



# 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 18, 2026                           | June 23, 2026             |

## 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

|                                                                            |    |
|----------------------------------------------------------------------------|----|
| SPSA Title Page .....                                                      | 1  |
| Purpose and Plan Summary .....                                             | 1  |
| Table of Contents.....                                                     | 3  |
| Comprehensive Needs Assessment Components .....                            | 5  |
| Data Analysis .....                                                        | 5  |
| Root Cause Analysis .....                                                  | 5  |
| Resource Inequities .....                                                  | 5  |
| Input from Educational Partners .....                                      | 5  |
| School and Student Performance Data .....                                  | 6  |
| Student Enrollment.....                                                    | 6  |
| Student Population.....                                                    | 8  |
| Overall Performance .....                                                  | 9  |
| Academic Performance .....                                                 | 10 |
| Academic Engagement .....                                                  | 24 |
| Conditions & Climate.....                                                  | 27 |
| Goals, Strategies, & Proposed Expenditures.....                            | 29 |
| SPSA/Goal 1 .....                                                          | 29 |
| SPSA/Goal 2 .....                                                          | 38 |
| SPSA/Goal 3 .....                                                          | 44 |
| Centralized Services for Planned Improvements in Student Performance ..... | 52 |
| Budgeted Funds and Expenditures in this Plan .....                         | 54 |
| Funds Budgeted to the School by Funding Source.....                        | 54 |
| Expenditures by Funding Source .....                                       | 54 |
| Expenditures by Budget Reference .....                                     | 54 |
| Expenditures by Budget Reference and Funding Source .....                  | 54 |
| Expenditures by Goal.....                                                  | 54 |
| School Site Council Membership .....                                       | 55 |
| Recommendations and Assurances .....                                       | 56 |
| Instructions.....                                                          | 57 |
| Instructions: Linked Table of Contents .....                               | 57 |
| Purpose and Description .....                                              | 58 |
| Educational Partner Involvement .....                                      | 58 |
| Resource Inequities .....                                                  | 58 |
| Goals, Strategies, Expenditures, & Annual Review .....                     | 59 |
| Annual Review .....                                                        | 60 |
| Budget Summary .....                                                       | 61 |
| Appendix A: Plan Requirements .....                                        | 63 |

|                                                     |    |
|-----------------------------------------------------|----|
| Appendix B: .....                                   | 66 |
| Appendix C: Select State and Federal Programs ..... | 68 |

# 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 |       |       |
|                                | 23-24                 | 24-25  | 25-26  | 23-24              | 24-25 | 25-26 |
| American Indian                | 0.37%                 | 0.11%  | 0.05%  | 7                  | 2     | 1     |
| African American               | 3.05%                 | 3.49%  | 3.68%  | 57                 | 66    | 71    |
| Asian                          | 10.28%                | 12.00% | 12.85% | 192                | 227   | 248   |
| Filipino                       | 0.80%                 | 0.69%  | 0.67%  | 15                 | 13    | 13    |
| Hispanic/Latino                | 17.89%                | 17.93% | 19.53% | 334                | 339   | 377   |
| Pacific Islander               | 0.32%                 | 0.37%  | 0.36%  | 6                  | 7     | 7     |
| White                          | 59.51%                | 57.69% | 54.82% | 1111               | 1091  | 1058  |
| Multiple/No Response           | 7.71%                 | 7.72%  | 8.03%  | 144                | 146   | 155   |
| Total Enrollment               |                       |        |        | 1867               | 1891  | 1930  |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 23-24              | 24-25 | 25-26 |
| Grade 9                           | 440                |       | 470   |
| Grade 10                          | 509                |       | 513   |
| Grade 11                          | 434                |       | 451   |
| Grade 12                          | 484                |       | 496   |
| Total Enrollment                  | 1,867              |       | 1,930 |

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|-----------------------------------------------|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|                                               | 23-24              | 24-25 | 25-26 | 23-24               | 24-25 | 25-26 |
| English Learners                              | 200                | 255   | 275   | 9.6%                | 10.7% | 14.2% |
| Fluent English Proficient (FEP)               | 200                | 212   | 225   | 10.4%               | 10.7% | 11.7% |
| Reclassified Fluent English Proficient (RFEP) | 11                 |       |       |                     | 4.10% |       |

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2024-25 Student Population                                      |                                                                                                                                  |                                                                                                                                                              |                                                             |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Total Enrollment                                                | Socioeconomically Disadvantaged                                                                                                  | English Learners                                                                                                                                             | Foster Youth                                                |
| 1891                                                            | 40.3%                                                                                                                            | 13.5%                                                                                                                                                        | 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. |

| 2024-25 Enrollment for All Students/Student Group |       |            |
|---------------------------------------------------|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 255   | 13.5%      |
| Foster Youth                                      | 1     | 0.1%       |
| Homeless                                          | 19    | 1%         |
| Socioeconomically Disadvantaged                   | 762   | 40.3%      |
| Students with Disabilities                        | 127   | 6.7%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 66    | 3.5%       |
| American Indian              | 2     | 0.1%       |
| Asian                        | 227   | 12%        |
| Filipino                     | 13    | 0.7%       |
| Hispanic                     | 339   | 17.9%      |
| Two or More Races            | 146   | 7.7%       |
| Pacific Islander             | 7     | 0.4%       |
| White                        | 1091  | 57.7%      |

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.”



