



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 23-24	07 61754 6096226	May 23, 2024	

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 23-24 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff members, and community members on budget, allocation, expenditures beyond base funding of local control funding formula and Title 1 as they relate to improving academic performance for all students. Rio Vista Elementary has been identified for CSI under Low Performing.

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 23-24 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff members, and community members on budget, allocation, expenditures beyond base funding of local control funding formula and Title 1 as they relate to improving academic performance for all students. Rio Vista Elementary has been identified for CSI under Low Performing.

Rio Vista Elementary's four goals mirror those of the Mt. Diablo Unified School District. High quality engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success. In an effort to meet these goals, the following are essential components to overall student success: AVID, professional development, collaboration, intervention, small group instruction, and technology.

Educational Partner Involvement

How, when, and with whom did Rio Vista Elementary School 23-24 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 consulted with parents (October 12th), staff members (November 1st), and community members on the School Site Council (November 9th), administrative team (multiple discussions during its creation), and instructional leadership team (October 19th) by reviewing and commenting on monetary decisions multiple times during the process of updating the plan. Rio Vista invites parents monthly for "Java with Janis" to discuss upcoming events and concerns parents may have. We hold monthly SSC meetings to keep the team updated on budget items and to discuss, collectively, to determine where future money should be spent.

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.

At this time, not all classroom teachers are fully credentialed. We have 2 classrooms with teachers who are working on their credential or on an emergency credential. A majority of the teachers do not speak the predominant language of our families which is Spanish. We have a districtwide shortage of SEA's. This has a negative impact on our students with special needs/IEP's. Transportation is an issue for many of our parents. Some parents have to utilize Uber which is a financial strain, while others use public transportation. Families have to be at the bus stop at 6:45a to arrive at school on time and then wait up to an hour after school for the bus to arrive. This also creates a problem if one child is sick. If one is sick, none of the children attend school.

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.

ELA, Math, ELL, Chronic Absenteeism, Suspension Rate

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.

All student groups are in the red or orange category

Other Needs

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

Based on iReady, DIBELS, and Bear Spelling Inventory, we see a need for an intervention teacher. Based on SEL & PBIS data, we see a continued need for a full time counselor.

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 23-24. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	6.05%	8.07%	8.57%	27	36	39
Asian	3.36%	3.36%	4.62%	15	15	21
Filipino	3.14%	2.24%	3.96%	14	10	18
Hispanic/Latino	75.11%	72.2%	72.75%	335	322	331
Pacific Islander	1.12%	1.35%	1.32%	5	6	6
White	2.69%	2.24%	2.64%	12	10	12
Multiple/No Response	4.26%	4.26%	4.18%	19	19	19
Total Enrollment				446	446	455

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	87	62
Grade 1	62	74	75
Grade 2	63	71	67
Grade3	78	64	73
Grade 4	67	81	70
Grade 5	102	69	82
Total Enrollment	446	446	455

Conclusions based on this data:

1. Our enrollment this past year has just maintained. The upside is that there has been no decrease. Our site appears to be stabilizing. Our subgroups are also maintaining with a slight increase in the percentage of our African American population.
2. Kindergarten enrollment has continued to grow. TK enrollment, although not listed, is addition to our school for the 22/23 school year. Enrollment for the 23/24 school year has increased to a full classroom.
3. Enrollment of our Black/African American population has increased by 9. Enrollment of our Hispanic/LatinX population has decreased slightly for the 22/23 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	181	186	191	36.4%	40.6%	42.0%
Fluent English Proficient (FEP)	86	66	50	19.5%	19.3%	11.0%
Reclassified Fluent English Proficient (RFEP)		4	11	1.9%	0.01%	

Conclusions based on this data:

1. Over the past three years our number of English Learners has increased by 10 students.
2. The number of FEP's has decreased by 16.
3. The number of students that have be reclassified this year has more than doubled

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	76	61	64	75	59	63	75	59	88.9	98.7	96.7
Grade 4	91	64	83	89	63	83	89	63	83	97.8	98.4	100.0
Grade 5	74	98	68	65	98	68	62	98	68	87.8	100.0	100.0
All Grades	237	238	212	218	236	210	214	236	210	92.0	99.2	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2351.	2354.	2348.	7.94	4.00	6.78	12.70	20.00	10.17	23.81	17.33	27.12	55.56	58.67	55.93
Grade 4	2374.	2389.	2380.	4.49	3.17	6.02	10.11	9.52	13.25	16.85	30.16	14.46	68.54	57.14	66.27
Grade 5	2407.	2450.	2435.	0.00	7.14	7.35	16.13	22.45	16.18	9.68	21.43	23.53	74.19	48.98	52.94
All Grades	N/A	N/A	N/A	4.21	5.08	6.67	12.62	18.22	13.33	16.82	22.46	20.95	66.36	54.24	59.05

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.76	13.33	6.78	47.62	44.00	54.24	47.62	42.67	38.98
Grade 4	2.25	3.17	2.41	52.81	66.67	53.01	44.94	30.16	44.58
Grade 5	1.61	9.18	2.94	51.61	60.20	67.65	46.77	30.61	29.41
All Grades	2.80	8.90	3.81	50.93	56.78	58.10	46.26	34.32	38.10

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.17	0.00	5.08	44.07	41.33	32.20	45.76	58.67	62.71
Grade 4	4.55	1.59	1.22	36.36	50.79	40.24	59.09	47.62	58.54
Grade 5	4.92	8.16	5.88	32.79	47.96	45.59	62.30	43.88	48.53
All Grades	6.25	3.81	3.83	37.50	46.61	39.71	56.25	49.58	56.46

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.17	6.67	1.69	68.25	68.00	72.88	28.57	25.33	25.42
Grade 4	2.25	3.17	4.82	65.17	69.84	63.86	32.58	26.98	31.33
Grade 5	6.45	6.12	5.88	67.74	72.45	73.53	25.81	21.43	20.59
All Grades	3.74	5.51	4.29	66.82	70.34	69.52	29.44	24.15	26.19

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.35	4.00	1.69	52.38	56.00	55.93	41.27	40.00	42.37
Grade 4	2.25	1.59	3.61	61.80	55.56	60.24	35.96	42.86	36.14
Grade 5	1.61	8.16	4.41	51.61	58.16	61.76	46.77	33.67	33.82
All Grades	3.27	5.08	3.33	56.07	56.78	59.52	40.65	38.14	37.14

