

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Rio Vista Elementary School
Address	67700 Verona Road Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-0105767
Principal	Aaron Tarzian
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024 - 6/30/2025
Schoolsite Council (SSC) Approval Date	April 30, 2024
Local Board Approval Date	June 25, 2024

This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile 4
- Purpose and Description..... 4
- Educational Partner Involvement 5
- Resource Inequities 6
 - Needs Assessment – Review of Performance 7
 - Reflections: Success 8
 - Reflections: Identified Need 9
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - Student Population 14
 - Overall Performance 16
 - Academic Performance 17
 - Academic Engagement 23
 - Conditions & Climate..... 26
- Annual Review and Update 29
 - Goal 1 – Increased Academic Achievement 29
 - Goal 2 – Parent Engagement..... 41
 - Goal 3 – Safe and Healthy Learning Environment..... 44
- Goals, Strategies, & Proposed Expenditures 52
 - Goal 1 52
 - Goal 2..... 65
 - Goal 3..... 69
- Centralized Services for Planned Improvements in Student Performance 78
- Budget Summary and Consolidation 80
 - Budget Summary 80
 - Allocations by Funding Source..... 80
 - Other Federal, State, and Local Funds 80
 - Expenditures by Funding Source 82
 - Expenditures by Budget Reference 83
 - Expenditures by Budget Reference and Funding Source 84
- School Site Council Membership 85
- Recommendations and Assurances 86
- Title I and LCFF Funded Program Evaluation 87

Instructions.....99
 Instructions: Linked Table of Contents.....99
 Purpose and Description.....99
 Educational Partner Involvement100
 Resource Inequities100
Goals, Strategies, Expenditures, & Annual Review100
 Annual Review102
 Budget Summary102
 Appendix A: Plan Requirements104
 Appendix B:.....106
 Appendix C: Select State and Federal Programs108

School Vision and Mission

At Rio Vista, we empower students to have success with academics, behavior, and social-emotional skills to support them becoming lifelong learners and caring productive citizens in our diverse global community.

School Profile

Rio Vista Elementary School, located in Cathedral City, opened its doors for the first day of school on August 30, 2004. As one of 16 elementary schools in the Palm Springs Unified School District, Rio Vista serves approximately 685 students in grades TK through fifth grade. The campus consists of 30 classrooms, a kindergarten building with four classrooms, a multipurpose building, an administrative office, a library building, and a large playground. A Head Start building is also located on the campus. The school is located in a neighborhood that has the potential for continued growth. The majority of the students live within walking distance. Many students attend through intradistrict transfers.

Rio Vista Elementary parents and staff have participated in decisions to set the tone, traditions, and practices for years to come. Establishing and maintaining the culture of our school falls into the hands of our entire learning community. Our focus statement, Rangers Lead the Way, is being realized as the entire community participates in the processes that becomes our practice.

The Rio Vista website provides parents with up-to-date information about school activities, grade-level events, educational websites, and PTA announcements. A dedicated cadre of parents volunteers regularly in classrooms. Each grade level holds a Back to School Night to provide information for parents for each child in their family. The active Parent Teacher Association, under strong leadership, meets frequently and is dedicated to increasing parent involvement.

The School Site Council members are elected on a rotating schedule to provide continuity. The ten-member Council is fulfilling its duties as assigned. The Single Plan for Student Achievement is updated annually by the School Site Council with the support and advisory from the English Learner Advisory Committee (ELAC). Our school will evaluate the effectiveness of our SPSA shortly after state testing scores are released and our SSC and other leadership groups have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Rio Vista Elementary Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Rio Vista Elementary School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

–Staff/Teacher Nominations were taken the week of 8/28/23. Voting occurred through a Google Form 9/5/23 - 9/8/23. Three new teachers were elected & one other staff member: Dineen Knight (teacher), Sabrina Molhoek (teacher), Annette Nuntasiri (teacher), and Angelica Rodas (other staff).

–We discovered that one of the teachers elected, Sabrina Molhoek, could not serve on the site council due to her not having a rostered class. We collected teacher nominations starting 10/30/23. Voting occurred through a google form 12/4/23-12/8/23. One new teacher was elected: Kathleen Yearwood.

–Parent/Community Election: An electronic parent nomination form was sent home via our weekly newsletter (using text message, email, ParentSquare, and posted on our school website) on 8/23/2023 and due on 9/1/2023. We received 2 parent nominations for the 2 parent openings we had. The ballots were sent home via our weekly newsletter (using text message, email, ParentSquare, and posted on our school website) on 9/6/2023 and due on 9/15/2023. Two new parents were elected: Christiana Andrade Romo & Brandi Moreno

–We discovered that one of the parents elected on 9/15/23 was also a staff member at the school (Brandi Moreno), so we collected new nominations and had a new election. An electronic parent nomination form was sent home via ParentSquare on 9/29/23 and was due by 9/29/23. We received 10 nominations for the 1 parent opening we had. The ballot was sent home on 10/2/23 and was due 10/6/23. One new parent was elected: JR Corrales

SSC Meeting Dates and Topics:

–9/20/23: SSC Training

–10/10/23: Review bylaws, elect officers, future meeting dates/time, Title I: parent and family engagement policy, home/school compact, uniform complaint procedure reviewed, data review (academic, attendance, behavior), 2023-24 SPSA was reviewed, SPSA fall update 2023-24 was discussed/input collected, budget reviewed.

–10/24/23: Fall revise of the 2023-24 SPSA was completed, updated actions, and discussed data (beg of year assessments, attendance, discipline, 2023 CAASPP summative), SPSA Budget, ELAC report

–12/12/23: Data review (attendance/behavior), school safety update/comprehensive safety plan, budget, ELAC report

–1/16/24: Data review (CA Dashboard Data, attendance, behavior), Comprehensive School Safety Plan discussed/input, budget update

–2/20/24: Winter Data review (Star data, attendance, behavior), Comprehensive School Safety Plan approved, budget report, SPSA budget report/discussion around spending adjustments

–3/19/24: Reviewed budget & made adjustments based on actuals, LCAP info and input, Reviewed 2023-24 SPSA, ELAC report

–4/9/24: Reviewed budget, reviewed 2023-24 SPSA & discussed actions/budget actuals, input/discussion for 2024-25 SPSA, reviewed data (2023 CA Dashboard, 2023-24 attendance, 2023-24 Star assessment data, 2023-24 behavior/suspension data, 2023-24 Panorama survey data), ELAC report (sharing of needs assessment)

–4/30/24: Input considered from ELAC, Evaluation of SPSA actions and services for 2024-25 plan, approval of 2024-25 SPSA, SSC provided response to ELAC from input

ELAC Meeting Dates and Topics:

–10/11/23: Student awards, reviewed ELAC purpose, reviewed bylaws, reviewed incoming local data (academic, attendance, and discipline), held election for membership and DELAC rep & president, went over ELAC webpage, uniform complaint procedure reviewed, went over community news

–1/10/24: Student awards, DELAC representative report, reviewed 2023 CA Dashboard Data, completed needs assessment, 2024/25 School Plan for Student Achievement (SPSA) Evaluation/discussion, discussed community news.

–2/28/24: Student awards, DELAC representative report, reviewed winter 2024 academic star data, attendance data, PSUSD & RVES family climate survey, community news

–4/25/24: Reviewed CA Dashboard/attendance/discipline data/Panorama climate survey data, further 2023-24 School Plan for Student Achievement (SPSA) Evaluation/discussion, discussed plans for next year including input/discussion for 2024-25 SPSA, input form was completed to be provided to the SSC

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section), as well as the review of the California School Dashboard data, Star reading and math assessments results, behavior data, and Panorama Survey Input, the SSC recommends the following revisions to the SPSA:

–To improve student outcomes in ELA and Math, we will establish dedicated Tier 2 intervention periods within the school day, designed and managed through our Professional Learning Communities (PLCs). These interventions will be flexible and tailored to the specific needs of students, driven by insights from common data assessments conducted by PLC teams, which focus on essential standards/SMART Goals. To support the delivery of small group instruction across all grade levels throughout the school day, we will support our staff with additional paraeducators. This approach ensures that our interventions are both data-informed and collaboratively executed, enhancing their effectiveness and relevance to student needs.

–The leadership team will aid Professional Learning Communities (PLCs) in creating common assessments, collecting and analyzing data, focusing on subgroups (SWDs and ELs), and implementing classroom-based Tier 2 interventions.

–Strengthen teacher support by further utilizing our district TOSA to enhance academics, behavior, and social-emotional learning. Focus on improving Tier 1 instruction in reading, math, and writing to better meet individual student needs using tools such as writing workshop, UDL, and the launch-explore-summary math instructional model. The district TOSA will prioritize support for teachers working with subgroups including ELs and SWD.

–Enhance writing instruction across all grade levels by providing effective Tier 1 instruction that addresses individual student needs through a UDL approach.

–Offer targeted interventions beyond the school day for students in need, prioritizing SWD and EL student subgroups.

–Support English learners through integrated and designated instructional strategies, and provide professional development to staff to ensure effective implementation.

–Improve student safety and school climate through consistent monitoring and supervision by all staff members, and continue activities that foster healthy relationships.

–Organize family nights to promote community engagement and increase parent involvement.

–Maintain and enhance positive attendance incentives, while exploring new strategies to address chronic absenteeism.

Make sure to target all student groups: SED, SWD, EL, Homeless, Hispanic, & White students.

–Further develop tiered responses within the MTSS framework to ensure students' behavioral, social-emotional learning, and academic needs are met.

–Further implement Playworks to provide a more structured and consistent playground experience, with the goal of improving school culture, reducing behavior referrals, and minimizing suspensions.

–Further develop the Rio Vista literacy team for grades TK-5, dedicated to supporting the school in making research-based decisions that align with PSUSD's ongoing efforts. This approach will ensure students develop essential foundational skills in structured literacy.

–To improve reading development in Kindergarten, we will implement the Learning Dynamics program/curriculum.

–To improve outcomes for SWD and reduce the achievement gap, we will further implement UDL strategies to remove barriers for students and help students make progress towards grade level standards.

ELAC Input for the 2024-25 SPSA:

ELAC input to SSC was considered throughout the school year through the ELAC report agenda item on each SSC agenda. For the 2024-25 SPSA development, ELAC completed the input form and provided that to the SSC during their April 2024 meeting.

Resource Inequities

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

Academics -

According to the 2023 CA Dashboard Academic Data and most recent 2023-24 Star academic assessment data, our Students with Disabilities student group (SWD) and English Learner group (EL) continue to perform below English only or the all student group.

SWD Subgroup - According to the 2023 CA Dashboard Data, our SWD students are 119 points below standard in ELA and 129 points below in math, scoring “very low - red” performance level. Our all student group is one level higher than the SWD group scoring 37.2 below standard in ELA and 60 below standard in math scoring in the “low - orange” performance level.

In the most recent Star assessment (Winter 2024), 10.5% of our SWD subgroup met standard as compared to 31% for the all student group in ELA and 18% of our SWD subgroup met standard as compared to 22.7% for the all student group in math.

EL Subgroup - According to the 2023 CA Dashboard Data, our EL students are 64 points below standard in ELA and 83 points below in math, scoring “low - orange” performance level. Our all student group is scoring at the same level as the EL group scoring 37.2 below standard in ELA and 60 below standard in math scoring in the “low - orange” performance level. However, this is a group that we need to monitor as our locally calculated data also shows that there is a significant gap in performance from the all student group.

In the most recent Star assessment (Winter 2024), 7.8% of our EL subgroup met standard as compared to 31% for the all student group in ELA and 16% of our EL subgroup met standard as compared to 22.7% for the all student group in math.

We will further address these inequities (SWD and ELs) by ensuring our district TOSA works to support not only general education classroom teachers with strategies to support all students but specifically students with disabilities and EL students. The district TOSA will provide additional coaching and support to our RSP teachers and SDC teachers, in further differentiation of lessons and ensuring appropriate strategies are used during whole group and small group instruction to effectively meet the needs of this group.

Additionally, SWD and EL subgroups of students will be given priority for intervention.

Tier 2 intervention periods will be added within the school day to support differentiated instruction for students. These interventions will be flexible and tailored to the specific needs of students, driven by insights from common data assessments conducted by PLC teams, which focus on essential standards/SMART Goals. Having tier 2 intervention time during the school day will allow our SWD and our EL students to receive small group support while not missing core instruction. We will also shift our emphasis on staff professional development towards leveraging assessments, enhancing collaboration, and fostering collective teacher efficacy to improve student outcomes for each of these student groups. We will partner with Solution Tree to implement and refine the Professional Learning Communities (PLC) model, ensuring a more data-driven approach to enhance instructional practices and student achievement.

English Learner Performance - Our current RFEP rate stands at 7.7%, which is significantly below the rates for PSUSD (9.09%).. A sustained focus on supporting EL students in learning English through the specific actions outlined in this update of the SPSA is essential to help more of our students learn English and become eligible for reclassification. Looking at our ELPAC Data, according to the 2023 CA Dashboard Data, 36% of our English learners (ELs) are making progress towards English proficiency, earning us a “very low - red” score on the CA School Dashboard. Based on our 2022-23 ELPAC scores, only 6.75% of our students are performing at a level 4 (Well Developed - Proficient Band), which represents a 7 percentage point decrease from the previous ELPAC administration, indicating limited progress in this area.

In our 2024-25 SPSA, we will maintain funding for designated ELD time to ensure our English learners receive small group instruction tailored to their needs. In our 2024-25 SPSA, we further specify that instruction will utilize strategies learned during the 2023-24 professional development sessions that was provided to us with support from the EL Department. Moreover, we emphasize the need to support ELs using both integrated and designated instructional strategies, based on staff feedback and observation of instruction. Additionally, we will continue to prioritize ELs for after-school intervention outlined in goal 1, in order to further support our EL subgroup in closing the achievement gap. We will also shift our emphasis on staff professional development towards leveraging assessments, enhancing collaboration, and fostering collective teacher efficacy to improve student outcomes for each of these student groups. We will partner with Solution Tree to implement and refine the Professional Learning Communities (PLC) model, ensuring a more data-driven approach to enhance instructional practices and student achievement.

Attendance -

According to the 2023 CA Dashboard Data and confirmed by the 2023-24 local attendance data, an inequity in Chronic absenteeism has been identified for all subgroups for our school: SED, SWD, EL, Homeless, Hispanic, and White. According to the 2023 CA Dashboard Data, each of these groups scored in the “very low - red” performance level, which is also where our “all student” group also performed. In goal 3 of our 2024-25 plan, we will provide more specific outreach to these families and incentives targeting attendance overall. We have refined attendance activities to the 2024-25 SPSA around the use of PBIS Rewards and further developing an attendance committee that can monitor and respond to attendance data that we believe will support this subgroup as well as the all students group attendance improving overall.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Suspension Rate Indicator - The Fall 2023 CA School Dashboard indicated the overall school performance as low in suspension rate (1.2%), an indication of the effective school climate practices and other means of correction at the school. This was a reduction of 0.7% from the previous year. 2023-24 locally calculated data provided by the Student Services department indicates a rate of 1.1% at the time of plan writing, indicating that we remain on track to maintaining our low suspension rate.

School climate -Parents reported on the Winter 2024 Panorama survey that Rio Vista has a climate of support of academic learning with 95% responding favorably to questions around that area. 96% of parents feel a sense of belonging and connectedness to the school. On the Winter 2024 Panorama Student Climate Survey, students responded favorably 87% of the time regarding Rio Vista's climate of support for academic learning, indicating an 8% increase from the Winter 2023 survey. Additionally, 83% of students reported a sense of belonging to the school in the Winter 2024 survey, a 9 point increase from the previous survey. On the Winter 2024 Panorama Student SEL Survey, all areas demonstrated increased positive results. Almost all areas increased by about 14 points (growth mindset +15 pts, social awareness +13 pts, grit +15 pts, self-management +9 pts, and self-efficacy +14 pts).

ELA - Improvement in ELA has been evident in the 2023-24 school year. 2023-24 Star test results indicate improvement in reading throughout the year. Results from the winter screening window indicate that 31% of students are projected to score at level 3 or 4 on the upcoming CAASPP assessments in ELA, which is an improvement of the previous year where only 27% were estimated to be a level 3 or 4 on the CAASPP assessment in ELA.

Math - Winter screening window Star results showed improvement in mathematics, with 22.7% of students projected to score at a level 3 or 4 on CAASPP assessment in math, which is an improvement of the previous year where only 16% were estimated to be a level 3 or 4 on the CAASPP assessment in Math.

