

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: Rio Calaveras

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

09/01/2023

Date of Meeting

4. 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.
5. 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 9/1/2023.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

AVID Instructional Leadership Team

Committee

9/1/2023

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Gina R Hall

Typed Named of School Principal



Signature of School Principal

9/6/2023

Date

School Plan for Student Achievement (SPSA)

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 Calaveras Elementary	39686766115422	09/01/2023	12/12/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Site Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, Students with Disabilities (SWD), Two or More Race, and White student groups.

Description

Briefly describe 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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys - we put a parent survey on Class Dojo and also have a teacher survey.

Classroom Observations were done to see how students are accessing curriculum and instruction. Were objectives posted? Were goals clear for students? Could students express and explain the learning targets for the day.

Analysis of Current Instructional Program that included data on i-Ready for all grade levels and CAASPP data available to us for students in grades 3-8. We looked at areas of strength and weaknesses and then asked ourselves the 5 Why's to get to what we feel is the root cause of their failure to achieve in certain demographics and overall in Math.

Standards, Assessment, and Accountability

Staffing and Professional Development

Staffing and Professional Development Summary

Rio Calaveras has 90% of the staff that are considered ESEA and fully credentialed.

We have 4 interns

We have 2 teachers working to clear credentials

Our teachers participate in PLC training, AVID training, PLC Team Meetings, Site Professional development and STA professional development days. Our AILT Team (AVID Instructional Leadership Team) works on needs assessments, root reasons, professional development plans and implementation walks.

Staffing and Professional Development Strengths

We have several staff who attend the AVID Summer Institute every year usually taking between 10-13 staff members to this conference. We also have staff who participate in the PLC Coachig Cohort this year and 13 people attending the summer PLC's At Work Conference in Las Vegas.

Our teachers participate in Site PD and in STA District PD Days regularly.

We have a very strong AILT and PLC Team.

Staff is always seeking PD in new areas to understand and implement research based instructional practices.

We have 2 staff currently signed up for the LETRS Pd on the Science of Reading

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Student's are struggling with academic vocabulary. **Root Cause/Why:** As a staff we feel we need to be more intentional in using and teaching academic vocabulary to our students . Students need to be given opportunities to engage with academic vocabulary with understanding of what a word and the root word, if applicable, means.

Needs Statement 2 (Prioritized): EL Students, White students, low SES students and SWD are struggling with academic vocabulary. **Root Cause/Why:** We need to teach vocabulary in a very intentional structured way that will help our students struggling to access academic vocabulary.

Teaching and Learning

Teaching and Learning Summary

We have 2 teachers who were interns who are now credentialed teachers. We have 34 other teachers who are fully credentialed and who hold a bachelor's degree, at minimum, with many who hold a Masters in their chose area. We have 1 teacher who is still in intern status. Rio Calaveras teachers are trained and execute the District Adopted Curriculum.

Students at Rio Calaveras receive between 90-120 minutes of Reading Instruction daily consisting of phonics, decoding, annotating, fluency and writing. They also have extra support with teacher led SIPPS.

In Math students receive between 60-90 minutes of instruction daily.

All instruction is based on California State Standards.

Rio provides extra support through Lexia Core 5, Power Up, and Reading Plus as well as No Red Ink and Accelerated Reader comprehension programs. We also provide extra support through MobyMaxx for Math fluency and skill building in all grade levels. SIPPS has been District adopted for intervention and has been used extensively in 1st and 2nd grade.

Students are offered before and after school tutoring in Math and Reading in all grade levels.

Teaching and Learning Strengths

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students are failing at basic math skills and most in 3rd grade and up are struggling with basic skills in addition, subtraction, multiplication and division. **Root Cause/Why:** Students are lacking basic math foundations which causes them to fall further behind every school year since they do not have them to be able to apply them to new learning.

Needs Statement 2 (Prioritized): Students with Disabilities are not achieving at the levels their peers are and are gaining very little knowledge annually. **Root Cause/Why:** We have not been able to find a program that has worked for our students in basic math skills and in reading. Our staff need more PD on working with Students with Disabilities and scaffolding for them.

