School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Americano High School	34-67447-3436714	May 27, 2025	June 24,2025

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

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).

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).

Table of Contents

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)			11	4.3%		4.10%

School and Student Performance Data

Student Population

The 2024 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.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,867	**35.4%**	**10.7%**	**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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	200	10.7%
Foster Youth	1	0.1%
Homeless	19	1%
Socioeconomically Disadvantaged	660	35.4%
Students with Disabilities	123	6.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	57	3.1%
American Indian	7	0.4%
Asian	192	10.3%
Filipino	15	0.8%
Hispanic	334	17.9%
Two or More Races	144	7.7%
Pacific Islander	6	0.3%
White	1,111	59.5%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Orange		
College/Career Blue		

School and Student Performance Data

Academic Performance
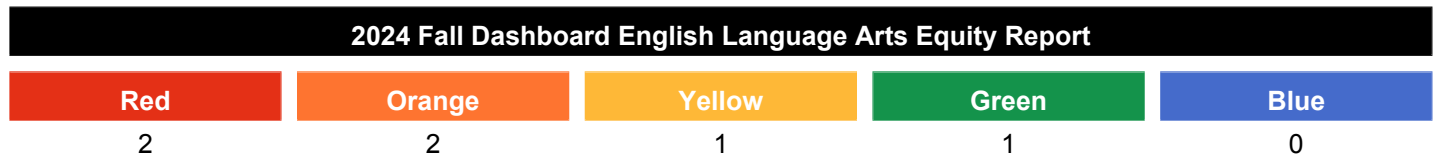## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	1	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
0.6 points above standard	154.9 points below standard	Less than 11 Students
Declined 58.6 points	Declined 61.4 points	
384 Students	40 Students	7 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	32.8 points below standard
		Declined 30.4 points
	5 Students	143 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
122.5 points below standard	69.3 points below standard	Less than 11 Students
Declined 48.7 points	Declined 53.6 points	
19 Students	12 Students	1 Student

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
77.1 points below standard	Less than 11 Students	30.7 points below standard
Declined 81.4 points		Declined 79.3 points
32 Students	3 Students	67 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Yellow
55.8 points above standard	Less than 11 Students	9.5 points above standard
Increased 11.8 points		Declined 64.8 points
32 Students	1 Student	240 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.

> We had two lowest performing student groups - English learners and Asian.
> English learners scored 154.9 points below standard which was a decrease of 61.4 points from the previous school year.
> Asian students scored 77.1 points below standard which was a decrease of 81.4 points from the previous school year.
> In comparison, all students scored .6 points above standard which was a decrease of 58.6 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

> Upon reflection, there was a change in staff which may have contributed to these results.
> Due to the increased number of immigrant students, our teachers may not have had the proper training for integrated strategies. Our influx has also been mainly with newcomer students with interrupted formal schooling which has also posed an additional challenge.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

> -Additional support through training for Emerging bilinguals for staff.
> -Cultural presentation for staff.

-ELD teacher will provide training for integrated strategies.
-PLC implementation through teacher release time targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class

School and Student Performance Data
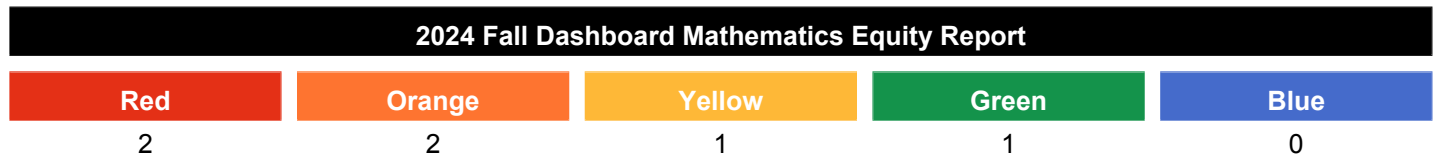
Academic Performance
Mathematics