Supporting actions:

–The academic coach organized after school intervention for students struggling. Students were targeted for this intervention based on ELA data we obtained from incoming Star assessments that were performed at the beginning of the year. The academic coach ran the intervention working with a group of students, but also trained staff on how to run the intervention so that we could work more one on one with students and provide the intervention to more students.

–The academic coach worked with the LCAP site reading intervention teacher to target students requiring reading intervention based on Star ELA data. There were too many students in need of intervention for the LCAP site reading intervention teacher to serve them all. The academic coach provided intervention for students in grades 4-5.

–During ELD this school year, we have supplemented our instruction with Summit K12 to support our students making progress on the CA ELD standards. We targeted ELPAC level 1 & 2 students during ELD. We have provided an after school enrichment opportunity for our ELPAC level 3 students.

–Both primary and intermediate staff benefited from grade-level coaching and support through on-site professional development focused on mathematics this year. This year we focused on implementing the Launch, Explore, Summary math model which is about creating opportunities for children to engage in mathematical discussions, exploring multiple approaches to problem-solving, embracing mistakes as learning opportunities, and fostering an understanding of math concepts for students.

–Two staff developers from The Reading and Writing Project collaborated with our staff to enhance writing instruction that aligns with the California Common Core Standards, utilizing the Units of Study in Narrative, Information, and Opinion writing.

–A team of leadership teachers led by our AP attended a PLC Institute in Pasadena California in September of 2023. The team returned and led a staff development for all of our grade 3-5 teachers supporting the implementation of the PLC concepts across our upper grades.

–A team of teachers led by our Principal attended a PLC Summit in Phoenix, AZ in February 2024. A guiding coalition consisting of mostly trained staff has begun to help our school develop a common mission, vision, and collective commitments to begin the work of creating a true PLC schoolwide.

–With support from our EL Department, we looked at our EPLAC 2023 Summative Data and noted that listening and speaking were our greatest area of need as a school. With that information, we implemented two core integrated strategies to better support our ELs across their day. Those strategies were directed discourse and find a match. After attending a staff development at the beginning of the 2023-24 school year supported by our EL Department, staff worked together in grade level teams to develop and implement integrated ELD strategies.

Reflections: Success

- A team of 7 teachers and 2 administrators are currently participating in the Lexia LETRS professional development. The team is learning about the Science of Reading and becoming a critical lens on our Reading curriculum K-5 to help guide our literacy leadership team's upcoming work.
- Family reading night was a huge success with over 150 families attending the evening.
- Our English Learner Advisory Committee (ELAC) meetings have experienced tremendous success, with consistently high levels of parent attendance and engagement. By incorporating an awards ceremony to celebrate the achievements of our EL students at each meeting, we have seen a significant increase in the number of families attending, with an average of 10-25 families present at every meeting.
- To enhance our school's climate further, the staff has dedicated efforts this year to more consistently apply the practices we've been developing with PBIS-SEL. As part of these efforts, banners displaying the school expectations were hung, serving as a visible example of how the PBIS standards are being more consistently communicated and reinforced by both staff and students.
- We have utilized and maintained the PBIS Rewards application to support the school in using behavior data to support, recognize, and motivate students. The PBIS Team will be tasked at monitoring and using data to support our students improving positive behaviors across our campus.
- We have continued to implement playworks providing necessary supplies and support to the program to support us minimizing suspensions during recess.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

In academics, although we only have one subgroup performing in the "very low-red" performance band, Students with Disabilities (SWD), we have observed achievement gaps between other subgroups and the all-students group (identified below). We are actively identifying and implementing targeted supports to decrease or eliminate these gaps while also striving to improve the performance of all our students.

ELA:

The 2023 Summative CAASPP results reveal that overall, the "all student" group performed significantly below the standard, with an average distance from the standard of -37 in ELA. Moreover, there is an achievement gap between the "all student" group and both the Students with Disabilities (SWD) and English Learners (ELs) subgroups. On the 2023 ELA CAASPP assessment, the "all students" group performed at an average distance from the standard of -36, compared to EL students at -64 and SWD at -119. These rates of achievement are significantly lower than those reported during the last release of the CA School Dashboard Data, underscoring the importance of focusing on the remediation of learning and ensuring that Tier I instruction effectively meets students' needs.

Math:

The 2023 Summative CAASPP results indicate that overall, the "all student" group performed significantly below the standard in Math, with an average distance from the standard of -61. Additionally, there continues to be a notable achievement gap between the "all student" group and both the Students with Disabilities (SWD) and English Learners (ELs) subgroups. In terms of average distance from the standard, the "all students" group performed at -61, the EL group at -83, and the SWD group at -130. These rates of achievement are significantly lower than those reported during the last release of the CA School Dashboard Data, emphasizing the need for remediation of learning and ensuring effective Tier I instruction.

Chronic Absenteeism:

According to our 2023 CA School Dashboard Data, our chronic absenteeism earned us a score of "very high," with 36% of our students being chronically absent. All student subgroups also fall into this category: Socioeconomically Disadvantaged (SED) at 36%, SWD at 42%, EL at 35%, Homeless at 49%, Hispanic at 36%, and White at 39%. As we have significantly focused on attendance this year, our data for the 2023-24 school year, based on a local estimator as of March 2024, shows chronic absenteeism trending at 33.38% of students being chronically absent. This estimator, at this time last year (March 2023), projected our rate at 40.47%, indicating some year-over-year improvement. Additionally, we aim to improve our overall rate of attendance, currently trending as of March 2024 at 91.5%. While this represents an improvement of almost 1.7% year-over-year, we believe there is still room for further improvement.

English Learners:

When the 2023 CA Dashboard Data was released this school year, we noted that our ELPI indicator declined by 11% to an overall 36% of our ELs progressing at least one ELPI level, earning us a "low" ELPI

**Reflections:
Identified
Need**

progress indicator on the CA Dashboard. The 2023 CAASPP ELA and Math results show a significant achievement gap between the all students group and the English Learner (EL) subgroup. On the 2023 ELA CAASPP assessment, the all students group performed at an average distance from the standard of -37, compared to EL students at -64 (decreasing by 14 points from the previous year). The 2023 Math CAASPP results show similar achievement gaps, with the all students group at -61 average distance from standard and the EL group at -83 (decreasing by 14 points from the previous year). The 2023-24 Star Reading and Math assessment results from the Fall 2023 and Winter 2024 screenings show that an achievement gap remains between the all students group and the EL subgroup. For Star Reading, 7.8% of ELs performed at or above the State benchmark in both the Fall and Winter screenings, showing no growth. Similarly, for Star Math, 15.6% of ELs performed at or above the State benchmark in the Fall, with a slight increase to 15.8% in the Winter screening. Our current RFEP rate stands at 7.7%, slightly below the rate for PSUSD (9.09%).

Supporting Actions:

- The school leadership team and PBIS/SEL leadership team will continue to develop the MTSS Framework for the school, ensuring that students in each tier receive the necessary support for success. While progress has been made, further work is needed to provide tailored supports for students based on their needs.
- We must continue exploring ways to offer intervention during the school day in the areas of reading, writing, and math. Math has been identified as a significant area of weakness, primarily due to our current lack of in-school intervention. We plan to utilize professional development in the area of Professional Learning Communities (PLCs) to support teachers in developing Tier 2 interventions that occur during the school day for English Language Arts (ELA) and math.
- After-school intervention will persist for the 2024-2025 school year, as it has yielded positive results for our students. Students attending after-school intervention, including students with disabilities (SWDs) and English learners (ELs), will be targeted to address performance gaps.
- Integrated ELD strategies will be further implemented throughout the school day, complementing the support provided by bilingual paraeducators for designated ELD at each grade level.
- To improve student outcomes in ELA and Math, we will establish dedicated Tier 2 intervention periods within the school day, designed and managed through our Professional Learning Communities (PLCs). These interventions will be flexible and tailored to the specific needs of students, driven by insights from common data assessments conducted by PLC teams, which focus on essential standards/SMART Goals. To support the delivery of small group instruction across all grade levels throughout the school day, we will support our staff with additional paraeducators. This approach ensures that our interventions are both data-informed and collaboratively executed, enhancing their effectiveness and relevance to student needs.
- We will leverage the district TOSA to continue supporting the ongoing implementation, planning, and data analysis of newly learned strategies and routines. The TOSA will focus on assisting special education teachers, as identified through our needs assessment/program evaluation. Our coach will help our teachers target SWDs and ELs through all coaching interactions. The TOSA will place additional emphasis on implementing Universal Design for Learning (UDL) strategies to eliminate barriers and offer more flexible learning opportunities, supporting students in achieving significant academic gains. The coach will also support our work in improving students' skills in writing narrative, informational, and opinion texts in grades TK-5. The TOSA will be part of the leadership team responsible for revamping our K-5 literacy program alongside the reading specialist provided through the LCRS program. Our TOSA, with the support of our reading coach, will provide our staff with more support to ensure that our tier 1 instruction is aligned with the science of reading, supplementing our core curriculum when it is weak in areas. Targeted professional development for staff will be provided, and student performance data will be used to continuously refine our approach.
- With the support of the district TOSA, staff will continue to receive Tier 1 or "best first" curriculum and training to continue utilizing writers' workshop as part of classroom instruction. Trainings will not be provided by outside consultants but will be provided through coaching support and/or staff that have already been trained, which is a change from our previous SPSA. Training/coaching will focus on opinion, informational, and narrative writing across grade levels to better prepare students for the rigorous writing expectations of the CA Common Core Standards and Claim 2 in grades 3-5.
- To address chronic absenteeism, an attendance team, including the school counselor, will further develop its focus on improving the attendance of chronically absent students compared to the 2023-24 school year. We will target all subgroups performing in the "very low-red" performance band in addition to working on reducing chronic absenteeism for all students.
- We will use the PBIS Rewards store to motivate students to attend school. Students attending school will earn points, allowing them to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed to support improving overall attendance, individual attendance, and reducing chronic absenteeism.
- The elementary counselor will continue to support the SEL/Behavior component of the MTSS framework that we are using to build our Tiered MTSS for our school. The counselor will teach SEL lessons monthly to the general education population, provide small group and individual counseling support to students in need, and support multiple school-wide culture/climate initiatives to improve students' experiences on campus. The counselor will monitor students during daily check-ins, continue the calming room/center on

the playground for students who need support, and maintain frequent communication with parents, administration, and teachers to help students make SEL/Behavior growth.

- Staff will continue to promote mindfulness as a daily practice through Restorative Circles and mindful moments using Inner Explorer/other mindfulness tools. The use of PBIS Rewards will be refined to continue promoting positive behavior and create strategies for students who need more resources or support.
- Playworks will be further implemented to provide more structure and routine on the playground, aiming to improve school culture/climate, reduce behavior referrals, and decrease suspensions.
- We will persist in refining our approach to utilizing data and employing our behavior paraeducator in order to further reduce suspensions and provide assistance to general education students experiencing behavioral challenges. This refinement will involve regularly reviewing and analyzing relevant data, such as student behavior patterns, incident reports, and intervention outcomes, to identify areas for improvement. Our behavior paraeducator will work closely with teachers, administrators, and other support staff to develop and implement targeted interventions and strategies that address the specific needs of students struggling with behavior.
- We will continue to supplement our instruction with Summit K12 to support our students making progress on the CA ELD standards. We targeted ELPAC level 1 & 2 students during ELD.
- We will be shifting our emphasis of professional development towards leveraging assessments, enhancing collaboration, and fostering collective teacher efficacy to improve student outcomes. We will partner with Solution Tree to implement and refine the Professional Learning Communities (PLC) model, ensuring a systematic and data-driven approach to enhance instructional practices and student achievement. We will target the performance of our English learners (ELs) and students with disabilities (SWDs) alongside the success of all our students through this work.
- To improve reading development in Kindergarten, we will implement the Learning Dynamics program/curriculum. This tool will ensure that our students have access to decodable, leveled texts appropriate for their reading stages. By integrating Learning Dynamics, we aim to provide a structured, phonics-based approach that supports early reading skills effectively.
- To improve outcomes for SWD and reduce the achievement gap, we will further implement UDL strategies to remove barriers for students and help students make progress towards grade level standards.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.78%	0.87%	6	5	6
African American	1.1%	1.26%	2.17%	7	8	15
Asian	0.9%	0.78%	1.16%	6	5	8
Filipino	3.0%	3.30%	2.17%	20	21	15
Hispanic/Latino	77.4%	76.77%	76.81%	513	489	530
Pacific Islander	0.3%	0.47%	0.43%	2	3	3
White	13.6%	12.56%	11.88%	90	80	82
Multiple/No Response	2.9%	4.08%	4.49%	19	26	31
Total Enrollment				663	637	690

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	93	100	132
Grade 1	108	86	91
Grade 2	122	104	94
Grade3	111	122	117
Grade 4	110	115	133
Grade 5	119	110	123
Total Enrollment	663	637	690

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	169	187	180	25.50%	29.4%	26.1%
Fluent English Proficient (FEP)	88	78	65	13.30%	12.2%	9.4%
Reclassified Fluent English Proficient (RFEP)	19			11.2%		

School and Student Performance Data

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
690	96.5	26.1	1
Total Number of Students enrolled in Rio Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	26.1
Foster Youth	7	1
Homeless	94	13.6
Socioeconomically Disadvantaged	666	96.5
Students with Disabilities	124	18

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.2
American Indian	6	0.9
Asian	8	1.2
Filipino	15	2.2
Hispanic	530	76.8
Two or More Races	31	4.5
Pacific Islander	3	0.4
White	82	11.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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.

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 Orange	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

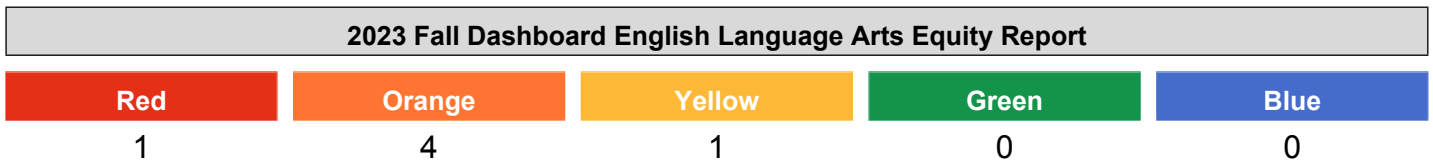
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.
















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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>All Students</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>37.2 points below standard</td> </tr> <tr> <td>Maintained -1.2 points</td> </tr> <tr> <td>361 Students</td> </tr> </tbody> </table>	All Students	 Orange	37.2 points below standard	Maintained -1.2 points	361 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>English Learners</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>63.7 points below standard</td> </tr> <tr> <td>Decreased -14 points</td> </tr> <tr> <td>114 Students</td> </tr> </tbody> </table>	English Learners	 Orange	63.7 points below standard	Decreased -14 points	114 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>Foster Youth</th></tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	2 Students		
All Students																	
 Orange																	
37.2 points below standard																	
Maintained -1.2 points																	
361 Students																	
English Learners																	
 Orange																	
63.7 points below standard																	
Decreased -14 points																	
114 Students																	
Foster Youth																	
Less than 11 Students																	
2 Students																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>Homeless</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>43.3 points below standard</td> </tr> <tr> <td>Decreased -9.9 points</td> </tr> <tr> <td>49 Students</td> </tr> </tbody> </table>	Homeless	 Orange	43.3 points below standard	Decreased -9.9 points	49 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>Socioeconomically Disadvantaged</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>37.9 points below standard</td> </tr> <tr> <td>Maintained -0.4 points</td> </tr> <tr> <td>354 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	37.9 points below standard	Maintained -0.4 points	354 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>Students with Disabilities</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>119.1 points below standard</td> </tr> <tr> <td>Decreased Significantly -24.3 points</td> </tr> <tr> <td>101 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	119.1 points below standard	Decreased Significantly -24.3 points	101 Students
Homeless																	
 Orange																	
43.3 points below standard																	
Decreased -9.9 points																	
49 Students																	
Socioeconomically Disadvantaged																	
 Orange																	
37.9 points below standard																	
Maintained -0.4 points																	
354 Students																	
Students with Disabilities																	
 Red																	
119.1 points below standard																	
Decreased Significantly -24.3 points																	
101 Students																	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.1 points below standard Maintained -1.1 points 279 Students	35.4 points above standard Increased Significantly +15.4 points 17 Students	 No Performance Color 0 Students	 Yellow 3.7 points below standard Decreased -3.7 points 43 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
91.7 points below standard Increased +5.3 points 87 Students	26.7 points above standard Decreased -4.9 points 27 Students	29.2 points below standard Maintained -1.4 points 217 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

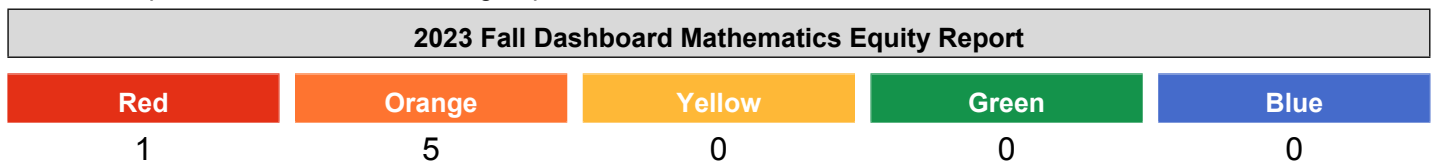
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 60.6 points below standard Decreased -12.9 points 360 Students	English Learners Orange 83.3 points below standard Decreased -13.8 points 114 Students	Foster Youth Less than 11 Students 2 Students
Homeless Orange 58.2 points below standard Decreased -8.3 points 49 Students	Socioeconomically Disadvantaged Orange 61.8 points below standard Decreased -12.2 points 353 Students	Students with Disabilities Red 129.8 points below standard Decreased Significantly -39.5 points 100 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.7 points below standard Decreased -9 points 278 Students	13.8 points above standard Increased +10.4 points 17 Students	 No Performance Color 0 Students	 Orange 39 points below standard Decreased Significantly -34 points 43 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
104.2 points below standard Maintained -0.9 points 88 Students	12.5 points below standard Maintained -1 points 26 Students	53 points below standard Decreased Significantly -16.1 points 216 Students

Conclusions based on this data:

1.