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Conclusions based on this data:

1. According to the data in Illuminate, 20% of the students met or exceeded standards and 80% did not meet standards. This is a slight decrease in overall performance
2. According to data in Illuminate, Black American students performed close to the overall data at 13% meeting or exceeding and 87% did not meet.
3. Writing continues to be the area of lowest performance.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	76	61	63	75	57	63	75	57	87.5	98.7	93.4
Grade 4	91	64	83	90	63	83	89	63	83	98.9	98.4	100.0
Grade 5	74	98	68	58	98	68	58	98	68	78.4	100.0	100.0
All Grades	237	238	212	211	236	208	210	236	208	89.0	99.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2359.	2345.	2360.	7.94	1.33	7.02	7.94	14.67	8.77	23.81	21.33	22.81	60.32	62.67	61.40
Grade 4	2378.	2391.	2387.	1.12	1.59	1.20	8.99	7.94	8.43	17.98	31.75	31.33	71.91	58.73	59.04
Grade 5	2402.	2435.	2420.	0.00	2.04	4.41	1.72	10.20	8.82	25.86	23.47	17.65	72.41	64.29	69.12
All Grades	N/A	N/A	N/A	2.86	1.69	3.85	6.67	11.02	8.65	21.90	25.00	24.52	68.57	62.29	62.98

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.94	5.33	3.51	30.16	34.67	40.35	61.90	60.00	56.14
Grade 4	3.37	4.76	3.61	24.72	38.10	31.33	71.91	57.14	65.06
Grade 5	0.00	4.08	4.41	24.14	33.67	27.94	75.86	62.24	67.65
All Grades	3.81	4.66	3.85	26.19	35.17	32.69	70.00	60.17	63.46

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.94	1.33	3.51	33.33	34.67	35.09	58.73	64.00	61.40
Grade 4	3.37	3.17	3.61	33.71	31.75	36.14	62.92	65.08	60.24
Grade 5	0.00	1.02	4.41	34.48	51.02	35.29	65.52	47.96	60.29
All Grades	3.81	1.69	3.85	33.81	40.68	35.58	62.38	57.63	60.58

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.76	1.33	7.02	55.56	52.00	59.65	39.68	46.67	33.33
Grade 4	2.25	6.35	3.61	43.82	38.10	46.99	53.93	55.56	49.40
Grade 5	0.00	2.04	1.47	56.90	52.04	57.35	43.10	45.92	41.18
All Grades	2.38	2.97	3.85	50.95	48.31	53.85	46.67	48.73	42.31

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Conclusions based on this data:

1. According to the data in Illuminate, 12% of all students taking the CAASPP were meeting or exceeding standards. Conversely, 87% were not meeting standards.
2. Black/African American students underperform the general population by 8%. 4% were meeting or exceeding standards and 96% were not meeting standards
3. Our Hispanic students underperformed the general population as well, but by 1%. 11% were meeting or exceeding standards and 89% were not meeting standards.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.8	1395.9	1395.6	1439.4	1413.5	1405.3	1386.8	1354.7	1372.7	24	36	49
1	1430.0	1437.1	1403.0	1445.7	1452.5	1437.9	1413.7	1421.0	1367.7	27	27	33
2	1470.6	1468.4	1457.4	1481.6	1492.7	1465.8	1459.3	1443.7	1448.5	36	26	29
3	1475.1	1492.2	1479.2	1492.4	1507.1	1486.5	1457.2	1476.9	1471.3	36	27	26
4	1492.3	1508.4	1505.3	1505.6	1525.7	1514.0	1478.4	1490.5	1496.1	29	33	30
5	1489.7	1532.6	1515.5	1490.4	1549.6	1512.3	1488.6	1515.3	1518.0	23	29	30
All Grades										175	178	197

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	5.56	8.16	33.33	22.22	20.41	41.67	44.44	48.98	8.33	27.78	22.45	24	36	49
1	0.00	3.70	0.00	29.63	40.74	18.75	40.74	33.33	25.00	29.63	22.22	56.25	27	27	32
2	16.67	3.85	3.45	27.78	50.00	31.03	41.67	34.62	37.93	13.89	11.54	27.59	36	26	29
3	8.33	11.11	7.69	25.00	55.56	26.92	52.78	22.22	42.31	13.89	11.11	23.08	36	27	26
4	0.00	15.15	13.33	41.38	42.42	33.33	48.28	39.39	43.33	10.34	3.03	10.00	29	33	30
5	8.70	17.24	13.33	17.39	55.17	46.67	47.83	24.14	23.33	26.09	3.45	16.67	23	29	30
All Grades	8.57	9.55	7.65	29.14	43.26	28.57	45.71	33.71	37.76	16.57	13.48	26.02	175	178	196

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	8.33	4.08	37.50	33.33	40.82	33.33	30.56	38.78	12.50	27.78	16.33	24	36	49
1	22.22	14.81	9.38	37.04	48.15	31.25	22.22	29.63	40.63	18.52	7.41	18.75	27	27	32
2	19.44	30.77	20.69	41.67	42.31	27.59	33.33	23.08	41.38	5.56	3.85	10.34	36	26	29
3	30.56	44.44	19.23	55.56	37.04	61.54	8.33	18.52	7.69	5.56	0.00	11.54	36	27	26
4	41.38	42.42	36.67	37.93	54.55	56.67	17.24	0.00	3.33	3.45	3.03	3.33	29	33	30
5	26.09	55.17	30.00	52.17	41.38	50.00	4.35	3.45	13.33	17.39	0.00	6.67	23	29	30
All Grades	26.29	32.02	18.37	44.00	42.70	43.88	20.00	17.42	26.02	9.71	7.87	11.73	175	178	196

