



## 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.

<b>School Name</b>	Rio Vista Elementary School
<b>Address</b>	67700 Verona Road Cathedral City, CA 92234
<b>County-District-School (CDS) Code</b>	33-67173-0105767
<b>Principal</b>	Aaron Tarzian
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2025 - 6/30/2026
<b>Schoolsite Council (SSC) Approval Date</b>	April 29, 2025
<b>Local Board Approval Date</b>	June 24, 2025

X 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.

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# School Vision and Mission

## Mission:

At Rio Vista Elementary, our mission is to nurture productive and caring citizens who contribute positively to our diverse community, ensuring all students have the knowledge, skills, and confidence to overcome obstacles and thrive as lifelong learners. We dedicate ourselves to fostering a safe, inclusive, and equitable environment for everyone where each student is empowered to achieve academic excellence, develop social-emotional skills, and embrace a growth mindset.

## Vision:

At Rio Vista Elementary, our vision is to be a school where every child achieves through personalized support, driven by a community of staff, students, and families dedicated to mutual respect, innovation, and accountability. We are united in our commitment to fostering an environment of open communication, collaboration, and continuous improvement.

# 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 650 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 School 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 not held this year due to no one's term being up.

–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 8/14/2024 and due on 8/30/2024. We received 5 parent nominations for the 5 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 9/4/2024 and due on 9/13/2024. Five new parents were elected: Maribel Cedeno, Sonja Kinnunen, Lareina Knight, Cipriano Rivera, and Allison Schulnik

#### SSC Meeting Dates and Topics:

–9/18/24: SSC Training

–9/24/24: 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), 2024-25 SPSA was reviewed, SPSA fall update 2024-25 was discussed/input collected, budget reviewed.

–10/15/24: Fall revise of the 2024-25 SPSA discussed, discussed updated actions, and discussed data (beg of year assessments, attendance, discipline), SPSA Budget was discussed, ELAC report.

–10/28/24: Data review (CAASPP/ELPAC, academic Fall Star Data, attendance, behavior), updated the SPSA 2024-25 budget, Fall update of SPSA 2024-25 completed and approved by SSC, ELAC report.

–12/10/24: Data review (CA Dashboard Data, attendance, behavior), Comprehensive School Safety Plan discussed/input, budget update.

–1/14/25: Comprehensive School Safety Plan discussed/approved, budget update.

–2/11/25: Data review (Star winter data, attendance, behavior), budget report, SPSA budget report/discussion around spending adjustments, ELAC report.

–3/18/25: Reviewed budget & made adjustments based on actuals, Reviewed 2024-25 SPSA, ELAC report

–4/22/25: Reviewed budget, reviewed 2024-25 SPSA & discussed actions/budget actuals, input/discussion for 2025-26 SPSA, reviewed data (2024 CA Dashboard, 2024-25 attendance, 2024-25 Star assessment data, 2024-25 behavior/suspension data, 2024-25 Panorama survey data), ELAC report (sharing of needs assessment)

–4/29/25: Input considered from ELAC, continued evaluation of SPSA actions and services for 2024-25 plan, continued input/discussion for 2025-26 SPSA, approval of 2025-26 SPSA, SSC provided response to ELAC from input.

#### ELAC Meeting Dates and Topics:

–10/02/24: Student awards, reviewed ELAC purpose, ELAC training, 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

–1/22/25: Student awards, DELAC representative report, ELPAC testing information, reviewed 2024 CA Dashboard Data, discussed community news.

–2/26/25: Student awards, DELAC representative report, reviewed 2024 CA Dashboard Data, completed EL schoolwide needs assessment, PSUSD & RVES family climate survey, community news, discussed ELCAP Saturday school/camp opportunity for all Rio Vista EL students.

–4/25/25: Reviewed CA Dashboard/attendance/discipline data/Panorama climate survey data, 2024-25 School Plan for Student Achievement (SPSA) Evaluation/discussion, discussed plans for next year including input/discussion for 2025-26 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 continue 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 student groups (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 student groups 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.
- 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 with coaching support to remove barriers for students and help students make progress towards grade level standards.

#### ELAC Input for the 2025-26 SPSA:

ELAC input to SSC was considered throughout the school year through the ELAC report agenda item on each SSC agenda. For the 2025-26 SPSA development, ELAC completed the input form and provided that to the SSC during their April 2025 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 2024 CA Dashboard Academic Data and most recent 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 Group – According to the 2024 CA Dashboard Data, our SWD group is 108 points below standard in ELA, scoring “very low - orange,” and 128 points below standard in math, scoring “very low - red.” The all-student group is in the “low - orange” range for ELA but performing significantly higher than the SWD group at 36 points below standard. In math, the all-student group is scoring “low - yellow” at 57 points below standard.

In the most recent Star assessment (Winter 2025), 15% of our SWD group met standard as compared to 43% for the all student group in ELA and 7% of our SWD group met standard as compared to 39% for the all student group in math.



EL student group – According to the 2024 CA Dashboard Data, our EL students are 64 points below standard in ELA and 84 points below in math, both scoring in the “low - orange” performance level. The all-student group is also in the “low - orange” range for ELA, scoring 36 points below standard. In math, however, the EL group remains in the “low - orange” range, while the all-student group scores 57 points below standard in the “low - yellow” level representing that the score has increased since the last time we took this assessment.

In the most recent Star assessment (Winter 2025), 3% of our EL group met or exceeded the standard in ELA, compared to 43% of the English Only group. In math, 12% of EL students met or exceeded the standard, compared to 36% of the English Only group.

We will further address these inequities (SWD and ELs) by ensuring our district TOSA supports not only general education teachers with strategies for all students, but also specifically focuses on Students with Disabilities and ELs. The district TOSA will provide additional coaching and support to our RSP and SDC teachers to further differentiate instruction and ensure appropriate strategies are used during both whole group and small group instruction to effectively meet the needs of these student groups.

Additionally, SWD and EL students will be prioritized for intervention.

Tier 2 intervention periods have been embedded within the school day to support differentiated instruction. These interventions will be flexible and tailored to individual student needs, driven by data from common assessments conducted by PLC teams focused on essential standards and SMART goals. Having Tier 2 intervention during the school day allows our SWD and EL students to receive targeted small group support without missing core instruction.

We will also continue to build on the shift made in the 2024–25 school year to emphasize staff professional development in leveraging assessments, enhancing collaboration, and fostering collective teacher efficacy to improve outcomes for 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 instructional improvement and student achievement.

English Learner Performance – Our current RFEP rate stands at 5.6%, which is significantly below the PSUSD rate of 9.6%. A sustained focus on supporting EL students in learning English—through the specific actions outlined in this SPSA update—is essential to help more students become eligible for reclassification. According to the 2024 CA Dashboard Data, 68% of our ELs are making progress toward English proficiency, earning a “very high - blue” performance level on the CA School Dashboard. While this is a major celebration, the progress seen in English proficiency, as measured by the ELPAC and aligned with ELD standards, has not yet translated to improved performance on the ELA and Math CAASPP assessments or our district-based Star assessments. This indicates continued work is needed to support our ELs in transferring language gains into academic achievement.

In our 2025–26 SPSA, we will maintain funding for designated ELD time to ensure ELs receive small group instruction tailored to their needs. Instruction will incorporate strategies learned during the 2023–24 and 2024–25 professional development sessions supported by the EL Department. We will continue to emphasize the use of both integrated and designated instructional strategies, based on staff feedback and instructional observations. Additionally, we will prioritize ELs for school-based intervention to help close the achievement gap and support academic growth. We will continue to focus staff professional development on leveraging assessments, enhancing collaboration, and fostering collective teacher efficacy to improve outcomes for these student groups. We will continue to partner with Solution Tree, budget allowing, or will continue to leverage what we have already learned, to implement and refine the PLC model, ensuring a more data-driven approach to instructional improvement and student achievement.

