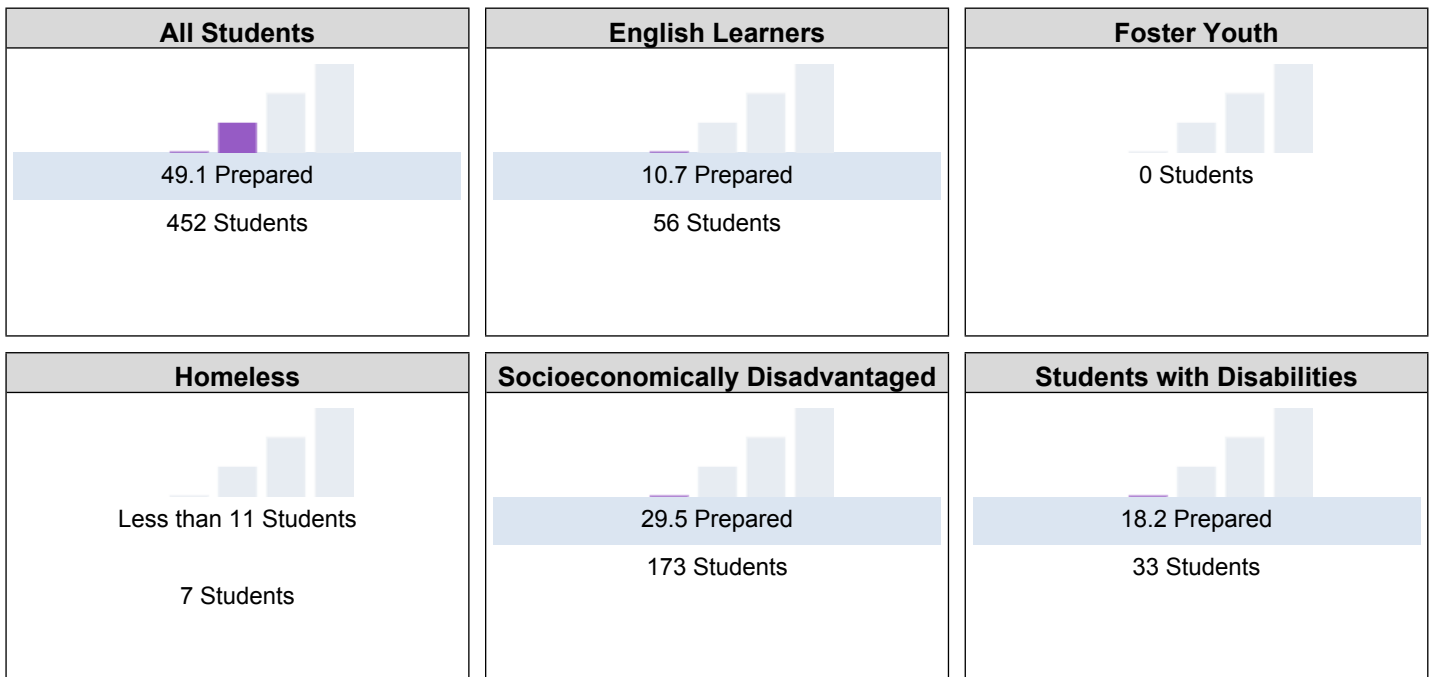


This section provides number of student groups in each level.