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.17	0.00	6.12	8.33	11.11	12.24	70.83	47.22	51.02	16.67	41.67	30.61	24	36	49
1	0.00	3.70	0.00	25.93	14.81	6.25	25.93	37.04	18.75	48.15	44.44	75.00	27	27	32
2	5.56	0.00	3.45	30.56	30.77	34.48	30.56	34.62	17.24	33.33	34.62	44.83	36	26	29
3	2.78	0.00	0.00	13.89	14.81	19.23	36.11	48.15	34.62	47.22	37.04	46.15	36	27	26
4	0.00	3.03	6.67	3.45	9.09	16.67	55.17	48.48	33.33	41.38	39.39	43.33	29	33	30
5	0.00	0.00	6.67	8.70	20.69	20.00	34.78	55.17	50.00	56.52	24.14	23.33	23	29	30
All Grades	2.29	1.12	4.08	16.00	16.29	17.35	41.14	45.51	35.71	40.57	37.08	42.86	175	178	196

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	13.89	6.12	75.00	58.33	75.51	8.33	27.78	18.37	24	36	49
1	33.33	25.93	28.13	51.85	66.67	59.38	14.81	7.41	12.50	27	27	32
2	13.89	26.92	20.69	69.44	69.23	72.41	16.67	3.85	6.90	36	26	29
3	25.00	33.33	19.23	66.67	51.85	61.54	8.33	14.81	19.23	36	27	26
4	27.59	66.67	26.67	51.72	33.33	70.00	20.69	0.00	3.33	29	33	30
5	8.70	20.69	33.33	73.91	75.86	60.00	17.39	3.45	6.67	23	29	30
All Grades	21.14	31.46	20.92	64.57	58.43	67.35	14.29	10.11	11.73	175	178	196

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.17	8.33	10.20	41.67	69.44	63.27	29.17	22.22	26.53	24	36	49
1	22.22	18.52	6.25	62.96	74.07	62.50	14.81	7.41	31.25	27	27	32
2	47.22	38.46	27.59	50.00	57.69	58.62	2.78	3.85	13.79	36	26	29
3	38.89	74.07	30.77	58.33	22.22	57.69	2.78	3.70	11.54	36	27	26
4	58.62	42.42	43.33	41.38	54.55	53.33	0.00	3.03	3.33	29	33	30
5	47.83	93.10	60.00	34.78	3.45	30.00	17.39	3.45	10.00	23	29	30
All Grades	41.14	44.38	27.55	49.14	47.75	55.10	9.71	7.87	17.35	175	178	196

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.17	0.00	8.16	83.33	75.00	67.35	12.50	25.00	24.49	24	36	49
1	14.81	11.11	0.00	44.44	48.15	18.75	40.74	40.74	81.25	27	27	32
2	11.43	3.85	10.34	60.00	53.85	41.38	28.57	42.31	48.28	35	26	29
3	2.78	0.00	3.85	27.78	44.44	38.46	69.44	55.56	57.69	36	27	26
4	0.00	3.03	13.33	51.72	39.39	40.00	48.28	57.58	46.67	29	33	30
5	4.35	3.45	10.00	43.48	65.52	63.33	52.17	31.03	26.67	23	29	30
All Grades	6.32	3.37	7.65	50.57	55.06	46.94	43.10	41.57	45.41	174	178	196

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.83	11.11	16.33	54.17	47.22	42.86	25.00	41.67	40.82	24	36	49
1	0.00	3.70	0.00	51.85	62.96	37.50	48.15	33.33	62.50	27	27	32
2	16.67	7.69	17.24	44.44	61.54	62.07	38.89	30.77	20.69	36	26	29
3	5.56	7.41	15.38	61.11	77.78	57.69	33.33	14.81	26.92	36	27	26
4	0.00	6.06	13.33	68.97	69.70	53.33	31.03	24.24	33.33	29	33	30
5	0.00	0.00	10.00	52.17	89.66	73.33	47.83	10.34	16.67	23	29	30
All Grades	7.43	6.18	12.24	55.43	67.42	53.06	37.14	26.40	34.69	175	178	196

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall Language performance on ELPAC increase from the prior year according to the 2020-2021 data. Level 4 increased by 1% and Level 3 increased by 14%.
2. Speaking is the highest scoring domain with 44%% of students scoring well developed according to the 2020-2021 data. This is a 3% increase from the prior year.
3. Written Language is our area of growth. Only 1% are at a level 4

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
446	85.2	41.7	
Total Number of Students enrolled in Rio Vista Elementary School 23-24.	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	186	41.7
Foster Youth		
Homeless	7	1.6
Socioeconomically Disadvantaged	380	85.2
Students with Disabilities	57	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	8.1
Asian	15	3.4
Filipino	10	2.2
Hispanic	322	72.2
Two or More Races	19	4.3
Pacific Islander	6	1.3
White	10	2.2

Conclusions based on this data:

- 75% of the students at Rio Vista are in the Socioeconomically Disadvantaged group.

2. English Learners make up the next largest student group at 41%.
3. Hispanic/Latino students predominately make up the enrollment at Rio Vista (75%).

School and Student Performance Data

Overall Performance

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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.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Red	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. Rio Vista is committed to addressing chronic absenteeism with home visits and CWA visits; this remains an area of concern.
2. Our English Learner progress is growing.
3. We have a very low suspension rate using OMC as a better option keeping students in school.

School and Student Performance Data

Academic Performance English Language Arts

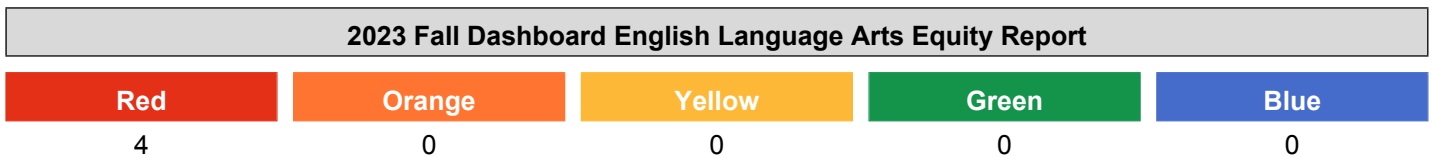
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 78.7 points below standard Decreased -11 points 197 Students	English Learners  Red 85.1 points below standard Maintained -0.3 points 105 Students	 No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 86.8 points below standard Decreased -10.5 points 169 Students	Students with Disabilities  Red 141.2 points below standard Maintained -0.7 points 33 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
111 points below standard Decreased Significantly - 40.4 points 22 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 84.3 points below standard Decreased -12.7 points 144 Students	57.8 points below standard Increased Significantly +18.2 points 12 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118.2 points below standard Maintained +1.6 points 74 Students	6 points below standard Increased Significantly +18.2 points 31 Students	71.8 points below standard Decreased Significantly -20.9 points 70 Students