#### Chronic Absenteeism

According to the 2024 CA Dashboard Data and confirmed by 2024–25 local attendance data, an inequity in chronic absenteeism has been identified for the Multiple Races student group. This group scored in the “very high - red” performance level and was the only group that did not decrease its chronic absenteeism rate from the previous year. All other groups tracked by the CA Dashboard—including all students, ELs, Homeless youth, SES, SWD, Hispanic, and White—either decreased their chronic absenteeism rate at the “decreased significantly” or “decreased” level, indicating that the actions we are taking are having a positive impact on most of our students.

In Goal 3 of our 2025–26 plan, we will continue implementing targeted outreach and incentives to improve attendance for the Multiple Races student group, as well as for all other student group, since they continue to score in the “very high” range. Attendance-related activities have been further refined in the 2025–26 SPSA to include the use of PBIS Rewards and the continued development of an attendance committee to monitor and respond to attendance data. We believe these efforts will support improved attendance for all identified student groups and for the all-student group 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.

### ELA

Improvement in ELA has been evident during the 2024–25 school year. Star test results from this year show growth in reading over time. Results from the winter screening window indicate that 36% of students are projected to score at Level 3 or 4 on the upcoming CAASPP ELA assessment—an increase from the previous year, when only 31% were projected to meet that benchmark.

### Math

According to the 2024 CA Dashboard, we scored “low - yellow” in math, performing 57 points below standard but the yellow color representing an increase in performance from the previous year. Winter screening window Star results showed improvement in mathematics, with 31% of students projected to score at Level 3 or 4 on the CAASPP math assessment—an increase from the previous year, when only 23% were projected to meet that benchmark.

### English Learner Performance

According to the 2024 CA Dashboard Data, 68% of our ELs are making progress toward English proficiency, earning a “very high - blue” performance level on the CA School Dashboard. While this is a major celebration, the progress seen in English proficiency, as measured by the ELPAC and aligned with ELD standards, has not yet translated to improved performance on the ELA and Math CAASPP assessments or our district-based Star assessments. This indicates continued work is needed to support our ELs in transferring language gains into academic achievement.

### Chronic Absenteeism

According to the CA Dashboard, all groups—except the Multiple Races group—including all students, ELs, Homeless youth, SES, SWD, Hispanic, and White, either decreased their chronic absenteeism rate at the “decreased significantly” or “decreased” level, indicating that the actions we are taking are having a positive impact on most of our students. All student groups continue to score in the “very high” category according to the CA Dashboard, but we are clearly making progress and heading in the right direction.

### School Climate

Parents reported on the Winter 2025 Panorama Survey that Rio Vista has a strong climate of support for academic learning, with 96% responding favorably in this area. Additionally, 98% of parents reported a sense of belonging and connectedness to the school, and 100% felt the school provides a safe environment.

On the Winter 2025 Panorama Student Climate Survey, 84% of students responded favorably regarding Rio Vista's sense of belonging and school connectedness—a 1% increase from Winter 2024. In terms of safety, 72% of students reported feeling safe at school, reflecting a 3-point increase from the previous survey.

The Winter 2025 Panorama Student SEL Survey also showed positive growth across all measured areas. Self-management increased by 9 points, growth mindset by 31 points, social awareness by 1 point, perseverance by 4 points, and self-efficacy by 6 points. We made major gains in these areas during the 2024 survey administration, so it is encouraging to see continued improvement across the board.

Note: Foster youth is not a large enough student group to be an indicator on the CA Dashboard for Rio Vista. However, we do provide support to students in this group through our supporting actions listed below.

### Supporting Actions

#### Goal 1 – Academics

–To improve student outcomes in ELA and Math, we implemented Tier 2 intervention periods during the school day, guided by our Professional Learning Communities (PLCs). These flexible, data-driven interventions were tailored to student needs based on common assessments aligned with essential standards and SMART goals. To support small group instruction, we hired five Paraeducator I staff members.

–A PLC coach provided by Solution Tree supported our work by strengthening collaborative practices and deepening our use of data. This coaching built on the shift initiated during the 2024–25 school year, which emphasized leveraging assessments, enhancing collaboration, and fostering collective teacher efficacy. Every teacher participated in direct coaching sessions with the Solution Tree coach, focused on the four

## Reflections: Success



essential PLC questions. This included five in-person coaching days and three interactive webinars funded through our SPSA.

–The Literacy Team and Leadership Team collaborated to develop a common school wide support schedule, ensuring each grade level had designated times and push-in support from at least one paraeducator. Planning began in spring 2024, when the Literacy Team started work on creating a universal reading schedule for the 2024–25 school year. During the 2024–25 school year, the team continued meeting to complete the RVES Literacy Plan, which included using the Administrators Literacy Framework (ALF) to identify next steps. Based on this data, the team developed a plan focused on leadership, universal literacy instruction, assessment and data-based decision-making, intervention, and community and family involvement.

–The Literacy coach worked with the LCAP site reading intervention teacher to target students requiring reading intervention based on Star ELA data, CBM data, BPST data, and spelling screener results, providing instruction in areas of need based on assessment data.

–With the support of additional bilingual para staffing to support small D-ELD groups, we continued implementing Summit K12 and Wonders ELD during designated ELD time to help students progress on the California ELD Standards. Instruction was targeted toward students at ELPAC levels 1, 2, and 3, with staff support enabling teachers to better meet the needs of each English Learner. Additionally, we offered a Saturday School opportunity focused on ELD standards for all EL students.

–Action planning days for both ELA and mathematics were planned and executed with the support of our district and site-based coaches. A plan was created for each grade level with support from the coaches to improve instruction and provide coaching to both teams and individual teachers. A coaching cycle was completed by each teacher with support from one of our coaches, focusing on a learning area selected by each team member. The coaching cycles and action planning days included all teachers (RSP and SDC) to ensure comprehensive support for both staff and students. A focus on removing barriers through UDL was integrated into our ELA and Math action planning.

–With support from our EL Department, we reviewed our ELPAC 2024 Summative Data and noted that reading and writing were the greatest areas of need. In response, we implemented three integrated strategies to better support ELs throughout the school day. After attending a staff development session at the start of the 2024–25 school year, supported by the EL Department, grade-level teams collaborated to develop and implement integrated ELD strategies.

–We utilized Learning Dynamics to support our K students having access to decodable texts aligned to their respective levels supporting students learning the skills that they need to become independent readers.

–All classrooms continued implementing Units of Study in Narrative, Opinion, and Informational writing. Teachers dedicated instructional time to help students develop their writing skills, practice key strategies, and address individual learning needs during writing workshop sessions. Our upper grades started using the newly released Units of Study that are better aligned with Common Core Standards as well as provide better support for students such as ELs and SWDs.

## Goal 2 – Family Engagement

–Our family engagement and learning nights continued to be successful, with high levels of participation.

–We continued to promote the Raising a Reader program for TK–K students. TK–K families learned about the program and strategies to support reading at home during each of our TK–K parent-teacher conferences this year. Students took home bags of high-quality, high-interest bilingual books each week, rotating them throughout the school year. The goal of the program was to encourage family reading, bilingual literacy, and strengthen home-school connections in the early grades.

–We continued to engage parents at our ELAC meetings by incorporating EL student award ceremonies, which encouraged new parents to attend and participate.