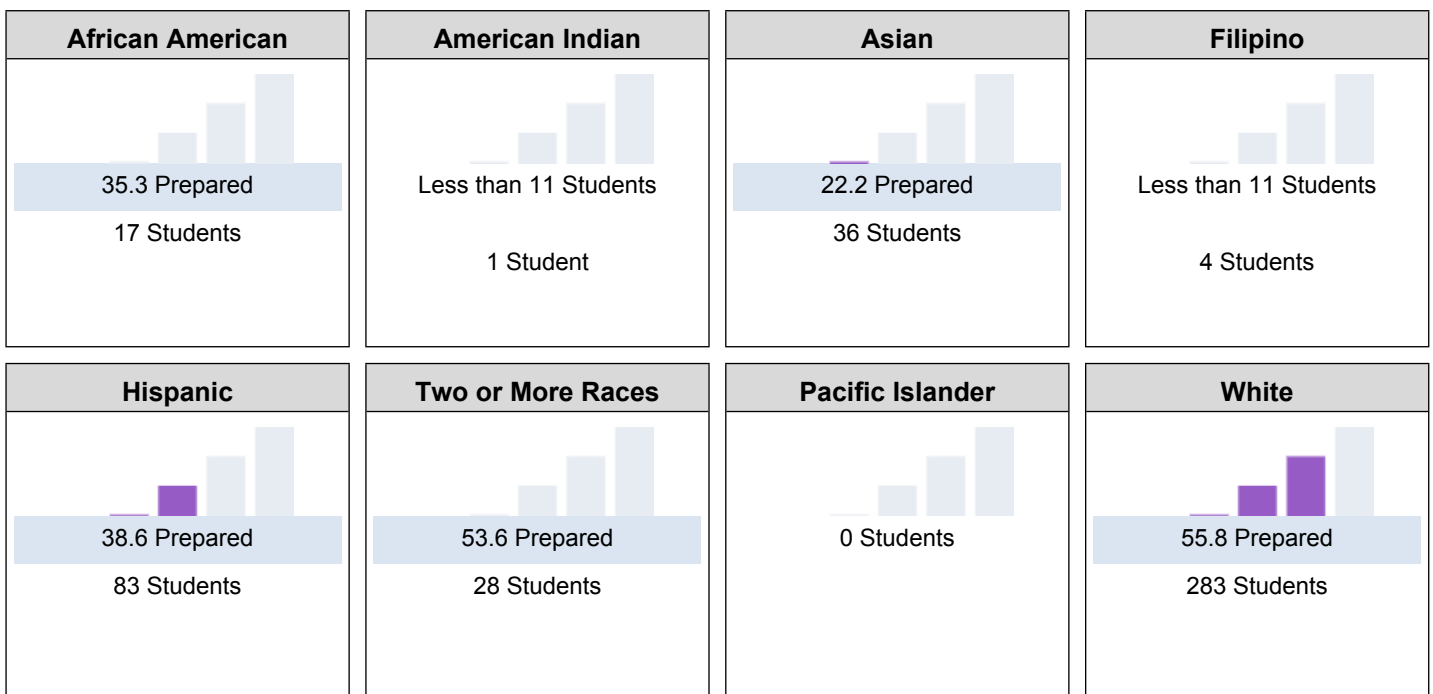


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

49.1% of all students graduate prepared for college and career whereas only 10.7% of our English learners are prepared for college/career.

Goals and action items have been established to support our EL students for the last three years and will continue with additional supports next year. Students with disabilities and socioeconomic status are also in need of supports.

Work is needed on helping our students with disabilities preparing to enter college. Difficulty in hiring bilingual assistants and instructional assistants is contributing to the problem. Positions supporting these two groups are often not paid at a rate that allows for the best recruitment of support staff or for their long-term commitment to the school and district. Additional PD for teachers around supports for these two populations would be valuable.

Increased supports through professional development for teachers and support staff around how to best meet the needs of these two populations. Increased focus on college and career ready for all students would be valuable as well. We are hoping to fund a college and career tech.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

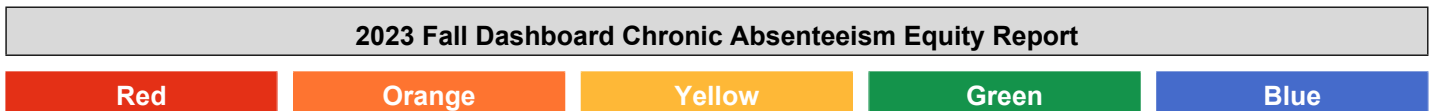
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color	 No Performance Color	 No Performance Color
N/A	N/A	N/A
0 Students	0 Students	0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
N/A	N/A	N/A
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color N/A 0 Students	 No Performance Color N/A 0 Students	 No Performance Color N/A 0 Students	 No Performance Color N/A 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color N/A 0 Students	 No Performance Color N/A 0 Students	 No Performance Color N/A 0 Students	 No Performance Color N/A 0 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

No conclusions because there is no data.

