

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Vista Elementary School	19649986022685	May 29, 2025	June 24, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rio Vista Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Rio Vista Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

## Educational Partner Involvement

How, when, and with whom did Rio Vista Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from state testing, iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

None

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts: English Learners, Students with Disabilities, Socioeconomically Disadvantaged  
Math: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic  
Chronic Absenteeism: English Learners, Students with Disabilities

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on iReady:  
5th Grade Reading  
2nd Grade & 5th Grade Math

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rio Vista Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	3.42%	2.81%	1.90%	15	13	9
Asian	0.68%	0.86%	1.48%	3	4	7
Filipino	5.71%	5.18%	4.85%	25	24	23
Hispanic/Latino	74.20%	73%	74.26%	325	338	352
Pacific Islander	%	0%	%		0	
White	14.61%	15.12%	13.71%	64	70	65
Multiple	1.37%	2.59%	3.38%	6	12	16
<b>Total Enrollment</b>				438	463	474

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	55	90	62
Grade 1	54	55	70
Grade 2	66	62	60
Grade 3	56	66	65
Grade 4	59	62	71
Grade 5	66	61	64
Grade 6	82	67	62
<b>Total Enrollment</b>	438	463	474

#### Conclusions based on this data:

1. Our enrollment is beginning to rise, driven by an increase in kindergarten enrollment and the addition of a universal transitional kindergarten class.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	120	111	97	24.30%	27.4%	20.5%
Fluent English Proficient (FEP)	47	62	68	11.80%	10.7%	14.3%
Reclassified Fluent English Proficient (RFEP)	31	36	41	7.1%	7.8%	8.6%

### Conclusions based on this data:

1. The percentage of English Learners in our population has been steadily falling, but is higher than the average for our district. We are focusing on targeted growth for our English Learners through effective designated and integrated ELD lessons.
2. Our percentage of Fluent English Proficient students is rising. We must continue to monitor their academic achievement and support their needs through integrated ELD, and continue our work to reclassify students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	67	68	56	65	62	56	65	62	100.0	97.0	91.2
Grade 4	58	62	74	58	62	72	58	62	72	100.0	100.0	97.3
Grade 5	65	61	62	65	61	61	65	61	61	100.0	100.0	98.4
Grade 6	84	64	62	84	64	62	84	64	62	100.0	100.0	100
All Grades	263	254	266	263	252	257	263	252	257	100.0	99.2	96.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2379.	2409.	2408.	12.50	23.08	22.58	12.50	20.00	32.26	23.21	16.92	8.06	51.79	40.00	37.10
Grade 4	2467.	2485.	2474.	18.97	40.32	29.17	34.48	14.52	27.78	27.59	19.35	15.28	18.97	25.81	27.78
Grade 5	2508.	2504.	2491.	27.69	16.39	19.67	24.62	44.26	24.59	20.00	19.67	14.75	27.69	19.67	40.98
Grade 6	2562.	2572.	2568.	28.57	35.94	30.65	34.52	31.25	43.55	26.19	21.88	12.90	10.71	10.94	12.90
All Grades	N/A	N/A	N/A	22.81	28.97	25.68	27.38	27.38	31.91	24.33	19.44	12.84	25.48	24.21	29.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.29	27.69	17.74	53.57	46.15	58.06	32.14	26.15	24.19
Grade 4	22.41	25.81	20.83	65.52	50.00	63.89	12.07	24.19	15.28
Grade 5	20.00	11.48	13.11	66.15	77.05	63.93	13.85	11.48	22.95
Grade 6	23.81	28.13	20.97	61.90	59.38	64.52	14.29	12.50	14.52
All Grades	20.53	23.41	18.29	61.98	57.94	62.65	17.49	18.65	19.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.71	9.23	14.52	42.86	53.85	46.77	46.43	36.92	38.71
Grade 4	12.07	29.03	22.22	65.52	46.77	61.11	22.41	24.19	16.67
Grade 5	21.54	13.11	26.23	53.85	63.93	50.82	24.62	22.95	22.95
Grade 6	25.00	39.06	25.81	67.86	45.31	61.29	7.14	15.63	12.90
All Grades	18.25	22.62	22.18	58.56	52.38	55.25	23.19	25.00	22.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	13.85	3.23	67.86	70.77	74.19	25.00	15.38	22.58
Grade 4	17.24	17.74	6.94	62.07	70.97	69.44	20.69	11.29	23.61
Grade 5	15.38	16.39	14.75	69.23	68.85	77.05	15.38	14.75	8.20
Grade 6	16.67	20.31	17.74	72.62	75.00	77.42	10.71	4.69	4.84
All Grades	14.45	17.06	10.51	68.44	71.43	74.32	17.11	11.51	15.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	13.85	19.35	57.14	61.54	53.23	30.36	24.62	27.42
Grade 4	18.97	20.97	19.44	65.52	66.13	68.06	15.52	12.90	12.50
Grade 5	24.62	18.03	19.67	53.85	60.66	49.18	21.54	21.31	31.15
Grade 6	22.62	20.31	33.87	70.24	73.44	61.29	7.14	6.25	4.84
All Grades	20.15	18.25	22.96	62.36	65.48	58.37	17.49	16.27	18.68