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                                 | Academic Engagement                                                                                                                      | Conditions & Climate                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div></div> <div>Green</div>      | <div>Graduation Rate</div> <div></div> <div>Blue</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>               |                                                                                                                                          |                                                                                                                                              |
| <div>English Learner Progress</div> <div></div> <div>Yellow</div> |                                                                                                                                          |                                                                                                                                              |
| <div>College/Career</div> <div></div> <div>Orange</div>           |                                                                                                                                          |                                                                                                                                              |

# School and Student Performance Data

## Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                            |                                                                                                                                                                                                 |                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Green<br>24.6 points above standard<br>Increased 23.9 points<br>447 Students      | <b>English Learners</b><br><br>Orange<br>138.6 points below standard<br>Increased 16.3 points<br>61 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students    | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>16.3 points below standard<br>Increased 16.5 points<br>189 Students |

|                                                                                                                                                                                                                      |                                                                                                                                                                                                          |                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>58.3 points below standard<br>Increased 64.2 points<br>29 Students | <b>African American</b><br><br>No Performance Color<br>74.8 points below standard<br>Declined 5.5 points<br>15 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                   |
| <b>Asian</b><br><br>Yellow<br>20.6 points below standard<br>Increased 56.5 points<br>55 Students                                    | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students               | <b>Hispanic</b><br><br>Yellow<br>0.1 points below standard<br>Increased 30.6 points<br>77 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>44.1 points above standard<br>Declined 11.7 points<br>29 Students           | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students       | <b>White</b><br><br>Blue<br>39.9 points above standard<br>Increased 30.4 points<br>269 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 student groups was English learners. English learners scored 138.6 below standards.

#### 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. We also have an inconsistent implementation of the curriculum. A focus on fidelity to the curriculum and consistency would be beneficial.

#### 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

- Training for SPED department on aligned use of curriculum and supports for SPED students. Increase SPED and Core teacher Co-Taught classes to provide the least restrictive environment

# School and Student Performance Data

## Academic Performance Mathematics

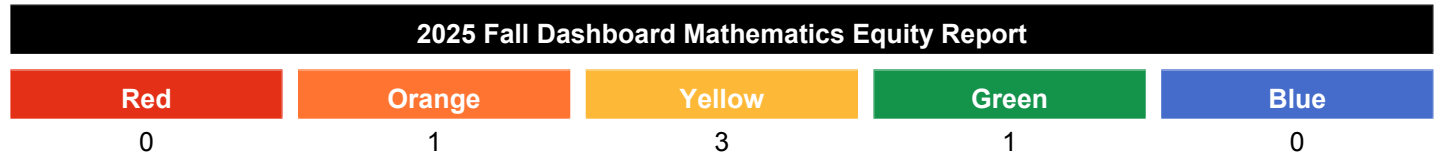
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group                                                                                                                                                            |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>58.7 points below standard</div> <div>Increased 7.5 points</div> <div>454 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>196.4 points below standard</div> <div>Increased 3.1 points</div> <div>68 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>8 Students</div>         |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div>   | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>           | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>98.8 points below standard</div> <div>Increased 11.2 points</div> <div>196 Students</div> |

|                                                                                                                                                                                                                       |                                                                                                                                                                                                            |                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>139.7 points below standard<br>Increased 81.4 points<br>29 Students | <b>African American</b><br><br>No Performance Color<br>145.3 points below standard<br>Declined 10.3 points<br>15 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students                                    |
| <b>Asian</b><br><br>Yellow<br>86.5 points below standard<br>Increased 45.9 points<br>58 Students                                     | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students                 | <b>Hispanic</b><br><br>Yellow<br>85.8 points below standard<br>Increased 16.1 points<br>77 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>36.7 points below standard<br>Declined 18.7 points<br>29 Students            | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students         | <b>White</b><br><br>Green<br>43.4 points below standard<br>Increased 15.9 points<br>272 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 196.4 points below standard. This is an increase of 3.1 % from the previous year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that 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
- Training for SPED department on aligned use of curriculum and supports for SPED students. Increase SPED and Core teacher Co-Taught classes to provide the least restrictive environment

# School and Student Performance Data

## Academic Performance Science

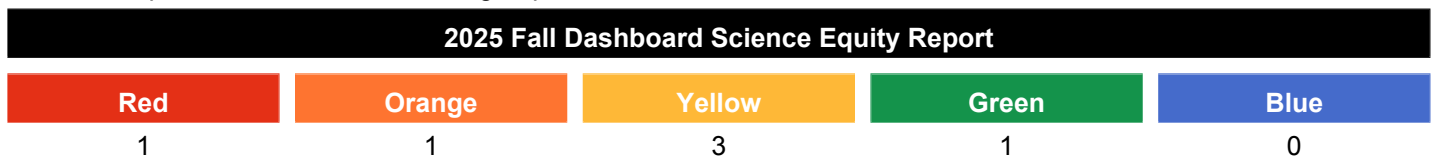
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

| 2025 Fall Dashboard Science Performance for All Students/Student Group                                       |                                                                                                           |                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>54.7 science points<br>Maintained -0.7 points<br>471 Students           | <b>English Learners</b><br><br>Red<br>30.2 science points<br>Declined 3 points<br>83 Students             | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <b>Homeless</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>47.7 science points<br>Declined 3.6 points<br>215 Students          |