School and Student Performance Data

Academic Engagement Graduation Rate

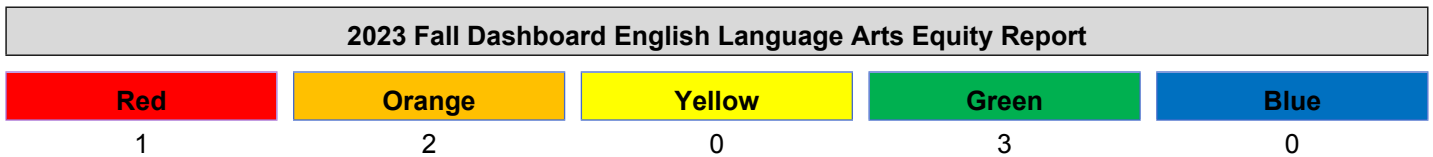
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 89% graduated Maintained -0.3 456 Students	English Learners Red 64.4% graduated Decreased -1 59 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Green 81.4% graduated Increased 2.9 177 Students	Students with Disabilities Green 88.2% graduated Increased Significantly 22.4 34 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>94.4% graduated</p> <p>Increased Significantly 27.8</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Orange</p> <p>68.4% graduated</p> <p>Decreased Significantly -9.4</p> <p>38 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>86.7% graduated</p> <p>Decreased Significantly -5.8</p> <p>83 Students</p>	<p>89.3% graduated</p> <p>Maintained -0.2</p> <p>28 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>91.9% graduated</p> <p>Increased 1.2</p> <p>284 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

89% of all students graduate from Rio Americano High School which was similar to the previous school year. Our lowest performing student group was English learners. 64.4% of our English learners graduated from Rio Americano High School which was a decrease from the previous school year. Graduation rate continues to be positive in all subgroups but our EL group.

Many of our EL students are enrolling in school at Rio Americano with very limited English and after enrolling with limited schooling in their past. Many of the students in this subgroup are enrolling as 10th, 11th, or 12th grade students and they are already credit deficient and in danger of not graduating before we have had any chance to intervene by supporting them with academic interventions that would allow for increased graduation percentages for this subgroup.

We need to continue to focus on supports in our EL program and in our core content classes. Continue to work with our district's EL department on professional development opportunities. We also will support a School Community Intervention Specialist and a Community Liason that is bilingual and can connect with many of our EL families and the diverse community we are in. We will begin to use "Talking Points" throughout our school to translate communications for our families and increase community connections.

School and Student Performance Data

Conditions & Climate Suspension Rate

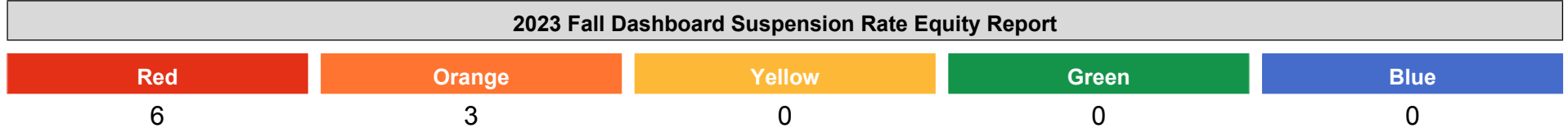
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Orange

5.8% suspended at least one day

Increased 2.5
1991 Students

English Learners


 Red


9.6% suspended at least one day

Increased Significantly 4.5
219 Students

Foster Youth

Less than 11 Students
2 Students


Homeless


 Red

13.3% suspended at least one day

Increased 8.2
30 Students


Socioeconomically Disadvantaged


 Red

9.8% suspended at least one day

Increased Significantly 4
696 Students






Students with Disabilities


 Red

11.6% suspended at least one day

Increased 6.7
138 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 15.5% suspended at least one day Increased 7.7 71 Students	Less than 11 Students 6 Students	 Orange 7.2% suspended at least one day Increased 3 180 Students	0% suspended at least one day Declined -4.5 19 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.5% suspended at least one day Increased Significantly 5.1 377 Students	 Orange 7.7% suspended at least one day Increased 4.9 142 Students	Less than 11 Students 2 Students	 Orange 4% suspended at least one day Increased 1.2 1194 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