Needs Statement 3 (Prioritized): Our students in our low Socio-economic status are not growing within their annual growth targets. **Root Cause/Why:** Teachers need more professional development on scaffolding for these students in lessons and we need to provide more targeted interventions daily.

Parental Engagement

Parental Engagement Summary

Rio provides extensive opportunities for parent engagement through School Site Council, Classroom Volunteering, English Language Advisory Council, Counselor Community Council, our PTA and various activities. We have movie and game nights, Literacy Night, Science Night, AVID Open House, Back To School Orientation and Night, Pizza on the Grounds. We offer parents an opportunity to attend Assemblies with students to recognize achievement.

Parental Engagement Strengths

Strong PTA Leadership Team

A high level of parent volunteerism

PTA and School Nights such as Literacy Night, Science Night, Bingo Night, Movie Nights

Pizza on the grounds every trimester

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parents do not attend meetings on a regular basis **Root Cause/Why:** Parents are working multiple shifts within one household. Hours are not always conducive to parent attendance.

School Culture and Climate

School Culture and Climate Summary

Rio has an extremely strong sense of community and family. We have a solid PBIS Program. We have a schoolwide AVID Program. We have MESA for 6-8 grade. We have before and after school programs. We have PLUS Program. We also have Peer Leadership. We have Tier 1, 2 and 3 supports for both academics and behavior. We have a half time AP to help provide behavioral supports outside of suspensions. Rio has great parents to run our PTA who are very involved in the culture of our school site. We have a Mental Health Clinician on site part time. We have mentoring through IYLT.

School Culture and Climate Strengths

PBIS

Peer Leadership

PLUS

AVID

MESA

SAP Process

PTA

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students are not following common rule expectations. **Root Cause/Why:** We need to do more to focus on prevention vs intervention with counselors and administration. Teachers need to fully teach expectations for behavior.

Needs Statement 2 (Prioritized): Alternatives to Suspension **Root Cause/Why:** We were supposed to have a half time AP beginning in August 2022 who did not arrive until February 2023.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA: By EOY 2024, per i-Ready 3rd Diagnostic scores 78 students or more will raise their scores to proficient or near grade level in Reading
Math: By EOY 2024, per i-Ready 3rd Diagnostic scores 68 or more student will raise their scores to proficient or near grade level in Math
Scores will looked at in Trimesters 1, 2, and 3 on i-Ready Math and Reading
We will compare expected tasks assigned to tasks completed at 75% or above on Lexia, Power Up and Reading Plus, as well as MobyMaxx

Identified Need

Student's are struggling with academic vocabulary.

EL Students, White students, low SES students and SWD are struggling with academic vocabulary.

Students are failing at basic math skills and most in 3rd grade and up are struggling with basic skills in addition, subtraction, multiplication and division.

Students with Disabilities are not achieving at the levels their peers are and are gaining very little knowledge annually.

Our students in our low Socio-economic status are not growing within their annual growth targets.

Students are not following common rule expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Accelerated Reader Awards Numbers Accelerated Reader Start GL Equivalency	Students scoring at grade level on STAR in Trimester I beginning of the year assessment	By the EOY of 2024 students scoring at GL Reading or Above on STAR will increase by 50% over Diagnostic 1 of STAR in August
i-Ready Diagnostic 3 Math Scores	Students with Disabilities are scoring 2 or more grade levels below in Mathematics	or more students in SWD will reach at or near grade level in their i-Ready Diagnostic 3
i-Ready Reading Scores	In the categories of SWD there are 80% of students scoring 2 or more grade levels below in Reading on i-Ready Diagnostic 3	Reduce number of students scoring 2 or more grade levels below by 50% by the end of the year.
i-Ready Diagnostic 3 Math Scores	127 students are scoring 2 or more grade levels below	68 or more students will reach at or near grade level on i-Ready Diagnostic 3
MobyMaxx	Students will receive baseline scores in August of 2023 in Math	Students will complete all expected tasks with a score of 75% or better assigned to them by EOY of 2024
Lexia Core 5 Lexia Power Up Reading Plus	Baseline scores for 2023 in August of 2023	Students will complete at or above 75% tasks assigned based on their individual base assessment at beginning of the year.
i-Ready Reading Scores	157 students are 2 or more grade levels below in Reading per i-Ready 3rd diagnostic	Reduce those scoring 2 or more grade levels below by 50%

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 1.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

Rio Calaveras implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Rio Calaveras has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year.