|                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>41.5 science points<br>Declined 2.9 points<br>32 Students        | <b>African American</b><br><br>No Performance Color<br>38 science points<br>Declined 7.2 points<br>15 Students    | <b>American Indian</b><br><br>No Performance Color<br>0 Students                              |
| <b>Asian</b><br><br>Yellow<br>45.6 science points<br>Declined 3.7 points<br>71 Students                             | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students         | <b>Hispanic</b><br><br>Yellow<br>52.2 science points<br>Maintained -0.8 points<br>79 Students |
| <b>Two or More Races</b><br><br>No Performance Color<br>58.8 science points<br>Maintained 1.3 points<br>29 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Green<br>57 science points<br>Maintained -0.1 points<br>277 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 had a decline of 30.2 points. Also our Students with Disabilities had a 41.5 point decline.

#### Potential causes:

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

For our Students with Disabilities we did not have our IAs push into Science classes as often as Math and English classes. The lack of IAs to support them may have contributed to these numbers. For our English Learners we have 2 BIAs but only have had both of these positions filled for a partial amount of the year which led to inconsistent support in the classrooms.

#### 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

-Training for SPED department on aligned use of curriculum and supports for SPED students. Increase SPED and Core teacher Co-Taught classes to provide the least restrictive environment

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2025 Fall Dashboard English Learner Progress Indicator

| English Learner Progress                                                                    | Long-Term English Learner Progress                                                                          |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <br>Yellow | <br>No Performance Color |
| 39 making progress.                                                                         | 60 making progress.                                                                                         |
| Number Students: 200 Students                                                               | Number Students: 20 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.

### 2025 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 |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 8%                       | 53%                                        | 0%                      | 39%                                |

#### Lowest Performing Group:

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

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 had new curriculum adopted the year before so our EL teachers have had 1 year to use the curriculum. We have had 3 consistent EL teachers 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

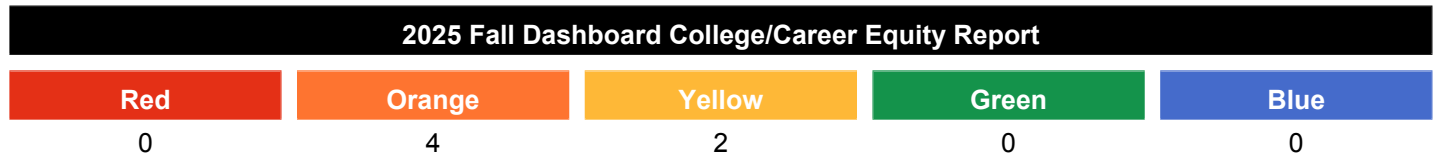
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group                                                                                                                                      |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Orange</div> <div>Prepared 58%</div> <div>Declined 10.1%</div> <div>417 Students</div> | <div>English Learners</div> <div></div> <div>Orange</div> <div>Prepared 10.5%</div> <div>Declined 11.5%</div> <div>57 Students</div>    | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>9 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                       | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Prepared 0%</div> <div>Declined 36.4%</div> <div>12 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>Prepared 46.1%</div> <div>Declined 4.8%</div> <div>245 Students</div>             |

|                                                                                                                                                                                                   |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>Prepared 12.5%<br>Declined 15.1%<br>24 Students | <b>African American</b><br><br>No Performance Color<br>Prepared 36.4%<br>Increased 3%<br>11 Students              | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Orange<br>Prepared 42%<br>Declined 10.8%<br>50 Students                                      | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students         | <b>Hispanic</b><br><br>Orange<br>Prepared 50%<br>Declined 17.9%<br>72 Students                                  |
| <b>Two or More Races</b><br><br>Yellow<br>Prepared 64.7%<br>Declined 2.8%<br>34 Students                         | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Yellow<br>Prepared 63.8%<br>Declined 9%<br>243 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 a decline in our overall population of 10.1% as well as a decline in EL, SD, Asian, and Hispanic.

#### Potential causes:

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

The outcome is not clear on the specific metric that may have declined and led to this outcome. Less students that complete A-G UC and CSU requirements for college.

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

- Increase students that qualify as A-G by meeting class requirements. Increase number of students that complete the introductory, concentrator, and capstone classes. in CTE. Increase students in Smarter Balance assessments scoring proficient in ELA and mathematics
- 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.
- Increase focus on recruitment to CTE pathways
- Focus on grading practices

-Training for SPED department on aligned use of curriculum and supports for SPED students. Increase SPED and Core teacher Co-Taught classes to provide the least restrictive environment

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.