5.8% of all students were suspended at least one day which was an increase from the previous school year. Socioeconomically disadvantaged, Homeless, EL, Students with Disabilities, African American, and Hispanic subgroups are a focus in this area that could help us reduce our suspension rate. 9.6% of our English learners were suspended at least one day which was a significant increase from the previous school year. 9.8% of our Socioeconomically Disadvantaged students were suspended at least one day which was a significant increase from the previous school year. 11.6% of our Students with Disabilities were suspended at least one day which was a increase from the previous school year. 15.5% of our African American students were suspended at least one day which was a significant increase from the previous school year.

Students with disabilities, socioeconomically disadvantaged and EL could use support on behaviors and support for teachers in dealing with those behaviors appropriately. Coming back from Covid and home education, for teachers and students adjusting to the change to in person learning may have caused some increased incidents in class and at the school as expectations for students is adjusted.

Overall we need to explore restorative practices and focus on professional practices in discipline and offer increased supports for students identified as at risk based on behavioral outcomes.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

California Department of Education School Dashboard reviewed multiple times throughout the year in different formats. College Board data reviewed twice a year. CAASPP data reviewed twice a year. Data from PSAT reviewed once a year. Surveys data from staff, students, and the community reviewed frequently.

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

Data often times is reviewed in a summative manner and not formatively and in order to properly identify standards not met and intervene in a timely way to increase student achievement for all.

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

Increased supports for our EL students. Hired a Community Bilingual Liaison and School Community Intervention Specialist. Focused PD on EL supports this year. Focused discussions and release days offered for math teachers to align grading practices and focused collaboration time.

2023-24

Identified Need

Increased professional learning opportunities for teachers to better serve all subgroups of students. Increase focus on math supports and professional learning opportunities to best serve all students to be college and career ready. Specifically focused professional development for EL students and increased translated communications to connect with a diverse population. Increase supports for socioeconomically disadvantaged students and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	
	Hispanic	
	Two or More Races	
Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	74.3 points above standard	
Math State Assessment: Change in scale score	All Students	41.5 points below standard	+3 scale score points
	English Learners	180.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	90.7 points below standard	
	Students with Disabilities	158.3 points below standard	
	African American	126.9 points below standard	
	American Indian		
	Asian	58.6 points below standard	
	Filipino		
	Hispanic	48.2 points below standard	
	Two or More Races	63.8 points below standard	
Pacific Islander			
White	33.5 points below standard		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.277%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.94%		+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
College and Career Indicator: Percentage of students placed in the “Prepared” level by the state’s college and career indicator	All Students	49.1 Prepared
	English Learners	10.7 Prepared
	Socioeconomically Disadvantaged	29.5 Prepared
	Students with Disabilities	18.2 Prepared
	African American	35.3 Prepared
	Asian	22.2 Prepared
	Hispanic	38.6 Prepared
	Two or More Races	53.6 Prepared
White	55.8 Prepared	
		+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide release time for teachers and professional development opportunities to increase student achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.2	Identify and implement PD around the use of data to improve collaboration and teaching practices and to specifically identify supports for EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25

1.3	Work with district attendance officials to meet with students that have poor attendance and development a positive incentive program for improved attendance.	All Students English Learners Low-Income Students X Foster Youth Lowest Performing	Other		School year 2024-25
1.4	Create a positive incentive program for student recognition based on academic achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)	2,500	School year 2024-25
1.5	Increase focus and use of various forms of data in staff, department chair, and leadership meetings.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.6	Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.	All Students English Learners Low-Income Students X Foster Youth Lowest Performing Homeless	Cell Tower (High School ONLY)	2,150	School year 2024-25