–We saw significant year-over-year increases in volunteerism, as reflected in our monitoring metrics. Our goal remains to continue increasing family volunteer participation to strengthen their sense of belonging and support academic achievement for all students.

## Goal 3 – Improved Behavior & Attendance

–Rio Vista teachers used restorative practices, Second Step Digital SEL Lessons, and Tier 1 PBIS practices. To further improve school climate, staff focused this year on more consistent application of PBIS-SEL practices. Banners displaying school expectations were hung around campus, serving as visible reminders of shared expectations for students and staff.

–We continued to successfully implement Playworks on the Rio Vista playground. These resources supported positive, organized play during recess, contributing to positive trends in referral rates and Panorama survey data.

–We utilized and maintained the PBIS Rewards application to support the use of behavior data in recognizing and motivating students, as well as promoting attendance. The PBIS team met monthly to review data, and we are seeing positive trends as a result of this work.

–Attendance for students in the all-student group and all student groups was targeted through individualized efforts. Weekly Attendance Team meetings were used to review student data, hold SART meetings with families, create individualized incentive plans, and offer Saturday School to recover lost instructional time. We also provided short-term independent study contracts to reduce the impact of excused absences.

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?

#### Academic Performance

In academics, although we have only one student group—Students with Disabilities (SWD)—performing in the “very low - red” performance band, and only in one area (math), we have observed achievement gaps between other student groups and the all-student group (outlined below). We are actively identifying and implementing targeted supports to reduce or eliminate these gaps while also striving to improve outcomes for all students.

#### ELA

According to the 2024 CA Dashboard, the all-student group performed below standard, earning a “low - orange” score due to a lack of growth from the previous year and an average distance from standard of -36. Additionally, there is an achievement gap between the all-student group and both the SWD and EL groups. The all-student group scored -36 DFS, compared to -64 DFS for ELs and -107 DFS for SWD. For the EL group, this score remained unchanged from the previous year, which is concerning and indicates a lack of progress. For SWD, although the group still performed below standard, we earned a “very low - orange” score with an improvement of 11.3 DFS points from the previous year.

#### Math

According to the 2024 CA Dashboard, the all-student group performed below standard in math, with an average distance from standard of -57 DFS. Additionally, there continues to be a notable achievement gap between the all-student group and both the SWD and EL group. In terms of average distance from standard, the all-student group scored -61 DFS, the EL group -84 DFS, and the SWD group -127 DFS. These rates of achievement have not improved since the last release of the CA Dashboard, emphasizing the need for continued remediation and a strong focus on effective Tier I instruction.

#### Chronic Absenteeism

According to the 2024 CA Dashboard Data and confirmed by 2024–25 local attendance data, an inequity in chronic absenteeism has been identified for the Multiple Races group. This group scored in the “very high - red” performance level and was the only group that did not decrease the chronic absenteeism rate from the previous year. While we have made progress on the 2024 CA Dashboard results for the all-student group and all other group—except the Multiple Races group—all groups continue to be rated as “very high” in chronic absenteeism. This indicates that we must continue to focus on improving student attendance and reducing chronic absenteeism across all groups.

#### English Learners

According to the 2024 CA Dashboard Data, our EL students are 64 points below standard in ELA and 84 points below in math, both scoring in the “low - orange” performance level and maintaining the same level of performance as the previous year. The all-student group is also in the “low - orange” range for ELA, scoring 36 points below standard, but is notably higher performing than the EL group. In math, the EL group remains in the “low - orange” range, while the all-student group scores 57 points below standard in the “medium - yellow” level, reflecting an improvement from the previous administration of the assessment.

In the most recent Star assessment (Winter 2025), 3% of our EL group met or exceeded the standard in ELA, compared to 43% of the English Only group. In math, 12% of EL students met or exceeded the standard, compared to 36% of the English Only group.

Our current RFEP rate stands at 5.6%, which is significantly below the PSUSD rate of 9.6%. A sustained focus on supporting EL students in learning English—through the specific actions outlined in this SPSA update—is essential to help more students become eligible for reclassification.

## Reflections: Identified Need

## Behavior

According to the 2024 CA School Dashboard, we received a “medium - yellow” score for our suspension rate, reflecting that we “maintained” our performance compared to the previous school year’s Dashboard results. This indicates that more work is needed to improve school climate practices and the use of other means of correction. Locally calculated data from the Student Services department for the 2024–25 school year shows a suspension rate of 1.4% at the time of plan writing, suggesting a possible slight increase in our overall suspension rate for the current year.

Note: Foster youth is not a large enough student group to be an indicator on the CA Dashboard for Rio Vista. However, we do provide support to students in this group through our supporting actions listed below.

## Supporting Actions

### Goal 1 – Academics

–We will continue implementing our Tier 2 intervention period during the school day across all grade levels, as this was a new action introduced in the 2024–25 school year and has shown positive results for the all-student group. However, we will refine our instructional approach by working with instructional coaches and conducting deeper data analysis to ensure we are meeting the needs of every student served in this model, with particular focus on progress for our SWD and EL groups. We will also use the new reading screener to better understand each student’s instructional needs. In addition, we will implement more consistent expectations for each PLC team regarding assessment cycles, data analysis, and common planning to support ongoing monitoring of student groups.

–If funding permits, we will utilize a PLC coach provided by Solution Tree to strengthen collaborative practices and deepen our use of data. This support will be focused on groups of students who have shown limited progress or where significant achievement gaps remain, particularly ELs and SWDs. If funding is not available for the 2025–26 school year, we will continue to apply the practices and knowledge gained during the previous year to advance this work.

–We will leverage both district and site-based coaches to support continued implementation, planning, and data analysis of newly learned strategies and routines. Coaches will help teachers focus on supporting SWDs and ELs in all coaching interactions, placing added emphasis on implementing Universal Design for Learning (UDL) strategies to remove barriers and provide flexible learning opportunities. Coaches will also support improvement in students’ writing skills across narrative, informational, and opinion text types in grades TK–5.

–Coaches will serve on the leadership team charged with advancing our K–5 literacy program. With support from the reading coach, they will assist staff in ensuring Tier 1 and Tier 2 instruction aligns with the science of reading and supplements our core curriculum in areas where it is less robust. Targeted professional development will be provided, and student performance data will be used to refine instruction. We will also focus on increasing the use of data to drive instruction schoolwide, including the implementation of the new RDRS screener.

–As part of our 2025–26 professional development strategy, we will partner with the PSUSD EL Department to support teachers in implementing best practices for integrated ELD instruction. In addition, we will target support for English Learners through the UDL framework to help remove barriers and promote academic progress in both ELA and math.

### Goal 2 - Family Engagement

–We will continue to explore ways to increase participation in our family engagement learning night activities and provide support that empowers families to help improve their student’s academic, behavioral, social-emotional, and attendance outcomes.

### Goal 3 – Improved Behavior & Attendance

–The school leadership team, in collaboration with the PBIS/SEL leadership team, will continue developing the school’s MTSS framework to ensure students in each tier receive the appropriate supports necessary for success. While meaningful progress has been made, additional work is needed to provide targeted, differentiated supports based on individual student needs.

–To address chronic absenteeism, the attendance team—including the school counselor—will strengthen its focus on improving attendance among chronically absent students during the 2025–26 school year. Efforts will target all groups performing in the “very low - red” performance band, while also aiming to reduce chronic absenteeism across the entire student population.