**Conclusions based on this data:**

1. Among reading, writing, listening, and research/inquiry, an area for improvement is producing clear and purposeful writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	67	68	56	65	66	56	65	66	100.0	97.0	97.1
Grade 4	58	62	74	58	62	72	58	62	72	100.0	100.0	97.3
Grade 5	65	61	62	65	61	61	65	61	61	100.0	100.0	98.4
Grade 6	84	64	62	84	64	62	84	64	62	100.0	100.0	100
All Grades	263	254	266	263	252	261	263	252	261	100.0	99.2	98.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2413.	2428.	2411.	16.07	24.62	13.64	23.21	21.54	27.27	26.79	26.15	24.24	33.93	27.69	34.85
Grade 4	2468.	2480.	2468.	15.52	24.19	23.61	32.76	20.97	23.61	25.86	29.03	23.61	25.86	25.81	29.17
Grade 5	2501.	2489.	2457.	20.00	11.48	16.39	20.00	18.03	9.84	27.69	40.98	21.31	32.31	29.51	52.46
Grade 6	2558.	2556.	2549.	27.38	32.81	24.19	22.62	21.88	29.03	36.90	21.88	29.03	13.10	23.44	17.74
Grade 11															
All Grades	N/A	N/A	N/A	20.53	23.41	19.54	24.33	20.63	22.61	30.04	29.37	24.52	25.10	26.59	33.33

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	23.21	33.85	25.76	46.43	33.85	42.42	30.36	32.31	31.82
<b>Grade 4</b>	22.41	30.65	27.78	51.72	46.77	40.28	25.86	22.58	31.94
<b>Grade 5</b>	20.00	11.48	14.75	50.77	49.18	36.07	29.23	39.34	49.18
<b>Grade 6</b>	33.33	34.38	24.19	53.57	51.56	59.68	13.10	14.06	16.13
<b>Grade 11</b>									
<b>All Grades</b>	25.48	27.78	23.37	50.95	45.24	44.44	23.57	26.98	32.18

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	17.86	20.00	19.70	51.79	52.31	46.97	30.36	27.69	33.33
<b>Grade 4</b>	20.69	20.97	22.22	55.17	43.55	45.83	24.14	35.48	31.94
<b>Grade 5</b>	20.00	9.84	13.11	49.23	65.57	47.54	30.77	24.59	39.34
<b>Grade 6</b>	15.48	21.88	19.35	67.86	53.13	59.68	16.67	25.00	20.97
<b>All Grades</b>	18.25	18.25	18.77	57.03	53.57	49.81	24.71	28.17	31.42

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	17.86	23.08	12.12	62.50	60.00	65.15	19.64	16.92	22.73
<b>Grade 4</b>	10.34	19.35	25.00	65.52	62.90	45.83	24.14	17.74	29.17
<b>Grade 5</b>	15.38	6.56	8.20	64.62	68.85	54.10	20.00	24.59	37.70
<b>Grade 6</b>	16.67	25.00	24.19	70.24	50.00	64.52	13.10	25.00	11.29
<b>All Grades</b>	15.21	18.65	17.62	66.16	60.32	57.09	18.63	21.03	25.29

**Conclusions based on this data:**

1. The percent of students who did not meet the standard increased in 3rd, 4th, and 5th grade.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	1416.8	1415.9	*	1428.1	1430.8	*	1390.5	1381.0	8	29	22
<b>1</b>	1459.1	1404.4	1442.3	1471.0	1426.7	1450.0	1446.4	1381.2	1434.1	13	11	20
<b>2</b>	1469.0	1520.9	*	1478.8	1541.3	*	1458.8	1499.8	*	12	15	10
<b>3</b>	1484.6	1480.7	1461.4	1484.5	1472.5	1462.3	1484.1	1488.5	1459.9	22	11	16
<b>4</b>	1512.3	1514.5	1511.5	1510.7	1522.7	1519.2	1513.3	1505.9	1503.5	12	16	13
<b>5</b>	1536.7	1534.1	1529.1	1538.1	1541.1	1534.1	1535.0	1526.5	1523.7	20	11	11
<b>6</b>	1571.0	1566.4	*	1563.8	1569.5	*	1577.6	1562.9	*	19	18	5
<b>All Grades</b>										106	111	97

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	3.45	13.64	*	37.93	31.82	*	44.83	36.36	*	13.79	18.18	*	29	22
<b>1</b>	0.00	0.00	0.00	69.23	27.27	55.00	30.77	36.36	30.00	0.00	36.36	15.00	13	11	20
<b>2</b>	8.33	40.00	*	41.67	46.67	*	41.67	13.33	*	8.33	0.00	*	12	15	*
<b>3</b>	18.18	9.09	6.25	27.27	36.36	31.25	31.82	18.18	31.25	22.73	36.36	31.25	22	11	16
<b>4</b>	25.00	18.75	15.38	41.67	43.75	38.46	16.67	31.25	30.77	16.67	6.25	15.38	12	16	13
<b>5</b>	20.00	45.45	0.00	50.00	18.18	90.91	25.00	18.18	9.09	5.00	18.18	0.00	20	11	11
<b>6</b>	57.89	55.56	*	26.32	33.33	*	10.53	5.56	*	5.26	5.56	*	19	18	*
<b>All Grades</b>	22.64	23.42	9.28	41.51	36.04	42.27	26.42	26.13	31.96	9.43	14.41	16.49	106	111	97

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	3.45	27.27	*	51.72	27.27	*	31.03	27.27	*	13.79	18.18	*	29	22
<b>1</b>	30.77	0.00	10.00	46.15	45.45	40.00	23.08	36.36	40.00	0.00	18.18	10.00	13	11	20
<b>2</b>	16.67	73.33	*	50.00	13.33	*	25.00	13.33	*	8.33	0.00	*	12	15	*
<b>3</b>	22.73	18.18	25.00	36.36	45.45	31.25	22.73	9.09	12.50	18.18	27.27	31.25	22	11	16
<b>4</b>	41.67	43.75	46.15	41.67	43.75	30.77	0.00	6.25	23.08	16.67	6.25	0.00	12	16	13
<b>5</b>	50.00	54.55	45.45	40.00	27.27	45.45	5.00	9.09	9.09	5.00	9.09	0.00	20	11	11
<b>6</b>	73.68	72.22	*	10.53	27.78	*	10.53	0.00	*	5.26	0.00	*	19	18	*
<b>All Grades</b>	39.62	36.04	27.84	35.85	37.84	35.05	16.04	16.22	24.74	8.49	9.91	12.37	106	111	97