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	1	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
66.1 points below standard	199.5 points below standard	Less than 11 Students
Declined 24.6 points	Declined 18.8 points	
387 Students	48 Students	8 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	110.0 points below standard
		Declined 19.3 points
	6 Students	151 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
221.1 points below standard	135.1 points below standard	Less than 11 Students
Declined 62.8 points	Declined 8.2 points	1 Student
20 Students	12 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
132.4 points below standard	Less than 11 Students	101.9 points below standard
Declined 73.8 points	3 Students	Declined 53.6 points
36 Students		66 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Yellow
17.9 points below standard	Less than 11 Students	59.3 points below standard
Increased 45.9 points	1 Student	Declined 25.8 points
33 Students		242 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.

We had two lowest performing student groups - English learners and Asian.
English learners scored 154.9 points below standard which was a decrease of 61.4 points from the previous school year.
Asian students scored 77.1 points below standard which was a decrease of 81.4 points from the previous school year.
In comparison, all students scored .6 points above standard which was a decrease of 58.6 points from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Upon reflection, there was a change in staff which may have contributed to these results.
Due to the increased number of immigrant students, our teachers may not have had the proper training for integrated strategies. Our influx has also been mainly with newcomer students with interrupted formal schooling which has also posed an additional challenge.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Additional support through training for Emerging bilinguals for staff.
-Cultural presentation for staff.

-Math and ELD teacher will provide training for integrated strategies.
-PLC implementation through teacher release time targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Increase tutoring provided through math resources

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
34.7% making progress.	25% making progress.
Number Students: 144 Students	Number Students: 28 Students

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.

2024 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**
16%	49.3%	0%	34.7%

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

> Our greatest growth was seen with EL students increasing at least one ELPI level.
> We also had 34.7 students making progress.
> We can focus on improving the number of students making progress and the number of students maintaining ELPI level 4.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

> We increased the number of sections or classes of ELD by three. We had two consistent full- time teachers this year and one English teacher, teaching one section. We adopted new curriculum that our teachers learned to use this year.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

> -More release time for all three teachers to align their practice.
> -Additional support through training for our ELD staff.

-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	1
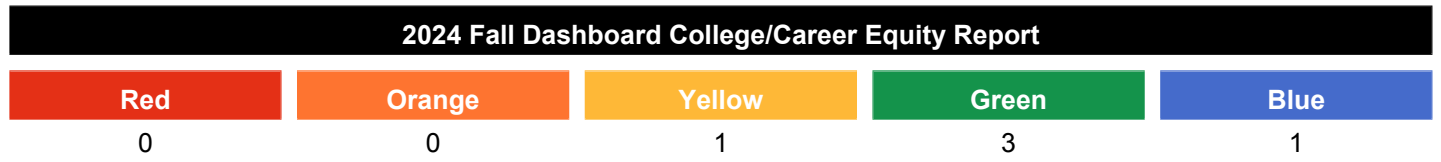
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Yellow	No Performance Color
63.2 Prepared	20 Prepared	36.4 Prepared
Increased 14.1	Increased 9.3	Increased 21
484 Students	50 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
0 Students	36.4 Prepared	46.2 Prepared
	0	Increased 16.7
	11 Students	210 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
24.1 Prepared	13.3 Prepared	Less than 11 Students 0
Increased 6	Declined 22	
29 Students	15 Students	3 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Green
50 Prepared	Less than 11 Students 0	63.1 Prepared
Increased 27.8		Increased 24.5
36 Students	6 Students	84 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
62.5 Prepared	Less than 11 Students 0	68.1 Prepared
Increased 8.9		Increased 12.3
40 Students	2 Students	298 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.