## 2025 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.

## 2025 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?

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

### 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

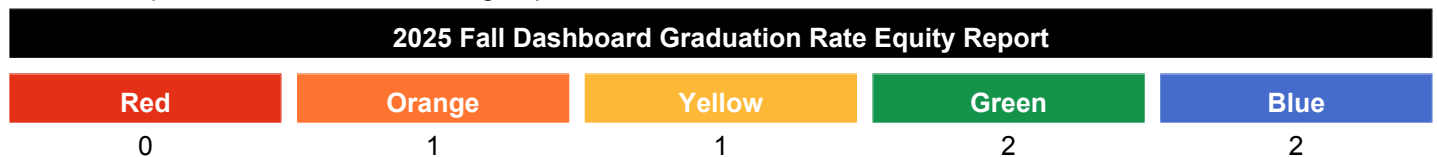
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group                    |                                                                                                 |                                                                                                                             |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Blue<br>95.3% graduated<br>Maintained 0.8%<br>426 Students | <b>English Learners</b><br><br>Orange<br>82.5% graduated<br>Declined 2.9%<br>63 Students        | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>0 Students                         | <b>Homeless</b><br><br>No Performance Color<br>83.3% graduated<br>Declined 16.7%<br>12 Students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>94.5% graduated<br>Increased 2.9%<br>254 Students                    |

|                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>92.6% graduated<br>Increased 23.6%<br>27 Students | <b>African American</b><br><br>No Performance Color<br>100% graduated<br>Increased 13.3%<br>12 Students           | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>Yellow<br>90.4% graduated<br>Maintained 0.6%<br>52 Students                                    | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students         | <b>Hispanic</b><br><br>Green<br>94.6% graduated<br>Maintained -0.6%<br>74 Students                              |
| <b>Two or More Races</b><br><br>Blue<br>100% graduated<br>Maintained 0%<br>34 Students                             | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Blue<br>96% graduated<br>Increased 1.6%<br>247 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 English Learners at 82.5%, and Homeless at 83.3 graduated

#### 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. Our homeless students struggle to receive supports across their daily life.

#### 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
- Increase supports for students coded as Homeless. Increase visits and check ins with school staff, school supplies available, outside community resources shared.
- Training for SPED department on aligned use of curriculum and supports for SPED students. Increase SPED and Core teacher Co-Taught classes to provide the least restrictive environment

# School and Student Performance Data

## Conditions & Climate Suspension Rate

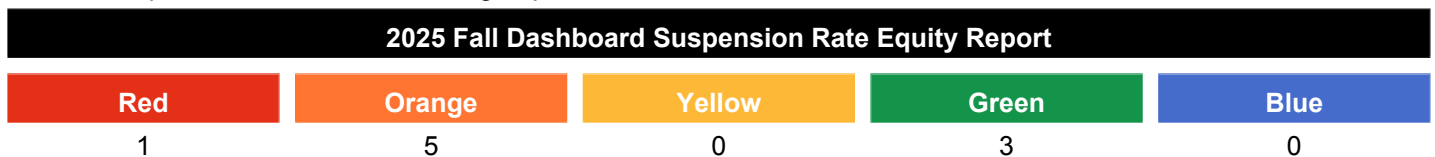
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                               |                                                                                                                                                                                                     |                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>5.2% suspended at least one day<br>Maintained -0.1%<br>1983 Students     | <b>English Learners</b><br><br>Orange<br>8.2% suspended at least one day<br>Maintained 0.2%<br>316 Students      | <b>Long-Term English Learners</b><br><br>Green<br>3.1% suspended at least one day<br>Declined 1.6%<br>32 Students        |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>Homeless</b><br><br>No Performance Color<br>11.1% suspended at least one day<br>Increased 1.8%<br>27 Students | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>7.1% suspended at least one day<br>Maintained 0%<br>900 Students |

|                                                                                                                                                                                                     |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Red<br>11.5% suspended at least one day<br>Increased 2.5%<br>131 Students | <b>African American</b><br><br>Green<br>6% suspended at least one day<br>Declined 6.3%<br>67 Students             | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Orange<br>7.6% suspended at least one day<br>Maintained 0%<br>264 Students                     | <b>Filipino</b><br><br>No Performance Color<br>14.3% suspended at least one day<br>Increased 14.3%<br>14 Students | <b>Hispanic</b><br><br>Orange<br>7.4% suspended at least one day<br>Increased 0.8%<br>353 Students               |
| <b>Two or More Races</b><br><br>Orange<br>5.2% suspended at least one day<br>Increased 1.9%<br>153 Students        | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>White</b><br><br>Green<br>3.8% suspended at least one day<br>Declined 0.7%<br>1123 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 a Red level was Students with Disabilities at 11.5%. Orange level are EL at 8.2% suspended at least one day, SD 7.1% suspended at least one day, Asian 7.6% suspended at least one day, and Two or More Races 5.2% suspended at least one day.

In comparison we maintained for all students at 5.2% suspended at least one day.

#### Potential causes:

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

An increase with Students with Disabilities was seen at the beginning of the year through the first semester. We added a de-escalation room that helped to decrease some behaviors. We began using a behavioral program, Navigate 360 two years ago, 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?

- Continue to focus on administration aligning practices in behavioral management with students and ensure increased training on Navigate 360 going into second year of implementation
- Increase staff training on de-escalation

# 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: 2025-26

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. Increase progress monitoring throughout the year.