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>		3.45	4.55		31.03	31.82		34.48	36.36		31.03	27.27		29	22
<b>1</b>		0.00	0.00		18.18	50.00		18.18	25.00		63.64	25.00		11	20
<b>2</b>		13.33	*		46.67	*		33.33	*		6.67	*		15	*
<b>3</b>		9.09	0.00		27.27	6.25		27.27	50.00		36.36	43.75		11	16
<b>4</b>		6.25	7.69		25.00	23.08		37.50	38.46		31.25	30.77		16	13
<b>5</b>		9.09	0.00		36.36	27.27		18.18	72.73		36.36	0.00		11	11
<b>6</b>	42.11	33.33	*	31.58	22.22	*	15.79	38.89	*	10.53	5.56	*	19	18	*
<b>All Grades</b>	12.26	10.81	3.09	31.13	29.73	27.84	35.85	31.53	41.24	20.75	27.93	27.84	106	111	97

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	10.34	22.73	*	82.76	59.09	*	6.90	18.18	*	29	22
<b>1</b>	38.46	27.27	35.00	61.54	63.64	60.00	0.00	9.09	5.00	13	11	20
<b>2</b>	25.00	66.67	*	75.00	33.33	*	0.00	0.00	*	12	15	*
<b>3</b>	45.45	18.18	6.25	40.91	63.64	56.25	13.64	18.18	37.50	22	11	16
<b>4</b>	33.33	37.50	38.46	50.00	56.25	53.85	16.67	6.25	7.69	12	16	13
<b>5</b>	20.00	36.36	18.18	65.00	45.45	81.82	15.00	18.18	0.00	20	11	11
<b>6</b>	47.37	38.89	*	47.37	61.11	*	5.26	0.00	*	19	18	*
<b>All Grades</b>	36.79	31.53	21.65	53.77	61.26	62.89	9.43	7.21	15.46	106	111	97

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	3.45	13.64	*	79.31	72.73	*	17.24	13.64	*	29	22
<b>1</b>	7.69	0.00	5.00	76.92	54.55	85.00	15.38	45.45	10.00	13	11	20
<b>2</b>	25.00	66.67	*	66.67	26.67	*	8.33	6.67	*	12	15	*
<b>3</b>	45.45	18.18	37.50	40.91	54.55	37.50	13.64	27.27	25.00	22	11	16
<b>4</b>	58.33	50.00	46.15	33.33	43.75	53.85	8.33	6.25	0.00	12	16	13
<b>5</b>	80.00	81.82	90.91	15.00	9.09	9.09	5.00	9.09	0.00	20	11	11
<b>6</b>	78.95	77.78	*	15.79	22.22	*	5.26	0.00	*	19	18	*
<b>All Grades</b>	49.06	39.64	31.96	41.51	45.95	58.76	9.43	14.41	9.28	106	111	97

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	6.90	0.00	*	79.31	86.36	*	13.79	13.64	*	29	22
<b>1</b>	7.69	18.18	5.00	61.54	0.00	70.00	30.77	81.82	25.00	13	11	20
<b>2</b>	0.00	20.00	*	66.67	80.00	*	33.33	0.00	*	12	15	*
<b>3</b>	9.09	9.09	0.00	36.36	54.55	18.75	54.55	36.36	81.25	22	11	16
<b>4</b>	8.33	18.75	0.00	66.67	43.75	61.54	25.00	37.50	38.46	12	16	13
<b>5</b>	20.00	18.18	0.00	55.00	45.45	63.64	25.00	36.36	36.36	20	11	11
<b>6</b>	36.84	33.33	*	42.11	38.89	*	21.05	27.78	*	19	18	*
<b>All Grades</b>	15.09	17.12	2.06	54.72	54.05	57.73	30.19	28.83	40.21	106	111	97

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	34.48	27.27	*	34.48	31.82	*	31.03	40.91	*	29	22
<b>1</b>	7.69	0.00	5.00	92.31	54.55	80.00	0.00	45.45	15.00	13	11	20
<b>2</b>	8.33	33.33	*	58.33	46.67	*	33.33	20.00	*	12	15	*
<b>3</b>	18.18	18.18	6.25	63.64	63.64	62.50	18.18	18.18	31.25	22	11	16
<b>4</b>	25.00	6.25	15.38	58.33	81.25	69.23	16.67	12.50	15.38	12	16	13
<b>5</b>	15.00	18.18	0.00	75.00	54.55	100.00	10.00	27.27	0.00	20	11	11
<b>6</b>	63.16	55.56	*	36.84	38.89	*	0.00	5.56	*	19	18	*
<b>All Grades</b>	24.53	27.03	13.40	63.21	50.45	63.92	12.26	22.52	22.68	106	111	97

**Conclusions based on this data:**

1. The percent of students who scored a level 4 decreased and all other levels increased.



# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
474	78.5%	20.5%	0.8%
Total Number of Students enrolled in Rio Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	20.5%
Foster Youth	4	0.8%
Homeless	5	1.1%
Socioeconomically Disadvantaged	372	78.5%
Students with Disabilities	71	15%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.9%
American Indian	0	0.0%
Asian	7	1.5%
Filipino	23	4.9%
Hispanic	352	74.3%
Two or More Races	16	3.4%
Pacific Islander	0	0.0%
White	65	13.7%

### Conclusions based on this data:

1. Based on this data, Rio Vista is a small school with 78.5% socioeconomically disadvantaged students. Rio Vista's percentage of socioeconomically disadvantaged students has increased.