–We will continue utilizing the PBIS Rewards store to motivate and reinforce regular school attendance. Students will earn points for daily attendance, which can be redeemed for items, staff-led experiences, and entries into school-wide raffles. Additional incentives will be developed to promote improved overall attendance, recognize individual progress, and reduce chronic absenteeism.

–The elementary school counselor will continue supporting the SEL and behavior components of our MTSS framework, contributing to the development of a comprehensive, tiered system of support. The counselor will deliver monthly SEL lessons to general education classrooms, offer small group and individual counseling, and lead multiple school-wide culture and climate initiatives aimed at enhancing student well-being. This work will also include daily student check-ins, continued operation of the calming

room on the playground, and consistent communication with families, teachers, and administration to support student SEL and behavior growth.

- We will utilize the new wellness center, scheduled to open in the 2025–26 school year, to provide a dedicated space for students to support their mental health and overall well-being. The center will serve as a proactive measure to increase student attendance and reduce behavior issues campus-wide.
- Mindfulness strategies and community-building practices, Restorative Circles, will continue to be promoted as part of our effort to create calm, inclusive, and connected learning environments.
- Playworks will be further embedded into our daily playground routines to create greater structure and consistency during recess, with the goal of continuing to improve school culture, reducing behavior incidents, and lowering suspension rates.
- We will continue refining our use of behavior data and strengthening the role of our behavior paraeducator to support general education students with behavioral challenges. This includes regularly reviewing behavior patterns, incident reports, and intervention outcomes to inform our practices. The behavior paraeducator will collaborate with teachers, administrators, and support staff to implement targeted strategies and interventions that address specific student needs and reduce suspension rates.
- We will focus on further utilizing STIS to support recovering lost absences due to illness and student travel to reduce the impact on student learning loss due to absence from school as well as to recoup lost attendance to improve our overall attendance rate as well as reduce chronic absenteeism. If funding permits, we will allocate funding to increase hours of a part time staff member in our office to support this work.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.78%	0.87%	0.74%	5	6	5
African American	1.26%	2.17%	1.63%	8	15	11
Asian	0.78%	1.16%	0.89%	5	8	6
Filipino	3.30%	2.17%	2.23%	21	15	15
Hispanic/Latino	76.77%	76.81%	78.49%	489	530	529
Pacific Islander	0.47%	0.43%	0.45%	3	3	3
White	12.56%	11.88%	11.13%	80	82	75
Multiple/No Response	4.08%	4.49%	4.45%	26	31	30
Total Enrollment				637	690	674

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	100	132	82
Grade 1	86	91	105
Grade 2	104	94	97
Grade3	122	117	100
Grade 4	115	133	125
Grade 5	110	123	138
Total Enrollment	637	690	674

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	187	180	159	25.50%	29.4%	23.6%
Fluent English Proficient (FEP)	78	65	65	13.30%	12.2%	9.6%
Reclassified Fluent English Proficient (RFEP)				11.2%		



# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
674	93%	23.6%	0.4%
Total Number of Students enrolled in Rio Vista Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	159	23.6%
Foster Youth	3	0.4%
Homeless	106	15.7%
Socioeconomically Disadvantaged	627	93%
Students with Disabilities	141	20.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.6%
American Indian	5	0.7%
Asian	6	0.9%
Filipino	15	2.2%
Hispanic	529	78.5%
Two or More Races	30	4.5%
Pacific Islander	3	0.4%
White	75	11.1%

### Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance






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

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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	
<div>English Learner Progress</div> <div><p>Blue</p></div>		
<div>College/Career</div>		

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance English Language Arts

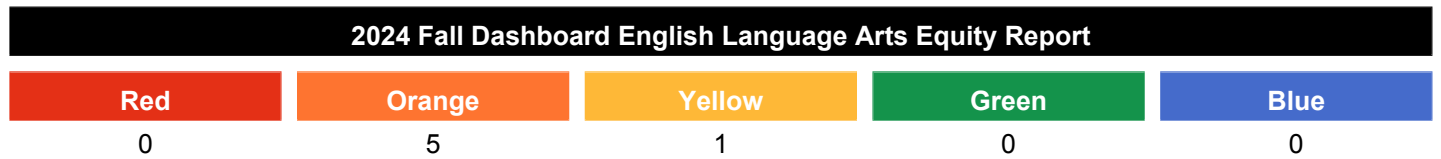
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>35.5 points below standard</div> <div>Maintained 1.6 points</div> <div>348 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>63.7 points below standard</div> <div>Maintained 0.0 points</div> <div>99 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>43.8 points below standard</div> <div>Maintained 0.4 points</div> <div>53 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>37.2 points below standard</div> <div>Maintained 0.7 points</div> <div>338 Students</div>

<b>Students with Disabilities</b>  Orange 107.8 points below standard Increased 11.3 points 93 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 2 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 7 Students	<b>Hispanic</b>  Yellow 39.3 points below standard Increased 8.8 points 266 Students
<b>Two or More Races</b>  No Performance Color 22.1 points above standard Declined 13.3 points 14 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  Orange 15.8 points below standard Declined 12.1 points 46 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance Mathematics

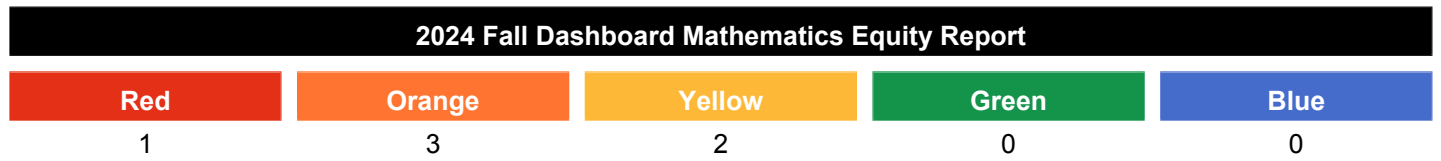
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>57.3 points below standard</div> <div>Increased 3.2 points</div> <div>349 Students</div>	<div>English Learners</div> <div> Orange</div> <div>84.2 points below standard</div> <div>Maintained 0.9 points</div> <div>100 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div> Orange</div> <div>75.5 points below standard</div> <div>Declined 17.3 points</div> <div>53 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>59.3 points below standard</div> <div>Maintained 2.4 points</div> <div>339 Students</div>



<b>Students with Disabilities</b>  Red 127.7 points below standard Maintained 2.1 points 93 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 2 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 8 Students	<b>Hispanic</b>  Yellow 63.3 points below standard Increased 5.4 points 267 Students
<b>Two or More Races</b>  No Performance Color 15.6 points above standard Maintained 1.7 points 14 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  Yellow 33.6 points below standard Increased 5.4 points 45 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Blue</div> <div>67.5% making progress.</div> <div>Number Students: 120 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5%	25%	0.8%	65%

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

31.5% Chronically Absent

Declined 4.9

705 Students

#### English Learners



Yellow

30.1% Chronically Absent

Declined 4.7

173 Students

#### Long-Term English Learners



No Performance Color

0 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

#### Homeless



Orange

41.7% Chronically Absent

Declined 7.4

127 Students

#### Socioeconomically Disadvantaged












Yellow

31.6% Chronically Absent

Declined 4.4

655 Students

<b>Students with Disabilities</b>  Yellow 36.3% Chronically Absent Declined 6.1 171 Students	<b>African American</b>  No Performance Color 27.3% Chronically Absent Declined 8 11 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Filipino</b>  No Performance Color 13.3% Chronically Absent Declined 36.7 15 Students	<b>Hispanic</b>  Yellow 33.5% Chronically Absent Declined 3 553 Students
<b>Two or More Races</b>  Red 25.8% Chronically Absent Maintained 0 31 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Orange 27.8% Chronically Absent Declined 11.2 79 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