Conferences (In-Person and/or Virtual) Conferences 52150 - Title1 \$42,957: Rio Calaveras will offer the AVID Summer Institute to a team of 3 teachers, 2 administrators, 1 counselor. The goal is for the AVID Leadership Team members to attend at least every other year to be able to come back to the site and train teachers on strategies learned as well as for new teachers to become AVID certified.

Teachers will participate in PLC Training and Coaching in 2023-2024

Conference Title1 - \$22,000

AVID Summer Institute Attendance

Conference Title1 - \$20,957

Our Leadership Team met to review all data and decided on the following strategies: Provide teachers with professional learning opportunities and collaboration time to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning. Administration will be doing regular weekly walkthroughs along with Low Inference walkthroughs and timely feedback to teachers based on these classroom visits. Attendance at these conferences will provide our staff with more opportunities to train other staff to help students become more college and career ready by the time they reach 8th grade at Rio Calaveras.

Rio Calaveras teachers and administration will plan for integrating 30 minutes of intervention into the regular school day schedule by platooning for strategies and needs 4 days per week.

Teacher Additional Compensation 11500 - Title1 \$4,000

Substitute Teachers for Teacher release time for AVID and PBIS (11700) -- 20 days X \$200=\$4,000 Title I (May need to adjust to teacher additional comp instead based on substitute availability.) Teachers will continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. Rio Calaveras will have three new teachers, two who have changed life levels and subject matter from the current year, 1 pre-intern and two that are still interns, and they will need additional support to refine instructional practices and establish effective learning environments.

Rio will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Metrics for Progress Monitoring: Number of teachers receiving AVID/PLC/PBIS training, AVID walkthroughs, AVID CCI instrument, Percentage of teachers participating in PLC collaboration, collaboration agendas, SEL surveys, iReady Diagnostics, Number of teachers receiving coaching cycle support.

iReady Diagnostic 2 and 3

SIPPS pre and post

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$42,957	50643 - Title I
\$4,000	50643 - Title I

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 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level. The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and i-Ready. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students. The Program specialist is responsible for analyzing performance data for ASTI subgroups to closely monitor their progress and align instructional supports to address their specific needs.

Program Specialist--\$156,168 LCFF--\$16,400 Title I--FTE (19101) Program Specialist--additional time (19500)--11 hours for supporting teachers with planning and collaboration after school. 20 hours X \$65.00 = \$1,319 - Title I

Instructional Coach assists with facilitation of Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms. Instructional Coach--additional time (19500)-- 2 hours for supporting teachers with planning and collaboration after school. 2 Instructional Coaches X 2 hours X \$60 = \$240 - Title I Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers.

Hire an Instructional Assistant 21101 (0.625 FTE - 5 hours) Title1 \$51,000

Support staff for implementation of SIPPS supplemental program to small groups of students targeting those scoring at beginning SIPPS Level.

Program Specialist will train Instructional Assistant and manage schedule/plan of support services.

Instructional Assistant Additional Compensation 22500 for targeted interventions - Title1 \$2500

The Bilingual Assistant (1.0 FTE - District Funded) will work with the program specialist and teachers to develop lessons that provide stronger language support in strategies such as preview-review, re-teaching, guided reading and close reading by the Bilingual Assistant. Bilingual Aide will support EL students who are scoring a 2 or 1 on the annual ELPAC or Initial ELPAC.

Bilingual Spanish Assistant Salary (6 hours per day) 21101

Additional comp for the Bilingual Assistant to provide extra support for struggling newcomer students and to provide translation for parents as needed in Spanish.

Additional compensation 21500 - Title1 \$1,000

Library Media Assistant Salary 22601 (.625 FTE - 5 hours) LCFF \$41,000

Library Media Assist will support implementation of supplemental programs for Early Literacy and Reading and Reading Comprehension.