2. Rio Vista has 74% Hispanic students. This is Rio Vista's highest student ethnic subgroup, and the percentage has been rising each year. In the 2017-18 school year, this subgroup represented 61% of the student population.
3. Rio Vista has seen an increase from 6.8% to 15% students with disabilities over the past five years.

# School and Student Performance Data

## Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Blue	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Our progress in English Language Arts and our suspension rate was "medium."
2. Our progress in Math and in our English learner progress was "Low."
3. Our "highest performance" or progress was in reducing our chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

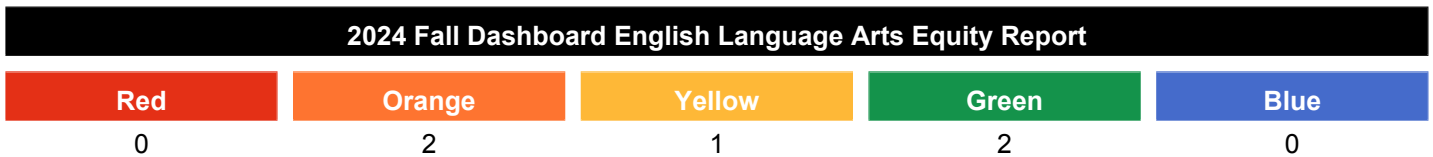
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>1.0 points above standard</p> <p>Declined 8.2 points</p> <p>251 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>43.9 points below standard</p> <p>Declined 21.0 points</p> <p>71 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>4.0 points below standard</p> <p>Increased 13.9 points</p> <p>194 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>59.1 points below standard</p> <p>Increased 9.8 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>68.0 points above standard</p> <p>Maintained 2.5 points</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>11.8 points below standard</p> <p>Declined 3.8 points</p> <p>189 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>42.4 points above standard</p> <p>Declined 19.9 points</p> <p>33 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts

### 2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>110.5 points below standard</p> <p>Declined 17.6 points</p> <p>41 Students</p>	<p>47.1 points above standard</p> <p>Declined 13.9 points</p> <p>30 Students</p>	<p>13.7 points above standard</p> <p>Declined 11.9 points</p> <p>149 Students</p>

#### Conclusions based on this data:

1. Schoolwide, we made "medium" progress in English Language Arts, declining 8.2 points.
2. Students who are English learners made "low" progress in English Language Arts, declining 21 points.
3. Students with disabilities made "medium" progress in English Language Arts, declining 9.8 points.

# School and Student Performance Data

## Academic Performance Mathematics

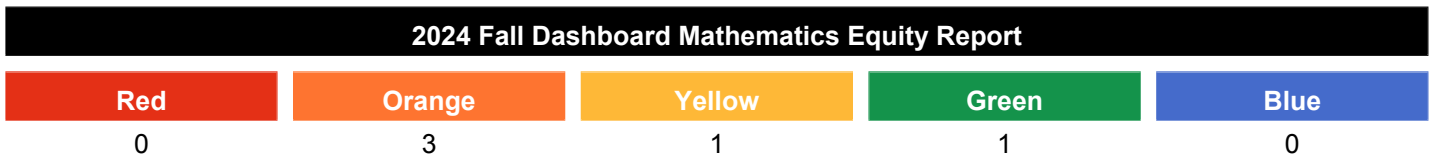
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div style="background-color: #cccccc; padding: 5px; font-weight: bold;">All Students</div> <div style="text-align: center; margin: 10px 0;">  Orange                 </div> <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">26.4 points below standard</div> <div style="padding: 5px; margin: 5px 0;">Declined 15.2 points</div> <div style="padding: 5px; margin: 10px 0;">251 Students</div>	<div style="background-color: #cccccc; padding: 5px; font-weight: bold;">English Learners</div> <div style="text-align: center; margin: 10px 0;">  Orange                 </div> <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">70.9 points below standard</div> <div style="padding: 5px; margin: 5px 0;">Declined 29.8 points</div> <div style="padding: 5px; margin: 10px 0;">71 Students</div>	<div style="background-color: #cccccc; padding: 5px; font-weight: bold;">Long-Term English Learners</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color                 </div> <div style="padding: 5px; margin: 5px 0;">Less than 11 Students</div> <div style="padding: 5px; margin: 10px 0;">2 Students</div>
<div style="background-color: #cccccc; padding: 5px; font-weight: bold;">Foster Youth</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color                 </div> <div style="padding: 5px; margin: 5px 0;">Less than 11 Students</div> <div style="padding: 5px; margin: 10px 0;">2 Students</div>	<div style="background-color: #cccccc; padding: 5px; font-weight: bold;">Homeless</div> <div style="text-align: center; margin: 10px 0;">  No Performance Color                 </div> <div style="padding: 5px; margin: 5px 0;">Less than 11 Students</div> <div style="padding: 5px; margin: 10px 0;">3 Students</div>	<div style="background-color: #cccccc; padding: 5px; font-weight: bold;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin: 10px 0;">  Orange                 </div> <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">33.4 points below standard</div> <div style="padding: 5px; margin: 5px 0;">Maintained 2.5 points</div> <div style="padding: 5px; margin: 10px 0;">194 Students</div>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>86.0 points below standard</p> <p>Increased 5.4 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>17.6 points above standard</p> <p>Declined 37.3 points</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>39.0 points below standard</p> <p>Declined 12.2 points</p> <p>189 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>18.8 points above standard</p> <p>Maintained 2.2 points</p> <p>33 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

#### 2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>125.9 points below standard</p> <p>Declined 31.0 points</p> <p>41 Students</p>	<p>4.2 points above standard</p> <p>Declined 19.2 points</p> <p>30 Students</p>	<p>15.4 points below standard</p> <p>Declined 14.1 points</p> <p>149 Students</p>

#### Conclusions based on this data:

- Overall, our school made "low" progress in math and declined 15.2 points.
- Our students who are English Learners made "low" progress and declined by 29.8 points
- Our students with disabilities made "medium" progress and increased by 5.4 points.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 51.4% making progress. Number Students: 70 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
18.6%	30%	2.9%	48.6%

### Conclusions based on this data:

1. Rio Vista's English Learner Progress was low, with 51.4% making progress.
2. 18.5% decreased on ELPI level and 32.9 total maintained in their respective levels.
3. 48.6% increased at least one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

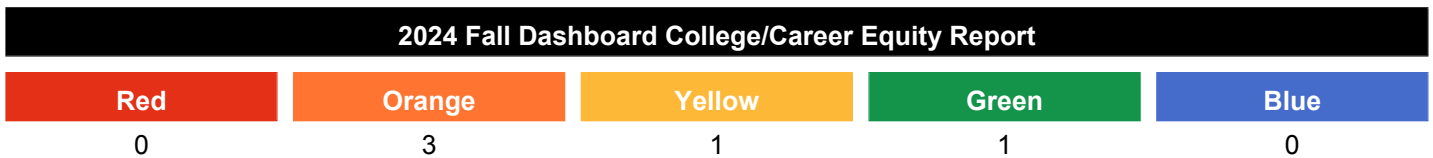
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>4.4% Chronically Absent</p> <p>Declined 6.4</p> <p>497 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>3.6% Chronically Absent</p> <p>Declined 5</p> <p>111 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>8.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>4.6% Chronically Absent</p> <p>Declined 8.4</p> <p>388 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>7.6% Chronically Absent</p> <p>Declined 11.2</p> <p>92 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 4.2</p> <p>24 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>4.4% Chronically Absent</p> <p>Declined 5.5</p> <p>366 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>5.3% Chronically Absent</p> <p>Declined 19.7</p> <p>19 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>7% Chronically Absent</p> <p>Declined 6.5</p> <p>71 Students</p>

**Conclusions based on this data:**

1. Overall, our students had the highest progress in reducing our chronic absenteeism with 4.4% chronically absent.
2. Students with disabilities, students who are English learners, students who are White, made "high" progress.
3. Hispanic students and socioeconomically disadvantaged students made the highest progress (blue indicator).



# School and Student Performance Data

## Conditions & Climate Suspension Rate

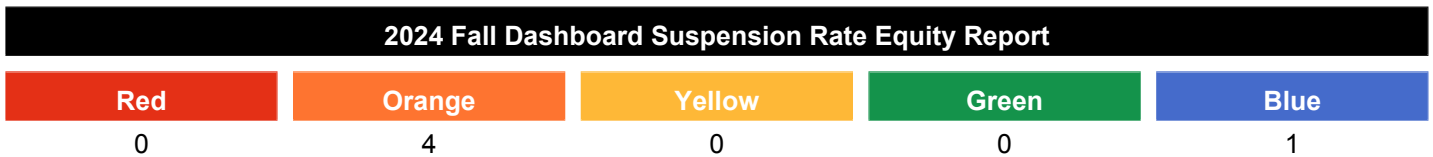
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.8%</p> <p>507 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.9%</p> <p>114 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.9%</p> <p>396 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 0.7%</p> <p>92 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 0.8%</p> <p>371 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>5.3% suspended at least one day</p> <p>Increased 5.3%</p> <p>19 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>74 Students</p>

**Conclusions based on this data:**

1. Our suspension rate made "medium" progress and increased by 0.8%.
2. Our Hispanic students, students with disabilities, students who are English learners, and socioeconomically disadvantaged students made "low" progress.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase the ELA achievement of English learners, socioeconomically disadvantaged students, and students with disabilities. Increase the Math achievement of Hispanic students, English learners, socioeconomically disadvantaged students, and students with disabilities. Dashboard data still indicates that our ELs, SED, and SWD are performing significantly behind all students on their ELA & Math CAASPP assessment. Hispanic students are significantly behind all students on their Math CAASPP.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELA	2024-2025 ALL - Yellow: +1 DFS EL - Orange: -43.9 DFS SED - Green: -4 DFS SWD - Yellow: -59.1 DFS  2023-2024 ALL - Green: +9.2 DFS EL - Orange: -22.9 DFS SED - Orange: -17.9 DFS SWD - Orange: -68.9 DFS	2024-2025 ALL - Green: +4 DFS EL - Yellow: -38.9 SED - Green: 0 DFS SWD - Yellow: -54.1 DFS  2023-2024 ALL - Green: +12.2 DFS EL - Yellow: -12.9 DFS SED - Yellow: -7.9 DFS SWD - Yellow: -58.9 DFS
iReady Reading Diagnostic Assessment (Mid Year)	2024-2025 All - 46% meeting/exceeding grade level standards EL - 12% meeting/exceeding grade level standards SED - 42% meeting/exceeding grade level standards SWD - 31% meeting/exceeding grade level standards  2023-2024 All - 43% meeting/exceeding grade level standards	2025-2026 All - 51% meeting/exceeding grade level standards EL - 18% meeting/exceeding grade level standards SED - 47% meeting/exceeding grade level standards SWD - 36% meeting/exceeding grade level standards  2023-2024 All - 50% meeting/exceeding grade level standards