Our English Learners scored the lowest on Academic Performance College and Career Report.
20 English learners were prepared for College and Career which was an increase of 9.3 from the previous school year.
In comparison, 63.2 of all students were prepared for College and Career which was an increase of 14.1 from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The language barrier for many of our students makes it difficult for this population to access AP classes and at times complete A-G coursework.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class

-Hire an additional counselor that will lower the number of students per counselor and increase the ability for our counselors to support students through an individualized practice
-Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
-Increase focus on recruitment to CTE pathways

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	2

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Green	No Performance Color
94.5% graduated	85.5% graduated	90.9% graduated
Increased 5.4%	Increased 21%	Declined 1.4%
489 Students	55 Students	11 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
0 Students	100% graduated	91.6% graduated
	11 Students	Increased 10.3%
		215 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
69% graduated	86.7% graduated	Fewer than 11 students - data not displayed for privacy
Declined 19.3%	Declined 7.8%	
29 Students	15 Students	3 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Blue
89.7% graduated	Fewer than 11 students - data not displayed for privacy	95.2% graduated
Increased 21.3%		Increased 8.5%
39 Students	6 Students	84 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
100% graduated	Fewer than 11 students - data not displayed for privacy	94.3% graduated
Increased 10.7%		Increased 2.4%
40 Students	2 Students	300 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.

Our lowest performing group is Asian at 89.7%, English Learners at 85.5%, and White at 94.3% on our graduation rate. With Asian scoring the lowest at 85.5%. All these groups are performing at a Green level.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Many of our EL students come to Rio mid-year or with no or limited formalized education and this makes it difficult to ensure students complete graduation requirements.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Increase supports in academic core classes for EL students
-Hire an additional counselor that will lower the number of students per counselor and increase the ability for our counselors to support students through an individualized practice
-Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
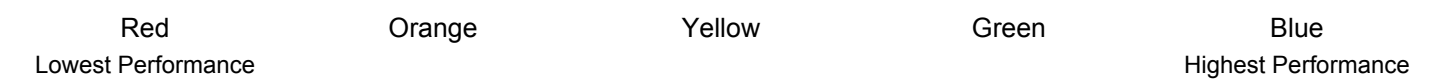-Increase focus on recruitment to CTE pathways

School and Student Performance Data

Conditions & Climate
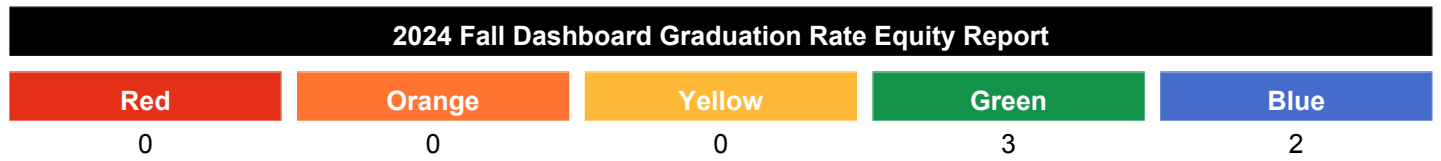## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	5	2	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	Green
5.3% suspended at least one day	8% suspended at least one day	4.8% suspended at least one day
Declined 0.5%	Declined 1.6%	Declined 5%
2016 Students	262 Students	42 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Yellow	Yellow
Fewer than 11 students - data not displayed for privacy	9.3% suspended at least one day	7.1% suspended at least one day
2 Students	Declined 4%	Declined 2.7%
	43 Students	847 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
8.9% suspended at least one day	12.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2.7%	Declined 3.2%	
146 Students	65 Students	7 Students

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
7.6% suspended at least one day	0% suspended at least one day	6.6% suspended at least one day
Increased 0.4%	Maintained 0%	Declined 1.9%
223 Students	17 Students	364 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
3.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	4.5% suspended at least one day
Declined 4.5%		Increased 0.5%
152 Students	8 Students	1180 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.

The student groups scoring the lowest at an Orange level are White at 4.5%, Asian at 7.6% and African American at 12.3%.
In comparison, 5.3% of all students were suspended at least one day which was a decrease of 0.5% from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

These results do show an improvement from last year with overall suspension levels and targeted group suspensions decreasing. We began using a behavioral program, Navigate 360, in order to reduce suspension rates for all groups and ensure an opportunity for another level of intervention.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Hire an additional counselor that will lower the number of students per counselor and increase the ability for our counselors to support students through an individualized practice
-Focus on administration aligning practices in behavioral management with students and ensure increased training on Navigate 360 going into second year of implementation

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: 2024-25

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.

