School Plan for Student Achievement (SPSA) Template

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC)/ Stakeholder Committee Review Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmel River School</td>
<td>27-65987-6026041</td>
<td>May 6, 2022</td>
<td>June 22, 2022</td>
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</tbody>
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Purpose and Description

The purpose of the plan is to fulfill the school and district’s mission to produce lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community. The result is a plan that is wholly aligned in terms of its goals to support CUSD’s Local Control and Accountability Plan (LCAP).

Stakeholder Involvement

Involvement Process for the SPSA

School staff, parents, PTA and SSC were consulted in the development of the plan throughout the school year. This was achieved by soliciting verbal and written feedback at staff (5-6) and LCAP (12-6-21, 12-6-22, 1-20-22) meetings.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students engage in challenging, innovative and relevant learning experiences to prepare them for college, career and global citizenship.

Identified Need

Carmel River School (CRS) has developed this goal because it represents the core values of our staff and parent community. The goal targets all students to provide learning experiences that honor their current level of performance, particularly in mathematics, which is an area of focus and implementation for the 2022-23 school year. The support will be measured by student assessment and progress monitoring.
Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
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<tbody>
<tr>
<td>CAASPP % of students with scores of “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).</td>
<td>2021-2022 CAASPP ELA - 71% Math - 64%</td>
<td>2022-2023 CAASPP ELA - 80% Math - 80%</td>
</tr>
<tr>
<td>iReady Assessment First year of implementation, assessments within the program will be decided during the 22-23 school year.</td>
<td>2021-22 No baseline data due to program not being implemented yet.</td>
<td>2022-2023 Assessments to be determined.</td>
</tr>
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

Provide all students identified for math intervention with targeted personnel, strategies, and curriculum for support.

Strategy/Activity

Implement the intervention guide/plan to focus on mathematics support for identified students. The resulting services include a second-year intervention teacher, two instructional aides with extended hours, an RtI Coordinator, Technical Assistant, and a master schedule that encompasses three intervention periods to provide the assistance.

Funding Source(s) for this Strategy/Activity

General fund and other state funding.

Goal 2

All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families.

Identified Need

Carmel River School established this goal recognizing the impact and importance that socio-emotional health has on the academic performance of students and the quality of their lives.
CRS enjoys tremendous resources, services and programs that focus on this need, however, CRS wishes to better systematize its supports to create an articulated, interconnected SEL framework.

### Annual Measurable Outcomes

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<tr>
<td>Staff and student, climate and needs-based survey.</td>
<td>The baseline will be determined in the fall when PBIS assessment will be administered.</td>
<td>PBIS - assessment TBD.</td>
</tr>
</tbody>
</table>

### Strategy/Activity 1

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

**Strategy/Activity**

CRS will research/investigate the benefits of adopting the Positive Behavioral Interventions and Supports (PBIS) model to systematize its many supports and services to positively impact the students' academic and socio-emotional program.

**Funding Source(s) for this Strategy/Activity**

General fund and other state funding.

### Goal 3

All staff will engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals.

### Identified Need

Continuous professional learning has consistently been a site priority. This goal was developed in conjunction with Goals 1 and 2 with the understanding that staff will need strategic and significant support to achieve both goals.

### Annual Measurable Outcomes

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<td>K-5 staff survey on teacher satisfaction with professional development initiative/support designed to assist them in successfully implementing the iReady, new math adoption</td>
<td>No baseline established because the initiative/goal will begin in the fall.</td>
<td>95% of teachers will report satisfaction with support designed to assist them with the first-year math implementation</td>
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</table>
### Strategy/Activity 1

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

Students to be served as a result of this goal will be identified through formal math assessment with a focus on students who require, or would benefit from, targeted and intensive math support.

**Strategy/Activity**

Support to ensure successful math implementation will be provided by the district math committee, teacher on special assignment (TOSA), and intervention teacher. Training in math assessment and progress monitoring will be provided to assist teachers in implementation. This will also include support staff who play key roles in delivering math instruction at Tier 1 and Tier 2 levels (i-Ready and Do the Math).

**Funding Source(s) for this Strategy/Activity**

General fund and other state funding.

### Annual Review

**SPSA Year Reviewed: 2021–22**

While the effects of the pandemic still linger, River School staff experienced tremendous growth in its ability to deliver a high-quality education to students. The goal was bolstered significantly by the implementation of the newly designed RtI program. Weekly coaching sessions and strategic, consistent PD was offered to teachers to empower them to provide for continuity of intervention services throughout the school year. The PD plan and support provided by the site instructional coach and intervention teacher resulted in a well-crafted intervention program that empowered teachers to provide intensive and targeted reading support in their classrooms and provided support in Tier 2 service that resulted in exceptional levels of success for participating students.