	<p>EL - 10% meeting/exceeding grade level standards          SED - 36% meeting/exceeding grade level standards          SWD - 25% meeting/exceeding grade level standards</p>	<p>EL - 20% meeting/exceeding grade level standards          SED - 46% meeting/exceeding grade level standards          SWD - 35% meeting/exceeding grade level standards</p>
CA Dashboard - Math	<p>All - Orange: -26.4 DFS          EL - Orange: -70.9 DFS          SED - Orange: -33.4 DFS          SWD - Yellow: -86 DFS          Hispanic - Orange: -39 DFS</p> <p>All - Yellow: -11.2 DFS          EL - Orange: -41.1 DFS          SED - Orange: -30.9 DFS          SWD - Orange: -91.5 DFS          Hispanic - Orange: -26.8 DFS</p>	<p>All - Yellow: -21.6 DFS          EL - Yellow:-65.9 DFS          SED - Yellow: -28.4 DFS          SWD - Yellow: -34 DFS          Hispanic - Yellow: 35 DFS</p> <p>All - Green: -8.2 DFS          EL - Yellow: -31.1 DFS          SED - Yellow: -20.9 DFS          SWD - Yellow: -81.5 DFS          Hispanic - Yellow: -16.8 DFS</p>
iReady Math Diagnostic Assessment (Mid Year)	<p>2024-2025          All - 31% meeting/exceeding grade level standards          EL - 8% meeting/exceeding grade level standards          SED - 29% meeting/exceeding grade level standards          SWD - 27% meeting/exceeding grade level standards          Hispanic - 24% meeting/exceeding grade level standards</p> <p>2023-2024          All - 32% meeting/exceeding grade level standards          EL - 8% meeting/exceeding grade level standards          SED - 29% meeting/exceeding grade level standards          SWD - 26% meeting/exceeding grade level standards          Hispanic - 28% meeting/exceeding grade level standards</p>	<p>2024-2025          All - 36% meeting/exceeding grade level standards          EL - 13% meeting/exceeding grade level standards          SED - 34% meeting/exceeding grade level standards          SWD - 32% meeting/exceeding grade level standards          Hispanic - 29% meeting/exceeding grade level standards</p> <p>2023-2024          All - 40% meeting/exceeding grade level standards          EL - 18% meeting/exceeding grade level standards          SED - 39% meeting/exceeding grade level standards          SWD - 36% meeting/exceeding grade level standards          Hispanic -38% meeting/exceeding grade level standards</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will collaborate in Professional Learning Teams (PLTs) to create common formative assessments, analyze data, and plan academic interventions for all students.	ALL	24000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Program to release teachers to collaborate in PLTs-outside contractor. 9,000 Title I Part A: Allocation

			1000-1999: Certificated Personnel Salaries Substitute Teachers to release teachers for PLTs.- 1160
1.2	Instructional Assistants will support teachers in providing Math and ELA small group instruction and intervention for all students.	ALL	105,578 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional assistants to support small group instruction.
1.3	IB coordinator will support classroom teachers in developing IB units and in providing release time for creating IB units.	ALL	75,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries After school ELA and math tutoring program.
1.4	Professional development to support the implementation of IB.	ALL	30,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Annual IB Professional Development Conference and consultation with IB organization. 4,200 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for IB professional development.
1.5	Teachers will collaborate to create grade level IB units that are inquiry based and aligned to state standards.	ALL	6,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for grade level planning to build IB units.
1.6	Provide access to digital tools that support curriculum development, instructional planning, and standards aligned learning experiences to enhance teacher collaboration and improve student outcomes.	ALL	14,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Digital program that supports curriculum development.
1.7	Professional development for teachers to support professional learning teams, collaborative practices, data-driven instruction, and improved outcomes for all student groups.	ALL	6,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development to support PLTs. 3,600 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

			Substitutes to release teachers for PLC professional development.
1.8	Staff will provide additional support and intervention to students after school.	ALL	2,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to provide support to students after school. 2,500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra duty pay for classified staff to support teachers in providing support and intervention to students after school.
1.9	Purchase books and supplies to support standards-based instruction, literacy development, and equitable access to learning resources across all grade levels.	ALL	19,422 Title I Part A: Allocation 4000-4999: Books And Supplies Books and supplies to support instruction across grade levels.

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Providing professional development for staff on OG & writing revolution strategies was effective in improving our ELA scores. We want to continue providing professional development opportunities for teachers/staff.

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

The major difference is that we would like to expand the professional development we offer teachers to more areas. We want to continue strengthening our knowledge in ELA strategies and expand our knowledge of math and strategies to support English learners.

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.

As a result of the analysis, we are allocating more money for parent involvement/workshops in this goal. This was a strategy not fully utilized.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learner Achievement

This goal focuses on increasing academic achievement and language proficiency of our English Learners.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English learners are not making adequate progress in their language proficiency and academic achievement in ELA and Math - CA Dashboard data indicates our English Learners are struggling to achieve proficiency in ELA and Math compared to all other student groups.

The number of LTELs at Rio Vista is 10. The goal is to decrease by 20%.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CA Dashboard - English Language Arts (ELs)	2024-2025 ALL - Yellow: +1 DFS EL - Orange: -43.9 DFS  2023-2024 ALL - Green + 9.2 DFS EL - Orange -22.9 DFS	2024-2025 ALL - Green: +4 DFS EL - Yellow: -38.9  2023-2024 ALL - Green: +12.2 DFS EL - Yellow: -12.9 DFS
2023 i-Ready Mid Year ELA (ELs)	All - 43% meeting/exceeding grade level standards EL - 10% meeting/exceeding grade level standards	All - 50% meeting/exceeding grade level standards EL - 20% meeting/exceeding grade level standards
2023 CA Dashboard - Math (ELs)	All - Yellow: -11.2 DFS EL - Orange: -41.1 DFS	All - Green: -8.2 DFS EL - Yellow: -31.1 DFS
2023 i-Ready Mid Year Math (ELs)	All - 32% meeting/exceeding grade level standards EL - 8% meeting/exceeding grade level standards	All - 40% meeting/exceeding grade level standards EL - 18% meeting/exceeding grade level standards
2023 CA Dashboard - English Learner Progress Indicator (ELPI)	Yellow: 58.8% making progress toward English language proficiency.	Green: 63.8% making progress toward English language proficiency.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Professional development to support ELD instruction.	EL Students	20,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development for teachers. 5,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for professional development.
2.2	Teachers will meet with students and families to set ELPAC goals, student success team (SST) goals, and support the specific needs of English learner students.	EL Students	10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for meetings with families.
2.3	EL coordinator/taskforce to support teachers with implementing EL strategies.	EL Students	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release ELD coordinator to plan professional development for colleagues.
2.4	Enhance family engagement and ensure meaningful participation of multilingual families in school by hosting workshops and meetings.	EL Students	2,500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra duty pay for classified staff to support meaningful family engagement. 2,500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies for ELAC meetings, workshops for parents, and to support the use of EL resources at home.

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

This year we had goal setting meetings with students in 6th grade. These meetings proved to be beneficial for parents and students. EL students benefited overall from the OG strategies being used in ELA.

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

Next year we would like to reach more EL students in general by having additional goal setting meetings in other grade levels.

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.

Next year we would like to expand our professional development of strategies to support EL students. We would also like to provide after school tutoring to EL students specifically.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement

This goal focuses on increasing engagement for students to feel connected to school and learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 - Creating school environments that are responsive to student and educational partner Social Emotional Learning needs to increase their engagement and connectedness to learning and school.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Decrease chronic absenteeism for students with disabilities and students who are English Learners - Dashboard data indicates that our students with disabilities and students who are English learners miss more school days than ALL students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CA Dashboard - Chronic Absenteeism	<p>2024-2025 ALL- Blue 4.4% Chronically Absent SWD - Green 7.5% Chronically Absent ELs - Green 3.6% Chronically Absent</p> <p>2023-2024 ALL - Yellow 10.9% Chronically Absent SWD - Orange 18.8% Chronically Absent ELs - Orange 8.6% Chronically Absent</p>	<p>2025-2026 ALL -Blue 3.4% Chronically Absent SWD - Blue 3.4% Chronically Absent ELs - Green 3.4% Chronically Absent</p>
2024 LCAP Student Survey Question:	<p>2024-2025 ALL - 59% of students indicated that students in their class behave so that teachers can teach. 5th Grade - 42%</p> <p>2023-2024 ALL - 29% of students indicated that students in their class behave so that teachers can teach. 5th Grade - 11%</p>	<p>2025-2026 ALL - 64% of students indicated that students in their class behave so that teachers can teach. 5th Grade - 47%</p>
2024 LCAP Student Survey Question:	<p>2024-2025 ALL - 50% of students indicated that students treat each other well at school.</p>	<p>2025-2026 ALL - 55% of students indicated that students treat each other well at school.</p>

	5th Grade - 34%  2023-2024 ALL - 31% of students indicated that students treat each other well at school. 5th Grade - 11%	5th Grade 39%
2024 LCAP Student Survey Question:	2024-2025 ALL - 60% of students indicated that good behavior is noticed at school 5th Grade - 46%  2023-2024 ALL - 54% of students indicated that good behavior is noticed at school. Gifted Students - 40% 5th Grade - 40%	2025-2026 ALL-65% of students indicated that good behavior is noticed at school. 5th Grade - 51%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional Development for all staff on PBIS, Restorative Practices, Capturing Kids Hearts, and SEL.	ALL	2,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures All staff Professional Development on PBIS, Restorative Practices, and SEL. 1,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teachers to participate in professional development. 500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Substitutes to release classified staff to participate in professional development.
3.2	Field trips, events, and assemblies to increase student engagement.	ALL	20,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Field trips, events, and assemblies to increase student engagement. 3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

			Substitutes to release teachers to attend field trips and events for student engagement. 1,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Substitutes to release classified staff to attend field trips and events for student engagement.
3.3	Incentives and rewards for good behavior and daily attendance.	ALL	10,000 Title I Part A: Allocation 4000-4999: Books And Supplies Incentives and rewards for good behavior and daily attendance.
3.4	Student clubs, activities, and tournaments to support student engagement.	ALL	2,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to support clubs, activities, and tournaments for student engagement. 2,500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra duty pay for classified staff to support clubs, activities, and tournaments for student engagement.

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We were effective in reducing student behavior, increasing peer respect, and increasing positive feedback given with the implementation of Tier 1, Tier 2, and Tier 3 PBIS strategies and the new capturing kids hearts program.

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

There were no major differences between the indented implementation and/or budgeted expenditures. We implemented according to plan.

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 met all goals and want to continue our progress. Our strategies include continuing to strengthen our PBIS tier 3 strategies, continue with implementation of the capturing kids hearts (year 2 of implementation), adopting a new SEL curriculum, and providing new training to staff through the Positive Discipline program.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Family Engagement

This goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4# - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Families indicated that they are not provided opportunities to be involved in their student's learning.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 LCAP Family Survey Question:	<p>2024-2025 98% of staff indicated that families are provided opportunities to be involved in their student's learning.</p> <p>2023-2024 96% of staff indicated that families are provided opportunities to be involved in their student's learning.</p>	<p>2025-2026 100% of staff indicated that families are provided opportunities to be involved in their student's learning.</p>
2024 LCAP Family Survey Question:	<p>2024-2025 93% of family members indicated that they had been provided opportunities to be involved in their student's learning.</p> <p>2023-2024 96% of family members indicated that they had been provided opportunities to be involved in their student's learning.</p>	<p>2025-2026 98% of family members indicated that they had been provided opportunities to be involved in their student's learning.</p>
2024 LCAP Family Survey Question:	<p>2024-2025 79% of students indicated that their family is involved in their learning.</p> <p>2023-2024</p>	<p>2025-2026 84% of students indicated that their family is involved in their learning.</p>

	70% of students indicated that their family is involved in their learning.	
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Family workshops & incentives for volunteering, attending family workshops, family and child events, coffee with the principal, ELAC meetings, and Site Council.	ALL	3,500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies for family workshops & incentives. 1,000 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to support with family workshops. 1,000 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Extra duty for classified staff to provide childcare and assist with after school family workshops.