1.7	Fund math and English Saturday workshops	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)	2,500	School year 2024-25
1.8	Increase funding and supports for CTE programs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.9	Fund ICT/ College and Career position to work in our counseling office/ admin office to support all students' needs	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.10	Implement tutoring in content areas to support students' academic achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.11	Fund AP trainings for teachers to better prepare students for college and career readiness	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.12	Explore and support Dual	X All Students English Learners Low-Income Students	Other		School year 2024-25

	Enrollment courses	Foster Youth Lowest Performing			
1.13	Fund a School community Intervention Specialist	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School year 2024-25
1.14	Fund a Bilingual Instructional Assistant	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.15	Fund additional supports and materials for English proficiency.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.16	Fund additional supports and materials for math proficiency.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
1.17	Fund additional resources in our library both fiction and non-fiction as well as college and career preparatory guides.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25

1.18	Provide extensive curricular programs for all student to best prepare them for college and career readiness.	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Lowest Performing	Other		School year 2024-25
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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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

California Department of Education School Dashboard reviewed multiple times throughout year. Course catalog reviewed and changed as needed. Data on Dual Enrollment reviewed. Survey data on school climate reviewed. College Board data reviewed twice a year. CAASPP data reviewed twice a year. Data from PSAT reviewed once a year. Surveys data from staff, students, and the community reviewed frequently.

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

Data from the state is often reviewed at the end of the year or the beginning of the following year. Data from Dual enrollment provided at the end of the year.

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

We have increased the number of dual enrolment classes and school electives. Increased home visits for students in danger of dropping out. Increase core content tutoring for additional supports to increase graduation for targeted populations.

2023-24

Identified Need

Increase course offerings through Dual Enrollment. Graduation rate increase for non-whites is needed. A focus on improved attendance and engagement in the class is needed. Additional EL supports and supports for socioeconomically disadvantaged.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	N/A
	English Learners	N/A
	Foster Youth	N/A
	Homeless	N/A
	Socioeconomically Disadvantaged	N/A
	Students with Disabilities	N/A
	African American	N/A
	American Indian	N/A
	Asian	N/A
	Filipino	N/A
	Hispanic	N/A
	Two or More Races	N/A
	Pacific Islander	N/A
White	N/A	
Attendance: Percentage of the school year attended for students in TK-12	92.80%	+2%
High School Dropout Rate:	7.50%	-2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
Percentage of high school students who dropout (based on the 4-year cohort outcomes)																														
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.																													
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<table border="1"> <tbody> <tr> <td>All Students</td> <td>89% graduated</td> </tr> <tr> <td>English Learners</td> <td>64.4% graduated</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td></td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>81.4% graduated</td> </tr> <tr> <td>Students with Disabilities</td> <td>88.2% graduated</td> </tr> <tr> <td>African American</td> <td>94.4% graduated</td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td>68.4% graduated</td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>86.7% graduated</td> </tr> <tr> <td>Two or More Races</td> <td>89.3% graduated</td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>91.9% graduated</td> </tr> </tbody> </table>	All Students	89% graduated	English Learners	64.4% graduated	Foster Youth		Homeless		Socioeconomically Disadvantaged	81.4% graduated	Students with Disabilities	88.2% graduated	African American	94.4% graduated	American Indian		Asian	68.4% graduated	Filipino		Hispanic	86.7% graduated	Two or More Races	89.3% graduated	Pacific Islander		White	91.9% graduated	+1%
All Students	89% graduated																													
English Learners	64.4% graduated																													
Foster Youth																														
Homeless																														
Socioeconomically Disadvantaged	81.4% graduated																													
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Filipino																														
Hispanic	86.7% graduated																													
Two or More Races	89.3% graduated																													
Pacific Islander																														
White	91.9% graduated																													