2025-26
Identified Need

ELA-
Additional support through training for Emerging bilinguals for staff.
Cultural presentation for staff.
ELD teacher will provide training for integrated strategies.
PLC implementation through teacher release time targeting common formative assessments and collaboration around student need. Aligning practices.

Math-
-Additional support through training for Emerging bilinguals for staff.
-Cultural presentation for staff.
-Math and ELD teacher will provide training for integrated strategies.
-PLC implementation through teacher release time targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Increase tutoring provided through math resources

ELPI-
-More release time for all three teachers to align their practice.
-Additional support through training for our ELD staff.
-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class

College and Career-
-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.

-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Hire an additional counselor that will lower the number of students per counselor and increase the ability for our counselors to support students through an individualized practice
-Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
-Increase focus on recruitment to CTE pathways

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	0.6 points above standard	+3 scale score points
	English Learners	154.9 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	32.8 points below standard	
	Students with Disabilities	122.5 points below standard	
	African American	69.3 points below standard	
	American Indian		
	Asian	77.1 points below standard	
	Filipino		
	Hispanic	30.7 points below standard	
	Two or More Races	55.8 points above standard	
	Pacific Islander		
	White	9.5 points above standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Math State Assessment: Change in scale score	All Students	66.1 points below standard	+3 scale score points
	English Learners	199.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	110.0 points below standard	
	Students with Disabilities	221.1 points below standard	
	African American	135.1 points below standard	
	American Indian		
	Asian	132.4 points below standard	
	Filipino		
	Hispanic	101.9 points below standard	
	Two or More Races	17.9 points below standard	
	Pacific Islander		
	White	59.3 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	34.7%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.10%		+2%
College and Career Indicator:	All Students	63.2 Prepared	+2%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Percentage of students placed in the "Prepared" level by the state's college and career indicator	English Learners	20 Prepared	
	Homeless	36.4 Prepared	
	Socioeconomically Disadvantaged	46.2 Prepared	
	Students with Disabilities	24.1 Prepared	
	African American	13.3 Prepared	
	Asian	50 Prepared	
	Hispanic	63.1 Prepared	
	Two or More Races	62.5 Prepared	
	White	68.1 Prepared	

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.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Asian	Other		School year 2025-26
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. (WASC Goal 1)	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Asian	Other		School year 2025-26

1.3		Work with district attendance officials to meet with students that have poor attendance. (WASC Goal 3)	All Students English Learners Low-Income Students X Foster Youth Lowest Performing	Other		School year 2025-26
1.4		Create a positive incentive program for student recognition based on academic achievement. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)		School year 2025-26
1.5		Increase focus and use of various forms of data in staff, department chair, and leadership meetings. (WASC Goal 5)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	1,500	School year 2025-26

			4000-4999: Books And Supplies		
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)		School year 2025-26
1.8	Increase funding and supports for CTE programs. (WASC Goal 4)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
1.9	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 2025-26
1.10	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 2025-26
1.11	Explore and support Dual Enrollment courses and offerings (WASC Goal 4)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26

1.12	Fund a School Community Intervention Specialist. (WASC Goal 2)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School year 2025-26
1.13	Fund a Bilingual Instructional Assistant (WASC Goal 1) (WASC Goal 3)	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
1.14	Fund additional supports and materials for English proficiency. (WASC Goal 1)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
1.15	Fund additional supports and materials for math proficiency. (WASC Goal 2)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
1.16	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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12,832	School year 2025-26

1.17	Provide extensive curricular programs for all student to best prepare them for college and career readiness. (WASC Goal 2)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
1.18	Fund additional resources for ELD classes. (WASC Goal 1)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School year 2025-26

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: 2024-25

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.