Conclusions based on this data:

1. We are low or very low in all areas
2. This data is based on the 2022 California Dashboard.

School and Student Performance Data

Academic Performance Mathematics

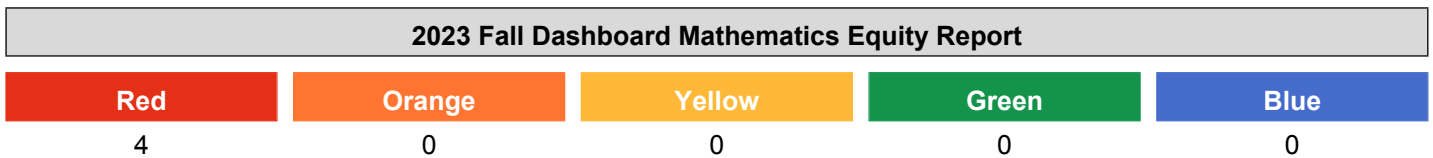
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>92.3 points below standard</p> <p>Maintained -1 points</p> <p>195 Students</p>	<p>English Learners</p>  <p>Red</p> <p>102.6 points below standard</p> <p>Maintained -1.7 points</p> <p>103 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>99.3 points below standard</p> <p>Maintained -2.7 points</p> <p>167 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>176.1 points below standard</p> <p>Decreased Significantly -20 points</p> <p>34 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
126.3 points below standard Decreased Significantly - 36.5 points 22 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 95.2 points below standard Maintained +1.1 points 142 Students	67.7 points below standard Maintained +0.6 points 12 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.3 points below standard Decreased -4.8 points 72 Students	38.3 points below standard Increased Significantly +19.9 points 31 Students	85.1 points below standard Maintained -1.9 points 70 Students

Conclusions based on this data:

1. In all student groups, we are low or very low
2. This data is based on the 2022 California Dashboard.
3. Fewer of our Reclassified students are below standard than our English Only students.

School and Student Performance Data

Academic Performance English Learner Progress

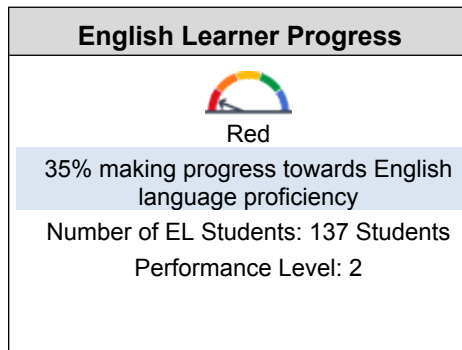
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
45	44	2	46

Conclusions based on this data:

1. A significant number of students are categorized as Level 4.
2. 55% of our English Learners are making progress toward proficiency
3. 53% of the students made progress in one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 43.2% Chronically Absent Increased Significantly 5.2 481 Students	 Red 38.7% Chronically Absent Increased Significantly 3.2 212 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
64.7% Chronically Absent Increased 28.3 17 Students	 Red 44.3% Chronically Absent Increased Significantly 4.6 413 Students	 Orange 52.6% Chronically Absent Declined -6.5 76 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 57.4% Chronically Absent Increased 7.4 47 Students	 No Performance Color 0 Students	30.4% Chronically Absent Declined -2.9 23 Students	38.5% Chronically Absent Declined -11.5 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 42.4% Chronically Absent Increased Significantly 5.9 342 Students	 Red 44.4% Chronically Absent Increased 11.9 36 Students	Less than 11 Students 9 Students	36.4% Chronically Absent Declined -22 11 Students

Conclusions based on this data:

1. Chronic absenteeism continues to be a significant area of concern for the school.
2. Black American students have the highest absenteeism than any other race.
3. Our students with disabilities have the highest absence rate at 59%

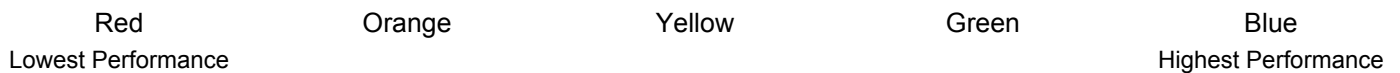
School and Student Performance Data

Academic Engagement Graduation Rate

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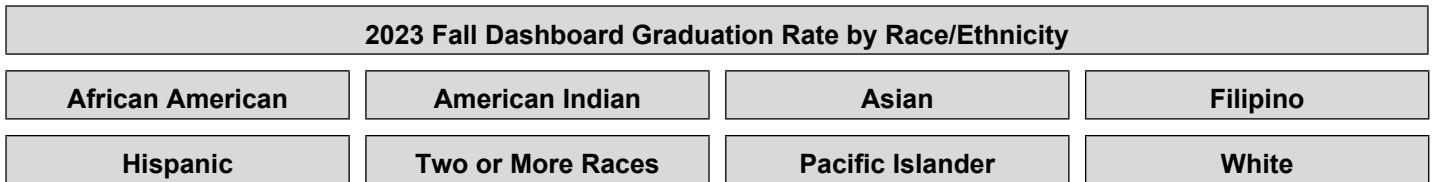
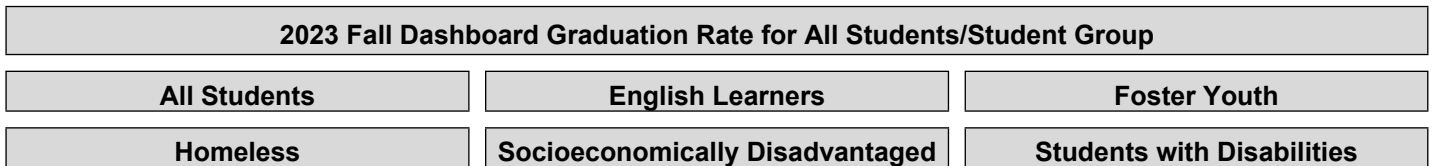
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Rio Vista is preparing students for middle school and high school success by teaching them the CCSS standards with high quality instruction.