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Increase tutoring for teachers to participate in	X All Students English Learners Low-Income Students	Other		School year 2024-25

	before, during, and after school.	Foster Youth Lowest Performing			
2.2	Increase articulation with feeder schools to better identify struggling incoming freshmen	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School year 2024-25
2.3	Create an intervention team to monitor student progress and refine interventions by using data to best identify student needs	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School year 2024-25
2.4	Increase technology and resources/ supplies for teachers and students to better engage in 21st century skill building	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)	10,000	School year 2024-25
2.5	Create an ELIS .2 release period for EL Department lead to best support EL students through the content areas	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
2.6	Work with district attendance	X All Students English Learners	Other		School year 2024-25

	officials to meet with students that have poor attendance and development a positive incentive program for improved attendance.	Low-Income Students Foster Youth Lowest Performing			
2.7	Release time for departments to work on assessments and grading practices	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
2.8	Increase funding for a 1.0 Band teacher to be funded with prop 28 funds.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
2.9	Increase support for VAPA classes and equipment	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

California Department of Education School Dashboard reviewed throughout the year in different formats. College Board data reviewed twice a year. CAASPP data reviewed twice a year. Data from PSAT reviewed once a year. Surveys data from staff, students, and the community reviewed frequently.

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

Data reviewed in a summative matter and not formative. Need for increased participation in survey for a larger percentage of students and parents completing it. We need to increase and translate all messages to families. More counseling supports for students to better meet their mental health needs as well as career and college ready needs.

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

Created schedule steering committee and intervention committee to explore improved student success in classrooms and supports for all students. Implemented restorative practices. Increased communication to families, students, and staff.

2023-24

Identified Need

Improved atmosphere on campus so that all students feel valued and welcome and supported at Rio Americano. Increase communication and supports for families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	5.8% suspended at least one day
	English Learners	9.6% suspended at least one day
	Foster Youth	
	Homeless	13.3% suspended at least one day
	Socioeconomically Disadvantaged	9.8% suspended at least one day
	Students with Disabilities	11.6% suspended at least one day
	African American	15.5% suspended at least one day
	American Indian	
	Asian	7.2% suspended at least one day
	Filipino	0% suspended at least one day
	Hispanic	8.5% suspended at least one day
	Two or More Races	7.7% suspended at least one day
	Pacific Islander	
White	4% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.05%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	60%	65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	53.3%	55%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Create a schedule steering committee to explore different schedules.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.2	Create an intervention team that can identify struggling students and create a plan to connect students	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Homeless, Students with Disabilities	Other		School year 2024-25

	to needed resources in a timely manner.				
3.3	Promote club rush week through student government.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.4	Create an elective fair for students to learn more about all courses offered at school	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.5	Explore restorative practices and alternatives to suspension	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)	2,500	School year 2024-25
3.6	Establish community partnerships with IYT and GEMs to engage our diverse population	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	12,714	School year 2024-25

3.7	Use. 40 LCFF FTE to fund an additional 1.0 counselor PC TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	38,362 16,583	School year 2024-25
3.8	Fund lunch pals connecting our SPED students to other students during lunch to better connect with our community	All Students English Learners Low-Income Students Foster Youth Lowest Performing Students with disabilities	Cell Tower (High School ONLY)	1,000	School year 2024-25
3.9	Create a staff and parent newsletter to improve communication throughout the school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.10	Support a Culture Event, GEAR, Global Event at Rio, to showcase our diversity and communicate	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)	1,000	School year 2024-25

	about our differing cultures.				
3.11	Fund undergrad awards to acknowledge 9-11 grade students twice a year.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)	1,000	School year 2024-25
3.12	Establish attendance meetings with families struggling with absenteeism.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.13	Support a Senior Awards Night	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.14	Create after school and weekend support groups for math students that are struggling	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.15	Increase listening sessions for students and staff to provide feedback. Provide release time for teachers to participate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25

3.16	Provide staff training on AED and CPR for improved safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024-25
3.17	Fund .50 FTE College and Career tech PC - TBD and split with ELO.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	10,497 13,178	School year 2024-25
3.18	Fund .375 FTE for an ICT to work in our counseling office and admin office.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	14,074 15,712	School year 2024-25

			3000-3999: Employee Benefits		
3.19	Fund a Mental Healthcare provider for additional supports 3 days a week	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2024- 25

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:
Student Achievement and Implementation of Standards