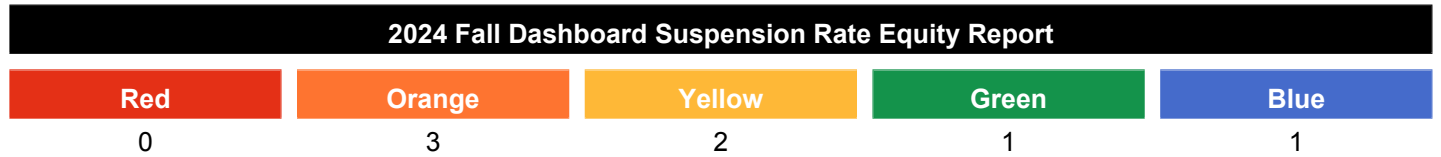
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>1.4% suspended at least one day</div> <div>Maintained 0.2%</div> <div>716 Students</div>	<div>English Learners</div> <div> Orange</div> <div>1.1% suspended at least one day</div> <div>Increased 1.1%</div> <div>176 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Homeless</div> <div> Green</div> <div>0.8% suspended at least one day</div> <div>Maintained 0.1%</div> <div>128 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>1.5% suspended at least one day</div> <div>Maintained 0.2%</div> <div>665 Students</div>

<b>Students with Disabilities</b>  Orange 2.3% suspended at least one day Increased 1.1% 171 Students	<b>African American</b>  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Filipino</b>  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	<b>Hispanic</b>  Yellow 1.4% suspended at least one day Maintained 0.2% 559 Students
<b>Two or More Races</b>  Blue 0% suspended at least one day Maintained 0% 33 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Orange 2.5% suspended at least one day Increased 0.3% 80 Students

**Conclusions based on this data:**

1.



# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 1 – Increased Academic Achievement

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

## Annual Measurable Outcomes





### Metric/Indicator

### Expected Outcomes

### Actual Outcomes




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)  
)





St. Group	Color	DFS/Percentage	Change
All	Yellow	34.2 points below standard	Increased +3 points
EL	Yellow	48.7 points below standard	Increased Significantly +15 points
Hisp		45.1 points below standard	Increased +3 points
AA			Less than 11 Students
SED	Yellow	34.9 points below standard	Increased +3 points
SWD	Orange	104.1 points below standard	Increased Significantly +15 points

St. Group	Color	DFS/Percentage	Change
All	 Orange	35.5 points below standard	Maintained 1.6 points
EL	 Orange	63.7 points below standard	Maintained 0.0 points
Hisp	 Yellow	39.3 points below standard	Increased 8.8 points
AA	 No Performance Color		Less than 11 Students
SED	 Orange	37.2 points below standard	Maintained 0.7 points
SWD	 Orange	107.8 points below standard	Increased 11.3 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)

St. Group	Color	DFS/Percentage	Change
All	Yellow	57.6 points below standard	Increased +3 points
EL	Yellow	68.3 points below standard	Increased Significantly +15 points
Hisp	Yellow	65.7 points below standard	Increased +3 points
AA			Less than 11 Students

St. Group	Color	DFS/Percentage	Change
All	 Yellow	57.3 points below standard	Increased 3.2 points
EL	 Orange	84.2 points below standard	Maintained 0.9 points
Hisp	 Yellow	63.3 points below standard	Increased 5.4 points

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SED	Yellow	58.8 points below standard	Increased +3 points	AA	 No Performance Color		Less than 11 Students
	SWD	Orange	114.8 points below standard	Increased Significantly +15 points	SED	 Orange	59.3 points below standard	Maintained 2.4 points
					SWD	 Red	127.7 points below standard	Maintained 2.1 points
California School Dashboard – English Learner Progress Indicator (ELPI)	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 - 21.6%			
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	Yellow	38.2 percentage points	Increased +2 percentage points	English Learner Progress Indicator	 Blue	67.5%	Increased Significantly 31.3
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 13.7%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.6%			
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) - 36.91% Met or Exceeded Standard for ELA				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 42.3% 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 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>Tier 2 intervention periods were implemented during the school day, coordinated by grade-level PLCs using common assessment data tied to essential standards and SMART goals. Five Paraeducator I staff members supported this work by facilitating small group instruction and helping monitor students during intervention times.</p>	<p>Classified Paraeducator Staffing 2000-2999: Classified Personnel Salaries Title I 110000</p> <p>Classified Paraeducator Staffing 2000-2999: Classified Personnel Salaries LCFF 43000</p>	<p>Classified Paraeducator Staffing 2000-2999: Classified Personnel Salaries Title I 102000</p> <p>Classified Paraeducator Staffing 2000-2999: Classified Personnel Salaries LCFF 33000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.			
#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.	Instructional coaches provided targeted support through action planning days and individualized coaching cycles with each teacher, including RSP and SDC staff. Coaching focused on differentiating instruction, co-teaching, and implementing UDL-aligned strategies in ELA and Math. Supplies were purchased at the recommendation of coaches based on the work that they were doing with each certificated staff member. Items purchased were all misc. books and supplies related to coaching efforts.	Supplies for items related to professional learning/coaching 4000-4999: Books And Supplies Title I 2000	Supplies for items related to professional learning/coaching 4000-4999: Books And Supplies Title I 2106