## **2025-26**

### **Identified Need**

#### **ELA-**

- 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-**

- 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
- Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
- Increase focus on recruitment to CTE pathways

-Increase focus on A-G completion

## Annual Measurable Outcomes

| Metric/Indicator                                | Baseline 2025-26                |                             | Expected Outcome 2026-27 |
|-------------------------------------------------|---------------------------------|-----------------------------|--------------------------|
| ELA State Assessment:<br>Change in scale score  | All Students                    | 24.6 points above standard  | +3 scale score points    |
|                                                 | English Learners                | 138.6 points below standard |                          |
|                                                 | Foster Youth                    |                             |                          |
|                                                 | Homeless                        |                             |                          |
|                                                 | Socioeconomically Disadvantaged | 16.3 points below standard  |                          |
|                                                 | Students with Disabilities      | 58.3 points below standard  |                          |
|                                                 | African American                | 74.8 points below standard  |                          |
|                                                 | American Indian                 |                             |                          |
|                                                 | Asian                           | 20.6 points below standard  |                          |
|                                                 | Filipino                        |                             |                          |
|                                                 | Hispanic                        | 0.1 points below standard   |                          |
|                                                 | Two or More Races               | 44.1 points above standard  |                          |
|                                                 | Pacific Islander                |                             |                          |
|                                                 | White                           | 39.9 points above standard  |                          |
| Math State Assessment:<br>Change in scale score | All Students                    | 58.7 points below standard  | +3 scale score points    |
|                                                 | English Learners                | 196.4 points below standard |                          |
|                                                 | Foster Youth                    |                             |                          |
|                                                 | Homeless                        |                             |                          |

| Metric/Indicator                                                                                                                   | Baseline 2025-26                                                                                                                                                                        |                                                                                                                                                                                                                              | Expected Outcome 2026-27 |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                                                                                                                                    | Socioeconomically Disadvantaged<br>Students with Disabilities<br>African American<br>American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander<br>White | 98.8 points below standard<br>139.7 points below standard<br>145.3 points below standard<br><br>86.5 points below standard<br><br>85.8 points below standard<br>36.7 points below standard<br><br>43.4 points below standard |                          |
| English Language Learner State Assessment:<br>Change in percentage of English language learners making progress on ELPAC           | 39                                                                                                                                                                                      |                                                                                                                                                                                                                              | +2%                      |
| English Learner Reclassification:<br>Percentage of English language learners who are reclassified to Fluent English Proficient     | 4.10%                                                                                                                                                                                   |                                                                                                                                                                                                                              | +2%                      |
| College and Career Indicator:<br>Percentage of students placed in the “Prepared” level by the state’s college and career indicator | All Students<br>English Learners<br>Homeless<br>Socioeconomically Disadvantaged<br>Students with Disabilities                                                                           | Prepared 58%<br>Prepared 10.5%<br>Prepared 0%<br>Prepared 46.1%<br>Prepared 12.5%                                                                                                                                            | +2%                      |

| Metric/Indicator | Baseline 2025-26                                                                                                                                                                                                | Expected Outcome 2026-27 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                  | African American      Prepared 36.4%<br>Asian                      Prepared 42%<br>Hispanic                  Prepared 50%<br>Two or More Races      Prepared 64.7%<br>White                      Prepared 63.8% |                          |

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<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing Asian | Other     |                     | School Year 2026-2027   |
| 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<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing Asian | Other     |                     | School Year 2026-2027   |
| 1.3    | Work with district attendance officials to meet with students that have poor attendance and                                                                           | All Students<br>English Learners<br>Low-Income Students<br>X Foster Youth<br>Lowest Performing         | Other     |                     | School Year 2026-2027   |

|     |                                                                                                                                                          |                                                                                                           |                                                                                                                                                     |       |                       |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------|
|     | identify and develop a plan for students struggling with attendance.<br>(WASC Goal 3)                                                                    |                                                                                                           |                                                                                                                                                     |       |                       |
| 1.4 | Create a positive incentive program for student recognition based on academic achievement. Underclassmen to be recognized twice a year.<br>(WASC Goal 3) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing            | Cell Tower<br>(High School ONLY)                                                                                                                    |       | School Year 2026-2027 |
| 1.5 | Increase focus and use of various forms of data in staff, department chair, and leadership meetings.<br>(WASC Goal 5)                                    | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing            | Other                                                                                                                                               |       | School Year 2026-2027 |
| 1.6 | Resources for Homeless, Low income, and foster youth students. School Supplies/basic hygiene needs.                                                      | All Students<br>English Learners<br>Low-Income Students<br>X Foster Youth<br>X Lowest Performing Homeless | LCFF<br>Supplemental Site<br>Allocation<br>4000-4999:<br>Books And Supplies<br>Cell Tower<br>(High School ONLY)<br>4000-4999:<br>Books And Supplies | 1,500 | School Year 2026-2027 |

|      |                                                                                                      |                                                                                                      |                                  |  |                       |
|------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------|--|-----------------------|
|      |                                                                                                      |                                                                                                      |                                  |  |                       |
| 1.7  | Fund math and English Saturday workshops.                                                            | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing       | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |
| 1.8  | Increase funding and supports for CTE programs. Fund additional staffing for Robotics. (WASC Goal 4) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing       | Other                            |  | School Year 2026-2027 |
| 1.9  | Implement and fund tutoring in content areas to support students' academic achievement.              | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing       | Other                            |  | School Year 2026-2027 |
| 1.10 | Fund AP trainings for teachers to better prepare students for college and career readiness.          | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing       | Other                            |  | School Year 2026-2027 |
| 1.11 | Explore and support Dual Enrollment courses and offerings. (WASC Goal 4)                             | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Lowest Performing | Other                            |  | School Year 2026-2027 |