School and Student Performance Data

Conditions & Climate Suspension Rate

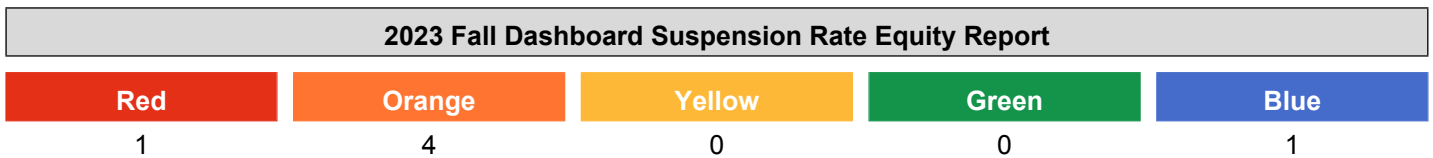
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.4% suspended at least one day Increased 1 507 Students	English Learners  Orange 1.9% suspended at least one day Increased 1.4 216 Students	Foster Youth Less than 11 Students 1 Student
Homeless 0% suspended at least one day Maintained 0 18 Students	Socioeconomically Disadvantaged  Orange 1.6% suspended at least one day Increased 1.1 433 Students	Students with Disabilities  Orange 1.3% suspended at least one day Increased 1.3 79 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 6.1% suspended at least one day Increased 6.1 49 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 24 Students	0% suspended at least one day Maintained 0 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.1% suspended at least one day Increased 0.6 358 Students	 Blue 0% suspended at least one day Maintained 0 41 Students	Less than 11 Students 9 Students	0% suspended at least one day Maintained 0 13 Students

Conclusions based on this data:

1. Over the past few years, we have used Other Means of Correction (OMC) for discipline.
2. We suspended no Black American students. Full time counselor and a very present Vice Principal have had a positive impact on this.,
3. Rio Vista does not believe that staying home/being suspended changes behaviors. Therefore, OMC are quite helpful

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.

Goal 1

All students will receive a high quality education in a safe environment with high expectations for learning, access to technology, instruction aligned to Common Core Standards that prepares them to be college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

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.

Students need well planned, rigorous instruction to improve academic achievement. Teachers need to use data to drive instruction in all academic areas to determine how best to meet the needs of our students. Using Cycles of Inquiry, teams will create rigorous instructional plans to assure student progress. Based on data, teachers will have the opportunity to provide intervention. Teacher will provide opportunities to struggle productively. They will pose questions that will teach students to think critically. Staff will establish and maintain an environment through out the school that is physically, intellectually, and emotionally safe. Staff will implement strategies learned through the Learning Acceleration PD's to assure an equitable and rigorous education.

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
All students 3-5 on Math CAASPP	We scored 92.3 points below standard. This score was maintained from the prior year.	We will increase our score from 92.3 pts below to 89 pts below. This would move us into the yellow.
All students 3-5 on ELA CAASPP	We scored 78.7 points below standard. This was a decline of 11 points from the prior year.	We will increase our score from 78.7 to 74 pts below standard. This would move us into the yellow band.
English Learners 3-5 Progress on ELPAC	We have 137 EL students. 35% of our EL's are making progress toward standards. This is a decrease of 20%.	Our EL students will increase there progress to standards by 2 percentage points. This goal will move us into the yellow.
Chronic Absenteeism	43.2% of our students are chronically absent. This is an increase of 5.2% from the prior year.	We will decrease chronic absenteeism from 43.2% to 40%. This will place us in the blue band.
SED 3-5 on Math CAASPP	We are 99.3 points below standard. We maintained this score from the prior year.	We will increase our score from 99.3 pts below to 96 pts below standard. This would move us into the orange band.
SED 3-5 on ELA CAASPP	We scored 86.8 points below standard. This score was a decline of 10.5 point from the prior year.	We will increase our score from 86.8 pts below to 83 pts below standard.

		This would move us into the orange band.
SPED 3-5 on Math CAASPP	We scored 176.1 points below standard. This is a significant decline of 20 points from the prior year.	We will increase our score by 20 points which will move us into the orange band.
SPED 3-5 on ELA CAASPP	We scored 141.2 points below grade level. We maintained this score from the prior year.	We will increase our score by 5 points which will move us into the orange band
IReady Math 23-24- EOY K-5	Proficient/Tier 1 23%, 1 grade below/Tier 2- 53%, 2-3 grade levels below/Tier3 - 24%	Increase Tier 1 to 30%, Decrease Tier 2 to 45%, Decrease Tier 3 to 17%
IReady ELA 23-24- EOY	Proficient/Tier 1- 39%, 1 grade below/Tier 2 - 35%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 47%, Decrease Tier 2 to 27%, Decrease Tier 3 to 18%
Suspension Rate	We are in the orange band. We suspended 1.4% at least one day.	We will maintain this rate which will move us into the yellow band.
English Learners 3-5 on Math CAASPP	We scored 102.6 point below standard. This score was maintained from the prior year.	We will increase our score from 102.6 to 99 points below standard. The will move us to the orange band.
English Learners 3-5 on ELA CAASPP	We scored 85.1 points below standard. This score was maintained from the prior year.	We will increase our score from 85.1 to 81 points below standard. This will move us to the orange band.

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	Implement and review district and ongoing site assessment data. All instruction is driven by data and common core standards. Staff will look at lesson design, avid instructional strategies, Learning Acceleration, and alignment to Response to Intervention instruction. Staff will collaborate to support students.	All Students Black American, Hispanic, Low Income, Foster Youth, English Learner, African Americans	17000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Computer applications including but not limited to iReady, 2500 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies including technology and PE Equipment. 4500 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies including technology, manipulatives, books, and PE Equipment
1.2	Provide teacher release time to collect and analyze data through the Cycle of Inquiry/Cycle of Continuous Improvement	All Students Low Income, Foster Youth, English Learner, African American	22300