Through monitoring vocabulary, fluency, and reading level data the LM Assist will inform teachers and students of targeted needs to achieve ELA goals. LM Assist will conduct small group read alouds; facilitate student use of AR, Lexia, etc.; and support literacy/ela assessment.

Library Media Assistant Additional Compensation 22500 to support activities above. LCFF \$2,500

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Teachers will tutor students before/after school who are low and not performing at their grade level. Teacher Additional Time for attending PD, planning and collaboration and for tutoring (11500/11700)-- 15 Teachers X 31 hours X \$60 per hour= \$28,419 (approximate estimate) - Title I Instructional Coach will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results.

AmeriCorp Tutors to support extended day interventions.

Rio will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment.

Metrics for Progress Monitoring:

Accelerated Reader Goals Met

Accelerated Reader STAR

AR Books checked out from Library

Lexia Core 5, Power Up, Reading Plus and ELL Program Completion Rates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$41,000	23030 - LCFF (Site)
\$1,000	50643 - Title I
\$45,000	50643 - Title I
\$124,000	23030 - LCFF (Site)
\$1,494	50643 - Title I
\$1,443	50643 - Title I Salary Contingency
\$12,986	23030 - LCFF Salary Contingency
\$4,000	50643 - Title I
\$51,000	50643 - Title I
\$2,500	50643 - Title I

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 1.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement

To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g. Accelerated Reader and Baseball by the Books.)

SIPPS early literacy foundational reading supplemental curriculum will support Tier 2 and Tier 3 support for phonics instruction and phonemic awareness. It will also support intervention and small group support needs of ATSI subgroups (African American, Students with Disabilities, White, and Two or More Races)

Instructional Materials 43110

Instructional Materials/Supplies 43110 Title1 - \$13,962 and LCFF - \$1,120: Applicable supplemental instructional materials include: planners, binders, pencil pouches, sheet protectors, dividers, spiral notebooks, novels/books, markers, highlighters, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, copy paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet/dry erase markers.

In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Rio Calaveras continues its focus on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Providing the resources and materials required for students to be successful in the organizational component of the program.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials such as slides, 3D printers and plastic filament, and Project Lead the Way specific project materials. Equipment would include laptops that runs PLTW and STEM required software. Instructional Materials: \$3,596 - LCFF

****General supplies are unallowable using State & Federal funds.****

Students in grades 2-8 will have access to the Accelerated Reader Program will increase a love of reading and increase student fluency and comprehension skills.

Accelerated Reader Licenses (58450) - Title1 \$11,280

Use Lexia Core 5, Power Up, Dreambox Reading Plus and Lexia English Language Learner Program to improve Reading Scores

Lexia (K-5) and Dreambox Reading PLUS (6-8 grade) is a computer bases assessment and reading comprehension and fluency program that pre-tests students to determine their levels to provide support for enhanced direct instruction to focus on areas of improvement. License 58450 - Title1 \$21,875.

Lexia Language Development Program: Lexia English is an adaptive, blended learning speaking, listening and grammar program that supports students' English language development through academic conversations. It follows an asset-based model and is infused with culturally responsive pedagogy. The program was created by CA educators, built specifically to CA ELD standards, and provides progress monitoring showing student's real time progress and growth across all proficiency levels.

License 58450 - Title1 \$3,334

Discovery Streaming provides videos to teachers to enhance their lessons to increase student understanding of the concepts being presented in Science, ELA, Math, and Social Studies. License 58450 - Title1 \$2,000.00

No Red Ink grammar and writing program License 58450 - Title1 \$2074

EduPuzzle provides teachers with videos that students can watch and then allows them to create assessments for the topics they watch the videos on that go hand in hand with the CSS and our core curriculum. License 58450 - Title1 \$1,950.00

Moby Max - provides additional Math support for students to be able to practice standards learned in the classroom and to help them catch on up standards they are struggling with. License 58450 - Title1 \$3,795

Books 42000 - Title1 \$15,000

New books will be selected to purchase for students to be offered opportunities to read a wide variety of genres.

