

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 11, 2026	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.

Socioeconomically Disadvantaged in ELA and chronic absenteeism. Students with Disabilities in ELA, Math, Science, and chronic absenteeism.

Other Needs

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

English learners and Hispanic students in mathematics as measured by iReady.
English learners and Hispanic students in reading as measured by iReady.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.90%	1.85%	2.48%	9	9	12
Asian	1.48%	1.03%	2.07%	7	5	10
Filipino	4.85%	5.76%	4.13%	23	28	20
Hispanic/Latino	74.26%	73.66%	69.83%	352	358	338
White	13.71%	13.37%	16.74%	65	65	81
Multiple/No Response	3.38%	3.50%	3.93%	16	17	19
Total Enrollment				474	486	484

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		44	42
Kindergarten	62	51	73
Grade 1	70	66	51
Grade 2	60	67	67
Grade3	65	58	64
Grade 4	71	66	54
Grade 5	64	70	61
Grade 6	62	64	72
Total Enrollment	474	486	484

Conclusions based on this data:

1. The overall enrollment has stayed the same. Our enrollment in Kindergarten has increased significantly.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	97	94	80	24.0%	20.5%	16.5%
Fluent English Proficient (FEP)	68	60	43	13.4%	14.3%	8.9%

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	68	54	65	62	54	65	62	54	97.0	91.2	100
Grade 4	62	74	65	62	72	65	62	72	65	100.0	97.3	100
Grade 5	61	62	71	61	61	68	61	61	68	100.0	98.4	95.8
Grade 6	64	62	64	64	62	63	64	62	63	100.0	100	98.4
All Grades	254	266	254	252	257	250	252	257	250	99.2	96.6	98.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2408.	2400.	23.08	22.58	20.37	20.00	32.26	18.52	16.92	8.06	25.93	40.00	37.10	35.19
Grade 4	2485.	2474.	2495.	40.32	29.17	36.92	14.52	27.78	26.15	19.35	15.28	18.46	25.81	27.78	18.46
Grade 5	2504.	2491.	2504.	16.39	19.67	22.06	44.26	24.59	25.00	19.67	14.75	20.59	19.67	40.98	32.35
Grade 6	2572.	2568.	2553.	35.94	30.65	25.40	31.25	43.55	36.51	21.88	12.90	17.46	10.94	12.90	20.63
All Grades	N/A	N/A	N/A	28.97	25.68	26.40	27.38	31.91	26.80	19.44	12.84	20.40	24.21	29.57	26.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.69	17.74	14.81	46.15	58.06	50.00	26.15	24.19	35.19
Grade 4	25.81	20.83	21.54	50.00	63.89	66.15	24.19	15.28	12.31
Grade 5	11.48	13.11	16.18	77.05	63.93	61.76	11.48	22.95	22.06
Grade 6	28.13	20.97	22.22	59.38	64.52	53.97	12.50	14.52	23.81
All Grades	23.41	18.29	18.80	57.94	62.65	58.40	18.65	19.07	22.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.23	14.52	14.81	53.85	46.77	61.11	36.92	38.71	24.07
Grade 4	29.03	22.22	21.54	46.77	61.11	63.08	24.19	16.67	15.38
Grade 5	13.11	26.23	30.88	63.93	50.82	57.35	22.95	22.95	11.76
Grade 6	39.06	25.81	26.98	45.31	61.29	61.90	15.63	12.90	11.11
All Grades	22.62	22.18	24.00	52.38	55.25	60.80	25.00	22.57	15.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.85	3.23	7.41	70.77	74.19	74.07	15.38	22.58	18.52
Grade 4	17.74	6.94	13.85	70.97	69.44	78.46	11.29	23.61	7.69
Grade 5	16.39	14.75	5.88	68.85	77.05	80.88	14.75	8.20	13.24
Grade 6	20.31	17.74	20.63	75.00	77.42	69.84	4.69	4.84	9.52
All Grades	17.06	10.51	12.00	71.43	74.32	76.00	11.51	15.18	12.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.85	19.35	12.96	61.54	53.23	53.70	24.62	27.42	33.33
Grade 4	20.97	19.44	23.08	66.13	68.06	66.15	12.90	12.50	10.77
Grade 5	18.03	19.67	11.76	60.66	49.18	64.71	21.31	31.15	23.53
Grade 6	20.31	33.87	15.87	73.44	61.29	66.67	6.25	4.84	17.46
All Grades	18.25	22.96	16.00	65.48	58.37	63.20	16.27	18.68	20.80

Conclusions based on this data:

1. Among reading, writing, listening, and research/inquiry, an area for improvement is demonstrating literacy and non-fictional texts.
2. Another area for improvement is in investigating, analyzing, and presenting information.
3. We saw an increase in demonstrating effective communication skills and 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	67	68	54	65	66	54	65	66	54	97.0	97.1	100
Grade 4	62	74	65	62	72	65	62	72	65	100.0	97.3	100
Grade 5	61	62	71	61	61	68	61	61	68	100.0	98.4	95.8
Grade 6	64	62	64	64	62	63	64	62	63	100.0	100	98.4
All Grades	254	266	254	252	261	250	252	261	250	99.2	98.1	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2428.	2411.	2410.	24.62	13.64	12.96	21.54	27.27	33.33	26.15	24.24	20.37	27.69	34.85	33.33
Grade 4	2480.	2468.	2492.	24.19	23.61	26.15	20.97	23.61	33.85	29.03	23.61	21.54	25.81	29.17	18.46
Grade 5	2489.	2457.	2493.	11.48	16.39	17.65	18.03	9.84	23.53	40.98	21.31	23.53	29.51	52.46	35.29
Grade 6	2556.	2549.	2544.	32.81	24.19	26.98	21.88	29.03	15.87	21.88	29.03	31.75	23.44	17.74	25.40
Grade 11															
All Grades	N/A	N/A	N/A	23.41	19.54	21.20	20.63	22.61	26.40	29.37	24.52	24.40	26.59	33.33	28.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33.85	25.76	16.67	33.85	42.42	50.00	32.31	31.82	33.33
Grade 4	30.65	27.78	35.38	46.77	40.28	46.15	22.58	31.94	18.46
Grade 5	11.48	14.75	17.65	49.18	36.07	48.53	39.34	49.18	33.82
Grade 6	34.38	24.19	31.75	51.56	59.68	44.44	14.06	16.13	23.81
Grade 11									
All Grades	27.78	23.37	25.60	45.24	44.44	47.20	26.98	32.18	27.20

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.00	19.70	12.96	52.31	46.97	51.85	27.69	33.33	35.19
Grade 4	20.97	22.22	21.54	43.55	45.83	63.08	35.48	31.94	15.38
Grade 5	9.84	13.11	16.18	65.57	47.54	54.41	24.59	39.34	29.41
Grade 6	21.88	19.35	19.05	53.13	59.68	55.56	25.00	20.97	25.40
All Grades	18.25	18.77	17.60	53.57	49.81	56.40	28.17	31.42	26.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.08	12.12	18.52	60.00	65.15	62.96	16.92	22.73	18.52
Grade 4	19.35	25.00	23.08	62.90	45.83	60.00	17.74	29.17	16.92
Grade 5	6.56	8.20	17.65	68.85	54.10	52.94	24.59	37.70	29.41
Grade 6	25.00	24.19	22.22	50.00	64.52	55.56	25.00	11.29	22.22
All Grades	18.65	17.62	20.40	60.32	57.09	57.60	21.03	25.29	22.00

Conclusions based on this data:

1. The percent of students who met or exceeded the standard in math increased by 5.45%.
2. The percent of students who were below standard decreased in problem solving and modeling/data analysis. However, the percent of students exceeding standards in problem solving and modeling/data analysis decreased slightly. Thus, this is an area of improvement.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1416.8	1415.9	1420.6	1428.1	1430.8	1432.9	1390.5	1381.0	1391.7	29	22	15
1	1404.4	1442.3	1435.2	1426.7	1450.0	1441.3	1381.2	1434.1	1428.5	11	20	11
2	1520.9	*	1509.3	1541.3	*	1530.7	1499.8	*	1487.2	15	10	18
3	1480.7	1461.4	*	1472.5	1462.3	*	1488.5	1459.9	*	11	16	8
4	1514.5	1511.5	1499.4	1522.7	1519.2	1498.4	1505.9	1503.5	1499.9	16	13	14
5	1534.1	1529.1	1533.9	1541.1	1534.1	1551.4	1526.5	1523.7	1516.1	11	11	12
6	1566.4	*	*	1569.5	*	*	1562.9	*	*	18	5	10
All Grades										111	97	88

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.45	13.64	0.00	37.93	31.82	33.33	44.83	36.36	60.00	13.79	18.18	6.67	29	22	15
1	0.00	0.00	0.00	27.27	55.00	27.27	36.36	30.00	45.45	36.36	15.00	27.27	11	20	11
2	40.00	*	22.22	46.67	*	50.00	13.33	*	27.78	0.00	*	0.00	15	*	18
3	9.09	6.25	*	36.36	31.25	*	18.18	31.25	*	36.36	31.25	*	11	16	*
4	18.75	15.38	14.29	43.75	38.46	35.71	31.25	30.77	35.71	6.25	15.38	14.29	16	13	14
5	45.45	0.00	50.00	18.18	90.91	8.33	18.18	9.09	25.00	18.18	0.00	16.67	11	11	12
6	55.56	*	*	33.33	*	*	5.56	*	*	5.56	*	*	18	*	*
All Grades	23.42	9.28	19.32	36.04	42.27	34.09	26.13	31.96	37.50	14.41	16.49	9.09	111	97	88

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.45	27.27	6.67	51.72	27.27	53.33	31.03	27.27	33.33	13.79	18.18	6.67	29	22	15
1	0.00	10.00	9.09	45.45	40.00	27.27	36.36	40.00	54.55	18.18	10.00	9.09	11	20	11
2	73.33	*	55.56	13.33	*	33.33	13.33	*	11.11	0.00	*	0.00	15	*	18
3	18.18	25.00	*	45.45	31.25	*	9.09	12.50	*	27.27	31.25	*	11	16	*
4	43.75	46.15	35.71	43.75	30.77	35.71	6.25	23.08	7.14	6.25	0.00	21.43	16	13	14
5	54.55	45.45	58.33	27.27	45.45	16.67	9.09	9.09	16.67	9.09	0.00	8.33	11	11	12
6	72.22	*	*	27.78	*	*	0.00	*	*	0.00	*	*	18	*	*
All Grades	36.04	27.84	37.50	37.84	35.05	34.09	16.22	24.74	21.59	9.91	12.37	6.82	111	97	88