|      |                                                                                                                         |                                                                                                  |                                                                    |        |                       |
|------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------|-----------------------|
| 1.12 | Fund a School Community Intervention Specialist.<br>(WASC Goal 2)                                                       | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing   | Other                                                              |        | School Year 2026-2027 |
| 1.13 | Fund a Bilingual Instructional Assistant.<br>(WASC Goal 1)<br>(WASC Goal 3)                                             | X All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other                                                              |        | School Year 2026-2027 |
| 1.14 | Fund additional supports and materials for English proficiency.<br>(WASC Goal 1)                                        | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | Other                                                              |        | School Year 2026-2027 |
| 1.15 | Fund additional supports and materials for math proficiency.<br>(WASC Goal 2)                                           | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | Other                                                              |        | School Year 2026-2027 |
| 1.16 | Fund additional resources in our library both fiction and non-fiction as well as college and career preparatory guides. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies | 10,832 | School Year 2026-2027 |
| 1.17 | Provide extensive curricular                                                                                            | X All Students<br>English Learners                                                               | Other                                                              |        | School Year 2026-2027 |

|      |                                                                                                |                                                                                                |                                                                                                 |       |                       |
|------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------|-----------------------|
|      | programs for all students to best prepare them for college and career readiness. (WASC Goal 2) | Low-Income Students<br>Foster Youth<br>Lowest Performing                                       |                                                                                                 |       |                       |
| 1.18 | Fund additional resources for ELD classes. (WASC Goal 1)                                       | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF<br>Supplemental<br>Site<br>Allocation<br>4000-4999:<br>Books And<br>Supplies               | 5,000 | School Year 2026-2027 |
| 1.19 | Fund AVID professional development                                                             | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF<br>Supplemental<br>Site<br>Allocation<br>0001-0999:<br>Unrestricted:<br>Locally<br>Defined | 4,000 | School Year 2026-2027 |

# 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: 2025-26

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. Review student CTE placement twice a year, once before the start of the first semester and again at the start of the second semester to increase pathway completion. 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**

#### **ELA-**

- 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-**

- 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
- Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways

- Increase focus on recruitment to CTE pathways
- Increase focus on A-G completion

## Annual Measurable Outcomes

| Metric/Indicator                                                                                                                                 | Baseline 2025-26                                                                                                                                                                                                                               | Expected Outcome 2026-27 |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Chronic Absenteeism:<br>Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students<br>English Learners<br>Foster Youth<br>Homeless<br>Socioeconomically Disadvantaged<br>Students with Disabilities<br>African American<br>American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander | N/A                      |
| Attendance:<br>Percentage of the school year attended for students in TK-12                                                                      | 93.1%                                                                                                                                                                                                                                          | +2%                      |
| High School Dropout Rate:<br>Percentage of high school students who dropout (based on the 4-year cohort outcomes)                                | 2.5%                                                                                                                                                                                                                                           | -2%                      |
| Middle School Dropout Rate:<br>Number of middle school students (grades 6-8) who dropout of school.                                              | N/A                                                                                                                                                                                                                                            | NA                       |
| Graduation Rate:                                                                                                                                 | All Students 95.3% graduated                                                                                                                                                                                                                   | +1%                      |

| Metric/Indicator                                                     | Baseline 2025-26                |                 | Expected Outcome 2026-27 |
|----------------------------------------------------------------------|---------------------------------|-----------------|--------------------------|
| Percentage of students who graduate high school within 4 or 5 years. | English Learners                | 82.5% graduated |                          |
|                                                                      | Foster Youth                    |                 |                          |
|                                                                      | Homeless                        | 83.3% graduated |                          |
|                                                                      | Socioeconomically Disadvantaged | 94.5% graduated |                          |
|                                                                      | Students with Disabilities      | 92.6% graduated |                          |
|                                                                      | African American                | 100% graduated  |                          |
|                                                                      | American Indian                 |                 |                          |
|                                                                      | Asian                           | 90.4% graduated |                          |
|                                                                      | Filipino                        |                 |                          |
|                                                                      | Hispanic                        | 94.6% graduated |                          |
|                                                                      | Two or More Races               | 100% graduated  |                          |
|                                                                      | Pacific Islander                |                 |                          |
|                                                                      | White                           | 96% 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<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | Other     |                     | School Year 2026-2027   |
| 2.2    | Increase articulation with feeder schools to better identify struggling                          | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | Other     |                     | School Year 2026-2027   |

|     |                                                                                                                                                 |                                                                                                  |                                  |  |                       |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------|--|-----------------------|
|     | incoming freshmen.<br>(WASC Goal 2)                                                                                                             |                                                                                                  |                                  |  |                       |
| 2.3 | Create an intervention team to monitor student progress and refine interventions by using data to best identify student needs.<br>(WASC Goal 2) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | Other                            |  | School Year 2026-2027 |
| 2.4 | Increase technology and resources/ supplies for teachers and students to better engage in 21st century skill building .                         | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |
| 2.5 | Release time for departments to work on assessments and grading practices. Each department can have one release day a semester.                 | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | Other                            |  | School Year 2026-2027 |
| 2.6 | Increase support for VAPA classes and equipment.                                                                                                | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   | Other                            |  | School Year 2026-2027 |

|     |                                                                                                        |                                                                                                      |       |  |                       |
|-----|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------|--|-----------------------|
| 2.7 | Work with district attendance officials to meet with students that have poor attendance. (WASC Goal 3) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing       | Other |  | School Year 2026-2027 |
| 2.8 | Explore adding new CTE pathway and expanding our Medical pathway.                                      | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing       | Other |  | School Year 2026-2027 |
| 2.9 | Increase A-G student awareness through counselor and college workshops.                                | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Lowest Performing | Other |  | School Year 2026-2027 |

# 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: 2025-26

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)

Increase progress monitoring throughout the year to ensure PLC practices are occurring more routinely throughout departments.  
Increase incentive program to include awards and student recognition throughout the year. Implemented restorative practices.  
Increased communication to families, students, and staff.