School and Student Performance Data

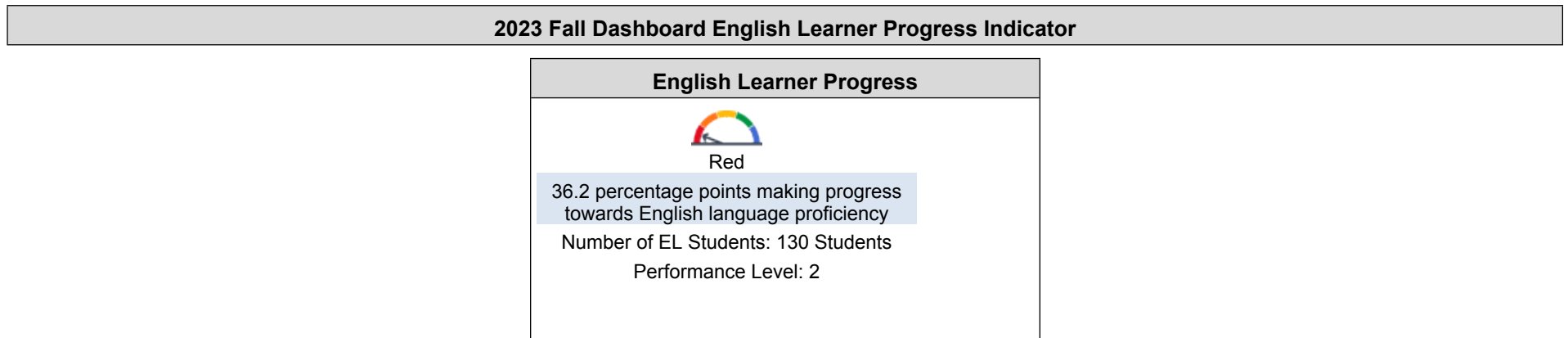
Academic Performance English Learner Progress

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.

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

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



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
27	51	0	46

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

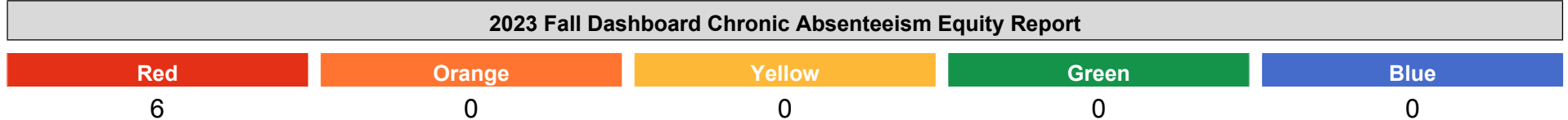
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



 Red

36.4% Chronically Absent

Increased Significantly 11.5

729 Students

English Learners


 Red

34.8% Chronically Absent

Increased Significantly 8.4


187 Students

Foster Youth

Less than 11 Students

8 Students

Homeless



 Red

49.1% Chronically Absent

Increased 7.9

114 Students

Socioeconomically Disadvantaged



 Red

36% Chronically Absent

Increased Significantly 11

700 Students

Students with Disabilities




 Red

42.4% Chronically Absent

Increased Significantly 12.1

158 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">35.3% Chronically Absent</p> <p align="center">0</p> <p align="center">17 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center">50% Chronically Absent</p> <p align="center">Increased 27.3</p> <p align="center">16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p align="center">36.4% Chronically Absent</p> <p align="center">Increased Significantly 10</p> <p align="center">560 Students</p>	<p align="center">25.8% Chronically Absent</p> <p align="center">Increased 2.7</p> <p align="center">31 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center"> Red</p> <p align="center">39.1% Chronically Absent</p> <p align="center">Increased 21.2</p> <p align="center">87 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

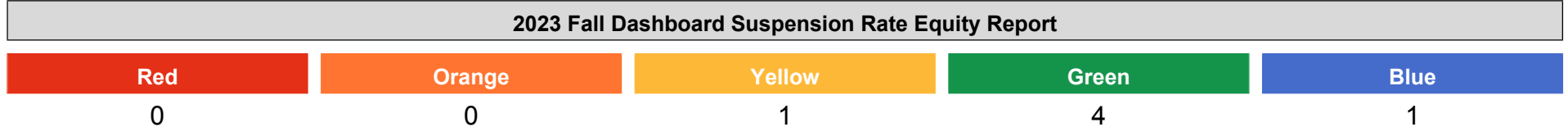
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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


 Green

1.2% suspended at least one day

Declined -0.7
742 Students

English Learners


 Blue


0% suspended at least one day

Declined Significantly -2
191 Students

Foster Youth

Less than 11 Students
8 Students


Homeless


 Green

0.9% suspended at least one day

Declined -1.1
114 Students


Socioeconomically Disadvantaged


 Green

1.3% suspended at least one day

Declined -0.7
705 Students



Students with Disabilities


 Green

1.3% suspended at least one day

Declined -0.8
159 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>17 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 10 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>1.2% suspended at least one day</p> <p>Declined -0.8 569 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 31 Students</p>	<p>Less than 11 Students 3 Students</p>	<p> Yellow</p> <p>2.2% suspended at least one day</p> <p>Maintained 0 90 Students</p>

Conclusions based on this data:

- 1.











Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

Rio Vista will increase academic achievement through tier 1 instruction and academic interventions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	33.0 points below standard	Increased +3 points	All	 Orange	37.2 points below standard	Maintained - 1.2 points
	EL	Yellow	34.7 points below standard	Increased Significantly +15 points	EL	 Orange	63.7 points below standard	Decreased -14 points
	Hisp	Yellow	32.0 points below standard	Increased Significantly +15 points	Hisp	 Orange	48.1 points below standard	Maintained - 1.1 points
	AA	No Performance Level			AA	 Grey		Less than 11 Students
	SED	Yellow	34.5 points below standard	Increased +3 points	SED	 Orange	37.9 points below standard	Maintained - 0.4 points
	SWD	Orange	79.8 points below standard	Increased Significantly +15 points	SWD	 Red	119.1 points below standard	Decreased Significantly - 24.3 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	44.7 points below standard	Increased +3 points	All	 Orange	60.6 points below standard	Decreased - 12.9 points
	EL	Yellow	54.5 points below standard	Increased Significantly +15 points	EL	 Orange	83.3 points below standard	Decreased - 13.8 points
	Hisp	Yellow	44.7 points below standard	Increased Significantly +15 points	Hisp	 Orange	68.7 points below standard	Decreased -9 points
	AA				AA	 Grey		Less than 11 Students



Metric/Indicator

Expected Outcomes

Actual Outcomes

--

AA	No Performance Level		
SED	Yellow	46.5 points below standard	Increased +3 points
SWD	Yellow	75.3 points below standard	Increased Significantly +15 points

SED	 Orange	61.8 points below standard	Decreased - 12.2 points
SWD	 Red	129.8 points below standard	Decreased Significantly - 39.5 points


California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 28.72%

--	--	--	--

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Red	36.2 percentage points	

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 9.3%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.7%

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 30.86% Met or Exceeded Standard for ELA

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 33.91% Met or Exceeded Standard for ELA

Williams Textbook/Materials Compliance

Williams Textbook/Materials Compliance - 100%

Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>#1 Rio Vista will have an Academic Coach to support classroom instruction through model lessons, co-teaching, and by leading staff development. The Coach will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction in the areas of ELA and Math. The coach will focus this work on improving Tier 1 instruction in reading, math, and writing to better meet individual student needs using tools such as writing workshop, UDL, and the launch-explore-summary math instructional model. The Academic Coach will prioritize support for teachers working with subgroups including ELs, SWD, and Hispanic students. The Coach will also provide intervention support to small groups of students who are struggling with a given concept based on assessment data. The coach will work to structure interventions for students we target based on performance data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students.</p>	<p>During the 2023-24 school year, the academic coach engaged in coaching teachers through modeling, co-teaching, planning, and delivering professional development both school-wide and in small groups. A focus was placed on implementing the Launch, Explore, Summary math structure and enhancing writing strategies in line with Units of Study for Information, Narrative, and Opinion Writing. Each teacher participated in a coaching cycle with the academic coach or another instructional coach assisting the school.</p> <p>In addition to coaching, the academic coach organized after-school interventions for students identified as struggling through initial Star assessments in ELA.</p> <p>The academic coach collaborated with the LCAP site reading intervention teacher to address the needs of students requiring reading intervention, extending support to 4th and 5th graders. Additionally, she led a UFLI intervention for Grade 4-5 students.</p>	<p>60% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 112779.45</p> <p>40% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 75186.30</p>	<p>60% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 113316.50</p> <p>40% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 75544.33</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>The academic coach plans to attend a PLC Institute in June 2024 to enhance team support through planning and monitoring learning, responding to a notable need for further coaching and support for RSP and SDC teachers.</p>		
<p>#2 Rio Vista will work with the PSUSD Expanded Learning Department to provide academic intervention for ELA & Math for students to attend beyond the regular school day to support instruction. Priority will be giving to SWD, EL, and Hispanic student groups based performance gaps for those student groups.</p>	<p>An academic intervention was run throughout the entire school year using a team of certificated staff. Students were targeted for this intervention based on ELA data we obtained from Star assessments that were performed at the beginning of the year. SWD and EL students were targeted for this intervention.</p>		
<p>#3 Rio Vista will fund staffing for two bilingual paraeducators to support small group instruction occurring at each grade level for 30/45 minutes five/four days per week. Bilingual paraeducators will provide support under the direction of the certificated teacher to the "emerging" EL groups at each grade level during this targeted time.</p>	<p>This budget line helped us maintain two bilingual paraeducators to support our team.</p> <p>Throughout the current academic year's English Language Development (ELD) sessions, we have supplemented our instructional approach by integrating the Summit K12 program, designed to help our students' advancement towards meeting the California English Language Development (ELD) standards. Specifically, we focused our efforts on students at ELPAC levels 1 and 2 during ELD periods. Additionally, we have introduced an after-school enrichment program tailored for students at the</p>	<p>Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 46698</p>	<p>Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 46698.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	ELPAC level 3, aiming to further support their linguistic development.		
<p>#4 Staff will attend professional conferences or have consultants support on-site staff development that supports implementation of standards, increased rigor, and addressing the needs of all students. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences. Conferences that we have identified are priority for the current needs of both the Rio Vista staff and students are as follows: Writers' Workshop, PLCs, proven strategies to support EL students (such as Kagan), and/or MTSS to name a few.</p>	<p>This year, our staff at both primary and intermediate levels received grade-level coaching and professional development focused on math, specifically on the Launch, Explore, Summary model to enhance mathematical discussions and problem-solving skills.</p> <p>Additionally, staff developers from The Reading and Writing Project helped improve our writing instruction to align with the California Common Core Standards, emphasizing Narrative, Information, and Opinion writing. Throughout the year, they provided targeted support for using the curriculum effectively, including conducting writer's workshops and individualizing instruction, with special attention to students with disabilities (SWD) and English learners (EL). This effort supported the Universal Design for Learning (UDL) framework to address the diverse needs of all students.</p> <p>A team of teachers led by our Principal attended a PLC Summit in Phoenix, AZ in February 2024. A guiding coalition consisting of mostly trained staff has begun to</p>	<p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures Title I 45000</p> <p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000</p>	<p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures Title I 56046.50</p> <p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures LCFF 6674.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>help our school develop a common mission, vision, and collective commitments to begin the work of creating a true PLC schoolwide.</p> <p>Another team, lead by our academic coach, will be attending the PLC Institute in Los Angeles to further this work.</p>		
<p>#5 Rio Vista will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for TK through 5th grades, support student achievement TK through 5th grades, and enhance student engagement. The software purchases could include, but not limited to: Accelerated Reader and Class Creator.</p>	<p>Teachers employed technology tools like Accelerated Reader and Starfall.com to enhance weekly student assignments and assessments. The STAR Assessment through Accelerated Reader was renewed.</p> <p>Class creator was used to form balanced classes for the 2023-24 school year, facilitating the transfer of academic and performance data between teachers.</p> <p>Read Naturally was acquired to support the after-school reading intervention program.</p> <p>We purchased the Solution Tree Global PD to advance the PLC initiatives with staff.</p> <p>We purchased a supplemental tool to support our Grade 3-5 teachers providing more rigorous SBAC aligned assessments for our students.</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 8000</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 11500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>#6 Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Academic Coaches, outside consultants, or assess students. Teachers needing to be released for SSTs, IEPs, or other on site meetings during the day will be covered. All expenditures in this area will be related to improving student outcomes to meet our goals in this area.</p>	<p>We hired subs to cover us for teachers to attend PD, writing staff development, IEP meetings, SST meetings, and to support with ELPAC testing.</p>	<p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 7500</p> <p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries Title I 12500</p>	<p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 7500</p> <p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries Title I 11700</p>
<p>#7 Rio Vista will continue to upgrade, replace, and purchase Chromebooks, document cameras, and any other supplies needed to supplement the technology infrastructure at Rio Vista to support student instruction.</p>	<p>We purchased extra devices and charging stations to ensure students have access to a computer during class and to a charging station if they come to class unprepared.</p> <p>We also bought headphones for state testing and to support students in accessing texts read aloud to them.</p> <p>A very small percentage of these funds was used to replace projector bulbs and other miscellaneous tech equipment.</p>	<p>Technology supplies 4000-4999: Books And Supplies Title I 10783.55</p> <p>Technology supplies 4000-4999: Books And Supplies LCFF 3812.95</p>	<p>Technology supplies 4000-4999: Books And Supplies Title I 0</p> <p>Technology supplies 4000-4999: Books And Supplies LCFF 17766.66</p>
<p>#8 Staff will attend district funded professional development around best practices to support English Learner students. Both integrated and designated instructional strategies will be an area of focus for our staff. Staff will focus on integrating these structures into</p>	<p>Identified listening and speaking as the primary areas of need from the 2023 EPLAC Summative Data with help from the EL Department.</p> <p>Implemented two core integrated strategies for EL support: directed discourse and find a match.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>their classroom throughout the school day to help support the needs of English learner students.</p>	<p>Conducted a staff development at the start of the 2023-24 school year with the EL Department to develop and implement integrated ELD strategies in grade-level teams.</p> <p>Informal walkthroughs noted an increased focus on opportunities for student discourse in small groups or partnerships across all subjects.</p> <p>Organized a staff development where teaching staff presented evidence and shared activities/strategies utilized this year to support these targeted strategies.</p>		
<p>#9 Staff will utilize writers' workshop classroom structure and supplemental writing curriculum to support the individual needs of our writers as well as build capacity of our students so that they will be able to write opinion, informational, and narrative writing pieces with agency and independence. Staff will utilize writers' workshop classroom structure to develop Universal Design for Learning (UDL) aligned practices to support better meeting diverse student needs including the subgroups ELs, SWD, and Hispanic students.</p>	<p>Partial order placed for updated Units of Study in Writing for grades K-2 during the 2023-24 school year, funded by this budget line.</p>	<p>Writing supplemental curriculum 4000-4999: Books And Supplies LCFF 8000</p>	<p>Writing supplemental curriculum 4000-4999: Books And Supplies LCFF 11183</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>#10 To support reading instruction in grades TK-5, we will establish a Rio Vista literacy team dedicated to supporting our school in making research-based decisions, complementing PSUSD's ongoing efforts in this area. This approach will ensure our students develop the essential foundational skills required for structured literacy.</p>	<p>A team of 7 teachers and 2 administrators participated in Lexia LETRS professional development.</p> <p>Supplies for K-2 reading instruction were purchased for the 2024-25 school year.</p>	<p>Supplies 4000-4999: Books And Supplies LCFF 0</p>	<p>Supplies 4000-4999: Books And Supplies LCFF 4000</p>

Analysis

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

The academic coach coached teachers during the 2023-24 school year. This included modeling, co teaching, planning, and providing professional development to the whole school and to small groups. A significant amount of time was spent supporting teachers with implementing the Launch, Explore, Summary math structure and writing strategies in alignment with the Units of Study in Information, Narrative, and Opinion Writing. Each teacher on campus went through a coaching cycle with her and/or another instruction coach that provides support to our school. The academic coach will attend a PLC Institute in June 2024 to further support teams using the four questions to guide planning and monitor learning. The academic coach spent time supporting RSP and SDC teachers meeting the needs of students through coaching and support as this is an area of need for our school. The 2023-24 Star Reading assessment results from the Fall 2023 screening and the Winter 2024 screening show that an achievement gap remains between the all students group and the EL and SWD subgroups. However, for our SWD subgroup, 6.3% of those students were performing at standard or above on the Fall 2023 Star assessment. On the Winter 2024 Star assessment, that number increased to 10.5%. The 2023-24 Star Math assessment results from the Fall 2023 screening and the Winter 2024 screening show that an achievement gap remains between the all students group and the EL and SWD subgroups. However, for our SWD subgroup, 7.3% of those students were performing at standard or above on the Fall 2023 Star assessment. On the Winter 2024 Star assessment, that number increased to 17.5%.

An academic intervention was run throughout the entire school year using a team of certificated staff. Students were targeted for this intervention based on ELA data we obtained from Star assessments that were performed at the beginning of the year. SWD and EL students were targeted for this intervention. Data from the 2023-24 reading intervention showed that students that consistently participated in the intervention grew by 17 Star Reading scaled score assessment points. There were a total of 24 students served by this intervention. Read Naturally was purchased to support the after school reading intervention program. Data from 2023-24 math intervention showed that students that consistently participated in the intervention grew by 17 Star Math scaled score assessment points. A total of 15 students were supported by this intervention.

The academic coach worked with the LCAP site reading intervention teacher to target students requiring reading intervention based on Star ELA data. Approximately 72% of our students in grades 4-5 require some sort of reading intervention according to their Star Reading Fall scores. This was more than the LCAP site reading intervention teacher could serve. The academic coach provided intervention for students in grades 4-5. She has supported 16 students in the LLI program. Data from the intervention showed that students that consistently participated in the intervention grew by an average of 25 words per minute (WPM) over the course of the intervention. Their Star reading scaled score growth was 37 points. She also ran a UFLI intervention supporting 17 students. Data from this intervention showed an average 19 WPM growth over the course of the intervention.

When the 2023 CA Dashboard Data was released during this school year, we noted that our ELPI indicator declined by 11% to an overall 36% of our ELs have progressed at least one ELPI level earning us a “low” ELPI progress indicator on the CA Dashboard. During ELD this school year, we have supplemented our instruction with Summit K12 to support our students making progress on the CA ELD standards. We targeted ELPAC level 1 & 2 students during ELD. We have provided an after school enrichment opportunity for our ELPAC level 3 students. We are awaiting data both from the Summit K12 system as well as our ELPAC 2024 data to determine the success of this additional supplement to our program.

Both primary and intermediate staff benefited from grade-level coaching and support through on-site professional development focused on mathematics this year. This year we focused on implementing the Launch, Explore, Summary math model which is about creating opportunities for children to engage in mathematical discussions, exploring multiple approaches to problem-solving, embracing mistakes as learning opportunities, and fostering an understanding of math concepts for students.

All classrooms implemented the Units of Study in Narrative, Opinion, and Informational writing during the 2023-24 school year as planned. Teachers dedicated instructional time to help students develop and improve their writing abilities, practice relevant skills, and better address individual learner needs during writing workshop sessions. Teachers administered on-demand writing prompts and used rubrics to score and standardize writing across their respective grades. On average, students' writing improved by 0.41 points on the 4-point writing rubric, signifying growth in their ability to compose narrative, informational, and opinion pieces. As of Winter 2024, the average Grade 3-5 student score was 2.07 and Grade K-2 was a 2.73 out of 4. A score of 3.0 is considered to be meeting the benchmark using the on-demand writing assessment rubric, which aligns with the California Common Core Standards and the SBAC Grade 3-5 Performance Task Scoring Guide Rubric.

Two staff developers from The Reading and Writing Project collaborated with our staff to enhance writing instruction that aligns with the California Common Core Standards, utilizing the Units of Study in Narrative, Information, and Opinion writing. Over the course of the year, these staff developers visited our school 10 days, providing guidance to each grade level on the effective use of the curriculum, structuring writer's workshops, teaching small groups, conducting individual student conferences, and tailoring instruction to meet students' needs. Focus was given to both SWD and EL students as those were targeted subgroups for the 2023-24 SPSA. Our staff employed this approach to support the implementation of Universal Design for Learning (UDL). Staff developers demonstrated each of these instructional approaches in the classroom or with students we pulled into the library, encouraging our teachers to practice these methods during staff development days and in the interim between support visits. Our academic coach and our district coach participated and attended these staff development sessions.

According to the 2022 and 2023 CAASPP ELA Claim Achievement Levels year to year comparison, both writing and research/inquiry were the greatest areas of growth for us as a school overall in ELA. According to the 2023 CA School Dashboard Data, we achieved an overall “orange - maintained” score in ELA for the all students group. While this does not represent significant change over time, according to the 2023 ELA Claim Achievement Levels, we are noting some growth in the Claim area of writing and research/inquiry domains with more students performing “above standard” in each of those areas from when students took this assessment in 2022, causing our school to overall “maintain” in this area. This growth can be attributed to the work that our school has done to improve our writers.

During the 2023-24 school year, we placed a partial order for updated Units of Study in Writing for grades K-2 using this budget line item. The revised units are more concise, making mini-lessons easier for teachers to follow and teach. Students will benefit from an increased focus on one-on-one and small group coaching and support in writing. Additionally, the new Units of Study feature video model lessons to assist teachers in delivering instruction.

A team of leadership teachers led by our AP attended a PLC Institute in Pasadena California in September of 2023. The team returned and led a staff development for all of our grade 3-5 teachers supporting the implementation of the PLC concepts across our upper grades. A team of teachers led by our Principal attended a PLC Summit in Phoenix, AZ in February 2024. A guiding coalition consisting mostly of staff that has attended some training have begun to help our school develop a common mission, vision, and collective commitments to begin the work of creating a true PLC schoolwide. Another team, lead by our academic coach, will be attending the PLC Institute in Los Angeles to further this work.

The STAR Assessment component of Accelerated Reader (Renaissance Learning) helps our school assess and determine student progress on CA Common Core Standards for the 2023-24 school year. Having that platform be a part of our Accelerated Reader account has helped us look for trends in data across the two systems. We are noting that many of our students are struggling with reading comprehension - only 22% of our students are passing reading comprehension AR tests using this system. 6029 AR quizzes have been passed this year as of March 2024.

Class creator was utilized to help create balanced classes for the 2023-24 school year. Academic and performance data is easily articulated from teacher to teacher due to our use of this system.

We saw a need to purchase Solution Tree Global PD to further our PLC work that we are doing with our staff. We are still working on implementing this action and will be determining if it is a long term tool that we will require in the future.

Due to challenges arising from students either forgetting to bring their Chromebooks to school or bringing uncharged devices, as well as the struggle to procure additional chargers, we have allocated funds within the SPSA to address this issue. Our solution involved providing each grade 3-5 classroom with extra devices - we were able to purchase 3 extra devices and a charging station for each of our grade 3-5 classes with funding we set aside in this area. We also purchased headphones to ensure that we were able to provide each of our students the necessary tools that they needed to support their work on Chromebooks during instructional time as well as to have headphones available during CAASPP.

With support from our EL Department, we looked at our EPLAC 2023 Summative Data and noted that listening and speaking had many students performing at the "somewhat/moderately developed" (52.15% in Speaking & 61.35% in Listening) range indicating a potential area to target to move many students to the "well developed" band on the assessment. With that information, we implemented two core integrated strategies to better support our ELs across their day. Those strategies were directed discourse and find a match. After attending a staff development at the beginning of the 2023-24 school year supported by our EL Department, staff worked together in grade level teams to develop and implement integrated ELD strategies. Informal walkthrough data shows an increased emphasis on teachers having students have opportunities to answer questions in small groups or partnerships allowing for better discourse between students in all subject areas. At a staff development organized this school year, all teaching staff brought evidence to show/share activities and strategies that they had been using to support these targeted strategies this year.

A team of 7 teachers and 2 administrators are currently participating in the Lexia LETRS professional development. The team is learning about the Science of Reading and becoming a critical lens on our Reading curriculum K-5 to help guide our literacy leadership team's upcoming work. Supplies were purchased to support K-2 reading instruction being more aligned to the science of reading for the 2024-25 school year based on the district literacy teams recommendation and to ensure we have the needed supplements that are not included in our tier 1 reading curriculum.

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

The staffing budget estimates exceeded the allocated amount due to a pay increase for both certificated and classified staff, which was negotiated during collective bargaining. Additionally, some staff budget estimates were lower than actual expenses because staff members were hired partway through the school year, or the estimates were based on prior staff rates that differed from the current staff occupying those positions.

The Expanded Learning Department was able to provide funding for the line item initially planned to be funded through the School Plan for Student Achievement (SPSA). SPSA action item #2 aimed to offer academic intervention for students beyond the regular school day to enhance instruction. The additional funding from the PSUSD Expanded Learning Department allowed the site budget to allocate resources elsewhere while still effectively supporting the academic intervention program for these targeted student groups.

Due to the increased Title I budget adjustment that occurred in October 2023, we allocated most of those funds toward professional development, causing that budget line item to increase significantly from when the SPSA was originally developed.

Due to remaining funds from a position that was not filled for part of the year in Goal 3, behavior paraeducator, we were able to increase LCFF budget allocations/estimates to some goal 1 items including #4, #5, and #7.

Action Item #10 in the SPSA is over budget because the total cost to update the supplemental writing curriculum was underestimated. To address this shortfall, we will need to purchase the remaining items as an action item in the 2024-25 SPSA.

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 must continue to find ways to offer academic intervention during the school day in the areas of reading, writing, and math. Math has been identified as a significant area of weakness, primarily due to our current lack of in-school intervention. We plan to utilize professional development in the area of Professional Learning Communities (PLCs). This will support teachers in developing formative, data-based Tier 2 interventions during the school day for English Language Arts (ELA) and math.

We will shift our professional development emphasis to leverage assessments, enhance collaboration, and foster collective teacher efficacy, improving student outcomes. We will partner with Solution Tree to implement and refine the Professional Learning Communities (PLC) model, ensuring a systematic and data-driven approach to enhance instructional practices and student achievement. This work will target the performance of our English learners (ELs) and students with disabilities (SWDs), alongside ensuring the success of all our students.

To improve student outcomes in ELA and Math, we will establish dedicated Tier 2 intervention periods within the school day, designed and managed through our Professional Learning Communities (PLCs). These interventions will be flexible and tailored to the specific needs of students, driven by insights from common data assessments conducted by PLC teams, which focus on essential standards/SMART Goals. To support the delivery of small group instruction across all grade levels throughout the school day, we will support our staff with additional paraeducators. This approach ensures that our interventions are both data-informed and collaboratively executed, enhancing their effectiveness and relevance to student needs.

To improve outcomes for SWD and reduce the achievement gap, we will further implement UDL strategies to remove barriers for students and help students make progress towards grade level standards by outlining a specific action item in the 2024-25 SPSA to support this work.

The school leadership teams will continue to develop the MTSS Framework for the school, ensuring that students in each tier receive the necessary support for success. While progress has been made, further work is needed to provide tailored supports for students based on their needs.

Budget estimates and proposed expenditures will be made more accurate and more specific wherever possible.

All of these improvements will be found in Goal 1 of the updated School Plan for Student Achievement (SPSA).

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2 – Parent Engagement

Rio Vista will provide opportunities for the community and families to build a partnership with the school resulting in an increase in student academic proficiency rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 209 responses	Parent Participation in Stakeholder Input Processes - 164 responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 100% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 100% responded favorably African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 96% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 99% responded favorably African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% responded favorably Hispanic (Hisp) - 97% responded favorably African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 158	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 160

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>#1 Rio Vista will provide funding for training, outreach and informational meetings and activities at parent/family events held at Rio Vista. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, family programs, parenting, fitness, social emotional well being, monitoring and supporting students on the internet/social media</p>	<p>Staff who worked on literacy and math nights received a stipend.</p> <p>Books were purchased as an incentive to provide to students/families that attended the reading night.</p>	<p>Teacher extra duty to facilitate parent/family education nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 3224</p> <p>Supplies</p> <p>0</p>	<p>Teacher extra duty to facilitate parent/family education nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2300</p> <p>Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1000</p>

Analysis

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

In the Winter 2023-24 Family Climate Survey, families responded positively 96% of the time regarding their sense of belonging (school connectedness) and 95% positively about the climate of support for academic learning.

The Family Reading Night we had in March 2024 was a success, with over 150 families in attendance. This event brought together 15 staff members who shared their passion for reading by engaging with families and children through read-aloud sessions. In addition to the engaging storytelling, staff members demonstrated effective reading strategies to support families in fostering a love for reading at home. The overwhelming turnout and the positive atmosphere at the Family Reading Night were clear indicators of our community's commitment to promoting literacy and nurturing a lifelong love of reading among our students. Students that attended got to get a free book through the Scholastic book fair offered the following week that we used our Title I parent engagement money to fund.

In addition to the successful literacy night, we used the opportunity to launch the Raising a Reader program for TK-K students. We had our TK-K families come to a special session dedicated to them to launch the program where students in TK-K will take home a bag of high quality/high interest bilingual books each week, rotating them throughout the school year. The goal of the program is to encourage family reading, bilingual reading, and home/school connection around reading in the early grades.

This year, our English Learner Advisory Committee (ELAC) meetings have experienced tremendous success, with consistently high levels of parent attendance and engagement. By incorporating an awards ceremony to celebrate the achievements of our EL students at each meeting, we have seen a significant increase in the number of families attending, with an average of 10-25 families present at every meeting. So far 28 EL students have received recognition at these meetings this year. This approach not only encourages parents to attend and participate in the meetings, but also fosters a strong sense of pride and

accomplishment among our students and their families. The positive changes we have implemented have created a more collaborative atmosphere at our ELAC meetings, ultimately enhancing the support and educational experience for our EL students and families.

Additionally we are planning a family math night that will occur this Spring to support families with learning how to support their student's math fluency.

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

Books and supplies constitute roughly \$1,100 of the total Title I Part A: Parent Involvement funds. The remaining funds are allocated for teacher extra duty to conduct parent/family education nights. This allocation differs from our original plan and the estimated actual expenditures described above.

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 year, we've experienced significant success with in-person events, such as Back to School Night and Family Literacy Night, which attracted high attendance.

It's essential to continue promoting and increasing in-person events, as they generate substantial participation from families. By leveraging this engagement, we can provide parents with skills and tips for supporting their children during these events. This approach will increase parent involvement, yield positive results on our Panorama family survey, and improve students' academic, behavioral, and SEL progress.

All of these improvements will be found in Goal 2 of the updated SPSA.






















Annual Review and Update






SPSA Year Reviewed: 2023-24

Goal 3 – Safe and Healthy Learning Environment

Rio Vista students will be provided a positive, safe, and healthy learning environment. We will collaborate with families and support students in achieving our overall attendance rate goal of 96%, also resulting in an increase in the student academic proficiency rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rates All Students (ALL) - 91.5%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>24.4</td> <td>Declined - 0.5</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>25.9</td> <td>Declined - 0.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>25.9</td> <td>Declined - 0.5</td> </tr> <tr> <td>AA</td> <td>No Performance</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>24.5</td> <td>Declined - 0.5</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>27.3</td> <td>Declined Significantly -3.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	24.4	Declined - 0.5	EL	Orange	25.9	Declined - 0.5	Hisp	Orange	25.9	Declined - 0.5	AA	No Performance			SED	Orange	24.5	Declined - 0.5	SWD	Yellow	27.3	Declined Significantly -3.0	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>36.4% Chronically Absent</td> <td>Increased Significantly 11.5</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>34.8% Chronically Absent</td> <td>Increased Significantly 8.4</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>36.4% Chronically Absent</td> <td>Increased Significantly 10</td> </tr> <tr> <td>AA</td> <td></td> <td>35.3% Chronically Absent</td> <td>0</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>36% Chronically Absent</td> <td>Increased Significantly 11</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>42.4% Chronically Absent</td> <td>Increased Significantly 12.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	36.4% Chronically Absent	Increased Significantly 11.5	EL	 Red	34.8% Chronically Absent	Increased Significantly 8.4	Hisp	 Red	36.4% Chronically Absent	Increased Significantly 10	AA		35.3% Chronically Absent	0	SED	 Red	36% Chronically Absent	Increased Significantly 11	SWD	 Red	42.4% Chronically Absent	Increased Significantly 12.1
St. Group	Color	DFS/Percentage	Change																																																							
All	Orange	24.4	Declined - 0.5																																																							
EL	Orange	25.9	Declined - 0.5																																																							
Hisp	Orange	25.9	Declined - 0.5																																																							
AA	No Performance																																																									
SED	Orange	24.5	Declined - 0.5																																																							
SWD	Yellow	27.3	Declined Significantly -3.0																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	 Red	36.4% Chronically Absent	Increased Significantly 11.5																																																							
EL	 Red	34.8% Chronically Absent	Increased Significantly 8.4																																																							
Hisp	 Red	36.4% Chronically Absent	Increased Significantly 10																																																							
AA		35.3% Chronically Absent	0																																																							
SED	 Red	36% Chronically Absent	Increased Significantly 11																																																							
SWD	 Red	42.4% Chronically Absent	Increased Significantly 12.1																																																							
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>1.6</td> <td>Declined - 0.3</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>1.7</td> <td>Declined - 0.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	1.6	Declined - 0.3	EL	Green	1.7	Declined - 0.3	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Green</td> <td>1.2% suspended at least one day</td> <td>Declined -0.7</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Green	1.2% suspended at least one day	Declined -0.7																																				
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	1.6	Declined - 0.3																																																							
EL	Green	1.7	Declined - 0.3																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	 Green	1.2% suspended at least one day	Declined -0.7																																																							

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	1.8	Declined - 0.3	EL	 Blue	0% suspended at least one day	Declined Significantly -2
	AA	No Performance Color			Hisp	 Green	1.2% suspended at least one day	Declined -0.8
	SED	Green	1.7	Declined - 0.3	AA	 Grey	0% suspended at least one day	
	SWD	Green	1.7	Declined - 0.3	SED	 Green	1.3% suspended at least one day	Declined -0.7
					SWD	 Green	1.3% suspended at least one day	Declined -0.8
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%				Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 77% responded favorably EL: 81% responded favorably Hisp: 77% responded favorably AA: 73% responded favorably SPED: 76% responded favorably				Panorama Survey - School Connectedness All students: 83% responded favorably EL: 89% responded favorably Hisp: 84% responded favorably AA: 97% responded favorably SPED: 90% responded favorably			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All students: 63% responded favorably EL: 69% responded favorably Hisp: 65% responded favorably AA: 71% responded favorably SPED: 57% responded favorably				Panorama Survey – School Safety All students: 69% responded favorably EL: 76% responded favorably Hisp: 69% responded favorably AA: 89% responded favorably SPED: 82% responded favorably			

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
#1 Rio Vista wants to ensure that students are safe while on the playground. Additional supervision support will be provided. This will allow students to be more actively monitored and allow for more students to be acknowledged and recognized for making positive choices following the PBIS Ranger expectations.	Six supervision aides were employed to enforce PBIS Ranger Expectations at recess, utilizing the PBIS Rewards app to award points to students meeting school and playground standards.	Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 22241.10	Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 22347.01
#2 The school leadership team and PBIS/SEL leadership team will continue to build the MTSS Framework for the school to ensure that students in each Tier receive the needed support to be successful.	Rio Vista teachers implement restorative practices, Second Step Digital SEL Lessons, and Tier 1 PBIS practices, with mindfulness exercises post-recess. To further improve climate, staff consistently apply PBIS-SEL practices, including referencing posted school expectations, enhancing communication and reinforcement of PBIS standards.		
#3 Rio Vista will retain a school behavior paraeducator to support general education students remaining in class and accessing learning throughout their school	We employed a behavior paraeducator for part of the school year. We struggled for much of the school year to keep this position in	Funds to pay for 7 hour behavior paraeducator 2000-2999: Classified Personnel Salaries LCFF	Funds to pay for 7 hour behavior paraeducator 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>day. The behavior para will work directly with general education teachers, the school counselor, administration, and the PBIS/SEL team to improve overall students behavior data and reduce suspension rate.</p>	<p>place due to lack of interest in the posting.</p>	67591.65	40000.00
<p>#4 To support students with risky or undesirable behaviors, experiences, or feelings as measured on the "Youth At Risk Behavior Survey" and "Student Climate Survey" we will focus on education/activities/information geared for students around the areas of drug use, bullying, conflict resolution, and digital citizenship to name a few.</p>	<p>We will remove this action item from our 2024-25 SPSA as it appears to be redundant to action item #2 in Goal 3.</p>		
<p>#5 To target chronic absenteeism, an attendance team including the school counselor will target and focus on improving chronically absent students' attendance. We will target SWD subgroup and Homeless subgroup in addition to working to reduce all students who are chronically absent from school. We will use PBIS Rewards store to motivate students to be at school. Students attending school will receive points, which will allow them to purchase items from the store, experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed by the team to support improving overall</p>	<p>Attendance team met weekly to target absenteeism and support our tier 1 preventative attendance measures as well as address tier 2-3 attendance needs.</p> <p>Supplies/incentives were purchased to encourage attendance as a part of the PBIS Rewards store and as a part of the school culture events.</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF 6000</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF 6000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
attendance, individual attendance, and reducing chronic absenteeism.			
#6 Rio Vista will utilize and maintain the PBIS Rewards application to support the school in using behavior data to support, recognize, and motivate students. The PBIS Team will be tasked at monitoring and using data to support our students improving positive behaviors across our campus.	The PBIS rewards application is on a 3 year contract renewal so no funding was required for this item for this year. The entire school has been utilizing PBIS rewards to reinforce students following behavior expectations and to record referrals when students do not follow behavior expectations. The PBIS team has met monthly to monitor the data.		
#7 Rio Vista will continue to work to implement Playworks. Our intent is to provide structure, explicitly teach expectations, and actively teach game rules on the playground with the goal to reduce behavior challenges on the playground.	We used this action item to provide the supplies needed to keep our playground a healthy and safe environment through the Playworks program. During the 2023-24 school year, we used the funds budgeted in this line item to purchase playground equipment and supplies for our playground.	Supplies for Playworks/playground 4000-4999: Books And Supplies LCFF 2500	Supplies for Playworks/playground 4000-4999: Books And Supplies LCFF 2500

Analysis

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

We employed six supervision aides to help students adhere to the PBIS Ranger Expectations during recess. These aides were given access to the PBIS Rewards app, enabling them to award points to students who follow school and playground expectations. They also have the ability to submit quick referrals or office referrals for behaviors that do not meet these expectations. In the 2022-23 school year, the average number of daily referrals was 3.72. For the 2023-24 school year, the average daily referrals has decreased to 3.17. On the Winter 2024 Panorama Student Climate Survey, 69% of students reported feeling safe on campus which was an increase of 9 points from the prior survey. We also saw a significant increase in the area of "knowledge and fairness of discipline, rules, and norms" with 89% of our students responding positively, an increase of 13 pts from the 2022-23 survey. Parents responded favorably 97% of the time when asked the same question both during the 2022-23 survey and during the most recent 2023-24 survey.

Rio Vista teachers use restorative practices, Second Step Digital SEL Lessons, and Tier 1 PBIS practices. Mindfulness is practiced after recess, and data

supports that this is helping maintain a positive school climate/culture for students. Parents reported on the Winter 2024 Panorama survey that Rio Vista has a climate of support of academic learning with 95% responding favorably to questions around that area. 96% of parents feel a sense of belonging and connectedness to the school. On the Winter 2024 Panorama Student Climate Survey, students responded favorably 87% of the time regarding Rio Vista's climate of support for academic learning, indicating an 8% increase from the Winter 2023 survey. Additionally, 83% of students reported a sense of belonging to the school in the Winter 2024 survey, a 9 point increase from the previous survey. On the Winter 2024 Panorama Student SEL Survey, all areas demonstrated increased positive results. Almost all areas increased by about 14 points (growth mindset +15 pts, social awareness +13 pts, grit +15 pts, self-management +9 pts, and self-efficacy +14 pts).

To further enhance our school's climate, the staff has dedicated efforts this year to more consistently apply the practices we've been developing with PBIS-SEL. As part of these efforts, banners displaying the school expectations were hung, serving as visible examples of how the PBIS expectations are being more consistently communicated and reinforced by both staff and students. As a result, we saw a significant increase in the area of "knowledge and fairness of discipline, rules, and norms" with 89% of our students responding positively, an increase of 13 points from the 2022-23 survey. Parents responded favorably 97% of the time when asked the same question, both during the 2022-23 survey and during the most recent 2023-24 survey.

The entire school has been utilizing PBIS rewards to reinforce students following behavior expectations and to record referrals when students do not follow behavior expectations. The PBIS team has met monthly to monitor the data. We are seeing positive data trends as a result of this work. According to the 2023 CA Dashboard Data, our school received a "medium" rating with 1.2% of our students suspended for at least one day during the 2022-23 school year. This was a reduction of .7% from the previous 2022 CA Dashboard report. We attribute part of this decline to the availability of alternatives to suspension and the support provided by PBIS and PBIS Rewards being implemented at our school. In the 2022-23 school year, the average number of daily referrals was 3.72. For the 2023-24 school year, the average daily referrals has decreased to 3.17. On the Winter 2024 Panorama Student Climate Survey, 69% of students reported feeling safe on campus which was an increase of 9 points from the prior survey. We also saw a significant increase in the area of "knowledge and fairness of discipline, rules, and norms with 89% of our students responding positively, an increase of 13 pts from the 2022-23 survey. Parents responded favorably 97% of the time when asked the same question both during the 2022-23 survey and during the most recent 2023-24 survey. Prizes were purchased for students to ensure that our student store is well stocked and motivating for our students. The student store, operating on a points-based system, has experienced tremendous success, with thousands of points being spent and a myriad of items and experiences enjoyed by our students. The PBIS store has continued to be a popular part of our school culture.

To target chronic absenteeism, an attendance team including the school counselor will target and focus on improving chronically absent students' attendance. We've hosted an increased number of spirit weeks and school culture events during the school day to encourage student attendance and to create a more positive and inclusive school culture—a 75% increase compared to the 2022-23 school year. Events have included Hispanic Heritage Month, Red Ribbon & Anti-Bullying Month, Native American Heritage Month, Kindness Awareness Week & month-long activities, Black History Month, Women's History Month, National Arab American Heritage Month, Asian American, and Pacific Islander Heritage Month. Our attendance team meets weekly. At those meetings they review chronic absenteeism, monitor students where we have already completed a SART meeting, communicate with families using ParentSquare/text message/phone call, and monitor all of our attendance metrics. This team has provided attendance profile sheets through Panorama for reach student at risk or currently chronically absent during both the Fall and Spring parent/teacher conferences. We have the following attendance incentives in place tier 1:

- Weekly perfect attendance drawings where 1 student in TK-2 and 1 student in Grade 3-5 is selected and announced to receive 100 PBIS points deposited to their account
- Class based competitions - the class with the highest rate of attendance for the month receives a school letter for their door. Once the class spells RVES, they receive a pizza party through PSUSD Nutrition Services.
- We have monthly attendance incentive raffles where students that attend school more than 95% of that month have a chance to win an item that is raffled off.

We've observed a year-over-year increase in our overall attendance rate from the 2022-23 school year. As of March 2024, our overall positive attendance rate stands at 91.5%, compared to 89.9% in March 2023. As of March 2024, our chronic absenteeism rate is currently at 34.8% of students being absent for 10% or more of the school year. This is significantly lower than the March 2023 rate of 43.2% of students being chronically absent.

We have also invested in materials and supplies to recognize and celebrate students for their achievements and success. These have been used both for our PBIS Rewards store and for attendance incentives.

We started implementing Playworks by funding part of our coach through our SPSA during the 2021-22 school year. Since then, we have received funding through our school district to maintain this action and have only been required to provide the supplies needed to keep our playground a healthy and safe environment. During the 2023-24 school year, we used the funds budgeted in this line item to purchase playground equipment and supplies for our playground. According to the 2023 CA Dashboard Data, our school received a "medium - green" rating with 1.2% of our students suspended for at least one day during the 2022-23 school year. This was a reduction of 0.7% from the previous 2022 CA Dashboard report. We attribute part of this decline to the increased options, activities, and structure on our playground, as a majority of our suspensions are likely to happen during recess/lunch. In the 2022-23 school year, the average number of daily referrals was 3.72. For the 2023-24 school year, the average daily referrals have decreased to 3.17. On the Winter 2024 Panorama Student Climate Survey, 69% of students reported feeling safe on campus, which was an increase of 9 points from the prior survey. We also saw a significant increase in the area of "knowledge and fairness of discipline, rules, and norms" with 89% of our students responding positively, an increase of 13 points from the 2022-23 survey. Parents responded favorably 97% of the time when asked the same question, both during the 2022-23 survey and during the most recent 2023-24 survey. We attribute the large increase in the area of "knowledge and fairness of discipline, rules, and norms" to the work that we have done during the 2023-24 school year on clear and consistent communication of our PBIS expectations among students and staff, by having them be reinforced by staff more consistently throughout the school year. This has included making sure that they were posted throughout our campus.

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

The staffing budget estimates exceeded the allocated amount due to pay increases for both certificated and classified staff, negotiated during collective bargaining. Additionally, some staff budget estimates were lower than actual expenses because staff members were hired partway through the school year, or the estimates were based on the rates of prior staff, differing from those currently occupying the positions.

We have struggled to maintain the behavior paraeducator position during the 2023-24 school year. For the majority of the school year, this position has been vacant. For this reason, we, as a site council, have reallocated funds initially set aside for this position to other areas of our 2023-24 SPSA. For the 2024-25 school year, we plan to maintain this service/support for our students.

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 remove action item #4 from our 2024-25 SPSA as it appears to be redundant to action item #2 in Goal 3.

We need to continue expanding our MTSS SEL/Behavior supports and ensure consistent implementation of the framework. Specifically, Tier 2 & 3 supports are not clearly identified in our current school system. Additional work is needed in this area for our school/Goal 3.

Attendance monitoring and the School Attendance Review Team (SART) continue to need improvement, as chronic absenteeism remains an issue. We need to further monitor student subgroups to ensure we are making the needed progress in reducing our chronic absenteeism rates for each of our significant subgroups.

Suspensions have shown a slight upward trend during the 2023-24 school year, with 1.1% of students being suspended at least once during this school year as of March 2024, compared to 0.8% in March 2023. We attribute part of this increase to the lack of availability of alternatives to suspension and the missing

supports provided by the behavior paraeducator outlined in our SPSA since we have struggled to keep this position filled this year. We will work to fill this position and use the position as described in the updated SPSA.

The school will focus on enhancing its awards structure and addressing playground discipline issues by implementing more Playworks guidelines for a better-structured recess experience.

We need to continue to offer additional training and support for our supervision aides to better equip them in implementing the Playworks structure and effectively overseeing the playground environment.

Budget estimates and proposed expenditures will be made more accurate and specific wherever possible.

All of these improvements will be found in Goal 3 of the updated SPSA

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Rio Vista will increase academic achievement through tier 1 & 2 instruction and academic interventions.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need











1. Overall, in ELA according to the 2023 CA Dashboard Data we are 37 points below standard indicating that we need to continue to improve tier 1 instruction and target students in need for interventions so that students perform at or above the standard in ELA. Star Reading (ELA) assessment data from the 2023-24 assessment 31.3% of grade 3-5 students performed at or above the state benchmark. Both data points demonstrate that we still have many students that need additional intervention or instruction to support them performing at grade level expectations.
2. Overall, in Math according to the 2023 CA Dashboard Data we are 60.6 points below standard indicating that we need to improve tier 1 instruction and target students in need for interventions. Star Math assessment data from the 2023-24 school year shows that on average only 22.7% of grade 3-5 students performed at or above the state benchmark. Both data points demonstrate that we still have many students that need additional intervention or instruction to support them performing at grade level expectations.
3. SWD Subgroup - According to the 2023 CA Dashboard Data, our SWD students are performing 119.1 points below our all students group in ELA, which was a decrease of 24.3 points from the prior year, and 129.8 points below our all students group in math, a decrease of 39.5 points from the previous year. In the most recent Star assessment (Winter 2024), 10.5% of our SWD subgroup met standard as compared to 31.3% for the all student group in ELA and 10.5% of our SWD subgroup met standard as compared to 27.7% for the all student group in math.
4. EL Subgroup - Our EL students also continue to underperform non-English Learner group. According to the 2023 CA Dashboard Data, our EL students are performing 26.5 points below our all students group in ELA and 22.7 points below our all students group in math. According to the Winter 2023 Star assessment data, only 7.8% of our students are predicted to meet or exceed state standards in ELA as compared to 35.8% for the non EL group in ELA and only 15.8% of our EL subgroup met standard and compared to 28.4% for the non EL group in Math. Even though this group is not performing one level below the "all student" according to the 2023 CA Dashboard, this group is a relatively large student group representing approximately one-third of our entire student population and consistently is underperforming the EO group at our school. We continue to need to target/focus on this student group as a school.
5. EL Progress Indicators - According to the 2023 CA Dashboard Data, 36.2% of our English learners (ELs) are making progress towards English proficiency, earning us a "very low" score on the CA School Dashboard. Based on our 2022-23 ELPAC scores, only 6.75% of our students are performing at a level 4 (Well




Developed - Proficient Band), which represents a 7 percentage point decrease from the previous ELPAC administration. As a result, we continue to need to target/focus on this student group as a school.

6. Our current RFEP rate stands at 7.7%, which is slightly below the rates for PSUSD (9.09%).. Our reclassification rate is much lower representing a need to improve supports and instruction for EL students to increase reclassification rate.

7. We need to continue to target/focus on science instruction as a school because only 31.04% of our 5th grade students are meeting or exceeding the standard for Science (CAST). Further focus on implementation of the Amplify Science curriculum in all grades will support us making progress in this area.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Orange	37.2 points below standard	Maintained - 1.2 points	All	Yellow	34.2 points below standard	Increased +3 points
	EL	 Orange	63.7 points below standard	Decreased - 14 points	EL	Yellow	48.7 points below standard	Increased Significantly +15 points
	Hisp	 Orange	48.1 points below standard	Maintained - 1.1 points	Hisp		45.1 points below standard	Increased +3 points
	AA			Less than 11 Students	AA			Less than 11 Students
	SED	 Orange	37.9 points below standard	Maintained - 0.4 points	SED	Yellow	34.9 points below standard	Increased +3 points
	SWD	 Red	119.1 points below standard	Decreased Significantly -24.3 points	SWD	Orange	104.1 points below standard	Increased Significantly +15 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Orange	60.6 points below standard	Decreased - 12.9 points	All	Yellow	57.6 points below standard	Increased +3 points
	EL	 Orange	83.3 points below standard	Decreased - 13.8 points	EL	Yellow	68.3 points below standard	Increased Significantly +15 points
	Hisp	 Orange	68.7 points below standard	Decreased - 9 points	Hisp	Yellow	65.7 points below standard	Increased +3 points
	AA			Less than 11 Students	AA			Less than 11 Students

Metric/Indicator	Baseline				Expected Outcome			
	SED	 Orange	61.8 points below standard	Decreased - 12.2 points	SED	Yellow	58.8 points below standard	Increased +3 points
	SWD	 Red	129.8 points below standard	Decreased Significantly -39.5 points	SWD	Orange	114.8 points below standard	Increased Significantly +15 points
California School Dashboard – English Learner Progress Indicator (ELPI)	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 25.72%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 28.72%			
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Red	36.2 percentage points		English Learner Progress Indicator	Yellow	38.2 percentage points	Increased +2 percentage points
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 7.7%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.7%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 33.91% Met or Exceeded Standard for ELA				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 36.91% Met or Exceeded Standard for ELA			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance-100%				Williams Textbook/Materials Compliance - 100%			

Planned Strategies/Activities

Strategy/Activity 1

#1 To improve student outcomes in ELA and Math, we will establish dedicated Tier 2 intervention periods within the school day, designed and managed through our Professional Learning Communities (PLCs). These interventions will be flexible and tailored to the specific needs of students, driven by insights from common data assessments conducted by PLC teams, which focus on essential standards/SMART Goals. To support the delivery of small group instruction across all grade levels throughout the school day, we will provide additional paraeducators to our staff. This approach ensures that our interventions are both data-informed and collaboratively executed, enhancing their effectiveness and relevance to student needs.

The leadership team will aid Professional Learning Communities (PLCs) in creating common assessments, collecting and analyzing data, focusing on subgroups (SWDs and ELs), and implementing classroom-based Tier 2 interventions.

Monitoring Metric: The effectiveness of this action will be evaluated using the Star benchmark assessments for ELA & Math, as well as the CA State Dashboard assessment results for ELA & Math. We will also monitor our SWD (Students with Disabilities) and EL (English Learner) subgroups to determine if the action is having a positive impact on those subgroups that are in need.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount

119897

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Classified Paraeducator Staffing

Amount

44385

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Classified Paraeducator Staffing

Strategy/Activity 2

#2 Rio Vista will utilize coaching staff (district and site based) to enhance classroom instruction by offering model lessons, co-teaching, and leading professional development for staff. Coaches will support classroom teachers, including our Resource Specialist Program (RSP) and Special Day Class (SDC) teachers, in differentiating lessons and employing effective strategies for both whole group and small group instruction in English Language Arts (ELA) and Mathematics. This action aims to improve Tier 1 instruction in reading, math, and writing to more effectively meet the diverse needs of all students, utilizing tools such as the Writing Workshop, Universal Design for Learning (UDL), and the Launch-Explore-Summary instructional model for math.

A priority will be placed on assisting teachers who work with specific subgroups, including English Learners (ELs) and Students with Disabilities (SWDs), to ensure tailored instructional support. Coaches will offer targeted intervention support to small groups of students struggling with particular concepts, as identified through assessment data, and will assist in structuring interventions based on performance indicators.

Monitoring Metric: The effectiveness of this action will be evaluated using the Star benchmark assessment to monitor the academic growth of students supported by the Coach, as well as the progress of all grade levels and subgroups (SWDs and ELs), to determine the effectiveness of this SPSA action.

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

7/1/2024-6/30/2025

Person(s) ResponsiblePrincipal
Assistant Principal
Staff
District TOSA**Proposed Expenditures for this Strategy/Activity****Amount**

0

Strategy/Activity 3

#3 Rio Vista will collaborate with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These interventions will be available to students outside the regular school hours, reinforcing instruction and providing additional support. Special emphasis will be placed on serving Students with Disabilities (SWD) and English Learners (EL), groups identified through performance data as having the most significant gaps in achievement.

Monitoring Metric: To ensure these interventions are effective, we will utilize Star Benchmark data to monitor student progress. This will involve tracking both pre-assessment and post-assessment data for each student to accurately measure academic growth. By doing so, we aim to provide a tailored approach that addresses the specific needs of our students, particularly focusing on those from our prioritized subgroups, to help close achievement gaps.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

#4 Rio Vista will improve and enhance language acquisition and academic proficiency by funding two bilingual paraeducators. The bilingual paras will help by ensure that teachers can facilitate small group or one-on-one instruction during English Language Development (ELD), which will be conducted at each grade level for 30/45 minutes, four/five days per week. This action is designed to create more opportunities for individualized/small group instruction, addressing the needs of our EL students.

Monitoring Metric: The impact of this action will be assessed primarily through the analysis of Star benchmark data, with a specific focus on the performance of our English Learner (EL) students in English Language Arts (ELA) and Mathematics. Our goal is to gauge whether this targeted support contributes to an increase in the number of students achieving proficiency in these subject areas. We will also utilize year-over-year summative English Language Proficiency Assessments for California (ELPAC) data and ELPI CA Dashboard data to evaluate progress towards English language proficiency.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	48946
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wages and benefits

Strategy/Activity 5

#5 Rio Vista staff will attend professional conferences and/or we will bring consultants to provide on-site staff development to our staff. These opportunities are selected to align with our goals of implementing academic standards effectively, enhancing instructional rigor, and meeting the diverse needs of all students. Staff members will actively share learning and lead training sessions on innovative strategies and resources they acquire, fostering a culture of continuous improvement and collaboration.

Priority Areas for Professional Growth:

- Writers' Workshop
- Professional Learning Communities (PLCs)
- Acquisition of proven strategies to support English Learners (ELs), such as Kagan Cooperative Learning
- Deepening understanding of the Multi-Tiered System of Supports (MTSS) framework

Monitoring Metric: The effectiveness of this professional development strategy will be evaluated by tracking:

- The number of professional development days/sessions attended by teachers, focusing on their professional growth.
- The development and utilization of essential standards and common assessments by teachers within PLCs, aimed at enhancing Tier 1 instruction and Tier 2 interventions.
- Additionally, we will analyze Star benchmark data to assess whether there is a noticeable increase in the number of students achieving proficiency in ELA and Mathematics assessments, thereby reflecting the positive impact of enriched teacher expertise on student outcomes.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	25000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference/consultant fees, travel expenses, hotel costs

Strategy/Activity 6

#6 Rio Vista is committed to improving student outcomes from Transitional Kindergarten (TK) through 5th grade by acquiring licensing rights for the selected software including but not limited to the following:

- Accelerated Reader: To foster strong reading comprehension skills, critical to reading development.
- Class Creator: To streamline student placement and ensure optimal learning environments.
- Lexia Core 5: To support literacy development with a focus on personalized learning paths.
- Summit K12: To aid in English Language Development (ELD), providing essential pre/post data for tracking progress.

Monitoring Metric: The impact of these software solutions will be evaluated through various methods:

Accelerated Reader: Monitoring the rate of quiz passage and the volume of quizzes taken by students.

Class Creator: Conducting staff survey to assess the effectiveness of the tool in facilitating student articulation across grades.

Lexia Core 5: Utilizing the platform's analytics to track students' literacy progress.

Summit K12: Year-over-year English Language Proficiency Assessments for California (ELPAC) data to gauge progress toward English language proficiency.

Additionally, Star benchmark data will be employed to verify the overarching benefits of these digital resources for all students, with particular attention to the progress of specific subgroups (SWD & ELs).

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal

Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Licensing rights, software, online programs
Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology supplies

Strategy/Activity 7

#7 To enhance the quality of instruction and ultimately improve student outcomes, Rio Vista has allocated resources specifically for the purpose of covering classes with substitute teachers so teachers can be released. This action will help foster opportunities for professional growth and collaboration. Teachers will have the flexibility to engage in peer observations, work directly with coaches, work with professional consultants, or conduct student assessments. Additionally, this supports teachers' participation in Student Success Teams (SSTs), Individual Education Plan (IEP) meetings, and other essential on-site meetings during school hours.

Monitoring Metric: The effectiveness of this action will be closely monitored by tracking the number of days teachers are released for these targeted professional development activities.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2700
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funds to pay substitute teachers
Amount	16100
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funds to pay substitute teachers

Strategy/Activity 8

#8 Rio Vista will participate in district-funded professional development sessions focused on best practices for supporting English Learner (EL) students. Special attention will be given to both integrated and designated instructional strategies, with the goal of seamlessly incorporating these approaches into daily classroom activities. This effort aims to meet the diverse needs of English learner students more effectively.

Monitoring Metric: We will monitor this item by tracking how many times staff participate in learning opportunities focused on supporting our ELs. We will use Star benchmark data, focusing only on how our EL students are performing in ELA and Math to determine if this action is helping more students become proficient in those assessments. We will also use summative, year-over-year ELPAC data to determine if it is supporting students making progress toward English language proficiency.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff

District TOSA

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 9

#9 Staff will utilize Writers' Workshop classroom structure and supplemental writing curriculum to support the individual needs of our writers as well as build the capacity of our students so that they will be able to write opinion, informational, and narrative writing pieces with agency and independence. Staff will utilize Writers' Workshop classroom structure to develop Universal Design for Learning (UDL) aligned practices to better meet diverse student needs, including the subgroups ELs and SWDs.

Monitoring Metric: We will monitor this Monitoring Metric using data we obtain from the summative CAASPP assessment, looking specifically at the claim data for grades 3-5 (writing & research/inquiry). We will also use On Demand assessment data that will be given three times per year per grade level in the areas of narrative, informational, and opinion to determine if students are making growth in their writing.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
District TOSA

Proposed Expenditures for this Strategy/Activity

Amount

12000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Writing supplemental curriculum

Strategy/Activity 10

#10 To support reading instruction in grades TK-5, we will establish a Rio Vista literacy team dedicated to supporting our school in making research-based decisions, complementing PSUSD's ongoing efforts in this area. This approach will ensure our students develop the essential foundational skills required for structured literacy. The literacy team will advise the school on any items needing to be purchased to supplement our adopted tier 1 reading curriculum.

Monitoring Metric: We will measure the success of this action using Star benchmark data as well as Lexia Core 5.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
District TOSA
LCAP Reading Intervention Teacher
Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 11

#11 To improve reading development in Kindergarten, we will implement the Learning Dynamics program. This curriculum will ensure that our students have access to decodable, leveled texts appropriate for their reading stages. By integrating Learning Dynamics, we aim to provide a structured, phonics-based approach that effectively supports early reading skills.

Monitoring Metric: We will measure progress through teacher-collected data throughout the program and through Star Early Literacy assessments.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	6500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/books for curriculum/program

Strategy/Activity 12

#12 To support closing the achievement gap for our Students with Disabilities (SWD) subgroup, we will embed in all coaching cycles involving general education and special education teachers strategies designed to remove barriers and make learning more accessible through Universally Designed Learning (UDL) strategies. This action item will help support our students with the skills necessary to meet grade-level standards and targets.

Monitoring Metric: Progress will be assessed using Star Reading and Math assessments, along with summative CAASPP assessments. These measures will determine the effectiveness of our actions in helping students meet or exceed standards, thereby gauging the positive impact on this subgroup.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
UDL Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
---------------	---

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Rio Vista will provide opportunities for the community and families to build a partnership with the school resulting in an increase in student academic proficiency rates.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

1. While our family climate survey results were overall positive, 96% responding favorably in the 2023-24 school year, we need to continue to focus on increasing parents/families being engaged and connected with our school.
2. This year, we've experienced significant success with in-person events, such as Back to School Night and Family Literacy Night, which attracted high attendance. It's essential to continue promoting and increasing in-person events, as they generate substantial participation from families. By leveraging this engagement, we can provide parents with skills and tips for supporting their children during these events. This approach will increase parent involvement, yield positive results on our Panorama family survey, and improve students' academic, behavioral, and SEL achievements.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 164 responses	Parent Participation in Stakeholder Input Processes - 169 responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 96% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 99% responded favorably African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 99% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 100% responded favorably African American (AA) - N/A

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 95% responded favorably Hispanic (Hisp) - 97% responded favorably African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 160	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 165

Planned Strategies/Activities

Strategy/Activity 1

#1 Rio Vista will provide funding for training, outreach, and informational meetings and activities at parent/family events held at Rio Vista. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, family programs, parenting, fitness, social-emotional well-being, and monitoring and supporting students on the internet/social media.

Monitoring Metric: We will monitor the success of this action by tracking how many parents attend our events trying to increase attendance year over year. We will also track academic performance data (Star & CA School Dashboard) to determine the impact of parent/family events on our students' academic performance.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
 Assistant Principal
 Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty to facilitate parent/family education nights
Amount	808
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for family education nights

Strategy/Activity 2

#2 Increase parent/family volunteering in the school by raising awareness of how to become a volunteer. Increasing the number of approved volunteers will allow staff to promote more parent/family volunteering opportunities.

Monitoring Metric: Number of approved volunteers in comparison to the 2023-24 school year. We aim to see an increase in the quantity of volunteers. We will also track academic performance data (Star & CA School Dashboard) to determine the impact of volunteerism on our students' academic performance.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
--------	---

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Rio Vista students will be provided a positive, safe, and healthy learning environment. We will collaborate with families and support students in achieving our overall attendance rate goal of 94.5%, also resulting in an increase in the student academic proficiency rates. We will reduce our chronic absenteeism making improvement in the "all student" group and all subgroups by 3 percentage points.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. According to the 2023 CA Dashboard Data, our school received a "medium" rating with 1.2% of our students suspended for at least one day during the 2022-23 school year. Suspension rates have maintained this trend this year (2023-24), with 1.1% of students being suspended at least once. We attribute part of this decline to the availability of alternatives to suspension and the support provided by Playworks being implemented at our school. However, we continue to need to focus on this area as we are anticipating a "medium" band on the CA Dashboard for the 2023-24 school year. We eventually would like to see our school move to the low or very low section of the CA Dashboard for this metric.
2. Based on Panorama data from the students for the 2023-24 school year, safety is the top concern for students with 69% of students responding favorably to feeling safe at school, which was an increase of 9 percentage points from the previous survey administration. Both hitting/pushing and mean rumors/lies being spread continue to be the biggest safety concerns for our students.
3. When we look at school connectedness Panorama Data from the 2023-24 school year, 83% of our students felt close to someone at school. This has increased up 9 percentage points in the recent survey administration due to a significant amount of activities/actions that we set forth in our previous revision of the SPSA. We need to continue actions that create a positive school culture where students have a high sense of belonging at their school and feel connected to the adults that work in the school.
4. According to our 2023 CA School Dashboard Data, our chronic absenteeism earned us a score of "very high," with 36.4% of our students being chronically absent. All student groups: SED (36% chronically absent), SWD (42.4% chronically absent), EL (34.8% chronically absent), Homeless (49.1% chronically absent), Hispanic (36.4% chronically absent), and White (39.1% chronically absent) have chronically absent attendance indicators falling in the "very high" category on the 2022-23 CA School Dashboard which need to be addressed further in our 2024-25 SPSA. Our attendance data for the 2023-24 school year indicates that our chronic absenteeism, based on a local estimator, is trending as of March 2024 at a rate of 34.8% of students being chronically absent. This estimator, at this time last year (March 2023), projected our rate at 43.2%, so we are seeing some year-over-year improvement. Additionally, we would like to see our overall rate of attendance improve, which is currently trending as of March 2024 at 91.5% average daily attendance. While this represents an improvement of almost 1.6% year-over-year at this time, we believe that there is still room for further improvement of this metric.

5. Our overall attendance rate continues to be significantly lower (at 91.5% as of March 2024) than the goal set in PSUSD. We are working to reach a 93% average attendance rate overall.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 91.5% (as of March 2024)	Student Attendance Rates All Students (ALL) - 94.5%																																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>36.4% Chronically Absent</td> <td>Increased Significantly 11.5</td> </tr> <tr> <td>EL</td> <td>Red</td> <td>34.8% Chronically Absent</td> <td>Increased Significantly 8.4</td> </tr> <tr> <td>Hisp</td> <td>Red</td> <td>36.4% Chronically Absent</td> <td>Increased Significantly 10</td> </tr> <tr> <td>AA</td> <td></td> <td>35.3% Chronically Absent</td> <td>0</td> </tr> <tr> <td>SED</td> <td>Red</td> <td>36% Chronically Absent</td> <td>Increased Significantly 11</td> </tr> <tr> <td>SWD</td> <td>Red</td> <td>42.4% Chronically Absent</td> <td>Increased Significantly 12.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	36.4% Chronically Absent	Increased Significantly 11.5	EL	Red	34.8% Chronically Absent	Increased Significantly 8.4	Hisp	Red	36.4% Chronically Absent	Increased Significantly 10	AA		35.3% Chronically Absent	0	SED	Red	36% Chronically Absent	Increased Significantly 11	SWD	Red	42.4% Chronically Absent	Increased Significantly 12.1	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>33.4% Chronically Absent</td> <td>Declined Significantly -3 percentage points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>31.8% Chronically Absent</td> <td>Declined Significantly -3 percentage points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>33.4% Chronically Absent</td> <td>Declined Significantly -3 percentage points</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>32.3% Chronically Absent</td> <td>Declined Significantly -3 percentage points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>33% Chronically Absent</td> <td>Declined Significantly -3 percentage points</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>39.4% Chronically Absent</td> <td>Declined Significantly -3 percentage points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	33.4% Chronically Absent	Declined Significantly -3 percentage points	EL	Yellow	31.8% Chronically Absent	Declined Significantly -3 percentage points	Hisp	Yellow	33.4% Chronically Absent	Declined Significantly -3 percentage points	AA	Yellow	32.3% Chronically Absent	Declined Significantly -3 percentage points	SED	Yellow	33% Chronically Absent	Declined Significantly -3 percentage points	SWD	Yellow	39.4% Chronically Absent	Declined Significantly -3 percentage points
St. Group	Color	DFS/Percentage	Change																																																							
All	Red	36.4% Chronically Absent	Increased Significantly 11.5																																																							
EL	Red	34.8% Chronically Absent	Increased Significantly 8.4																																																							
Hisp	Red	36.4% Chronically Absent	Increased Significantly 10																																																							
AA		35.3% Chronically Absent	0																																																							
SED	Red	36% Chronically Absent	Increased Significantly 11																																																							
SWD	Red	42.4% Chronically Absent	Increased Significantly 12.1																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Yellow	33.4% Chronically Absent	Declined Significantly -3 percentage points																																																							
EL	Yellow	31.8% Chronically Absent	Declined Significantly -3 percentage points																																																							
Hisp	Yellow	33.4% Chronically Absent	Declined Significantly -3 percentage points																																																							
AA	Yellow	32.3% Chronically Absent	Declined Significantly -3 percentage points																																																							
SED	Yellow	33% Chronically Absent	Declined Significantly -3 percentage points																																																							
SWD	Yellow	39.4% Chronically Absent	Declined Significantly -3 percentage points																																																							
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>1.2% suspended at least one day</td> <td>Declined - 0.7</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0% suspended at least one day</td> <td>Declined Significantly -2</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>1.2% suspended at least one day</td> <td>Declined - 0.8</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	1.2% suspended at least one day	Declined - 0.7	EL	Blue	0% suspended at least one day	Declined Significantly -2	Hisp	Green	1.2% suspended at least one day	Declined - 0.8	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>0.9% suspended at least one day</td> <td>Declined -0.3 percentage points</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0 percentage points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	0.9% suspended at least one day	Declined -0.3 percentage points	EL	Blue	0% suspended at least one day	Maintained 0 percentage points																												
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	1.2% suspended at least one day	Declined - 0.7																																																							
EL	Blue	0% suspended at least one day	Declined Significantly -2																																																							
Hisp	Green	1.2% suspended at least one day	Declined - 0.8																																																							
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	0.9% suspended at least one day	Declined -0.3 percentage points																																																							
EL	Blue	0% suspended at least one day	Maintained 0 percentage points																																																							

Metric/Indicator	Baseline	Expected Outcome																												
	<table border="1"> <tr> <td>AA</td> <td></td> <td>0% suspended at least one day</td> <td></td> </tr> <tr> <td>SED</td> <td>Green</td> <td>1.3% suspended at least one day</td> <td>Declined - 0.7</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>1.3% suspended at least one day</td> <td>Declined - 0.8</td> </tr> </table>	AA		0% suspended at least one day		SED	Green	1.3% suspended at least one day	Declined - 0.7	SWD	Green	1.3% suspended at least one day	Declined - 0.8	<table border="1"> <tr> <td>Hisp</td> <td>Green</td> <td>0.9% suspended at least one day</td> <td>Declined -0.3 percentage points</td> </tr> <tr> <td>AA</td> <td>Blue</td> <td>0% suspended at least one day</td> <td>Maintained 0 percentage points</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>1.0% suspended at least one day</td> <td>Declined -0.3 percentage points</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>1.0% suspended at least one day</td> <td>Declined -0.3 percentage points</td> </tr> </table>	Hisp	Green	0.9% suspended at least one day	Declined -0.3 percentage points	AA	Blue	0% suspended at least one day	Maintained 0 percentage points	SED	Green	1.0% suspended at least one day	Declined -0.3 percentage points	SWD	Green	1.0% suspended at least one day	Declined -0.3 percentage points
AA		0% suspended at least one day																												
SED	Green	1.3% suspended at least one day	Declined - 0.7																											
SWD	Green	1.3% suspended at least one day	Declined - 0.8																											
Hisp	Green	0.9% suspended at least one day	Declined -0.3 percentage points																											
AA	Blue	0% suspended at least one day	Maintained 0 percentage points																											
SED	Green	1.0% suspended at least one day	Declined -0.3 percentage points																											
SWD	Green	1.0% suspended at least one day	Declined -0.3 percentage points																											
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%</p>	<p>Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%</p>																												
<p>Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey - School Connectedness All students: 83% responded favorably EL: 89% responded favorably Hisp: 84% responded favorably AA: 97% responded favorably SPED: 90% responded favorably</p>	<p>Panorama Survey - School Connectedness All students: 86% responded favorably EL: 92% responded favorably Hisp: 87% responded favorably AA: 100% responded favorably SPED: 93% responded favorably</p>																												
<p>Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey – School Safety All students: 69% responded favorably EL: 76% responded favorably Hisp: 69% responded favorably AA: 89% responded favorably SPED: 82% responded favorably</p>	<p>Panorama Survey – School Safety All students: 72% responded favorably EL: 79% responded favorably Hisp: 72% responded favorably AA: 92% responded favorably SPED: 85% responded favorably</p>																												
<p>Williams Facilities Inspection Results</p>	<p>Williams Facilities Inspection Results - 100%</p>	<p>Williams Facilities Inspection Results - 100%</p>																												

Planned Strategies/Activities

Strategy/Activity 1

#1 Rio Vista wants to ensure that students are safe while on the playground. Additional supervision support will be provided. This will allow students to be more actively monitored and enable more students to be acknowledged and recognized for making positive choices, following the PBIS Ranger expectations.

Monitoring metric: We will use referral and suspension data to monitor the impact of this action item. We will use referral rate and suspension data to monitor the impact of this action item.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	22347
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase in time for supervision aides

Strategy/Activity 2

#2 The school leadership team and PBIS/SEL leadership team will continue to build the MTSS Framework for the school to ensure that students in each Tier receive the needed support to be successful.

Monitoring metric: The development/change of the framework will be used to measure the success of this action item.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

#3 Rio Vista will retain a school behavior paraeducator to support general education students in remaining in class and accessing learning throughout their school day. The behavior paraeducator will work directly with general education teachers, the school counselor, administration, and the PBIS/SEL team to improve overall student behavior data and reduce the suspension rate.

Monitoring metric: The behavior paraeducator will collect data on which students are being supported, identify their support needs, and note the duration of support to track the effectiveness of this action.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Counselor
Staff

Proposed Expenditures for this Strategy/Activity

Amount	61299
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Funds to pay for 7 hour behavior paraeducator

Strategy/Activity 4

#4 Rio Vista will continue to work on implementing Playworks. Our intent is to provide structure, explicitly teach expectations, and actively teach game rules on the playground, with the goal of reducing behavior challenges.

Monitoring metric: We will use referral rate and suspension data to monitor the impact of this action item.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal Assistant Principal Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Playworks supplies

Strategy/Activity 5

#5 To target chronic absenteeism for ALL STUDENTS, an attendance team, including the school counselor, will focus on improving the attendance of chronically absent students. We will hold SART and SARB meetings to support improvements in attendance. The attendance team will meet weekly to monitor students and make contact with families. We will implement independent study contracts for extended absences from school. Additionally, we will use the PBIS

Rewards store to motivate students to attend school. Students will earn points for attendance, which they can use to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. The attendance team will develop additional incentives to improve overall attendance, individual attendance, and reduce chronic absenteeism.

Monitoring Metric: We will track the number of SARB and SART meetings held each year and the number of independent study contracts implemented for extended absences. We will measure attendance rates on target days/times when incentives and experiences are offered to determine their impact on overall student attendance. We will utilize local attendance data and the CA Dashboard Chronic Absenteeism data to monitor the success of this action throughout the school year and determine if attendance is improving for students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for attendance & PBIS student store

Strategy/Activity 6

#6 To target chronic absenteeism for the subgroups SED, SWD, EL, Homeless, Hispanic, and White, an attendance team, including the school counselor, will focus on improving the attendance of these specific subgroups. When addressing absenteeism, we will prioritize meetings and support for students in these particular groups to reduce the chronic absenteeism rate. This will include holding SART and SARB meetings. The attendance team will meet weekly to monitor students and make contact with families. We will implement independent study contracts for extended absences from school. We will use the PBIS Rewards store to motivate students to attend school. Students attending school will receive points, which will allow them to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed by the attendance team to support improving overall attendance, individual attendance, and reducing chronic absenteeism for each of these subgroups.

Monitoring Metric: We will track the number of SARB and SART meetings held each year and the number of independent studies implemented for extended absences. We will measure attendance rates during target days/times when attendance incentives and experiences occur to determine if the incentives are having a positive impact on student attendance. We will utilize local attendance data and the CA Dashboard Chronic Absenteeism data to monitor the success of this action throughout the school year, determining if attendance is improving for students and if these efforts are having the intended impact.

Students to be Served by this Strategy/Activity

X Specific Student Groups:
SED, SWD, EL, Homeless, Hispanic, and White subgroups

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for attendance & PBIS student store

Strategy/Activity 7

#7 Rio Vista will utilize and maintain the PBIS Rewards application to support the school by using behavior data to recognize and motivate students. The PBIS Team will be tasked with monitoring and utilizing this data to foster positive behaviors across our campus.

Monitoring metric: The effectiveness of this strategy will be assessed by the number of PBIS Team meetings that occur, focusing on how frequently we utilize the data as a team. We will track overall referrals and points to report on these figures monthly/annually to gauge the success of the PBIS Rewards program/application. We will also utilize locally calculated suspension data along with CA Dashboard Data to monitor suspension rates and evaluate the impact of this action item on those rates.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2024-6/30/2025

Person(s) Responsible

Principal
Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

PBIS Rewards is on a 3 year renewal cycle. The next renewal will be in 2025-26 school year.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	39,609	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$150,405
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$374,982.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	147,597	0.00
Title I Part A: Parent Involvement	2,808	0.00
LCFF	224,577	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$147,597.00
Title I Part A: Parent Involvement	\$2,808.00

Subtotal of additional federal funds included for this school: \$150,405.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$224,577.00

Subtotal of state or local funds included for this school: \$224,577.00

Total of federal, state, and/or local funds for this school: \$374,982.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	224,577.00
Title I	147,597.00
Title I Part A: Parent Involvement	2,808.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	20,800.00
2000-2999: Classified Personnel Salaries	296,874.00
4000-4999: Books And Supplies	26,808.00
5000-5999: Services And Other Operating Expenditures	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	16,100.00
2000-2999: Classified Personnel Salaries	LCFF	176,977.00
4000-4999: Books And Supplies	LCFF	26,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	2,700.00
2000-2999: Classified Personnel Salaries	Title I	119,897.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	25,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	808.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aaron Tarzian	X				
Dineen Knight		X			
Annette Nuntasiri		X			
Kathleen Yearwood		X			
Angelica Rodas			X		
Kevin Lesandro				X	
Sonja Kinnunen				X	
Christiana Andrade Romo				X	
Maria Alvarado				X	
JR Corrales				X	
Numbers of members of each category:	1	3	1	5	

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

Other: Leadership Team

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 April 30, 2024.

Attested:



Principal, Aaron Tarzian on 05 / 16 / 2024

SSC Chairperson, Annette Nuntasiri on 05 / 16 / 2024

Title I and LCFF Funded Program Evaluation

Goal #1:
Rio Vista will increase academic achievement through tier 1 & 2 instruction and academic interventions.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>#1 To improve student outcomes in ELA and Math, we will establish dedicated Tier 2 intervention periods within the school day, designed and managed through our Professional Learning Communities (PLCs). These interventions will be flexible and tailored to the specific needs of students, driven by insights from common data assessments conducted by PLC teams, which focus on essential standards/SMART Goals. To support the delivery of small group instruction across all grade levels throughout the school day, we will provide additional paraeducators to our staff. This approach ensures that our interventions are both data-informed and collaboratively executed, enhancing their effectiveness and relevance to student needs.</p> <p>The leadership team will aid Professional Learning Communities (PLCs) in creating common assessments, collecting and analyzing data, focusing on subgroups (SWDs and ELs), and implementing classroom-based Tier 2 interventions.</p> <p>Monitoring Metric: The effectiveness of this action will be evaluated using the Star benchmark assessments for ELA & Math, as well as the CA State Dashboard assessment results for ELA & Math. We will also monitor our SWD (Students with Disabilities) and EL (English Learner) subgroups to determine if the action is having a</p>			

<p>positive impact on those subgroups that are in need.</p>			
<p>#2 Rio Vista will utilize coaching staff (district and site based) to enhance classroom instruction by offering model lessons, co-teaching, and leading professional development for staff. Coaches will support classroom teachers, including our Resource Specialist Program (RSP) and Special Day Class (SDC) teachers, in differentiating lessons and employing effective strategies for both whole group and small group instruction in English Language Arts (ELA) and Mathematics. This action aims to improve Tier 1 instruction in reading, math, and writing to more effectively meet the diverse needs of all students, utilizing tools such as the Writing Workshop, Universal Design for Learning (UDL), and the Launch-Explore-Summary instructional model for math.</p> <p>A priority will be placed on assisting teachers who work with specific subgroups, including English Learners (ELs) and Students with Disabilities (SWDs), to ensure tailored instructional support. Coaches will offer targeted intervention support to small groups of students struggling with particular concepts, as identified through assessment data, and will assist in structuring interventions based on performance indicators.</p> <p>Monitoring Metric: The effectiveness of this action will be evaluated using the Star benchmark assessment to monitor the academic growth of students supported by the Coach, as well as the progress of all grade levels and subgroups (SWDs and ELs), to determine the effectiveness of this SPSA action.</p>			
<p>#3 Rio Vista will collaborate with the PSUSD Expanded Learning Department to implement targeted academic interventions in English Language Arts (ELA) and Mathematics. These interventions will be available to students outside the regular school hours, reinforcing instruction and providing additional support. Special emphasis will be placed on serving Students with Disabilities (SWD) and English</p>			

<p>Learners (EL), groups identified through performance data as having the most significant gaps in achievement.</p> <p>Monitoring Metric: To ensure these interventions are effective, we will utilize Star Benchmark data to monitor student progress. This will involve tracking both pre-assessment and post-assessment data for each student to accurately measure academic growth. By doing so, we aim to provide a tailored approach that addresses the specific needs of our students, particularly focusing on those from our prioritized subgroups, to help close achievement gaps.</p>			
<p>#4 Rio Vista will improve and enhance language acquisition and academic proficiency by funding two bilingual paraeducators. The bilingual paras will help by ensure that teachers can facilitate small group or one-on-one instruction during English Language Development (ELD), which will be conducted at each grade level for 30/45 minutes, four/five days per week. This action is designed to create more opportunities for individualized/small group instruction, addressing the needs of our EL students.</p> <p>Monitoring Metric: The impact of this action will be assessed primarily through the analysis of Star benchmark data, with a specific focus on the performance of our English Learner (EL) students in English Language Arts (ELA) and Mathematics. Our goal is to gauge whether this targeted support contributes to an increase in the number of students achieving proficiency in these subject areas. We will also utilize year-over-year summative English Language Proficiency Assessments for California (ELPAC) data and ELPI CA Dashboard data to evaluate progress towards English language proficiency.</p>			
<p>#5 Rio Vista staff will attend professional conferences and/or we will bring consultants to provide on-site staff development to our staff. These opportunities are selected to align with our goals of implementing</p>			

<p>academic standards effectively, enhancing instructional rigor, and meeting the diverse needs of all students. Staff members will actively share learning and lead training sessions on innovative strategies and resources they acquire, fostering a culture of continuous improvement and collaboration.</p> <p>Priority Areas for Professional Growth:</p> <ul style="list-style-type: none"> • Writers' Workshop • Professional Learning Communities (PLCs) • Acquisition of proven strategies to support English Learners (ELs), such as Kagan Cooperative Learning • Deepening understanding of the Multi-Tiered System of Supports (MTSS) framework <p>Monitoring Metric: The effectiveness of this professional development strategy will be evaluated by tracking:</p> <ul style="list-style-type: none"> • The number of professional development days/sessions attended by teachers, focusing on their professional growth. • The development and utilization of essential standards and common assessments by teachers within PLCs, aimed at enhancing Tier 1 instruction and Tier 2 interventions. • Additionally, we will analyze Star benchmark data to assess whether there is a noticeable increase in the number of students achieving proficiency in ELA and Mathematics assessments, thereby reflecting the positive impact of enriched teacher expertise on student outcomes. 			
<p>#6 Rio Vista is committed to improving student outcomes from Transitional Kindergarten (TK) through 5th grade by acquiring licensing rights for the selected</p>			

software including but not limited to the following:

- Accelerated Reader: To foster strong reading comprehension skills, critical to reading development.
- Class Creator: To streamline student placement and ensure optimal learning environments.
- Lexia Core 5: To support literacy development with a focus on personalized learning paths.
- Summit K12: To aid in English Language Development (ELD), providing essential pre/post data for tracking progress.

Monitoring Metric: The impact of these software solutions will be evaluated through various methods:
Accelerated Reader: Monitoring the rate of quiz passage and the volume of quizzes taken by students.
Class Creator: Conducting staff survey to assess the effectiveness of the tool in facilitating student articulation across grades.
Lexia Core 5: Utilizing the platform's analytics to track students' literacy progress.
Summit K12: Year-over-year English Language Proficiency Assessments for California (ELPAC) data to gauge progress toward English language proficiency.
Additionally, Star benchmark data will be employed to verify the overarching benefits of these digital resources for all students, with particular attention to the progress of specific subgroups (SWD & ELs).

#7 To enhance the quality of instruction and ultimately improve student outcomes, Rio Vista has allocated resources specifically for the purpose of covering classes with substitute teachers so teachers can be released. This action will help foster opportunities for professional growth and collaboration. Teachers will have the flexibility to engage in peer observations, work directly with coaches, work with professional consultants, or conduct student assessments. Additionally, this

<p>supports teachers' participation in Student Success Teams (SSTs), Individual Education Plan (IEP) meetings, and other essential on-site meetings during school hours.</p> <p>Monitoring Metric: The effectiveness of this action will be closely monitored by tracking the number of days teachers are released for these targeted professional development activities.</p>			
<p>#8 Rio Vista will participate in district-funded professional development sessions focused on best practices for supporting English Learner (EL) students. Special attention will be given to both integrated and designated instructional strategies, with the goal of seamlessly incorporating these approaches into daily classroom activities. This effort aims to meet the diverse needs of English learner students more effectively.</p> <p>Monitoring Metric: We will monitor this item by tracking how many times staff participate in learning opportunities focused on supporting our ELs. We will use Star benchmark data, focusing only on how our EL students are performing in ELA and Math to determine if this action is helping more students become proficient in those assessments. We will also use summative, year-over-year ELPAC data to determine if it is supporting students making progress toward English language proficiency.</p>			
<p>#9 Staff will utilize Writers' Workshop classroom structure and supplemental writing curriculum to support the individual needs of our writers as well as build the capacity of our students so that they will be able to write opinion, informational, and narrative writing pieces with agency and independence. Staff will utilize Writers' Workshop classroom structure to develop Universal Design for Learning (UDL) aligned practices to better meet diverse student needs, including the subgroups ELs and SWDs.</p> <p>Monitoring Metric: We will monitor this Monitoring Metric using data we obtain from the summative CAASPP assessment, looking specifically at</p>			

<p>the claim data for grades 3-5 (writing & research/inquiry). We will also use On Demand assessment data that will be given three times per year per grade level in the areas of narrative, informational, and opinion to determine if students are making growth in their writing.</p>			
<p>#10 To support reading instruction in grades TK-5, we will establish a Rio Vista literacy team dedicated to supporting our school in making research-based decisions, complementing PSUSD's ongoing efforts in this area. This approach will ensure our students develop the essential foundational skills required for structured literacy. The literacy team will advise the school on any items needing to be purchased to supplement our adopted tier 1 reading curriculum.</p> <p>Monitoring Metric: We will measure the success of this action using Star benchmark data as well as Lexia Core 5.</p>			
<p>#11 To improve reading development in Kindergarten, we will implement the Learning Dynamics program. This curriculum will ensure that our students have access to decodable, leveled texts appropriate for their reading stages. By integrating Learning Dynamics, we aim to provide a structured, phonics-based approach that effectively supports early reading skills.</p> <p>Monitoring Metric: We will measure progress through teacher-collected data throughout the program and through Star Early Literacy assessments.</p>			
<p>#12 To support closing the achievement gap for our Students with Disabilities (SWD) subgroup, we will embed in all coaching cycles involving general education and special education teachers strategies designed to remove barriers and make learning more accessible through Universally Designed Learning (UDL) strategies. This action item will help support our students with the skills necessary to meet grade-level standards and targets.</p> <p>Monitoring Metric: Progress will be assessed using Star Reading and</p>			

Math assessments, along with summative CAASPP assessments. These measures will determine the effectiveness of our actions in helping students meet or exceed standards, thereby gauging the positive impact on this subgroup.			
---	--	--	--

Goal #2:
Rio Vista will provide opportunities for the community and families to build a partnership with the school resulting in an increase in student academic proficiency rates.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>#1 Rio Vista will provide funding for training, outreach, and informational meetings and activities at parent/family events held at Rio Vista. These activities or sessions may include the following topics, but are not limited to: literacy, science, math, family programs, parenting, fitness, social-emotional well-being, and monitoring and supporting students on the internet/social media.</p> <p>Monitoring Metric: We will monitor the success of this action by tracking how many parents attend our events trying to increase attendance year over year. We will also track academic performance data (Star & CA School Dashboard) to determine the impact of parent/family events on our students' academic performance.</p>			
<p>#2 Increase parent/family volunteering in the school by raising awareness of how to become a volunteer. Increasing the number of approved volunteers will allow staff to promote more parent/family volunteering opportunities.</p> <p>Monitoring Metric: Number of approved volunteers in comparison to the 2023-24 school year. We aim to see an increase in the quantity of volunteers. We will also track academic performance data (Star & CA School Dashboard) to determine</p>			

the impact of volunteerism on our students' academic performance.			
---	--	--	--

Goal #3:

Rio Vista students will be provided a positive, safe, and healthy learning environment. We will collaborate with families and support students in achieving our overall attendance rate goal of 94.5%, also resulting in an increase in the student academic proficiency rates. We will reduce our chronic absenteeism making improvement in the "all student" group and all subgroups by 3 percentage points.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>#1 Rio Vista wants to ensure that students are safe while on the playground. Additional supervision support will be provided. This will allow students to be more actively monitored and enable more students to be acknowledged and recognized for making positive choices, following the PBIS Ranger expectations.</p> <p>Monitoring metric: We will use referral and suspension data to monitor the impact of this action item. We will use referral rate and suspension data to monitor the impact of this action item.</p>			
<p>#2 The school leadership team and PBIS/SEL leadership team will continue to build the MTSS Framework for the school to ensure that students in each Tier receive the needed support to be successful.</p> <p>Monitoring metric: The development/change of the framework will be used to measure the success of this action item.</p>			
<p>#3 Rio Vista will retain a school behavior paraeducator to support general education students in remaining in class and accessing learning throughout their school day. The behavior paraeducator will work directly with general education teachers, the school counselor, administration, and the PBIS/SEL team to improve overall student behavior data and reduce the suspension rate.</p>			

<p>Monitoring metric: The behavior paraeducator will collect data on which students are being supported, identify their support needs, and note the duration of support to track the effectiveness of this action.</p>			
<p>#4 Rio Vista will continue to work on implementing Playworks. Our intent is to provide structure, explicitly teach expectations, and actively teach game rules on the playground, with the goal of reducing behavior challenges.</p> <p>Monitoring metric: We will use referral rate and suspension data to monitor the impact of this action item.</p>			
<p>#5 To target chronic absenteeism for ALL STUDENTS, an attendance team, including the school counselor, will focus on improving the attendance of chronically absent students. We will hold SART and SARB meetings to support improvements in attendance. The attendance team will meet weekly to monitor students and make contact with families. We will implement independent study contracts for extended absences from school. Additionally, we will use the PBIS Rewards store to motivate students to attend school. Students will earn points for attendance, which they can use to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. The attendance team will develop additional incentives to improve overall attendance, individual attendance, and reduce chronic absenteeism.</p> <p>Monitoring Metric: We will track the number of SARB and SART meetings held each year and the number of independent study contracts implemented for extended absences. We will measure attendance rates on target days/times when incentives and experiences are offered to determine their impact on overall student attendance. We will utilize local attendance data and the CA Dashboard Chronic Absenteeism data to monitor the success of this action throughout the school year and determine if attendance is improving for students.</p>			

#6 To target chronic absenteeism for the subgroups SED, SWD, EL, Homeless, Hispanic, and White, an attendance team, including the school counselor, will focus on improving the attendance of these specific subgroups. When addressing absenteeism, we will prioritize meetings and support for students in these particular groups to reduce the chronic absenteeism rate. This will include holding SART and SARB meetings. The attendance team will meet weekly to monitor students and make contact with families. We will implement independent study contracts for extended absences from school. We will use the PBIS Rewards store to motivate students to attend school. Students attending school will receive points, which will allow them to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed by the attendance team to support improving overall attendance, individual attendance, and reducing chronic absenteeism for each of these subgroups.

Monitoring Metric: We will track the number of SARB and SART meetings held each year and the number of independent studies implemented for extended absences. We will measure attendance rates during target days/times when attendance incentives and experiences occur to determine if the incentives are having a positive impact on student attendance. We will utilize local attendance data and the CA Dashboard Chronic Absenteeism data to monitor the success of this action throughout the school year, determining if attendance is improving for students and if these efforts are having the intended impact.

#7 Rio Vista will utilize and maintain the PBIS Rewards application to support the school by using behavior data to recognize and motivate students. The PBIS Team will be tasked with monitoring and utilizing this data to foster positive behaviors across our campus.

Monitoring metric: The effectiveness of this strategy will be assessed by the number of PBIS Team meetings that occur, focusing on how frequently we utilize the data as a team. We will track overall referrals and points to report on these figures monthly/annually to gauge the success of the PBIS Rewards program/application. We will also utilize locally calculated suspension data along with CA Dashboard Data to monitor suspension rates and evaluate the impact of this action item on those rates.

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65004, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, Section 64004(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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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, its 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2049

Title	School Plan for Student Achievement 2024-25
File name	2024-25_School_Pl..._20240516__2_.pdf
Document ID	f41a6e86aed7c5b2b239ffc1f6833a8df9866f86
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History

 SENT	05 / 17 / 2024 00:53:11 UTC	Sent for signature to Taryn Sall (tsall@psusd.us), Crisel Garcia Pontifes (abejitabye1@gmail.com) and Annette Nuntasiri (anuntasiri@psusd.us) from atarzian@psusd.us IP: 74.62.14.58
 VIEWED	05 / 17 / 2024 01:04:13 UTC	Viewed by Taryn Sall (tsall@psusd.us) IP: 74.62.14.54
 SIGNED	05 / 17 / 2024 01:04:26 UTC	Signed by Taryn Sall (tsall@psusd.us) IP: 74.62.14.54
 VIEWED	05 / 17 / 2024 05:30:37 UTC	Viewed by Crisel Garcia Pontifes (abejitabye1@gmail.com) IP: 172.115.145.124
 SIGNED	05 / 17 / 2024 05:33:12 UTC	Signed by Crisel Garcia Pontifes (abejitabye1@gmail.com) IP: 172.115.145.124

Title	School Plan for Student Achievement 2024-25
File name	2024-25_School_Pl..._20240516__2_.pdf
Document ID	f41a6e86aed7c5b2b239ffc1f6833a8df9866f86
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



05 / 17 / 2024
06:12:27 UTC

Viewed by Annette Nuntasiri (anuntasiri@psusd.us)
IP: 76.166.165.93



SIGNED

05 / 17 / 2024
06:13:06 UTC

Signed by Annette Nuntasiri (anuntasiri@psusd.us)
IP: 76.166.165.93



COMPLETED

05 / 17 / 2024
06:13:06 UTC

The document has been completed.