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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 Learners (EL),</p>	<p>This occurred this year but this action will be removed from the SPSA due to inconsistent implementation and reliance on teacher availability. The focus has shifted to in-school intervention during instructional time.</p>	<p>No expenditures</p> <p>0</p>	<p>No expenditures</p> <p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Two bilingual paraeducators supported designated ELD instruction across all grade levels. Their presence allowed classroom teachers to deliver more effective small group and individualized instruction, particularly for students at ELPAC levels 1–3.</p>	<p>Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 46000</p>	<p>Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 46250</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 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: -Writers' Workshop</p>	<p>All teachers participated in sustained professional development focused on PLC implementation, supported by a Solution Tree coach. Coaching sessions emphasized collaboration, essential standards, SMART goals, and instructional planning aligned to schoolwide academic priorities. Funds were used for in-person coaching days and webinars.</p> <p>Our counselor attended a counseling conference.</p> <p>Our Community Liaison Provided through the Family Engagement Center attended the CABE Conference.</p>	<p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures Title I 35000</p>	<p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures Title I 37000</p> <p>Conference/consultant fees, travel expenses, hotel costs 5800: Professional/Consulting Services And Operating Expenditures LCFF 2850</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>-Professional Learning Communities (PLCs)</p> <p>-Acquisition of proven strategies to support English Learners (ELs), such as Kagan Cooperative Learning</p> <p>-Deepening understanding of the Multi-Tiered System of Supports (MTSS) framework</p> <p>Monitoring Metric:The effectiveness of this professional development strategy will be evaluated by tracking:</p> <p>-The number of professional development days/sessions attended by teachers, focusing on their professional growth.</p> <p>-The development and utilization of essential standards and common assessments by teachers within PLCs, aimed at enhancing Tier 1 instruction and Tier 2 interventions.</p> <p>-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>			
<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>	<p>Supplemental instructional software such as Accelerated Reader and Class Creator was implemented to support literacy and student placement. Star assessments were used alongside</p>	<p>Licensing rights, software, online programs 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	Accelerated Reader for monitoring. Lexia Core 5 was funded through a reading grant, and Summit K12 was provided by the district. Chromebooks, headphones, and other tech supplies were also purchased to support student access.  Due to budgeted estimates in other areas of the SPSA being under actuals as of March 2025, site council voted to increase budgets in this area so that unused funding in other areas of the SPSA could be utilized for this line item.	5500  Technology supplies 4000-4999: Books And Supplies LCFF 3294  Technology supplies 4000-4999: Books And Supplies Title I 5000	LCFF 6235  Technology supplies 4000-4999: Books And Supplies LCFF 9000  Technology supplies 4000-4999: Books And Supplies Title I 9000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 &amp; ELs).</p>			
<p>#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.</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>Funds were used to release teachers during the school day to engage in PLC coaching, attend IEP and SST meetings, administer assessments (SBAC and ELPAC), and collaborate on instructional planning. This approach supported protected time for teacher collaboration and student-centered planning.</p>	<p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries Title I 7858</p> <p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 16100</p>	<p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries Title I 7858</p> <p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries LCFF 16100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>Teachers participated in district-supported professional development focused on strategies to support English Learners. Grade-level teams implemented integrated ELD strategies, with a focus on improving student discourse and aligning instruction with ELD standards.</p>	<p>No expenditures</p> <p>0</p>	<p>No expenditures</p> <p>0</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,</p>	<p>Teachers implemented the Units of Study in Narrative, Opinion, and Informational writing across all grade levels. Instructional time was dedicated to small group coaching and on-demand writing assessments. Updated curriculum</p>	<p>Writing supplemental curriculum 4000-4999: Books And Supplies LCFF 21000</p>	<p>Writing supplemental curriculum 4000-4999: Books And Supplies LCFF 21121</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 the claim data for grades 3-5 (writing &amp; 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>materials were purchased, including digital access and video model lessons to support instruction aligned with UDL practices.</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>The Literacy Team met regularly throughout the year to develop and implement a site-based literacy plan aligned to the Administrators Literacy Framework (ALF). The team provided input on universal reading schedules, structured literacy practices, and supplemental material needs. LETRS-trained staff helped guide planning and decision-making. Stipends were provided to certificated team members that participated in this work.</p>	<p>Stipends 1000-1999: Certificated Personnel Salaries LCFF 2583</p>	<p>Stipends 1000-1999: Certificated Personnel Salaries LCFF 2583</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monitoring Metric: We will measure the success of this action using Star benchmark data as well as Lexia Core 5.			
<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>	Kindergarten teachers used the Learning Dynamics phonics-based program to support early reading development. Students progressed through decodable texts aligned to their instructional level, and materials were sent home to reinforce skills learned at school. The program was integrated as a supplement to the core ELA curriculum.	Materials/books for curriculum/program 4000-4999: Books And Supplies LCFF 7500	Materials/books for curriculum/program 4000-4999: Books And Supplies LCFF 7828
#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	Teachers engaged in coaching cycles that included strategies to remove learning barriers for Students with Disabilities. While implementation varied, the action supported instructional planning to meet the needs of SWDs and increased collaboration between general and special education staff around inclusive practices.		



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>skills necessary to meet grade-level standards and targets.</p> <p>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.</p>			

## Analysis

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

During the 2024–25 school year, Rio Vista implemented a comprehensive set of strategies under Goal 1 aimed at improving academic outcomes in ELA and Math through targeted Tier 1 and Tier 2 instruction. A central focus was the establishment of Tier 2 intervention periods embedded within the school day and supported by five Paraeducator I staff. These intervention blocks were designed and scheduled through our Professional Learning Communities (PLCs), using common assessments and student data to flexibly group students and target instruction. This structure allowed teachers to work intensively with students most in need of support, while paraeducators provided instructional support to students at or above benchmark. District and site-based coaching also played a major role in our implementation.

Every teacher, including RSP and SDC staff, participated in coaching cycles and action planning days focused on using the Universal Design for Learning (UDL) framework, refining Tier 1 instruction in ELA/Math, and enhancing small group instruction in ELA. These efforts contributed to some measurable progress: Star ELA data showed an increase from 31.3% to 36.3% of students at or above benchmark, and Math scores increased from 22.7% to 30.9%.

Efforts to support English Learners and Students with Disabilities were embedded in coaching, PLC work, and supplemental staffing. Our bilingual paraeducators helped facilitate designated ELD instruction by reducing the group size, and integrated ELD strategies were implemented across classrooms following district-provided professional development. According to the 2024 CA Dashboard, our EL Progress Indicator (ELPI) improved significantly to 67.5%, earning a “Very High” performance rating. However, gains in academic performance for ELs were not yet evident: only 3.2% met the benchmark on the Winter 2025 Star ELA assessment (down from 7.8%), and SBAC scores for this group showed no growth, maintaining at -63.7 DFS in ELA and -84.2 DFS in Math.

Our work around writing instruction was strengthened through the use of Writers’ Workshop and updated Units of Study curriculum. Teachers implemented on-demand assessments three times per year and reported a 0.64 point average growth on the 4-point rubric. SBAC claim data also reflected growth, with 20.75% of students meeting or exceeding standard in the writing/research domain, up from 13.54% the previous year.

While several strategies were implemented as planned, we also identified key areas for adjustment. After school intervention was discontinued due to low participation and staffing inconsistency being able to offer the support. We’ve made a strategic shift toward in-school intervention. Lexia Core 5 and Starfall were



also utilized, with Lexia showing limited results due to low student usage and Starfall being removed from the 2025-26 SPSA due to the lack of data to determine if it is having a positive impact on student learning.

Overall, the implementation of our Goal 1 actions was comprehensive and aligned with our articulated objectives. Progress is evident in several areas, particularly in the development of strong collaborative structures, increased instructional support, and promising trends in schoolwide benchmark data. However, outcomes for our EL and SWD groups remain a critical area of focus moving forward. These findings have informed updates to our 2025–26 SPSA and Strategic Alignment Plan, with a continued emphasis on improving target student groups performance, improved Tier 1 instruction to meet all students needs, refining intervention strategies, and deepening the use of data to drive instruction.

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

Most Goal 1 actions were implemented as planned; however, there were a few key differences between intended implementation and actual expenditures. The after school intervention action is being discontinued in the 2025–26 SPSA due to inconsistent participation and reliance on teacher availability, which shifted our focus toward in-school intervention during the 2024-25 school year and for the development of the 2025-26 SPSA.

Additionally, while the Lexia Core 5 and Summit K12 software tools were part of the initial plan, they were ultimately funded outside the SPSA—Lexia through a reading grant and Summit K12 through the district.

Technology-related purchases exceeded initial projections. Site Council approved increased spending for devices and instructional software after identifying unspent funds in other areas. This allowed the school to support broader access to Chromebooks, headphones, and other tech supplies to support student access to the learning tools funded under this line item.

Paraeducator and substitute teacher costs were slightly lower than budgeted due to staffing limitations at various points in the year as well as actual salaries coming in lower than we thought. Some minor differences also occurred in professional development spending, where additional travel costs and conference attendance for classified staff (e.g., Community Liaison) were included in final totals and we utilized available LCFF funds to pay for those differences. Additionally, we have found the Solution Tree coaching particularly helpful, so we have increased our contract with Solution Tree. While this didn't significantly increase our Title I professional development/conference spending, it's important to note here.

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

Based on our analysis of the 2024–25 implementation, we will continue several key strategies that showed promising results, while refining others to better meet the needs of our student groups.

We will continue implementing our Tier 2 intervention period during the school day across all grade levels, as this was a new action introduced in the 2024–25 school year and has shown positive results for the all-student group.

