

School Year: [2023-2024]

# School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC)/ Stakeholder Committee Review Date	Local Board Approval Date
Carmel River School	27-65987-6026041	April 19, 2023	June 21, 2023

## 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 with goals that wholly align with CUSD’s Local Control and Accountability Plan (LCAP).

## Stakeholder Involvement

### Involvement Process for the SPSA

School staff, parents, PTA and the Site Leadership Committee were consulted in the development of the plan throughout the school year. This was achieved by specifically soliciting verbal and/or written feedback at meetings on 3/23, 4/19 and 4/27.

## Goals, Strategies, Expenditures, & Annual Review

### Goal 1

All students will 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 2023-24 school year. The support will be measured by student assessment and progress monitoring.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP % of all students with scores of “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP)	2022-2023 CAASPP ELA - 81% Math - 73%	2023-2024 CAASPP ELA - 85% Math - 80%
“Do the Math” assessment	77% of students in Rtl (Do the Math) math support passed the end of module assessment	80% of students in Rtl (Do the Math) math support will pass the end of year module assessment

### 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. Personnel that will be involved in the delivery of the support services include an intervention teacher, a Rtl Coordinator, Teacher On Special Assignment (TOSA), Technical Assistant, and two instructional aides with extended hours. The master schedule reflects four intervention periods to provide the targeted assistance.

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

General fund

### Goal 2

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

#### Identified Need

Students identified as English Language Learners (ELL) will receive English instruction to develop their English language proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELL students will make one level of growth and measured by the ELPAC	86% of ELL students achieved the metric in the 22-23 school year	90% of ELL students will achieve the metric in the 23-24 school year

### Strategy/Activity 1

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

English language learners (ELL)

#### Strategy/Activity

Explicit ELL strategies and support include a 30 minute, daily pull out support for students to target skills to develop English language proficiency. In addition, students in the classroom setting will receive specially designed instruction in English (SDAIE) to support students in accessing content standards.

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

General fund and state funding

## Goal 3

All students will achieve personal wellness through supportive and engaging school environments that foster health, happiness, and collaboration between our school 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, School Behavioral Plan.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
all River staff will be surveyed about the effectiveness of the Schoolwide Behavior Plan that will be developed during the 23/24 school year	No baseline	90% of staff will report understanding of, and confidence in, the goals of the Schoolwide Behavior Plan

## Strategy/Activity 1

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

The entire student body population will be participating in the School Wide Behavior Plan (SWBP).

### Strategy/Activity

The CUSD Board Certified Behavior Analyst, River Teacher on Special Assignment, and Principal have begun to develop a Schoolwide Behavior Plan involving all staff and a council of representatives from each school department to gather and analyze data that will serve as the basis for the formulation of the SWBP. All staff will receive professional development designed to best support the identified behaviors that students will be responsible for demonstrating. Each department on site (e.g. teachers, support programs, food service, custodial staff, front office, principal, etc.) will present and model expectations for students when they are present in the different environments. Resources to assist in the implementation of the plan (e.g. professional development, signage, physical and tangible plan/handbook) will be utilized to provide the necessary support to bring the plan to fruition.

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

General Fund

## Annual Review

### SPSA Year Reviewed: 2022–23

River School staff developed its skill set to deliver a high-quality education to students, particularly in reading and mathematics. The goal was supported significantly through the design and facilitation of the RtI program, which is in its second year of implementation. The intervention plan was coordinated and facilitated by the intervention teacher, and the result was a well-crafted intervention program that empowers support teachers and staff to provide targeted and intensive math and reading support in and out of the classroom. Participating students experienced significant gains in reading and math as a result of the program. The program will continue in 23-24 and will focus on developing more valid math assessments that better align with the iReady math program so that instruction in tier II supports the content students are learning in class.