Program Specialist will work one on one with students who are struggling and being considered for retention or testing.

Purchase instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of Common Core state standards. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.

Rio will provide supplemental instructional materials, planners, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement.

Metrics for Progress Monitoring: SIPPS Placement and Mastery, AR Reading Levels, MobyMax Grade Level Diagnostics, Lexia Assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$18,000	50643 - Title I
\$4,000	50643 - Title I
\$11,280	50643 - Title I
\$11,900	50643 - Title I
\$9,975	50643 - Title I
\$3,334	50643 - Title I
\$2,074	50643 - Title I
\$3,795	50643 - Title I
\$18,752	50643 - Title I

\$2,500	50643 - Title I

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 1.1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

Maintenance Agreements 56590 - LCFF \$1494 and Title1 \$6181: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating 57150 \$6,000 Title I (teacher handbooks and planners) to support instructional and AVID strategies implementation and student organization.

Teachers will enhance NGSS (science) curriculum through hands-on science experience and real life application while integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects. Students will visit exploratoriums, labs, agricultural sites, community businesses, etc. to apply NGSS standards. AVID students will participate in college visits for undergraduate and career readiness. Field Trips 57250 - Title1 \$4,000

Rio will pay student fees, transportation, professional services, and duplicating costs associated with PLC collaboration, effective instructional practices, and student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$1,494	23030 - LCFF (Site)
\$6,181	50643 - Title I
\$3,700	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students were invited to attend SLA for 2022-2023, however, due to the dates set by the District we had several subs to be the teachers, many teachers dropped out of working the program and a lot of parents did not sign their students up to attend. Tutoring also go started very late and we had only a certain number of teachers willing to tutor. Rio did not receive a Instructional Coach for 2022-2023 which hindered our Professional Development opportunities. We are also still having difficulty find subs to fill open days.

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

Having lost both of our coaches to other positions within the District and not being allowed to hire because we started the school year without teachers in classrooms we were not able to ever hire a coach to provide onsite, PD. Through AVID and PLCs's we have been able to get to do a deeper dive into i-Ready Math and a limited amount of scaffolding training for ELA with Benchmark and Perspectives. . All PD went to staff meetings. This year we have a new Assistant Principal who is learning about implementation of PBIS, but due to sub issues has only been able to meet about 3 times with our team. We have been able to get subs for our AILT (AVID Instructional Leadership Team) and were chosen to be able to participate in PLC Coaching, This has had a big impact on our discussions for 2023-2024, however, it came really late in 2022-2023 school year so we could not implement much. We continue to struggle with student attendance leveling off around ??? which is an approximate 10% drop in chronic absenteeism. We do have some tutoring going on. but it is minimal and not in the grades where we see the lowest scores (no teachers willing to take it on - they are just exhausted).

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

We will need to focus more on attendance next year and see if our requirement to attend daily can reach all students and parents. Holding SART meetings has been helpful, but there is nothing beyond that to support compulsory attendance in SUSD. We will continue to do our part, meeting as an Attendance Team bi-weekly, holding SART meetings and signing contracts with parents as needed, follow up with our CWA department. We will be offering teachers a chance to tutor both before and after school, hopefully encouraging more teachers to want to provide these services. We will make a conscious effort to increase PBIS meetings. We will be doing the AVID Strategy of the Month, continue our online teacher portfolios and continue training all new staff in AVID annually as well as provide opportunities to attend AVID Pathways throughout the year. We will continue to work with Solution Tree PLC Coaches throughout next year and our PLC Team to strengthen PLC practices which we know will in turn affect teaching and learning. We will work together as a staff to ensure students are receiving dedicated intervention during the school day.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Reduction in how many students are referred to the office for administration to handle the discipline.

Identified Need

Students are not following common rule expectations.