			Funded through the Educator's Effectiveness Block Grant
1.3	Maintain and enhance Response to Intervention system and recruit and hire intervention specialist.	All Students Low Income, Foster Youth, English Learner, African American	7537 CSI (3282) 4000 - 4999 Books and Supplies Materials and supplies for Reading Intervention 1000 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies including but not limited to whiteboards, magnetic letters, or trays 69288 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Intervention Specialist 8000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Intervention Specialist
1.4	Before school, After school intervention for long term English Learners, students receiving Special Education services, and students performing below grade level.	All Students Black American, Low Income, Foster Youth, English Learner, African American	10000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay 3000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Clerical support / extra pay
1.5	Student will be able to access NGSS & Common Core standards extra curricular academic experiences including but not limited to: field trips, Garden Science, Food Forest Activities	All Students Black American, Hispanic, Foster Youth, and Homeless	15000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Garden Science and Food Forest Growth 7231 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Admission and Bus cost for field trips 1700 LCFF Supplemental

			1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Sub Costs
1.6	Increase student safety and campus security by providing additional support (i.e. noon supervisors).	All Students Black American, Foster Youth, & Homeless	17000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Noon Supervisors
1.7	Career & College Fair	All Students Black American, Foster Youth, and Homeless	2500 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay 1500 Title I (3070) 4000 - 4999 Books and Supplies College and Career Fair supplies and materials

Annual Review

SPSA Year Reviewed: 2023-24

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.

Student safety is a high priority. Parents have expressed the desire for more student safety particularly what is perceived as bullying. In response, we have 4 noon supervisor positions. One of these has been vacant all year. We are also covering the campus differently during different times to assure student safety. We are continuing to expand our garden to teach children about healthier food choices and the power they have to impact the health of food.

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

We weren't able to put on a College and Career Fair this year. We have already created some initial plans for next year to assure it happens.

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.

This was the first year we implemented PLC Planning days for the staff. The time was utilized for data reflection but we had a rocky start. We will tighten up expectations and become more analytic in the movement of student goals. We will also have a Reading Intervention teacher this next year. Data is show we need to focus on improving our student's ability to read. This skill affects all other 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 2

Title and Description of School Goal

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

Goal 2

Parent, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning and maintain safe learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

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.

Increased communication and engagement with the parents and community of Rio Vista. During conversations with parents during Coffee with the Principal, parents expressed a need for increased communication. Our challenge is a lack of technological savvy on the part of many of our parents. Flyers given to students is a possible solution. Parents and students would appreciate more "Family Events". Planning additional family nights and teaching parents how to use technology are part of this goal. Increase parent/family involvement through the development of a PFC. Engage parents in decision making and support that expands Rio Vista in the direction our parents and community want to see.

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
English Learners 3-5 Progress on ELPAC	We have 137 EL students. 35% of our EL's are making progress toward standards. This is a decrease of 20%.	Our EL students will increase there progress to standards by 2 percentage points. This goal will move us into the yellow.
All students 3-5 on Math CAASPP	We scored 92.3 points below standard. This score was maintained from the prior year.	We will increase our score from 92.3 pts below to 89 pts below. This would move us into the yellow.
All students 3-5 on ELA CAASPP	We scored 78.7 points below standard. This was a decline of 11 points from the prior year.	We will increase our score from 78.7 to 74 pts below standard. This would move us into the yellow band.
English Learners 3-5 on Math CAASPP	We scored 102.6 point below standard. This score was maintained from the prior year.	We will increase our score from 102.6 to 99 points below standard. The will move us to the orange band.
English Learners 3-5 on ELA CAASPP	We scored 85.1 points below standard. This score was maintained from the prior year.	We will increase our score from 85.1 to 81 points below standard. This will move us to the orange band.
SED 3-5 on Math CAASPP	We are 99.3 points below standard. We maintained this score from the prior year.	We will increase our score from 99.3 pts below to 96 pts below standard. This would move us into the orange band.

SED 3-5 on ELA CAASPP	We scored 86.8 points below standard. This score was a decline of 10.5 point from the prior year.	We will increase our score from 86.8 pts below to 83 pts below standard. This would move us into the orange band.
SPED 3-5 on Math CAASPP	We scored 176.1 points below standard. This is a significant decline of 20 points from the prior year.	We will increase our score by 20 points which will move us into the orange band.
SPED 3-5 on ELA CAASPP	We scored 141.2 points below standard. We maintained this score from the prior year.	We will increase our score by 5 points which will move us into the orange band
Black American 3-5 on Math CAASPP	We are 126.3 points below standard. This was a significant decline of 20 points from the prior year	We will increase this score by 10 points. This student group does not have a color band.
Black American 3-5 on ELA CAASPP	We are 111 points below standard. This was a significant decline of 40 points from the prior year.	We will increase this score by 10 points. This student group does not have a color band.
Hispanic 3-5 on Math CAASPP	We are 95.2 points below standard. This score was maintained from the prior year.	We will increase our score from 95.2 points to 90 points below standard. This will move us into the orange band.
Hispanic 3-5 on ELA CAASPP	We are 84.3 points below standard. This score was a decline of 12.7 points below standard.	We will increase our score from 84.3 point to 80 points below standard. This will move us into the orange band.
IReady Math 23-24- EOY K-5	Proficient/Tier 1- 39%, 1 grade below/Tier 2 - 35%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 30%, Decrease Tier 2 to 45%, Decrease Tier 3 to 17%
IReady ELA 22-23- EOY K-5	Proficient/Tier 1- 37%, 1 grade below/Tier 2 - 37%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 47%, Decrease Tier 2 to 27%, Decrease Tier 3 to 18%

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	Provide outreach to parents and communicate via phones, email, newsletters, electronic marquee.	All Students Low income, English Learners, Black American	3000 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Print shop 2000 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies 5000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra support to support evening events 4000 LCFF Supplemental

			4000 - 4999 Books and Supplies Food and supplies for parent involvement included but not limited to Java with Janis and Family Nights
2.2	Provide parent engagement opportunities and support in an effort to have more parents qualified to volunteer to support students in and out of the classroom, to continue expanding our newly created PFC, and continue to promote and encourage participation in ELAC. Provide a full time Community Service Assistance to support and encourage involvement and ease of communication. Provide funding to reimburse parents for volunteering costs.	All Students All Student	4500 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay 2000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Clerical support 1500 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies 24291 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) CSA for parent engagement and support 20000 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Service Asst. 2000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) CSA extra pay for parent engagement and support 1710 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Materials and supplies for Family Events 3000 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Reimburse parents for volunteering process expense
2.3	Increase the number of Family Nights thereby increasing collaboration between staff and families.	All Students SED, Black Americans, English Learners	5000 Title I (3070)

	Connect with Families during Family Nights, Java with Janis, and other Parent/Community Events	4000 - 4999 Books and Supplies Supplies and projects for Family Nights 3564 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Staff participation during Family Nights 8000 Title I (3070) 4000 - 4999 Books and Supplies Provide food for Family Nights
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Annual Review

SPSA Year Reviewed: 2023-24

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.