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
District funded 1.0 ICT to work in our counseling office and admin office	2024-25 School Year				
District funded 1.0 BIA to increase communication with students and parents	2024-25 School Year				

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Fund a 1.0 Community Intervention Specialist	2024-25 School Year				

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
District funded 1.0 Community Liaison	2024-25 School Year				
Fund GEMS and IYT to assist our diverse population of students with academic and social emotional supports	2024-25 School Year				

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	\$143,770.00

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 (\$)
Cell Tower (High School ONLY)	\$22,650.00
LCFF Supplemental Site Allocation	\$121,120.00

Subtotal of state or local funds included for this school: \$143,770.00

Total of federal, state, and/or local funds for this school: \$143,770.00

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	121,120	0.00
Cell Tower (High School ONLY)	22,650	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	22,650.00
LCFF Supplemental Site Allocation	121,120.00

Expenditures by Budget Reference

Budget Reference	Amount
	9,650.00
1000-1999: Certificated Personnel Salaries	38,362.00
2000-2999: Classified Personnel Salaries	24,571.00
3000-3999: Employee Benefits	45,473.00
5800: Professional/Consulting Services And Operating Expenditures	12,714.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Cell Tower (High School ONLY)	22,650.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	38,362.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	24,571.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	45,473.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	12,714.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,150.00
Goal 2	10,000.00
Goal 3	126,620.00

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	Classroom Teacher
Alexus Paulus	Classroom Teacher
Priscilla Soria	Other School Staff
Dianne Tully	Parent or Community Member
Jill Rice	Parent or Community Member
Ivona Smith	Parent or Community Member
11th grade student	Secondary Student
12th grade student	Secondary Student
12th grade 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 May 28th, 2024.

Attested:



Principal, Cliff Kelly on May 28th, 2024



SSC Chairperson, Cliff Kelly on May 28th, 2024

Budget By Expenditures

Rio Americano High School

Funding Source: Cell Tower (High School ONLY)

\$22,650.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Create a positive incentive program for student recognition based on academic achievement.		\$2,500.00	Connected School Communities	
Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.		\$2,150.00	Connected School Communities	
Fund math and English Saturday workshops		\$2,500.00	Connected School Communities	
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	
Student scholarships for financial hardships to participate in school related activities.	4000-4999: Books And Supplies	\$2,915.00	Connected School Communities	
Increase technology and resources/ supplies for teachers and students to better engage in 21st century skill building		\$10,000.00	Healthy Environments for Social-Emotional Growth	
Explore restorative practices and alternatives to suspension		\$2,500.00	Engaging Academic Programs	
Fund lunch pals connecting our SPED students to other students during lunch to better connect with our community		\$1,000.00	Engaging Academic Programs	
Support a Culture Event, GEAR, Global Event at Rio, to showcase our diversity and communicate about our differing cultures.		\$1,000.00	Engaging Academic Programs	
Fund undergrad awards to acknowledge 9-11 grade students twice a year.		\$1,000.00	Engaging Academic Programs	

Rio Americano High School

Cell Tower (High School ONLY) Total Expenditures: \$37,065.00

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

Funding Source: LCFF Supplemental Site Allocation \$121,120.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Resources for Homeless, Low income, and foster youth students. School Supplies/Technology and outside speakers.	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures	
Fund .50 FTE College and Career tech PC - TBD and split with ELO.	2000-2999: Classified Personnel Salaries	\$10,497.00	Engaging Academic Programs	
Fund .375 FTE for an ICT to work in our counseling office and admin office.	2000-2999: Classified Personnel Salaries	\$14,074.00	Engaging Academic Programs	
	5800: Professional/Consulting Services And Operating Expenditures	\$12,714.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$16,583.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$13,178.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$15,712.00	Engaging Academic Programs	
Use. 40 LCFF FTE to fund an additional 1.0 counselor PC TBD	1000-1999: Certificated Personnel Salaries	\$38,362.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: \$126,120.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Rio Americano High School

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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: \$5,000.00

Other Allocation Balance: \$0.00

Rio Americano High School Total Expenditures: \$168,185.00