2025-26
Identified Need

Math-
-Additional support through training for Emerging bilinguals for staff.
-Cultural presentation for staff.
-Math and ELD teacher will provide training for integrated strategies.
-PLC implementation through teacher release time targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Increase tutoring provided through math resources

ELPI-
-More release time for all three teachers to align their practice.
-Additional support through training for our ELD staff.
-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class

College and Career-
-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Hire an additional counselor that will lower the number of students per counselor and increase the ability for our counselors to support students through an individualized practice
-Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
-Increase focus on recruitment to CTE pathways

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A
Attendance: Percentage of the school year attended for students in TK-12	93.1%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	2.5%	-2%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students　　94.5% graduated English Learners　85.5% graduated Foster Youth Homeless　　　100% graduated	+1%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Socioeconomically Disadvantaged	91.6% graduated	
	Students with Disabilities	69% graduated	
	African American	86.7% graduated	
	American Indian		
	Asian	89.7% graduated	
	Filipino		
	Hispanic	95.2% graduated	
	Two or More Races	100% graduated	
	Pacific Islander		
	White	94.3% 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 before, during, and after school. (WASC Goal 1)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
2.2	Increase articulation with feeder schools to better identify struggling incoming freshmen.	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School year 2025-26

	(WASC Goal 2)					
2.3	Create an intervention team to monitor student progress and refine interventions by using data to best identify student needs. (WASC Goal 2)	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other			School year 2025-26
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)			School year 2025-26
2.5	Create an ELIS .2 release period for EL Department lead to best support EL students through the content areas (WASC Goal 1)	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other			School year 2025-26
2.6	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 2025-26

2.7	Increase funding for a 1.0 Band teacher to be funded with prop 28 funds. (WASC Goal 4)	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Other		School year 2025-26

2.8	Increase support for VAPA classes and equipment.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Other		School year 2025-26

2.9	Work with district attendance officials to meet with students that have poor attendance. (WASC Goal 3)	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Other		School year 2025-26

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: 2024-25

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)

Continue 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.

2025-26
Identified Need

Math-
-Additional support through training for Emerging bilinguals for staff.
-Cultural presentation for staff.
-Math and ELD teacher will provide training for integrated strategies.
-PLC implementation through teacher release time targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Increase tutoring provided through math resources

ELPI-
-More release time for all three teachers to align their practice.
-Additional support through training for our ELD staff.
-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class

College and Career-
-PLC training targeting common formative assessments and collaboration around student need. Aligning practices.
-Continue work with our Intervention team to refine our practices of identification of students struggling, proper allocation of resources to best meet student needs, and a continue focus on a cycle of inquiry that allows for changes to be made in a timely manner focused on meeting students' academic and social-emotional needs to improvement achievement.
-Hire BIAs to support academic instruction in class
-Hire an additional counselor that will lower the number of students per counselor and increase the ability for our counselors to support students through an individualized practice
-Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
-Increase focus on recruitment to CTE pathways

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	5.3% suspended at least one day	-0.3%
	English Learners	8% suspended at least one day	
	Foster Youth		
	Homeless	9.3% suspended at least one day	
	Socioeconomically Disadvantaged	7.1% suspended at least one day	
	Students with Disabilities	8.9% suspended at least one day	
	African American	12.3% suspended at least one day	
	American Indian		
	Asian	7.6% suspended at least one day	
	Filipino	0% suspended at least one day	
	Hispanic	6.6% suspended at least one day	
	Two or More Races	3.3% suspended at least one day	
	Pacific Islander		
	White	4.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	58.0%		65%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	56.7%		55%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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).	3%	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. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
3.2	Promote club rush week through student government. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
3.3	Create an elective fair for students to learn more about all courses offered at school. (WASC Goal 3) (WASC Goal 4)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26