## **2025-26**

### **Identified Need**

#### **ELA-**

- 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-**

- 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
- Provide increase communication and outreach on the importance of completion of A-G coursework and CTE pathways
- Increase focus on recruitment to CTE pathways

-Increase focus on A-G completion

## Annual Measurable Outcomes

| Metric/Indicator                                                                                                                                   | Baseline 2025-26                |                                  | Expected Outcome 2026-27 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------|--------------------------|
| 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                    | 5.2% suspended at least one day  | -0.3%                    |
|                                                                                                                                                    | English Learners                | 8.2% suspended at least one day  |                          |
|                                                                                                                                                    | Foster Youth                    |                                  |                          |
|                                                                                                                                                    | Homeless                        | 11.1% suspended at least one day |                          |
|                                                                                                                                                    | Socioeconomically Disadvantaged | 7.1% suspended at least one day  |                          |
|                                                                                                                                                    | Students with Disabilities      | 11.5% suspended at least one day |                          |
|                                                                                                                                                    | African American                | 6% suspended at least one day    |                          |
|                                                                                                                                                    | American Indian                 |                                  |                          |
|                                                                                                                                                    | Asian                           | 7.6% suspended at least one day  |                          |
|                                                                                                                                                    | Filipino                        | 14.3% suspended at least one day |                          |
|                                                                                                                                                    | Hispanic                        | 7.4% suspended at least one day  |                          |
|                                                                                                                                                    | Two or More Races               | 5.2% suspended at least one day  |                          |
|                                                                                                                                                    | Pacific Islander                |                                  |                          |
|                                                                                                                                                    | White                           | 3.8% 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%                      |

| Metric/Indicator                                                                                                                                              | Baseline 2025-26 | Expected Outcome 2026-27 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------------|
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.                                              | 56.7%            | 55%                      |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 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    | Promote club rush week through student government, communications with all stakeholders. (WASC Goal 3)                 | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other                         |                     | School Year 2026-2027   |
| 3.2    | Create an elective fair for students to learn more about all courses offered at school. (WASC Goal 3)<br>(WASC Goal 4) | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other                         |                     | School Year 2026-2027   |
| 3.3    | Explore restorative practices and alternatives to suspension and                                                       | All Students<br>English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing | Cell Tower (High School ONLY) |                     | School Year 2026-2027   |

|     |                                                                                                                                                               |                                                                                                                           |                                  |  |                       |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------|--|-----------------------|
|     | increase use of Navigate 360.<br>(WASC Goal 2)                                                                                                                |                                                                                                                           |                                  |  |                       |
| 3.4 | Fund lunch pals connecting our SPED students to other students during lunch to better connect with our community.<br>(WASC Goal 3)                            | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing Students with disabilities | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |
| 3.5 | Create a staff and parent newsletter to improve communication throughout the school.<br>(WASC Goal 3)                                                         | X All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>Lowest Performing                        | Other                            |  | School Year 2026-2027 |
| 3.6 | Support a Culture Event, GEAR, Global Event at Rio, to showcase our diversity and communicate about our differing cultures.<br>(WASC Goal 1)<br>(WASC Goal 3) | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Lowest Performing                      | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |
| 3.7 | Fund Link Crew PD and student incentives.                                                                                                                     | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing                            | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |

|      |                                                                                                                                               |                                                                                                                   |                                  |  |                       |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------|--|-----------------------|
| 3.8  | Establish community partnerships with IYT to engage our diverse population.<br>(WASC Goal 2)<br>(WASC Goal 3)                                 | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing Young Men of Color | Other                            |  | School Year 2026-2027 |
| 3.9  | Support a Senior Awards Night.<br>(WASC Goal 3)                                                                                               | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing                    | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |
| 3.10 | Create after school and weekend support groups for math students that are struggling.<br>(WASC Goal 2)                                        | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing                    | Cell Tower<br>(High School ONLY) |  | School Year 2026-2027 |
| 3.11 | Increase listening sessions for students and staff to provide feedback.<br>Provide release time for teachers to participate.<br>(WASC Goal 3) | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Lowest Performing              | Other                            |  | School Year 2026-2027 |
| 3.12 | Provide staff training on AED and CPR for improved safety.                                                                                    | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth                                         | Other                            |  | School Year 2026-2027 |