Having a CSA is critical to the successful communication with and by our families. We continue to provide funding for a full time CSA. We were successful in our goal of increasing our number of family nights. We had four. This year we will increase it and maintain 5 family nights.

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

We are struggling to provide our parents a way to complete the volunteering process without having to take money from their pockets initially. Right now we do pay parents back for the process. I wanted and still want to find a way to have a service come on site during a family night, but can't do it due to insurance. We are still working on finding a way to make this happen.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We were successful in our goal of increasing our number of family nights. We had four. This year we will increase it and maintain 5 family nights.

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.

Goal 3

High quality, culturally proficient and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students in a safe environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

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.

Students of varying backgrounds and levels of behavioral needs will be provided with tiered levels of support based on MTSS/PBIS practices and research based instructional strategies. Although we do not have a high suspension rate, our office referrals are constant with many of the same students. Using Positive Office Referral and catching students making good choices is part of our PBIS practice. Our Social Justice League are creating lessons to address cultural diversity and respect. Through books on diversity and acceptance, books are read, discussed, and lessons are taught.

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
IReady Math 22-23- EOY K-5	Proficient/Tier 1- 39%, 1 grade below/Tier 2 - 35%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 30%, Decrease Tier 2 to 45%, Decrease Tier 3 to 17%
IReady ELA 22-23- EOY K-5	Proficient/Tier 1- 37%, 1 grade below/Tier 2 - 37%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 47%, Decrease Tier 2 to 27%, Decrease Tier 3 to 18%
All students 3-5 on Math CAASPP	We scored 92.3 points below standard. This score was maintained from the prior year.	We will increase our score from 92.3 pts below to 89 pts below. This would move us into the yellow.
All students 3-5 on ELA CAASPP	We scored 78.7 points below standard. This was a decline of 11 points from the prior year.	We will increase our score from 78.7 to 74 pts below standard. This would move us into the yellow band.
English Learners 3-5 on Math CAASPP	We scored 102.6 point below standard. This score was maintained from the prior year.	We will increase our score from 102.6 to 99 points below standard. The will move us to the orange band.
English Learners 3-5 on ELA CAASPP	We scored 85.1 points below standard. This score was maintained from the prior year.	We will increase our score from 85.1 to 81 points below standard. This will move us to the orange band.
Chronic Absenteeism	43.2% of our students are chronically absent. This is an increase of 5.2% from the prior year.	We will decrease chronic absenteeism from 43.2% to 40%. This will place us in the blue band.

Black American 3-5 on Math CAASPP	We are 126.3 points below standard. This was a significant decline of 20 points from the prior year	We will increase this score by 10 points. This student group does not have a color band.
Black American 3-5 on ELA CAASPP	We are 111 points below standard. This was a significant decline of 40 points from the prior year.	We will increase this score by 10 points. This student group does not have a color band.
Hispanic 3-5 on Math CAASPP	We are 95.2 points below standard. This score was maintained from the prior year.	We will increase our score from 95.2 points to 90 points below standard. This will move us into the orange band.
Hispanic 3-5 on ELA CAASPP	We are 84.3 points below standard. This score was a decline of 12.7 points below standard..	We will increase our score from 84.3 point to 80 points below standard. This will move us into the orange band.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Professional development opportunities are needed that support PBIS/Equity, effective teaching strategies for all students . Through diversification of the school library (and classroom libraries as needed) to reflect our students we will engage students. After school intervention will be offered based on data, pre and post.	All Students Low income, foster youth, English learners. Black Americans	866.82 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Professional development 5000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher release time 5000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After school intervention and academic support specifically for English Learners. 5000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) After school intervention and academic support including but not limited to math 4160.20 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies including technology
3.2	Materials and supplies that support a safe and engaging learning environment, PBIS, Character Education Program and infrastructure that supports teaching, learning, and a safe environment. Opportunities for Home Visits will be supported to	All Students Black American, Hispanic, Foster Youth & Homeless	8455 Title I (3070) 4000 - 4999 Books and Supplies

	connect with and understand the cultures of our students and their families.	Materials and supplies including culturally responsive texts 7500 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies including culturally responsive texts 4000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide Home Visits and supports academically 8000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher release time to attend professional development 6000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Outside consultants, presenters, etc
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Annual Review

SPSA Year Reviewed: 2023-24

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.

Our Math Learning acceleration is increasing our educational equity. Student engagement has increased and so has the love of math. Through our PBIS program we are focusing on improving absenteeism and reduce frequent office visits. We have reinstated our Perfect Attendance Awards and the Free Dress Pass they get for it. This has been very well received. Our morning announcements having birthdays announced assures students wanting to be at school on their birthday. This create a piece of positive culture.

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

Their aren't any major differences this year. We want to continue with the same plan as last year because it's showing progress. We are also continuing to expand our culturally relevant text.

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.

Last year we expanded the culturally relevant texts in the classroom. This year we are focusing on expanding our library.

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.

Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

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 support Tier 3 students need by providing additional interventions and through data driven instruction. Additionally, culturally diversity and acceptance is a high need. Conflicts arise due to racial slurs. Cultural awareness through our Social Justice curriculum will reduce this by teaching acceptance.

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
Chronic Absenteeism Rates	43.2% of our students are chronically absent. This is an increase of 5.2% from the prior year.	We will decrease chronic absenteeism from 43.2% to 40%. This will place us in the blue band.
All students 3-5 on Math CAASPP	We scored 92.3 points below standard. This score was maintained from the prior year.	We will increase our score from 92.3 pts below to 89 pts below. This would move us into the yellow.
All students 3-5 on ELA CAASPP	We scored 78.7 points below standard. This was a decline of 11 points from the prior year.	We will increase our score from 78.7 to 74 pts below standard. This would move us into the yellow band.
English Learners 3-5 on Math CAASPP	We scored 102.6 point below standard. This score was maintained from the prior year.	We will increase our score from 102.6 to 99 points below standard. The will move us to the orange band.
English Learners 3-5 on ELA CAASPP	We scored 85.1 points below standard. This score was maintained from the prior year.	We will increase our score from 85.1 to 81 points below standard. This will move us to the orange band.
SED 3-5 on Math CAASPP	We are 99.3 points below standard. We maintained this score from the prior year.	We will increase our score from 99.3 pts below to 96 pts below standard. This would move us into the orange band.

SED 3-5 on ELA CAASPP	We scored 86.8 points below standard. This score was a decline of 10.5 point from the prior year.	We will increase our score from 86.8 pts below to 83 pts below standard. This would move us into the orange band.
Black American 3-5 on Math CAASPP	We are 126.3 points below standard. This was a significant decline of 20 points from the prior year	We will increase this score by 10 points. This student group does not have a color band.
Black American 3-5 on ELA CAASPP	We are 111 points below standard. This was a significant decline of 40 points from the prior year.	We will increase this score by 10 points. This student group does not have a color band.
Hispanic 3-5 on Math CAASPP	We are 95.2 points below standard. This score was maintained from the prior year.	We will increase our score from 95.2 points to 90 points below standard. This will move us into the orange band.
Hispanic 3-5 on ELA CAASPP	We are 84.3 points below standard. This score was a decline of 12.7 points below standard.	We will increase our score from 84.3 point to 80 points below standard. This will move us into the orange band.
IReady Math 23-24- EOY K-5	Proficient/Tier 1- 39%, 1 grade below/Tier 2 - 35%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 30%, Decrease Tier 2 to 45%, Decrease Tier 3 to 17%
IReady ELA 22-23- EOY K-5	Proficient/Tier 1- 37%, 1 grade below/Tier 2 - 37%, 2-3 grade levels below/Tier3- 26%	Increase Tier 1 to 47%, Decrease Tier 2 to 27%, Decrease Tier 3 to 18%

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	Provide students with additional academic counseling and social emotional support	All Students Black American, Foster Youth, Homeless	22388.87 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Program Specialist for additional support 49412.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Program Specialist for additional support 13611.13 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Program Specialist for additional support 10000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Social Emotional and Student Mentoring

<p>4.2</p>	<p>Focusing on student with Tier 3 needs, provide students with interventions and home visits</p>	<p>All Students Black American, Foster Youth, Homeless</p>	<p>2500 LCFF Supplemental 4000 - 4999 Books and Supplies Supplies including but not limited to copies and postage 2000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Including but not limited to extra after school support and home visits 5000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Academic support after school - 6 week rounds 1521.18 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Social Emotional support after school</p>
<p>4.3</p>	<p>Provide additional social emotional support through counseling</p>	<p>All Students Black American, Hispanic, Foster Youth & Homeless</p>	<p>6730.33 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional counseling support for all students and focal scholars 1293.13 Title I (3070) 4000 - 4999 Books and Supplies Books and Materials for Social Justice Curriculum and Development 3000 LCFF Supplemental 4000 - 4999 Books and Supplies Books and Supplies for but not limited to Social Justice Curriculum and Culturally Relevant Text 13269.67 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional counseling support for all students and focal scholars</p>

Annual Review

SPSA Year Reviewed: 2023-24

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.

There is a continued need to focus on the progress of our Black American sub group. The funds for books are going to more accurately reflect our students of color particularly through novel studies. We will continue to create our environment as one of acceptance and appreciation of the diversity of our school.

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

This being a newer goal, we will maintain the same goals as last year with a more specific analysis of Black student progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have an increase focus, call out, the scores and progress specific to our black students. We need to bring this sub group's data to the forefront to achieve 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 5

Title and Description of School Goal

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

Goal 5

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2023-24

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.

Describe any major differences between the intended implementation and/or the 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.



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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$464,329.33
Total Federal Funds Provided to the School from the LEA for CSI	\$76,825.00

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 (\$)

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

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 (\$)
	\$22,300.00
CSI (3282)	\$76,825.00
LCFF Supplemental	\$187,500.00
Site Discretionary	\$6,730.33
Title I (3070)	\$169,264.00
Title I Parent Engagement (3068)	\$1,710.00

Subtotal of state or local funds included for this school: \$464,329.33

Total of federal, state, and/or local funds for this school: \$464,329.33

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
Site Discretionary	50,050	43,319.67
LCFF Supplemental	187,500	0.00
CSI (3282)	76,825	0.00
Title I Parent Engagement (3068)	1710	0.00
Title I (3070)	169,264	0.00
Title I Carryover	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	22,300.00
CSI (3282)	76,825.00
LCFF Supplemental	187,500.00
Site Discretionary	6,730.33
Title I (3070)	169,264.00
Title I Parent Engagement (3068)	1,710.00

Expenditures by Budget Reference

Budget Reference	Amount
	22,300.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	245,485.18
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	68,291.00
4000 - 4999 Books and Supplies	66,155.33
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	45,231.00
5800 Professional/Consulting Services and Operating Expenditures	16,866.82

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		22,300.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	69,288.00
4000 - 4999 Books and Supplies	CSI (3282)	7,537.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	103,133.18
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	24,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	11,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	32,000.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	16,866.82
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	6,730.33
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	66,333.67
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	44,291.00
4000 - 4999 Books and Supplies	Title I (3070)	45,408.33
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	13,231.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	1,710.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,056.00
Goal 2	89,565.00
Goal 3	53,982.02
Goal 4	130,726.31

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
Jessica Thomson	Other School Staff
Phil Kubota	Classroom Teacher
Alison Wilkey	Classroom Teacher
Kimberly Anderson	Classroom Teacher
Nohora Rodriguez	Parent or Community Member
Rachelle Floyd	Parent or Community Member
Janet Vela	Parent or Community Member
Maria Cristina Hernandez	Parent or Community Member
Carolina Leon-Hernandez	Parent or Community Member
Janis Heden	Principal

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
	District/School Liaison Team for schools in Program Improvement

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 5/23/24.

Attested:

	Principal, Janis Heden on 6/4/2024
	SSC Chairperson, Janis Heden on 6/4/2024

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

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