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We were effective in increasing family engagement as reported by students and staff by increasing family assemblies, family workshops, family nights, and family field trips.

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

Based on the change in required reserve funding for parent engagement activities in the CON app, we partnered with the district to increase parent engagement activities. These included family and child events such as math night, literacy night, and STEM night. We also offered a parenting workshop on positive discipline and literature lending libraries. Parents were also invited to attend a family field trip to UCLA. Lastly, we offered summer bridging activities to prevent learning loss.

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.

The change is to focus on academic based opportunities for family engagement (math night, science night, literacy night, writing night) and academic field trips (colleges/museums). We also plan to increase the incentives for attending family engagement events and meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Equity and Diversity

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5: Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Families and students indicated that they do not all feel a sense of belonging within our schools. EL students, SED students, and SWD are struggling to increase academic achievement in Math and ELA compared to the ALL student group.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA -	2024-2025 ALL - Yellow: +1 DFS EL - Orange: -43.9 DFS SED - Green: -4 DFS SWD - Yellow: -59.1 DFS  2023-2024 ALL - Green: +9.2 DFS EL - Orange: -22.9 DFS SED - Orange: -17.9 DFS SWD - Orange: -68.9 DFS	2024-2025 ALL - Green: +4 DFS EL - Yellow: -38.9 SED - Green: 0 DFS SWD - Yellow: -54.1 DFS  2023-2024 ALL - Green: +12.2 DFS EL - Yellow: -12.9 DFS SED - Yellow: -7.9 DFS SWD - Yellow: -58.9 DFS
CA Dashboard Math -	All - Yellow: -11.2 DFS EL - Orange: -41.1 DFS SED - Orange: -30.9 DFS SWD - Orange: -91.5 DFS Hispanic - Orange: -26.8 DFS	All - Green: -8.2 DFS EL - Yellow: -31.1 DFS SED - Yellow: -20.9 DFS SWD - Yellow: -81.5 DFS Hispanic - Yellow: -16.8 DFS
2024 LCAP Family Survey Question:	2024-2025 81% of family members indicated that they see their family's culture represented in the school and the academic content taught.  2023-2024	2025-2026 86% of family members indicated that they see their family's culture represented in the school and the academic content taught.

	85% of family members indicated that they see their family's culture represented in the school and the academic content taught.	
2024 LCAP Family Survey Question:	2024-2025 96% of family members indicated that they feel welcomed at their student's school.  2023-2024 96% of family members indicated that they feel welcomed at their student's school.	2025-2026 100% of family members indicated that they feel welcomed at their student's school.
2024 LCAP Student Survey Question:	2024-2025 71% of students indicated that they see their family's culture represented in their school and in their learning.  2023-2024 64% of students indicated that they see their family's culture represented in their school and in their learning.	2025-2026 76% of students indicated that they see their family's culture represented in their school and in their learning.
2024 LCAP Student Survey Question:	2024-2025 77% of students indicated that they feel they belong at school.  2023-2024 65% of students indicated that they feel they belong at school.	2025-2026 82% of students indicated that they feel they belong at school.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Art lessons, guest speakers, musical performances, author visits, and assemblies focused around culture, equity, and inclusion.	ALL	20,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Art lessons, guest speakers, musical performances, author visits, and assemblies focused around culture, equity, and inclusion.
5.2	Supplies to ensure all students have equitable access to culturally relevant, high-quality learning materials that support student engagement and academic success.	ALL	10,472 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies to ensure all students have equitable access to culturally relevant, high-quality learning materials that support student

# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We found that the increased author visits, art days, and cultural celebrations to increase student belonging and cultural representation

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

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

A change is that we want to expand student and parent voice when it comes to cultural celebrations by involving more students and parents in teaching others about their culture, we hope to bring more exposure to less represented cultures on our campus through a cultural talent show.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$351,499
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$422,272.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$375,772.00
Title I Part A: Parent Involvement	\$5,500.00

Subtotal of additional federal funds included for this school: \$381,272.00

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 (\$)
LCFF - Supplemental	\$41,000.00

Subtotal of state or local funds included for this school: \$41,000.00

Total of federal, state, and/or local funds for this school: \$422,272.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	44,523.00	3,523.00
Title I Part A: Allocation	313,999.00	-61,773.00
Title I Part A: Parent Involvement	37,500.00	32,000.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	41,000.00
Title I Part A: Allocation	375,772.00
Title I Part A: Parent Involvement	5,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	124,300.00
2000-2999: Classified Personnel Salaries	115,578.00
4000-4999: Books And Supplies	45,894.00
5000-5999: Services And Other Operating Expenditures	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	134,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	20,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	107,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	112,078.00

4000-4999: Books And Supplies	Title I Part A: Allocation	39,894.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	114,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	301,800.00
Goal 2	41,000.00
Goal 3	43,500.00
Goal 4	5,500.00
Goal 5	30,472.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

## **Name of Members**

## **Role**

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

Anna Medina

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Attested:

Nuvia Nevarez

Principal, Nuvia Nevarez on May 29, 2025

Claudia Chairez

SSC Chairperson, Claudia Chairez on May 29, 2025

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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