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		4.55	0.00		31.82	13.33		36.36	86.67		27.27	0.00		22	15
1		0.00	0.00		50.00	27.27		25.00	36.36		25.00	36.36		20	11
2		*	5.56		*	38.89		*	55.56		*	0.00		*	18
3		0.00	*		6.25	*		50.00	*		43.75	*		16	*
4		7.69	0.00		23.08	35.71		38.46	42.86		30.77	21.43		13	14
5		0.00	0.00		27.27	33.33		72.73	41.67		0.00	25.00		11	12
6	33.33	*	*	22.22	*	*	38.89	*	*	5.56	*	*	18	*	*
All Grades	10.81	3.09	2.27	29.73	27.84	29.55	31.53	41.24	53.41	27.93	27.84	14.77	111	97	88

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.34	22.73	13.33	82.76	59.09	73.33	6.90	18.18	13.33	29	22	15
1	27.27	35.00	18.18	63.64	60.00	81.82	9.09	5.00	0.00	11	20	11
2	66.67	*	61.11	33.33	*	38.89	0.00	*	0.00	15	*	18
3	18.18	6.25	*	63.64	56.25	*	18.18	37.50	*	11	16	*
4	37.50	38.46	28.57	56.25	53.85	57.14	6.25	7.69	14.29	16	13	14
5	36.36	18.18	25.00	45.45	81.82	58.33	18.18	0.00	16.67	11	11	12
6	38.89	*	*	61.11	*	*	0.00	*	*	18	*	*
All Grades	31.53	21.65	30.68	61.26	62.89	61.36	7.21	15.46	7.95	111	97	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.45	13.64	0.00	79.31	72.73	86.67	17.24	13.64	13.33	29	22	15
1	0.00	5.00	0.00	54.55	85.00	72.73	45.45	10.00	27.27	11	20	11
2	66.67	*	33.33	26.67	*	66.67	6.67	*	0.00	15	*	18
3	18.18	37.50	*	54.55	37.50	*	27.27	25.00	*	11	16	*
4	50.00	46.15	42.86	43.75	53.85	28.57	6.25	0.00	28.57	16	13	14
5	81.82	90.91	66.67	9.09	9.09	33.33	9.09	0.00	0.00	11	11	12
6	77.78	*	*	22.22	*	*	0.00	*	*	18	*	*
All Grades	39.64	31.96	37.50	45.95	58.76	52.27	14.41	9.28	10.23	111	97	88

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.90	0.00	0.00	79.31	86.36	93.33	13.79	13.64	6.67	29	22	15
1	18.18	5.00	0.00	0.00	70.00	45.45	81.82	25.00	54.55	11	20	11
2	20.00	*	5.56	80.00	*	88.89	0.00	*	5.56	15	*	18
3	9.09	0.00	*	54.55	18.75	*	36.36	81.25	*	11	16	*
4	18.75	0.00	7.14	43.75	61.54	50.00	37.50	38.46	42.86	16	13	14
5	18.18	0.00	0.00	45.45	63.64	58.33	36.36	36.36	41.67	11	11	12
6	33.33	*	*	38.89	*	*	27.78	*	*	18	*	*
All Grades	17.12	2.06	4.55	54.05	57.73	62.50	28.83	40.21	32.95	111	97	88

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.48	27.27	33.33	34.48	31.82	60.00	31.03	40.91	6.67	29	22	15
1	0.00	5.00	0.00	54.55	80.00	81.82	45.45	15.00	18.18	11	20	11
2	33.33	*	27.78	46.67	*	55.56	20.00	*	16.67	15	*	18
3	18.18	6.25	*	63.64	62.50	*	18.18	31.25	*	11	16	*
4	6.25	15.38	0.00	81.25	69.23	85.71	12.50	15.38	14.29	16	13	14
5	18.18	0.00	16.67	54.55	100.00	66.67	27.27	0.00	16.67	11	11	12
6	55.56	*	*	38.89	*	*	5.56	*	*	18	*	*
All Grades	27.03	13.40	20.45	50.45	63.92	67.05	22.52	22.68	12.50	111	97	88

Conclusions based on this data:

1. The percent of students who scored a level 4 on overall language, oral language, reading, listening, speaking, and writing domain increased significantly.
2. The percent of students who scored a level 4 on the written language, which is a composite score of writing and reading, decreased and is an area for improvement.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
486	77.6%	19.3%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	19.3%
Foster Youth	4	0.8%
Homeless	14	2.9%
Socioeconomically Disadvantaged	377	77.6%
Students with Disabilities	79	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.9%
American Indian	0	0.0%
Asian	5	1%
Filipino	28	5.8%
Hispanic	358	73.7%
Two or More Races	17	3.5%
Pacific Islander	0	0.0%
White	65	13.4%

Conclusions based on this data:

1. Based on this data, Rio Vista is a small school with 77.6% socioeconomically disadvantaged students. Rio Vista's percentage of socioeconomically disadvantaged students has increased.
2. Rio Vista has 358 Hispanic students. This is Rio Vista's highest student ethnic subgroup, and the percentage has been rising each year. In the 24-25 school year, this subgroup represented 73.7% of the student population.
3. Rio Vista has seen an increase from 6.8% to 16.3% students with disabilities over the past five years.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

- Our progress in English Language Arts, Mathematics, Suspension Rates, and English Learner Progress was "high."
- Our progress in Chronic Absenteeism was "medium."

School and Student Performance Data

Academic Performance English Language Arts

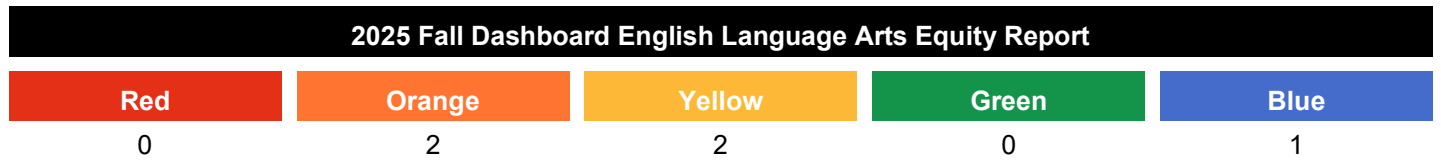
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 6.8 points above standard Increased 5.8 points 245 Students	English Learners  Yellow 37.3 points below standard Increased 6.6 points 67 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 6.6 points below standard Maintained -2.6 points 192 Students

Students with Disabilities  Orange 62.3 points below standard Declined 3.2 points 48 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 72.8 points above standard Increased 4.8 points 18 Students	Hispanic  Yellow 7.2 points below standard Increased 4.6 points 183 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 53.4 points above standard Increased 11 points 32 Students

Conclusions based on this data:

1. Schoolwide, we made "high" progress in English Language Arts, increasing 5.8 points.
2. Students with disabilities made "low" progress in English Language Arts, declining 3.2 points.
3. English learners made "medium" progress in English Language Arts, increasing 6.6 points.

School and Student Performance Data

Academic Performance Mathematics

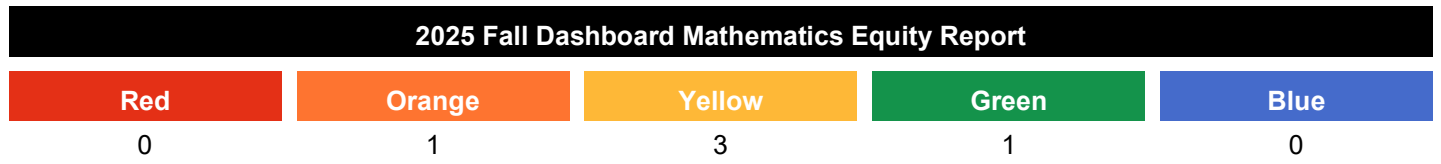
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13 points below standard Increased 13.4 points 245 Students	English Learners  Yellow 58.3 points below standard Increased 12.6 points 67 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 26 points below standard Increased 7.4 points 192 Students

Students with Disabilities  Orange 83.5 points below standard Maintained 2.6 points 48 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 74.6 points above standard Increased 57 points 18 Students	Hispanic  Yellow 29.6 points below standard Increased 9.4 points 183 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Green 32.6 points above standard Increased 13.8 points 32 Students

Conclusions based on this data:

1. Overall, our school made "high" progress in math and increased 13.4 points.
2. Our students with disabilities made "low" progress and maintained by 2.6 points
3. Our Hispanic students, socioeconomically disadvantaged, and English learners made "medium" progress.

School and Student Performance Data

Academic Performance Science

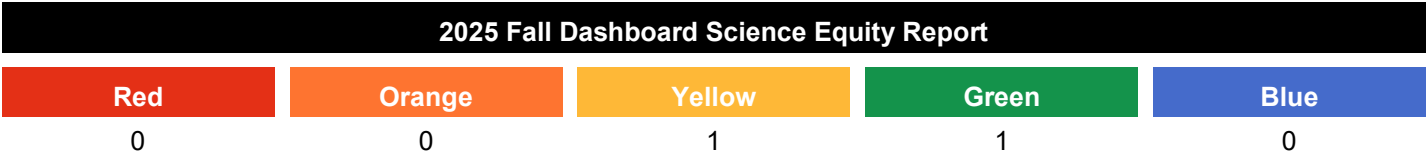
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 58.1 science points Increased 5 points 66 Students	English Learners  No Performance Color 37.9 science points Declined 12.1 points 14 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 53.1 science points Increased 3.1 points 52 Students

Students with Disabilities  No Performance Color 41 science points Declined 5.9 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 51.8 science points Maintained -0.4 points 50 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Our students overall made very high progress and increased by 5 points.
2. Our Hispanic students made medium progress and maintained points.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 57.5 making progress. Number Students: 73 Students	 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.6%	32.9%	1.4%	56.2%

Conclusions based on this data:

1. Rio Vista's English Learner Progress was high, with 57.5% making progress.
2. 9.6% decreased on ELPI level and 32.9% total maintained in their respective levels.
3. 56.2% increased at least one ELPI level.

School and Student Performance Data

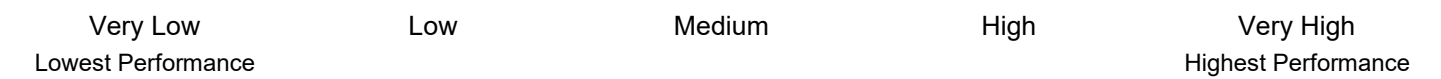
Academic Performance College/Career Report

The 2025 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.



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.

2025 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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

5% Chronically Absent

Increased 0.6

497 Students

English Learners



Green

4% Chronically Absent

Maintained 0.4

100 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



No Performance Color

22.2% Chronically Absent

Increased 13.9

18 Students

Socioeconomically Disadvantaged



Orange

6.2% Chronically Absent

Increased 1.6

387 Students

Students with Disabilities  Orange 11.1% Chronically Absent Increased 3.5 90 Students	African American  No Performance Color 18.2% Chronically Absent 0 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 29 Students	Hispanic  Green 4.6% Chronically Absent Maintained 0.3 366 Students
Two or More Races  No Performance Color 19% Chronically Absent Increased 13.8 21 Students	Pacific Islander  No Performance Color 0 Students	White  Green 3.1% Chronically Absent Declined 4 65 Students

Conclusions based on this data:

1. Overall, our students had medium progress in decreasing chronic absenteeism, increasing .6%.
2. English learners, students who are White, and Hispanic students made "high" progress.
3. Socioeconomically disadvantaged students and students with disabilities made "low" progress.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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 number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate 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

School and Student Performance Data

Conditions & Climate Suspension Rate

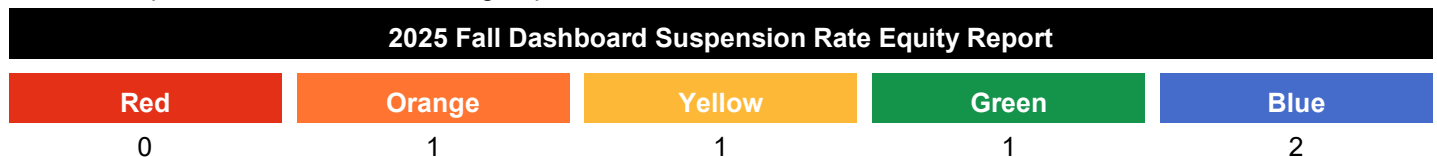
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1% suspended at least one day Maintained 0% 511 Students	English Learners  Blue 0% suspended at least one day Declined 1.8% 106 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Socioeconomically Disadvantaged  Yellow 1.3% suspended at least one day Maintained 0% 398 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 2.2% 91 Students	African American  No Performance Color 0% suspended at least one day 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 30 Students	Hispanic  Green 0.8% suspended at least one day Declined 0.3% 375 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 5.3% 21 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.9% suspended at least one day Increased 2.9% 68 Students

Conclusions based on this data:

1. Our suspension rate made "high" progress and maintained by 0%.
2. Our socioeconomically disadvantaged students made "medium" progress and our White students made "low" progress.
3. Our Hispanic students, students with disabilities and English learners made "high" 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, Hispanic students, 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 indicates that our ELs, Hispanic, SED, and SWD are performing significantly behind all students on their ELA & Math CAASPP assessment.

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 - Green: + 6.8 DFS EL - Yellow: -37.3 DFS Hispanic - Yellow: -7.2 DFS SED - Orange: -6.6 DFS SWD - Orange: -62.3 DFS	2025-2026 ALL - Green: +9.8 DFS EL - Yellow: -31.3 DFS Hispanic - Green: -1.2 DFS SED - Green: -.6 DFS SWD - Yellow: -56.3 DFS
iReady Reading Diagnostic Assessment (Mid Year)	2025-2026 (MID) All - 48% meeting/exceeding grade level standards EL - 11% meeting/exceeding grade level standards Hispanic - 42% meeting/exceeding grade level standards SED - 47% meeting/exceeding grade level standards SWD - 48% meeting/exceeding grade level standards	2026-2027 (MID) All - 52% meeting/exceeding grade level standards EL - 19% meeting/exceeding grade level standards Hispanic - 50% meeting/exceeding grade level standards SED - 55% meeting/exceeding grade level standards SWD - 56% meeting/exceeding grade level standards
iReady Reading Diagnostic Assessment (Mid Year)	2025-2026 (MID) ALL - 52% reaching typical growth, 21% meeting stretch growth EL - 38% reaching typical growth, 7% meeting stretch growth Hispanic - 53% reaching typical growth, 23% meeting stretch growth SED - 51% reaching typical growth, 22% meeting stretch growth	2026-2027 (MID) ALL - 56% reaching typical growth, 25% meeting stretch growth EL - 46% reaching typical growth, 15% meeting stretch growth Hispanic - 61% reaching typical growth, 31% meeting stretch growth SED - 59% reaching typical growth, 30% meeting stretch growth

	SWD - 54% reaching typical growth, 25% meeting stretch growth	SWD - 62% reaching typical growth, 33% meeting stretch growth
CA Dashboard - Math	2024-2025 All - Green: -13 DFS EL - Yellow: -58.3 DFS Hispanic - Yellow: -29.6 DFS SED - Yellow: -26 DFS SWD - Orange: -83.5 DFS	2025-2026 All - Green: -10 DFS EL - Yellow: -52.3 DFS Hispanic - Green: -23.6 DFS SED - Green: -20 DFS SWD - Yellow: -77.5 DFS
iReady Math Diagnostic Assessment (Mid Year)	2025-2026 (MID) All - 34% meeting/exceeding grade level standards EL - 8% meeting/exceeding grade level standards Hispanic - 29% meeting/exceeding grade level standards SED - 32% meeting/exceeding grade level standards SWD - 34% meeting/exceeding grade level standards	2026-2027 (MID) All - 38% meeting/exceeding grade level standards EL - 16% meeting/exceeding grade level standards Hispanic - 37% meeting/exceeding grade level standards SED - 40% meeting/exceeding grade level standards SWD - 42% meeting/exceeding grade level standards
iReady Math Diagnostic Assessment (Mid Year)	2025-2026 (MID) ALL - 25% reaching typical growth, 7% meeting stretch growth EL - 22% reaching typical growth, 1% meeting stretch growth Hispanic - 25% reaching typical growth, 5% meeting stretch growth SED - 25% reaching typical growth, 7% meeting stretch growth SWD - 20% reaching typical growth, 5% meeting stretch growth	2026-2027 (MID) ALL - 29% reaching typical growth, 11% meeting stretch growth EL - 30% reaching typical growth, 9% meeting stretch growth Hispanic - 33% reaching typical growth, 13% meeting stretch growth SED - 33% reaching typical growth, 15% meeting stretch growth SWD - 28% reaching typical growth, 13% meeting stretch growth

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	Instructional Assistants: Instructional Assistants to support teachers in providing Math and ELA small group instruction and intervention for all students.	ALL	100,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional assistants to support small group instruction.
1.2	Books & Supplies: Purchase books and supplies to support standards-based instruction, literacy development, and equitable access to learning resources across all grade levels.	ALL	32,841 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase books and supplies to support instruction across all grade levels.
1.3	Professional Learning Team Time: Teachers will engage in structured, collaborative Professional Learning Team (PLT) time to design standards-aligned instructional units and analyze student data to plan targeted, evidence-based interventions.	ALL	12,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for PLT days.
1.4	Professional Development for PLT Effectiveness: Teachers will receive professional development to strengthen Professional Learning Team	ALL	10,000 Title I Part A: Allocation

	effectiveness, refine data-analysis skills, and support the implementation of instructional strategies that accelerate outcomes for all student subgroups.		5000-5999: Services And Other Operating Expenditures Consultation fees for professional development. 3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teachers to receive professional development and/or extra duty, extra pay for teachers to plan professional development for colleagues.
1.5	Targeted Extra Learning Opportunities: Provide targeted, extended learning opportunities to accelerate academic growth for identified student subgroups, English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.	EL, Hispanic, SED, SWD	15,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to provide extended learning opportunities to accelerate academic growth for student subgroups. 7,500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra duty pay for classified staff to support extended learning opportunities to accelerate academic growth for student subgroups.
1.6	Targeted Professional Development: Professional development for resource teachers, paraprofessionals, special education teachers, and general education teachers to support universal design for learning (UDL), specialized academic instruction (SAI), and the effective implementation of accommodations for students with disabilities.	SWD	1,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for professional development to support UDL, SAI, and implementation of accommodations for SWD. 500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Substitutes to release paraprofessionals for professional development to support UDL, SAI, and implementation of accommodations for SWD.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The integration of Instructional Assistants was instrumental in the successful delivery of a Multi-Tiered System of Supports (MTSS). This allowed for consistent, targeted small-group interventions that directly addressed individual student learning gaps during the instructional block. Additionally, Professional Development on the triangulation of district assessment data enabled teachers to refine instructional precision, ensuring that daily lessons were explicitly designed to meet the identified needs of at-risk subgroups.

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 an analysis of student achievement data, the school has elected to discontinue the pursuit of International Baccalaureate (IB) authorization. Resources and funding have been reallocated to prioritize evidence-based interventions and foundational skill development. This shift focuses on high-dosage after-school tutoring and during school intervention, as well as professional development in core Tier 1 instructional strategies for Literacy, Mathematics, and English Language Development (ELD).

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.

Implement site-wide professional development focused on Universal Design for Learning (UDL), specialized academic instruction (SAI), and the effective implementation of IEP accommodations to ensure equitable access to the core curriculum. Establish a supplemental Extended Learning Opportunity (ELO) program, including after-school and Saturday sessions, specifically designed to accelerate English Language Development (ELD) and bridge achievement gaps for English Learners, students with disabilities, Hispanic students, and socioeconomically disadvantaged students.

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
CA Dashboard - English Learner Progress Indicator (ELPI)	Green: 57.5% making progress toward English language proficiency.	Blue: 65% making progress toward English language proficiency.
CA Dashboard - English Language Arts (ELs)	2024-2025 ALL - Green: + 6.8 DFS EL - Yellow: -37.3 DFS	2025-2026 ALL - Green: +9.8 DFS EL - Yellow: -31.3 DFS
i-Ready Mid Year ELA (ELs)	2025-2026 (MID) ALL - 48% meeting/exceeding grade level standards EL - 11% meeting/exceeding grade level standards	2026-2027 (MID) ALL - 52% meeting/exceeding grade level standards EL - 19% meeting/exceeding grade level standards
i-Ready Mid Year ELA (ELs)	2025-2026 (MID) ALL - 52% reaching typical growth, 21% meeting stretch growth EL - 38% reaching typical growth, 7% meeting stretch growth	2026-2027 (MID) ALL - 56% reaching typical growth, 25% meeting stretch growth EL - 46% reaching typical growth, 15% meeting stretch growth
CA Dashboard - Math (ELs)	2024-2025 ALL - Green: -13 DFS EL - Yellow: -58.3 DFS	2025-2026 ALL - Green: -10 DFS EL - Yellow: -52.3 DFS
i-Ready Mid Year Math (ELs)	2025-2026 (MID) ALL - 34% meeting/exceeding grade level standards EL - 8% meeting/exceeding grade level standards	2026-2027 (MID) ALL - 38% meeting/exceeding grade level standards EL - 16% meeting/exceeding grade level standards
i-Ready Mid Year Math (ELs)	2025-2026 (MID)	2026-2027 (MID)

	ALL - 25% reaching typical growth, 7% meeting stretch growth EL - 22% reaching typical growth, 1% meeting stretch growth	ALL - 29% reaching typical growth, 11% meeting stretch growth EL - 30% reaching typical growth, 9% meeting stretch growth
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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
2.1	ELD Professional Development: Professional development to support ELD instruction.	EL Students	10,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development for teachers. 3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for professional development.
2.2	ELPAC Goal Setting: 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	ELD Taskforce: ELD 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 or extra duty pay to plan professional development for colleagues.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of individualized student goal-setting conferences for upper grade cohorts significantly enhanced student agency and home-school partnerships. Feedback from families indicated that these sessions provided a transparent roadmap for academic success. Based on this success, the program was expanded to include additional grade levels and established a cycle of periodic progress monitoring to ensure goal attainment. Furthermore, English Learners (ELs) demonstrated measurable growth through the integration of Orton-Gillingham (OG) multisensory strategies within the ELA curriculum. To sustain this momentum, the school increased staff capacity by providing Professional Development (PD) on Integrated ELD strategies, ensuring that language acquisition remains a core component of Tier 1 instruction across all disciplines.

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

We transitioned from external conference attendance to an internal capacity-building model. By utilizing Extra Duty/Extra Pay, we engaged staff in specialized professional development led by Instructional TOSAs. This approach provided greater oversight and alignment of instructional strategies with our specific SPSA goals, ensuring that professional learning was both consistent and immediately applicable to our student population.

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.

Data analysis indicates a need for increased instructional minutes for the English Learner subgroup. Consequently, the school will implement Supplemental Extended Learning Programs (After-school and Saturday School) to provide specialized ELD instruction.

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
CA Dashboard - Chronic Absenteeism	2024-2025 ALL - Yellow 5% Chronically Absent SED- Orange 6.2% Chronically Absent SWD- Orange 11.1% Chronically Absent	2025-2026 ALL - Green 2% Chronically Absent SED - Green .2% Chronically Absent SWD - Green 5.1% Chronically Absent
LCAP Student Survey Question:	2025-2026 ALL - 73% of students indicated that students in their class behave so that teachers can teach. 3rd Grade - 63%	2026-2027 ALL - 77% of students indicated that students in their class behave so that teachers can teach. 3rd Grade - 71%
LCAP Student Survey Question:	2025-2026 ALL - 71% of students indicated that students treat each other well at school. 5th Grade - 61%	2026-2027 ALL - 75% of students indicated that students treat each other well at school. 5th Grade 69%
LCAP Student Survey Question:	2025-2026 ALL - 80% of students indicated that good behavior is noticed at school 5th Grade - 72%	2026-2027 ALL - 84% of students indicated that good behavior is noticed at school. 5th Grade - 80%

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	Attendance Incentives: Increase student attendance by providing family educational field trips as a tangible incentive for meeting attendance milestones and reducing chronic absenteeism.	ALL	40,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field Trips for attendance incentives. 3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes to release teacher for field trips. 1,500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Substitutes to release classified staff for field trips.
3.2	Behavior Incentives: Implement behavior incentive system that includes rewards and prizes to recognize students demonstrating prosocial behaviors and meeting school-wide expectations.	ALL	5,000 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for behavior incentives.
3.3	Student Clubs: Establish a variety of student interest clubs to foster positive school climate and student belonging.	ALL	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to be advisors for student clubs and tournaments. 5,000 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for student clubs.
3.4	Sports & Tournaments: Implement structured sports and tournaments during recess and lunch to promote teamwork, physical fitness, student health, and positive peer to peer relationships that reduce playground conflicts.	ALL	20,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Consultation fees for sports and tournaments.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The school successfully implemented a robust system of Positive Behavioral Interventions and Supports (PBIS), utilizing strategic incentives to promote high levels of attendance and prosocial behavior.

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. 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.

Based on an analysis of school climate data and student engagement surveys, the school will prioritize the sustainability of foundational social-emotional frameworks. This includes entering year 3 implementation of Capturing Kids' Hearts (CKH) to deepen relational capacity and year 2 implementation of the Social-Emotional Learning (SEL) curriculum.

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
LCAP Family Survey Question:	2025-2026 96% of staff indicated that families are provided opportunities to be involved in their student's learning.	2026-2027 99% of staff indicated that families are provided opportunities to be involved in their student's learning.
LCAP Family Survey Question:	2025-2026 95% of family members indicated that they had been provided opportunities to be involved in their student's learning.	2026-2027 98% of family members indicated that they had been provided opportunities to be involved in their student's learning.
LCAP Family Survey Question:	2025-2026 87% of students indicated that their family is involved in their learning.	2026-2027 90% of students indicated that their family is involved in their learning.