Alternatives to Suspension

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduced Office Referrals	We have had 230 office referrals in 2022-2023 for discipline	Reduce office referrals to 110 or less by EOY 2024

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 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

Teachers will receive training in Restorative Justice and Restorative Justice practices, including but not limited to restorative practices to be used for classroom management and the implementation of Circles. This training will be offered after the school day is over and teachers will be compensated at their hourly rate.
Teacher additional compensation 11500 (10 teacher x 10 hrs x \$60) - Title1 \$6,000

IYT Mentorship Program (Improve Your Tomorrow) - Extended Day mentors will provide enrichment activities to close the college opportunity gap and improve the educational and career outcomes for young men of color. ATSI subgroups will be recruited as program participants.

Rio will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$4,000	50643 - Title I
\$4,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are very consistent in PBIS and in teaching the lessons. However, this year we have faced challenges more toward the end of the year when behaviors suddenly escalated. We have had our AP out at yard times for students who seem to be displaying risky behaviors (vaping, fight club in the bathroom, bullying) and working to stop these behaviors. We have consistently provided students with interventions prior to suspension. We have done counseling, groups, single counseling, check in's, detentions, loss of privileges, etc. before we ever get to suspension.

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

We are losing our second Mental Health Clinician in as many years. We have two brand new counselors (just graduated from college) and it seems our PBIS lessons have not gone as well as usual. Teachers are hit and miss on calling students on some of their behaviors in middle school (uniforms, cussing, play fighting, etc.). Teachers lack of relationship building with their classes is a concern to continuous behaviors in Middle School. Our PBIS team could not meet monthly due to challenges with subs and availability of staff after school. Student behaviors have not been present until the end of the second trimester to beginning of 3rd trimester. In December of 2022 we lost one of our new full time counselors and were not able to replace them. We will be hopefully replacing this position with a new counselor to start the 2023-2024 school year. This will allow us to do more preventative rather than reactive responses to discipline issues and hotspots on our campus. Students returned from the pandemic with a new propensity for using racial slurs more than we have ever dealt with this school year.

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

Stronger check in's with teachers on creating relationships with students and on the presentation and implementation of PBIS. We will establish a SMART goal for establishing relationships with students and assess our success with student surveys. We will also create a collective commitment around creating relationships with students and offering alternatives to both class and school suspension.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

During the 2021-22 school year Rio Calaveras will increase parent/ community participation and other meaningful partnerships by 10%.

By EOY of 2024 we will have 50% more of our students taking the HK Survey the District puts out 3 times per year

To increase the amount of students taking the Healthy Kids Survey in grades 6-8 by 130 students.

Identified Need

Parents do not attend meetings on a regular basis

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students taking the Healthy Kids Survey	We have less than 50% of students taking Healthy Kids Survey	Increase student participation in surveys by 50%
Healthy Kids Survey Completion	120 students	250 students
Attendance at Parent Meetings	9	19

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 3.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan

Parent Coffees bi-monthly to be held by staff on topics to help our parents help their students will be held in the morning and in the evening every other month.

Provide Parents the Opportunity to attend a local conference.

Rio will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$1,428	50647 - Title I - Parent
\$2,880	50647 - Title I - Parent

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 3.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.) Technology Night to provide parents (and students) knowledge digital citizenship to avoid online and social media bullying and predatory activities. (\$1,480, if additional funds are available.)

Parent Meeting - \$1,500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,000: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning

Rio will provide supplemental instructional materials, planners, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
\$0	50647 - Title I - Parent
\$0	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to bring back Literacy Night and we did a family Bingo Night which allowed us to see a large number of parents attending both nights. We were also able to get new parents involved in PTA, School Site Council and English Language Advisory Council.

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

We have struggled to get parent coffee hours back up and running with the loss of one counselor which meant the counselor who stayed had to assume those duties.

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

Our hope is to be able to implement these programs next year fully while inviting parents back to campus in more and more ways that we were able to in the past with Pizza or Picnic on the Grounds, well attended coffee hours and parent professional development.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$261,193.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$440,673.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$255,442.00
50647 - Title I - Parent	\$4,308.00
50643 - Title I Salary Contingency	\$1,443.00

Subtotal of additional federal funds included for this school: \$261,193.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$166,494.00
23030 - LCFF Salary Contingency	\$12,986.00

Subtotal of state or local funds included for this school: \$179,480.00

Total of federal, state, and/or local funds for this school: \$440,673.00

Addendums

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov