

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Rio Calaveras (R1 - 275)

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

_____ 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 _____ Date of Meeting

Attested:

Gina Hall
Typed Name of School Principal



Signature of School Principal

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	06/10/2022	06/28/2022

Purpose

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

Rio Calaveras Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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.

Rio Calaveras Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

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

3/2/2022 AVID Leadership Team met to discuss to top priority needs for both the 2021-2022 SPSA and how they were met and to discuss our needs for the upcoming SPSA for 2022-2023

We did a needs assessment based on the 5 Why's format and decided that we should do a parent, teacher and student survey on program usage, what we are doing well and what we need to improve on.

ELA – the data says our kids are having a really hard time with reading comprehension and we feel much of that is about vocabulary, however, we do have 75% of our students on target to meet their annual growth goal according to the data in i-Ready

ELD – our EL students struggle with reading too. They need phonics instruction. Our plan is for our lower grade teachers to develop some professional development for our upper grade teachers on providing phonics instruction within the school day and curriculum we teach.

Math – Numbers and Operations are low. Are we challenging our higher kids? Are we using our Math programs appropriately? Maybe we need to re-teach using a different approach/modality. Continue to provide PD for our staff in scaffolding for our students who are higher and those who are struggling.

Math - Math vocabulary is greatly lacking. How can we improve here? We are going to ask teachers to provide word walls and we are going to ask them to teach grade level math vocabulary during Math lessons.

Climate and Culture – sadly a significant number of students do not feel that they have someone who cares about them. How do we change this?

We need to survey parents:

What are we doing well? Please check 3 –NOTE – I NEED MORE SUGGESTIONS FOR THE FIRST TWO

- Communication
- Reading Instruction
- Math Instruction
- High Expectations
- Holding students accountable
- Providing programs for extra learning
- Keeping students safe at Rio
- Providing opportunities for involvement

What do we need to improve on? What could we do better?

- Communication
- Reading Instruction
- Math Instruction
- High Expectations
- Student accountability
- Providing programs for extra learning

Keeping students safe at Rio

Providing opportunities for involvement

Other _____

What programs do you know of that we are using at Rio Calaveras? Check All that apply:

Lexia

Power Up

i-Ready Reading

i-Ready Math

Accelerated Reader

Xtra Math

Moby Max

Benchmark

Ready Math

Social Studies Weekly

Project Lead the Way

SORA

What programs does your child use at home regularly?

Lexia

Power Up

i-Ready Reading

i-Ready Math

Accelerated Reader

Xtra Math

Moby Max

Benchmark

Ready Math

Social Studies Weekly

Project Lead the Way

SORA

Do you feel your child is safe while they are at Rio?

Yes/No

What issues on the playground or in the cafeteria does your student complain about?

Rio receives State and Federal dollars every year.

We use our money for programs and people

What do you consider the most important use of our funding?

_____ Counselors

_____ Assistant Principal(s)

_____ Program Specialists (works with students struggling, works with English Language Learners and Bilingual Specialists, attends SST's and IEP's, runs all auxiliary programs (Library, AR, Lexia, Moby Max, etc)

_____ Intervention Teachers

_____ Enrichment Activities

_____ Parent Education

_____ Parent Nights

_____ Computers for Students and Staff

_____ Early Bird

_____ Tutoring (before or after school)

Other: _____

Committees who have met to discuss the SPSA Needs Assessment are the AVID/Leadership Team, The School Site Council and the ELAC. WE reviewed the Data we had which was the i-Ready Math and Reading Data for Fall and Winter.

We will be sending out a Qualtrics Survey to parents, students, and staff to complete

Staffing and Professional Development

Staffing and Professional Development Summary

Rio has 37 teachers

33 teachers hold full credentials

4 teachers are in a program to work on their preliminary credential and we have one long term sub

We have one assistant principal and one principal. Both hold full, clear administrative and teaching credentials

Teachers meet bi-weekly in PLC's to help provide professional growth opportunities in data analysis, however, some of our PLC's are not functioning as a PLC is meant to and need more Professional Development in highly function PLC Teams.

We have ten teachers, one principal and one counselor attending AVID Summer Institute

90% of all staff meetings are based on professional development on research based strategies, book studies, i-Ready Math, Scaffolding, Benchmark and Savaas as well as ELD strategies, however it has been a struggle to provide Professional development due to a loss of Coaches and availability of those who can present at our staff meetings to meet teacher needs for scaffolding of instruction,

We would like to offer more PD in scaffolding strategies as well as attend AVID and PLC training this year for staff that are new to Rio

Staffing and Professional Development Strengths

Our teachers are strong in providing rigor in the classroom and in presenting rigorous strategies to other staff. Teachers provide students with high expectations for their learning, but not all students have been able to learn on grade level curriculum due to learning losses during Distance Learning. Often teachers are teaching to the curriculum, but they have not had sufficient Professional Development and Support to be able to fully scaffold instruction to help our students who have fallen behind.

Staff attending any PD's understand that they will be asked to come back to staff and present. We offer professional development through staff meetings, but have struggled to do so this year with a lack of coaches on site.

Staff have attended a deeper dive into scaffolding in i-Ready Math and have attended PD with Angela Pilcher on scaffolding Ready Math.

We have some PLC's who are highly functioning in data dives and how to create SMARTE (e for equity) goals for students.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Students have unfinished learning and need to have learning scaffolded. **Root Cause/Why:** Teachers need to be able to receive full staff develop to equip them to be able to scaffold and differentiate teaching in order to meet the needs of all students.

Needs Statement 2 (Prioritized): In our PLUS survey a statistically significant number of students stated that they did not have a staff member who cares about them **Root Cause/Why:** Staff need to have professional development on how to meet the needs of our students who are feeling especially vulnerable. They need to have PD on developing strong relationships with students and how to help students who have suffered trauma.

Needs Statement 3 (Prioritized): Some of our PLC's are amazing and high functioning, but there are several who are struggling to meet the definition of a PLC that is functioning well. **Root Cause/Why:** Some of our staff were able to attend PLC Conferences and have follow up training via Solution Tree, however, we have many new staff that have not received this training and some staff that need refresher training on how to function as a PLC>

Teaching and Learning

Teaching and Learning Summary

Rio Calavares teachers adhere to all curriculum guidelines and requirements for Stockton Unified School District and the State of California. We teach the curriculum provided for ELA (Benchmark and SAVAAS), ELD and Ready Math. We require our students to participate in the online pathways for i-Ready Reading and Math. We also supplement with Moby Max, Xtra Math and Lexia for Reading. Teachers monitor student successes in the program and can pull lessons from Lexia for students struggling in certain grade level areas. We focus on Math and Reading for our core subjects and spend the bulk of our day in our two areas of math and reading.

Teachers are committed to teaching and helping students master focus standards in Math, ELA, Social Studies, Science and the PE Frameworks.

One of the areas of need, decided by classroom visits and through data is for our teachers to learn how to best leverage the curriculum to scaffold lessons for differentiation and student understanding.

Students at Rio Calaveras have increased scores strongly between Diagnostic 1 and Diagnostic 2 on the i-Ready Assessment. 75% of all students are meeting the progress toward reaching their annual typical growth with 44% of our student on or above beginning grade level for Reading and 68% of our students are on target to meet their progress toward reaching their annual typical growth in Math with 31% at or above grade level.

Parent-Teacher conferences are important to us and we allow a certain number of minimum days in order to have them after Diagnostic 1.

Students are behind in learning due to COVID and the fact that 90% of all students completed the full 2020-2021 school year in Distance Learning. We had quite a few students with chronic absenteeism or lack of work completion during COVID 19. Due to Distance Learning many students entered the school year for 2021-2022 with large learning gaps and much unfinished learning.

Teaching and Learning Strengths

In an attempt to provide PD opportunities 90% of all staff meetings have been turned into professional development, however, we lost both of our coaches by October 2021 which caused us to have to look elsewhere for PD.

Students had extensive unfinished learning due to Distance Learning in 2020, 2020-2021.

Due to a lack of subs we could not pull staff for PD during the day and had to offer it via staff meeting or after their day for pay to attend.

Due to a lack of subs many classrooms have had to be blended to allow teaching to happen when no sub picked up the job.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students did not receive fully scaffolded instruction **Root Cause/Why:** Coaches were taken to fill classrooms in physical locations and on Virtual Academy. Teachers were not given enough opportunities for PD on scaffolding of learning for 2021-2022 due to lack of opportunities until late in the year. We were only able to discuss scaffolding in Math in February and March of 2022.

Needs Statement 2 (Prioritized): Students have unfinished learning due to many different factors including Distance Learning, COVID absences and a lack of substitutes to carry on with lesson plans **Root Cause/Why:** Distance Learning, COVID absences, lack of subs causing a need to blend classrooms for the day. Students did not participate fully in Distance Learning in 2020-2021 and some are not participating in Virtual Academy in 2021-2022. We need to work on scaffolding to help alleviate the unfinished learning.

Needs Statement 3 (Prioritized): We were not able to fully hold meetings that provided staff development due to the fact coaches left to teach in classrooms shortly after the school year started **Root Cause/Why:** There is a nation wide shortage of subs and incoming teachers,

Parental Engagement

Parental Engagement Summary

We have held informational meetings for parents on different topics such as how to prepare your student for the ELPAC, how to prepare for CAASPP, how to help

We have held SSC and ELAC Meetings

We presented our Title I information

We held Orientation Virtually in grades 1-8

Not having meetings on campus have caused us to have a lack of participation, more so than normal. In the past we have been able to hold fun events for parents and students to engage with staff, however, due to COVID Guidelines we have not been able to do that which has seemed to cause a decrease in parent attendance at parent meetings, however, it has caused an increase in attendance at SSC and ELAC as we can now hold those virtually.

Parental Engagement Strengths

We continue to have a strong School Site Council

We continue to have strong parent participation in PTA, however, PTA holding meetings virtually vs holding them in person with another event attached to the meeting have seemed to cause a decrease in PTA attendance

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parents do not attend school meetings as much as they did prior to the pandemic **Root Cause/Why:** Having to have parent meetings virtually seems to challenge some parents attendance due to lack of internet connectivity, etc. We also believe that it is easier to get our parents to attend meeting when they are held with other events which the pandemic has stopped us holding.

School Culture and Climate

School Culture and Climate Summary

We have done the student surveys through the Climate and Safety surveys for PLUS. The data shows a statistical significance in students who do not feel they have someone on campus who cares about them.

We have finally been able to fill all but one Noon Duty Supervisor position, however, our Noon Duty do need training on how to be more effective with students following the PBIS lesson plans for behaviors on campus.

We currently are approved for 2 CSA's, however, one recently resigned due to the leaving the State and we will need to fill this position with someone new which will require more training,

Students do not always feel that an adult on campus cares for them according to the PLUS Survey Data

We have seen an uptick in suspension numbers in February and March due students bullying each other and wanting to have fight clubs.

We have a huge issue with attendance this year due to the pandemic and the students not attending Virtual Academy.

Virtual Academy students - some have over 100 days of absence

Prior too the pandemic Rio held steady at approximately 6.5% chronic absenteeism annually, however, since we have returned to physical school post pandemic that number has jumped to 38%, beyond the 6% that we still have (some who are working to approve attendance) Virtual Academy students seem to be making up the other 32% of chronic absenteeism

Our chronic attendance rate is approximately 38% which is up from 7% last year

Students are not attending school due to COVID or COVID exposure

Parents are not requiring school attendance from their students who attend Virtual Academy. Many of them work and are not able to oversee their students attendance.

School Culture and Climate Strengths

Students, for the most part feel safe at school

We have a strong PBIS plan and implementation at Rio Calaveras

We have a strong AVID, college going culture at Rio

We have students who are eager to participate in PLUS

We have two amazing counselors who are doing a phenomenal job working with students, holding groups. and teaching lessons

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Chronic Absenteeism rates are extremely high **Root Cause/Why:** Virtual academy students are still registered to Rio and many of them have not attended all year.

Needs Statement 2 (Prioritized): Students do not feel they have an adult on campus who cares for them **Root Cause/Why:** Teachers need to receive PD on dealing with students who have behavioral issues, who feel that no one cares because of trauma they have experienced and on how to develop strong, caring relationships with students. They need time and monitoring to implement.

Needs Statement 3 (Prioritized): Student behaviors are extreme this year with a lot of bullying going on, a lack of social skills being displayed and encouraging and being a part of fight clubs. **Root Cause/Why:** Students are struggling with how to deal with trauma and are having difficulty in dealing with their emotions causing an inappropriate reaction to conflicts. Students lack the skills to handle conflict and emotional challenges.

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

School Goal for ELA/ELD: (Must be a SMART Goal)

* ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50% or 83 students

* EL: By EOY 2023, per ELPAC, increase the number of students who reclassify will increase by 50%. or to 18

School Goal for Math: (Must be a SMART Goal)

* Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, the total number of students performing 2 or more grade levels below will decrease by 50%. or 68 students.

Identified Need

Students have unfinished learning and need to have learning scaffolded.

Some of our PLC's are amazing and high functioning, but there are several who are struggling to meet the definition of a PLC that is functioning well.

Students did not receive fully scaffolded instruction

Students have unfinished learning due to many different factors including Distance Learning, COVID absences and a lack of substitutes to carry on with lesson plans

We were not able to fully hold meetings that provided staff development due to the fact coaches left to teach in classrooms shortly after the school year started

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students performing 2 or more grade levels below on EA	167	83 students
# of students reclassifying to fluid English Proficient	9	18
i-Ready Math	136	68

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)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Conversations with parents and survey of staff and students allowed us to really consider all the parts of our SPSA. Our Leadership Team met to review all data and decided on the following strategies:

Provide teachers with professional learning opportunities 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. Substitute Teachers for Teacher release time for AVID and PBIS (11700) -- 30 days X \$200=\$6,000 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.

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. 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. 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

Program Specialist--\$156,168 LCFF--\$16,4Title 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

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)
\$6000	50643 - Title I
\$26000	50643 - Title I
\$240	50643 - Title I
\$156168	23030 - LCFF (Site)
\$16400	50643 - Title I
\$1319	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Additional Time and Support Many students will return to Rio Calaveras with learning loss after COVID 19.

Students in grades K-2 will receive additional support with tutoring two days per week, prior to or at the end of the school day for foundational skills in Reading and Mathematics. Students in grades 3-8 will focus on reading comprehension and math fluency and concepts. Students qualifying for these services will receive approximately 5 weeks of tutoring based on their i-Ready (beginning of year) scores and can be set up to continue to receive tutoring for the next 5-week period based on their second set of i-Ready scores.

This will be a fluid group and Grade 7 and 8 Math can be done on a drop in basis when help is needed as well as be invited to participate for the full 5 weeks. Teachers will use lesson materials printed from Lexia, Reading PLUS, Benchmark, Savaas, and Ready Math to help students begin to strengthen their skills in their area of need based on CASS. Classroom diagnostic assessment in i-Ready, Lexia, Reading PLUS, Benchmark, Savaas and Ready Math will be used for pre and post data.

9 teachers at 2 days per week for 3 5-week sessions = 30 sessions X 9 teachers at \$60.00 per hour = \$16,200 - Title I

The Bilingual Assistant 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 Spanish Assistant 3.5 hours per day for a total of \$19,365 - LCFF Additional comp for the Bilingual Assistant to provide extra support for struggling newcomer students and to provide translation for parents as needed in Spanish LCFF \$3,596

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)
\$16200	50643 - Title I
\$undefined	23030 - LCFF (Site)
\$3596	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

License Agreements: \$46,208 - Title I

Students in grades 2-8 will have access to the Accelerated Reader Program to build fluency and comprehension skills. Accelerated Reader Licenses (58450) \$13,208.00

Lexia (K-5) and 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. \$22,400.00

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. (58450) \$9,000

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. \$2,000.00

Brain Pop builds background knowledge and deepens learning across curriculum. They also provide SEL themed topics. \$

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. \$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. \$3,495

Books \$15,000 - Title I

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

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)
\$52053	50643 - Title I
\$15000	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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 and college visits. Field Trips for AVID \$4,000

Conferences (In-Person and/or Virtual) - \$22,000 - Title I: Rio Calaveras will offer the 2021-2022 Summer Institute to a team of 3 teachers, 2 administrators, 1 counselor to attend the AVID Summer Institute. 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 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. Approximate cost for teacher salaries and benefits is \$6,000.

Instructional Materials/Supplies - \$13,962 - Title I and \$1,120 - LCFF: 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.
 ****General supplies are unallowable using State & Federal funds.****

6 Teachers from the Leadership Team and 1 administrator will attend the PLC Conference in 2022-2023(Location and dates TBD) to bring back best practices and training for teachers new to the profession. If the conference is not available we will participate in the professional development modules for PLC's at a time to be determined. \$22,000 Title I

Teacher and staff handbooks that are used during staff meetings for Professional Development of best practices (through Reprographics of SUSD), scaffolding, PBIS lessons and planning \$3000, Title I

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

Rio Calaveras Maintenance Agreements - \$11,000 - LCFF: 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.

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)
\$44000	50643 - Title I
\$13962	50643 - Title I
\$5000	50643 - Title I
\$7000	50643 - Title I
\$10000	23030 - LCFF (Site)
\$5000	50643 - Title I
\$6000	50643 - Title I
\$1120	23030 - LCFF (Site)

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

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)
\$3596	23030 - LCFF (Site)

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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 Summer School prior to the 2021-2022 school year and about 120 did daily. We had a difficult time implementing many of our strategies such as PD, coaching, classroom support, extra time for tutoring and Science.

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

Due to a lack of subs we had no one to be able to be covered to participate in much Science training although we did provide some at a few staff meetings through Marcus Sherman. We lost both of our coaches to classrooms due to the teacher shortage and ended up not being able to provide the professional development plans we had going into the year on scaffolding for math and ELA. We were able to get to do a deeper dive into i-Ready Math through Angela Pilcher and Curriculum and Associates, but were not able to provide any scaffolding on ELA as I could not find someone to cover it. All PD went to staff meetings. AVID Leadership Team had to begin meeting after school for pay and PBIS could only meet once this year.

Our attendance has been terrible and much of that is due to Virtual Academy students that we have no contact with or control over, yet they count against us. 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 we can get our kids from Virtual back into school on a full time basis. We will want to look at how we can extend our day to reach even more students with lost learning. But, in all honesty, we will probably keep this plan and just add to it.

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

School Goal for Suspension: (Must be a SMART Goal)

Reduce suspensions from 2019 available date of 3.4 to 3.0 for the 2021-2022 school year (COVID shut down of schools froze suspension data as there were no suspend-able offenses during Distance Learning).

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By May of 2022, reduce chronic absenteeism for all students to 6.9%

Identified Need

In our PLUS survey a statistically significant number of students stated that they did not have a staff member who cares about them

Some of our PLC's are amazing and high functioning, but there are several who are struggling to meet the definition of a PLC that is functioning well.

Chronic Absenteeism rates are extremely high

Students do not feel they have an adult on campus who cares for them

Student behaviors are extreme this year with a lot of bullying going on, a lack of social skills being displayed and encouraging and being a part of fight clubs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

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)

All Students

Strategy/Activity

During Distance Learning Rio Calaveras did not have any suspension data to report. Now that we are returning to school our goal is to reduce suspensions of the most current data for 2019. We recognize the need to continue ongoing, timely communication with parents over discipline and behavior issues via Class Dojo and calls home.

Our goal is to not only reduce pre-COVID suspension numbers, but to increase the use of counselors and teacher classroom management skills to decrease the rate of referrals to the school office. We will provide students with opportunities that are alternatives to In/Out of School Suspension. Extra pay for counselors to provide After School Detention with Restorative Practices and SEL Education via Champs. 2 counselors at \$50.00 per hour for 10 hours which is \$5,000 from LCFF

Through District Services we will continue to provide our most challenged students with access to counselors and Mental Health personnel. Students with low-aggressive behaviors will be referred to counseling, offered opportunities to correct behaviors, assigned to detention and given opportunities to participate in restorative practices to help reduce suspensions. During COVID our attendance data saw a slight increase over 2019 percentages. This was often due to families leaving the country or the county without informing the school and CWA tirelessly attempting to contact parents. Because of this our goal is to decrease our chronic absenteeism over not only 2020 percentages, but 2019 percentages as well to 6.9%.

We will ensure that staff are trained in PBIS, classroom management tools, and that our teachers are reaching out to parents and students over absences resulting in 3 or more lost days of school attendance.

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)
\$5000	23030 - LCFF (Site)

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Teachers will teach PBIS lessons in the classrooms followed by teacher and student walkthrough with Counselors for demonstration of strategies and practices. Implementation will be monitored by Counselors and Administration. Administration will make every attempt to be visible at every lunch hour throughout the week and during beginning and ending of school times. We will also hold assemblies to review Rio's schoolwide PBIS plan including COVID guidelines for attendance.

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)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will be reading the Book "Heart!" by Timothy Kanold to discuss how to positively effect culture in the school as adults and how to make sure our students do know that we care for them.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

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.

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%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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

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

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)
\$2980	50647 - Title I - Parent
\$1010	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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. Due to COVID we could not implement this plan and had to have all parent meetings virtually while cancelling all others like Literacy Night, etc.

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

Parents were not allowed on campus due to COVID. We did not get to hold STEM, M/C Night or parent meetings in person.

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 so we will keep it pretty much the same.

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	\$218164
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	\$397644

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	\$214174
50647 - Title I - Parent	\$3990

Subtotal of additional federal funds included for this school: \$218164

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)	\$179480

Subtotal of state or local funds included for this school: \$179480

Total of federal, state, and/or local funds for this school: \$397644