To strengthen this work, we will refine our instructional approach by working with instructional coaches and conducting deeper data analysis to ensure we are meeting the needs of every student served in this model. Particular focus will be placed on progress for our SWD and EL groups, as we are currently seeing only limited and sometimes no progress from these groups.

We will also use the new reading screener (RDRS) to better understand each student's instructional needs. In addition, we will implement more consistent expectations for each PLC team regarding assessment cycles, data analysis, and common planning to support ongoing monitoring of student groups.

If funding permits, we will again utilize a PLC coach provided by Solution Tree to strengthen collaborative practices and deepen our use of data. This support will be focused on groups of students who have shown limited progress or where significant achievement gaps remain, particularly ELs and SWDs. If funding is not available, we will continue applying the strategies and knowledge gained through last year's coaching to move this work forward.

District and site-based coaches will continue to support the implementation of newly learned strategies, including those tied to the Universal Design for Learning (UDL) framework. Coaches will work with teachers to plan instruction and analyze data, with an emphasis on removing learning barriers and improving outcomes for SWDs and ELs. Coaching will also include a schoolwide focus on writing instruction across narrative, informational, and opinion genres, as well as alignment of Tier 1 and Tier 2 reading instruction with the science of reading—drawing on learning from LETRS training completed by some certificated staff, and the current Shifting the Balance book study involving all certificated staff.

Coaches will also serve on the site leadership team tasked with refining our K–5 literacy plan. With support from the site reading coach, the team will use student data to guide instructional decision-making, supplement core curriculum in areas of need, and monitor implementation of reading routines. The new RDRS screener will help support progress monitoring in early literacy.

As part of our professional development strategy for 2025–26, we will continue to partner with the PSUSD EL Department to support integrated ELD instruction. Teachers will also receive support through the UDL framework, delivered through staff development, to help remove barriers for English Learners and increase their access to core academic content in ELA and Math. While we have seen growth in our students' progress on the ELD standards and ELPAC results, we need to improve academic progress in ELA and math as well.

We are removing some of the technology licensing items that we are unsure are having an impact on academic outcomes for students due to the difficulty in associating the curriculum or program with measurable results. These include Starfall and Class Creator, though other licensed programs will remain in place where data shows positive impact.

These adjustments and enhancements can be found throughout Goal 1 of the 2025–26 SPSA. We are also working to streamline our actions to make the SPSA easier to read and better aligned with the Rio Vista Strategic Alignment Plan.

# Annual Review and Update

**SPSA Year Reviewed: 2024-25**

## 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 - 169 responses	Parent Participation in Stakeholder Input Processes - 193 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 - 99% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 100% responded favorably African American (AA) - N/A (group size less than 11 students)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 98% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 98% responded favorably African American (AA) - N/A (group size less than 11 students)
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) - 98% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - N/A (group size less than 11 students)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% responded favorably Hispanic (Hisp) - 95% responded favorably African American (AA) - N/A (group size less than 11 students)
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 - 165	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 100

## 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, 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 &amp; CA School Dashboard) to determine the impact of parent/family events on our students' academic performance.</p>	<p>Rio Vista held multiple family engagement events, including a successful Family Reading Night with over 100 families and 15 staff participants. Reading strategies were modeled for parents, and students received free books funded through the parent engagement budget.</p> <p>TK–K families participated in the Raising a Reader program, which was introduced during parent-teacher conferences and included weekly bilingual book bags.</p> <p>English Learner families were engaged through ELAC meetings, which included awards ceremonies recognizing student achievement and increased parent participation.</p> <p>A Family Math Night is also being planned.</p> <p>All events were supported by extra duty pay for teachers and materials purchased with Title I Parent Involvement funds.</p>	<p>Teacher extra duty to facilitate parent/family education nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2339</p>	<p>Teacher extra duty to facilitate parent/family education nights 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 2339</p>
		<p>Supplies for family education nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800</p>	<p>Supplies for family education nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800</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</p>	<p>Volunteer participation increased significantly from the prior year, with 102 approved supervisory volunteers and 13 approved non-supervisory volunteers. Volunteer</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 &amp; CA School Dashboard) to determine the impact of volunteerism on our students' academic performance.</p>	<p>opportunities were promoted schoolwide to foster stronger connections between families and the school. These efforts supported the goal of building a positive school climate and sense of belonging, reflected in favorable climate survey responses.</p>		

## Analysis

<p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p>During the 2024–25 school year, Rio Vista implemented a variety of strategies to strengthen family-school partnerships and promote parent engagement, with the goal of supporting increased student academic proficiency. These efforts focused on providing meaningful events for families, enhancing communication with parents of English Learners, and expanding volunteerism at our school.</p> <p>Our Family Reading Night had over 100 families and involved 15 staff members. This event modeled effective reading strategies for families and encouraged home reading habits by providing a book to each student who attended. In TK and Kindergarten, the Raising a Reader program continued to be implemented successfully, supporting bilingual family reading and increasing early literacy exposure. English Learner families were engaged through ELAC meetings, which now include student recognition ceremonies. This approach resulted in a noticeable increase in family attendance and participation, with an average of 4 to 15 families attending each meeting. We also saw a rise in the number of school volunteers—from 78 to 102 in the supervisory category—which allowed for more family involvement during the school day and on field trips.</p> <p>Climate survey results reflected strong family-school relationships, with 98% of families reporting a sense of school connectedness and 96% reporting a supportive academic environment. Overall, the strategies were implemented effectively and led to meaningful growth in family participation and school climate.</p>
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<p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p> <p>There are no major differences in the intended implementation and the budgeted expenditures in this goal.</p>
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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 maintain Action #1, which focuses on parent and family events and trainings, but we will place greater emphasis on aligning the content of these events to support academic outcomes. In particular, we will expand efforts in mathematics, as this is an area where families have expressed a need for additional support. We are considering the purchase of a math fact fluency tool, such as Math Fact Lab, to provide families with a resource they can use at home to reinforce math skills.

Additionally, we plan to explore ways to better coordinate the family engagement efforts of the PTA with those led by the school. Currently, PTA events and Rio Vista's Family Education/Engagement Nights operate as separate efforts. Aligning these activities would allow for a more cohesive and strategic approach to family engagement, supporting a shared goal of increasing meaningful connections between home and school.

Under Action #2, we will continue to promote and expand family volunteerism. We have seen significant increases in the number of volunteers this year, which has contributed to a stronger sense of connection and a more favorable perception of the school community, as reflected in our improved family climate data.

While the overall goal and monitoring metrics will remain the same, we will focus on ensuring that family engagement efforts are more directly connected to our broader academic priorities. This refined approach will continue to be reflected in Goal 2 of the 2025–26 SPSA and will be aligned with the Rio Vista Strategic Alignment Plan.