3.4	Explore restorative practices and alternatives to suspension and increase use of Navigate 360. (WASC Goal 2)	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)		School year 2025-26
3.5	Fund an additional .50 counselor (WASC Goal 2)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
3.6	Fund lunch pals connecting our SPED students to other students during lunch to better connect with our community. (WASC Goal 3)	All Students English Learners Low-Income Students Foster Youth Lowest Performing Students with disabilitites	Cell Tower (High School ONLY)		School year 2025-26
3.7	Create a staff and parent newsletter to improve communication throughout the school. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
3.8	Support a Culture Event, GEAR, Global Event at Rio, to showcase	X All Students English Learners Low-Income Students Foster Youth	Cell Tower (High School ONLY)		School year 2025-26

		our diversity and communicate about our differing cultures. (WASC Goal 1) (WASC Goal 3)	Lowest Performing			
3.9		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)		School year 2025-26
3.10		Establish community partnerships with IYT to engage our diverse population. (WASC Goal 2) (WASC Goal 3)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other		School year 2025-26
3.11		Support a Senior Awards Night. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)		School year 2025-26
3.12		Create after school and weekend support groups for math	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)		School year 2025-26

	students that are struggling. (WASC Goal 2)				
3.13	Increase listening sessions for students and staff to provide feedback. Provide release time for teachers to participate. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
3.14	Provide staff training on AED and CPR for improved safety. (WASC Goal 3)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26
3.15	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 2025-26
3.16	Fund .375 FTE for two ICT clerks to work in our counseling office and admin office. PC#s TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	33,408 31,433	School year 2025-26

			Site Allocation 3000-3999: Employee Benefits		
3.17	Fund 0.5 FTE College and Career tech PC - TBD	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	22,981 27,406	School year 2025-26

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	2025-26 School Year				
District funded 1.0 BIA to increase communication with students and parents	2025-26 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 Speciailst	2025-26 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	2025-26 School Year				
Fund IYT to assist our diverse population of students with academic and social emotional supports	2025-26 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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$134,560.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Site Allocation	$134,560.00

Subtotal of state or local funds included for this school: $134,560.00

Total of federal, state, and/or local funds for this school: $134,560.00

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	134,560	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	134,560.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	56,389.00
3000-3999: Employee Benefits	58,839.00
4000-4999: Books And Supplies	19,332.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	56,389.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	58,839.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	19,332.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,332.00
Goal 3	115,228.00

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
Richelle Zwetsloot	Classroom Teacher
London Mackey	Classroom Teacher
Alexus Paulus	Classroom Teacher
Rosana Millan	Other School Staff
Dianne Tully	Parent or Community Member
Jill Rice	Parent or Community Member
Violet Nye	Parent or Community Member
11th grade student	Secondary Student
10th grade student	Secondary Student
10th 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
[signature]	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 27th, 2025.

Attested:

Signature	
[signature]	Principal, Cliff Kelly on May 27th, 2025
[signature]	SSC Chairperson, Cliff Kelly on May 27th, 2025

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.

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 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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Rio Americano High School

Funding Source: Cell Tower (High School ONLY)   **$0.00 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	
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:	$14,415.00	
Cell Tower (High School ONLY) Allocation Balance:	$0.00	

Funding Source: LCFF Supplemental Site Allocation   **$134,560.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund .375 FTE for two ICT clerks to work in our counseling office and admin office. PC#s TBD	2000-2999: Classified Personnel Salaries	$33,408.00	Engaging Academic Programs	
Fund 0.5 FTE College and Career tech PC - TBD	2000-2999: Classified Personnel Salaries	$22,981.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$31,433.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$27,406.00	Engaging Academic Programs	
Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.	4000-4999: Books And Supplies	$1,500.00	Connected School Communities	

Rio Americano High School

Proposed Expenditure	Object Code	Amount	Goal	
Fund additional resources in our library both fiction and non-fiction as well as college and career preparatory guides.	4000-4999: Books And Supplies	$12,832.00	Connected School Communities	
Fund additional resources for ELD classes. (WASC Goal 1)	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
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	

LCFF Supplemental Site Allocation Total Expenditures: $139,560.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Budget for library to obtain resources for students to complete assignments.	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: $158,975.00