|      |                                                                                              |                                                                                                |                                                                                                                                                                                     |                  |                       |
|------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------|
|      | (WASC Goal 3)                                                                                | Lowest Performing                                                                              |                                                                                                                                                                                     |                  |                       |
| 3.13 | Fund .375 FTE for two ICT clerks to work in our counseling office and admin office. PC#s TBD | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF<br>Supplemental<br>Site<br>Allocation<br>2000-2999:<br>Classified<br>Personnel<br>Salaries<br>LCFF<br>Supplemental<br>Site<br>Allocation<br>3000-3999:<br>Employee<br>Benefits | 33,408<br>31,433 | School Year 2026-2027 |
| 3.14 | Fund a School Community Specialist                                                           | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF<br>Supplemental<br>Site<br>Allocation<br>2000-2999:<br>Classified<br>Personnel<br>Salaries<br>LCFF<br>Supplemental<br>Site<br>Allocation<br>3000-3999:<br>Employee<br>Benefits | 22,981<br>27,406 | School Year 2026-2027 |

|      |                  |                                                                                                |       |  |                       |
|------|------------------|------------------------------------------------------------------------------------------------|-------|--|-----------------------|
| 3.15 | Fund graduation. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other |  | School Year 2026-2027 |
| 3.16 |                  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing   |       |  |                       |

# 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<br>Consider all appropriate dimensions (e.g.,<br>Teaching and Learning, Staffing, and<br>Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) |      |                                                |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------|------|------------------------------------------------|----------------|
|                                                                                                                                                           |                                   | Description             | Type | Funding Source<br>(itemize for each<br>source) | Estimated Cost |
| District funded 2.0 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<br>Consider all appropriate dimensions (e.g.,<br>Teaching and Learning, Staffing, and<br>Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) |      |                                                |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------|------|------------------------------------------------|----------------|
|                                                                                                                                                           |                                   | Description             | Type | Funding Source<br>(itemize for each<br>source) | Estimated Cost |
| District funded .5 FTE counselor from 1.19 on staffing sheet                                                                                              | 2025-26 School Year               |                         |      |                                                |                |

### **SCHOOL GOAL #3:**

School Conditions, Climate, and Family Engagement

| Actions to be Taken to Reach This Goal<br>Consider all appropriate dimensions (e.g.,<br>Teaching and Learning, Staffing, and<br>Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) |      |                                                |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------|------|------------------------------------------------|----------------|
|                                                                                                                                                           |                                   | Description             | Type | Funding Source<br>(itemize for each<br>source) | Estimated Cost |
| District funded 1.0 Community Liaison                                                                                                                     | 2025-26 School Year               |                         |      |                                                |                |
| Fund IYT to assist our diverse population of<br>students with academic and social emotional<br>supports                                                   | 2025-26 School Year               |                         |      |                                                |                |

# 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 | 136,560 | 0.00    |

## Expenditures by Funding Source

| Funding Source                    | Amount     |
|-----------------------------------|------------|
| LCFF Supplemental Site Allocation | 136,560.00 |

## Expenditures by Budget Reference

| Budget Reference                         | Amount    |
|------------------------------------------|-----------|
| 0001-0999: Unrestricted: Locally Defined | 4,000.00  |
| 2000-2999: Classified Personnel Salaries | 56,389.00 |
| 3000-3999: Employee Benefits             | 58,839.00 |
| 4000-4999: Books And Supplies            | 17,332.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                         | Funding Source                    | Amount    |
|------------------------------------------|-----------------------------------|-----------|
| 0001-0999: Unrestricted: Locally Defined | LCFF Supplemental Site Allocation | 4,000.00  |
| 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 | 17,332.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 21,332.00          |
| 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                  |
| Mathew Seal-Mayr         | Classroom Teacher          |
| Richelle Zwetsloot       | Classroom Teacher          |
| Leigh Summers            | Classroom Teacher          |
| Alexus Paulus            | Classroom Teacher          |
| Rosana Millan            | Other School Staff         |
| Jennifer Laing           | Parent or Community Member |
| John Home                | Parent or Community Member |
| Marla V. Laningham       | Parent or Community Member |
| 11th grade student       | Secondary Student          |
| 11th grade student       | Secondary Student          |
| 12th grade student       | Secondary Student          |

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Gina Junk

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 .

Attested:

Cliff Kelly

Principal, Cliff Kelly on 5/18/26

Cliff Kelly

SSC Chairperson, Cliff Kelly on 5/18/26

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

**\$136,560.00 Allocated**

| Proposed Expenditure                                                                                                    | Object Code                              | Amount      | Goal                             | Action |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------|----------------------------------|--------|
| 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     |        |
| Fund additional resources in our library both fiction and non-fiction as well as college and career preparatory guides. | 4000-4999: Books And Supplies            | \$10,832.00 | Connected School Communities     |        |
| Fund additional resources for ELD classes. (WASC Goal 1)                                                                | 4000-4999: Books And Supplies            | \$5,000.00  | Connected School Communities     |        |
| Fund AVID professional development                                                                                      | 0001-0999: Unrestricted: Locally Defined | \$4,000.00  | 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 |        |

## Rio Americano High School

|                                                                                                 |                                          |             |                            |
|-------------------------------------------------------------------------------------------------|------------------------------------------|-------------|----------------------------|
| Fund .375 FTE for two ICT clerks to work in our counseling office and admin office.<br>PC#s TBD | 2000-2999: Classified Personnel Salaries | \$33,408.00 | Engaging Academic Programs |
| Fund a School Community Specialist                                                              | 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 |

---

LCFF Supplemental Site Allocation Total Expenditures: \$141,560.00

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: \$160,975.00