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 Recognition: Strengthen family engagement by recognizing significant milestones in student attendance through family-child bonding excursions that serve as both a reward and an opportunity for community building.	ALL	25,000 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Family Excursions
4.2	Family Incentives: Promote shared responsibility in decision-making by incentivizing consistent participation in School Site Council (SSC), English	ALL	5,000 Title I Part A: Parent Involvement

	Language Advisory Council (ELAC), Coffee with the Principal, family-child clubs, family workshops, and family events.		4000-4999: Books And Supplies Supplies for Family Incentives
4.3	Family Education: Enhance family knowledge and skills to support academic learning and social-emotional development at home by providing opportunities for families to attend workshops, conferences, and educational field trips.	EL, Low Income, Foster Youth	5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Family Workshops & Conferences
4.4	Family Resources: Provide resources to eliminate barriers to participation and ensure families have the necessary supports to engage in school activities and support learning at home.	EL, Low Income, Foster Youth	11,415 LCFF - Supplemental 4000-4999: Books And Supplies Supplies & Resources for Families 1,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra duty, extra pay for classified staff to support with events and childcare.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The school successfully expanded its family engagement framework by diversifying the format and content of parent meetings. The inclusion of expert guest speakers during Coffee with the Principal meetings led to a measurable increase in parent participation. These platforms provided families with specific strategies to strengthen the home-school connection.

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

The strategies and activities associated with this goal were implemented as planned.

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.

Following the successful engagement outcomes of "Coffee with the Principal," the school will scale the use of guest speakers at ELAC meetings to further drive parent participation and strengthen the home-school connection for English Learners, low-income, and foster youth.

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 2027, 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, respect 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, Hispanic 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 - Green: + 6.8 DFS EL - Yellow: -37.3 DFS Hispanic - Yellow: -7.2 DFS SED - Orange: -6.6 DFS SWD - Orange: -62.3 DFS	2025-2026 ALL - Green: +9.8 DFS EL - Yellow: -31.3 DFS Hispanic - Green: -1.2 DFS SED - Green: -.6 DFS SWD - Yellow: 56.3 DFS
CA Dashboard Math -	2024-2025 All - Green: -13 DFS EL - Yellow: -58.3 DFS Hispanic - Yellow: -29.6 DFS SED - Yellow: -26 DFS SWD - Orange: -83.5 DFS	2025-2026 All - Green: -10 DFS EL - Yellow: -52.3 DFS Hispanic - Green: -23.6 DFS SED - Green: -20 DFS SWD - Yellow: -77.5 DFS
LCAP Family Survey Question:	2025-2026 86% of family members indicated that they see their family's culture represented in the school and the academic content taught.	2026-2027 89% of family members indicated that they see their family's culture represented in the school and the academic content taught.
LCAP Family Survey Question:	2025-2026 99% of family members indicated that they feel welcomed at their student's school.	2026-2027 100% of family members indicated that they feel welcomed at their student's school.
LCAP Student Survey Question:	2025-2026 74% of students indicated that they see their family's culture represented in their school and in their learning.	2026-2027 77% of students indicated that they see their family's culture represented in their school and in their learning.

LCAP Student Survey Question:	2025-2026 84% of students indicated that they feel they belong at school.	2026-2027 87% of students indicated that they feel they belong at school.
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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
5.1	Culturally Relevant Lessons: Build equity by providing access to art lessons, guest speakers, musical performances, author visits, assemblies, and field trips focused around culture, inclusion, and transformative experiences.	ALL	30,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Art lessons, guest speakers, musical performances, author visits, field trips, and assemblies focused around culture, equity, and inclusion.
5.2	Culturally Relevant Learning Materials: Access to culturally relevant, high-quality learning materials that support student engagement, academic success and inclusion.	ALL	5,000 Title I Part A: Allocation 4000-4999: Books And Supplies Culturally Relevant Books & Supplies
5.3	Culturally Relevant Clubs & Events: School based clubs and community events that celebrate diversity, cultivate community belonging, and strengthen inclusion.	ALL	10,000 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies for school based cultural clubs and community events. 2,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty, extra pay for teachers to support culturally relevant clubs and events. 6,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extra duty, extra pay for classified staff to support culturally relevant clubs and events.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The procurement of supplemental literature strategically mapped to the weekly SEL curriculum significantly enhanced instructional fidelity. These diverse texts served as a tool for promoting equity and inclusion, providing representative narratives that deepened student engagement and fostered a more inclusive school climate.

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.

Following the successful implementation of the Diversity Talent Show, in which we only had student participants, the school will scale this initiative by increasing opportunities for parent-led cultural presentations to foster an inclusive school culture through the sharing of diverse perspectives.

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	\$342,841.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$385,756.00
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	\$312,841.00
Title I Part A: Parent Involvement	\$30,000.00

Subtotal of additional federal funds included for this school: \$342,841.00

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	\$42,915.00

Subtotal of state or local funds included for this school: \$42,915.00

Total of federal, state, and/or local funds for this school: \$385,756.00

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	42,915.00	0.00
Title I Part A: Allocation	312,841.00	0.00
Title I Part A: Parent Involvement	30,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	42,915.00
Title I Part A: Allocation	312,841.00
Title I Part A: Parent Involvement	30,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,000.00
2000-2999: Classified Personnel Salaries	116,500.00
4000-4999: Books And Supplies	74,256.00
5000-5999: Services And Other Operating Expenditures	110,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	11,415.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	40,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	115,000.00

4000-4999: Books And Supplies	Title I Part A: Allocation	57,841.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	70,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	30,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,841.00
Goal 2	24,000.00
Goal 3	79,500.00
Goal 4	47,415.00
Goal 5	53,000.00

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
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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



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 11, 2026.

Attested:



Principal, Nuvia Nevarez on May 11, 2026



SSC Chairperson, Claudia Chairez on May 11, 2026

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.

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.

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.

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/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023