# Annual Review and Update

SPSA Year Reviewed: 2024-25

## 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 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.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.5%				Student Attendance Rates All Students (ALL) - 94.3%			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	33.4% Chronically Absent	Declined Significantly -3 percentage points	All	 Yellow	31.5% Chronically Absent	Declined 4.9
	EL	Yellow	31.8% Chronically Absent	Declined Significantly -3 percentage points	EL	 Yellow	30.1% Chronically Absent	Declined 4.7
	Hisp	Yellow	33.4% Chronically Absent	Declined Significantly -3 percentage points	Hisp	 Yellow	33.5% Chronically Absent	Declined 3
	AA	Yellow	32.3% Chronically Absent	Declined Significantly -3 percentage points	AA	 No Performance Color	27.3% Chronically Absent	Declined 8
	SED	Yellow	33% Chronically Absent	Declined Significantly -3 percentage points	SED	 Yellow	31.6% Chronically Absent	Declined 4.4
	SWD	Yellow	36.3% Chronically Absent	Declined 6.1				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	0.9% suspended at least one day	Declined - 0.3 percentage points	All	Yellow	1.4% suspended at least one day	Maintained 0.2%
	EL	Blue	0% suspended at least one day	Maintained 0 percentage points	EL	Orange	1.1% suspended at least one day	Increased 1.1%
	Hisp	Green	0.9% suspended at least one day	Declined - 0.3 percentage points	Hisp	Yellow	1.4% suspended at least one day	Maintained 0.2%
	AA	Blue	0% suspended at least one day	Maintained 0 percentage points	AA	No Performance Color	0% suspended at least one day	Maintained 0%
	SED	Green	1.0% suspended at least one day	Declined - 0.3 percentage points	SED	Yellow	1.5% suspended at least one day	Maintained 0.2%
	SWD	Green	1.0% suspended at least one day	Declined - 0.3 percentage points	SWD	Orange	2.3% suspended at least one day	Increased 1.1%
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: 86% responded favorably EL: 92% responded favorably Hisp: 87% responded favorably AA: 100% responded favorably SPED: 93% responded favorably				Panorama Survey - School Connectedness All students: 84% responded favorably EL: 83% responded favorably Hisp: 84% responded favorably AA: 96% responded favorably SPED: 90% responded favorably			



Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	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	Panorama Survey – School Safety All students: 72% responded favorably EL: 68% responded favorably Hisp: 72% responded favorably AA: 80% responded favorably SPED: 77% responded favorably
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
<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>Five supervision aides were assigned to support student safety and reinforce PBIS expectations on the playground. Aides provided supervision during recess and lunch, redirected behavior as needed, and acknowledged students for making positive choices. This action item is only funding part of one of our five supervision aide positions as we have worked to use the additional staffing that we have been provided by PSUSD to cover the entire cost of our supervision aide team.</p>	<p>Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 6500</p>	<p>Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 6500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<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>The PBIS/SEL Team and school leadership continued work on building a schoolwide MTSS framework. Tier 1 systems remained in place while the team began initial planning for Tier 2 and Tier 3 SEL/behavior supports. More work is needed in this area as progress has been limited.</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>A full-time behavior paraeducator supported general education students across multiple classrooms. The paraeducator collaborated with classroom teachers, the school counselor, and administration to provide behavior support services.</p>	<p>Funds to pay for 7 hour behavior paraeducator 2000-2999: Classified Personnel Salaries LCFF 60100</p>	<p>Funds to pay for 7 hour behavior paraeducator 2000-2999: Classified Personnel Salaries LCFF 60100</p>
<p>#4 Rio Vista will continue to work on implementing Playworks. Our intent is to provide structure, explicitly teach expectations, and</p>	<p>Playworks structures and activities were implemented during recess. Supervisors introduced and reinforced game rules and</p>	<p>Playworks supplies 4000-4999: Books And Supplies LCFF 1000</p>	<p>Playworks supplies 4000-4999: Books And Supplies LCFF 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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>expectations and facilitated structured play routines. We have continued to add core games to our program.</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 absences from school. We will hold Saturday school to offer opportunities to recapture missed days of school at least 4 times a year. 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>The attendance team met weekly to monitor student attendance, contact families, and support students through SART and SARB processes. A total of 35 SART meetings and 2 SARB meetings were held. Independent study contracts were used to recover 2,525 attendance days. Saturday School was implemented on 7 days, recovering 40+ absences per session. The PBIS Rewards store, raffles, and classroom attendance competitions were used to incentivize regular attendance. Additional spirit weeks and school culture events were held throughout the year to promote school connectedness and attendance.</p>	<p>Supplies for attendance &amp; PBIS student store 4000-4999: Books And Supplies LCFF 5000</p>	<p>Supplies for attendance &amp; PBIS student store 4000-4999: Books And Supplies LCFF 5000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 track data on the number of absences we recover from offering Saturday school. 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.			
#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	The attendance team used weekly meetings and existing strategies such as SART/SARB meetings, independent study, Saturday school, and PBIS Rewards incentives to support students in targeted student groups, including SED, SWD, EL, Homeless, Hispanic, and White student groups.	Supplies for attendance & PBIS student store 4000-4999: Books And Supplies LCFF 0	Supplies for attendance & PBIS student store 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>contracts for extended absences from school. We will hold Saturday school to offer opportunities to recapture missed days of school at least 4 times a year. 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.</p> <p>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</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
efforts are having the intended impact.			
<p>#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.</p> <p>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.</p>	<p>The PBIS Rewards system was used schoolwide to track behavior and recognize positive choices. The PBIS Team met monthly to review referral and points data. The student store remained stocked with a wide variety of prizes and experiences. Thousands of PBIS points were redeemed by students throughout the year. The application was renewed for another 3 years.</p>	<p>PBIS Rewards is on a 3 year renewal cycle. The next renewal will be in Spring of 2024. 5000-5999: Services And Other Operating Expenditures LCFF 7000</p>	<p>PBIS Rewards Renewal 5000-5999: Services And Other Operating Expenditures LCFF 6500</p>

## Analysis

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

Playground supervision was provided throughout the year, with a portion of one supervision aide funded through LCFF dollars in Goal 3. Aides supported student safety and behavior by providing coverage during recess and lunch, reinforcing PBIS expectations, and promoting structured play. This support, along with the

continued implementation of Playworks, contributed to a reduction in average daily referrals from 3.25 to 2.16. Climate survey results also showed positive movement, with 72% of students and 100% of families reporting that the school feels safe—each increasing by 3 percentage points from the previous year.

Rio Vista's PBIS and SEL Team continued to strengthen Tier 1 systems, focusing on consistent implementation of existing tools such as Second Step online SEL lessons and core PBIS Tier 1 practices. Initial planning also began to identify Tier 2 and Tier 3 supports so they can be activated when students demonstrate need, though development of a full MTSS behavior framework remains an area of growth. Panorama student SEL survey results showed gains in all measured areas—self-management, growth mindset, social awareness, perseverance, and self-efficacy—with an average increase of 4.6 percentage points. Additional growth was also noted on the Student Climate Survey, including incremental improvements in students' safety as well as school connectedness.

The school's behavior paraeducator supported students across 24 classrooms and worked with 39 students throughout the year. While the role had a positive impact on individual student behavior, there is a need for more consistent tracking of support frequency and duration throughout the entire school year. Suspension rates rose slightly from 1.1% to 1.5%, maintaining a "yellow" status on the California School Dashboard. However, student perception of safety increased from 69% to 72% favorable responses.

Attendance strategies were implemented across all grades and targeted both the overall student population and key student groups. The Attendance Team met weekly, reached out to families via ParentSquare, phone, and text, and provided direct support through parent conferences and goal-setting. Tiered interventions included short-term independent study (recovering 2,525 attendance days), seven Saturday School sessions (averaging 40+ absences recovered per session), and individualized incentive plans. These efforts led to an improved overall attendance rate for the 2024–25 school year. Efforts like these contributed to improvements in chronic absenteeism, as reflected in the 2024 CA Dashboard, with a 4.9 percentage point reduction in chronic absenteeism for the all-student group, and every student group—except "two or more races"—improved enough to exit the "red" level on the dashboard.

The PBIS Rewards system was used daily to track student behavior and recognize positive choices. Thousands of points were redeemed at the student store, and the PBIS Team met monthly to analyze referral trends and adjust schoolwide Tier 1 practices. While suspension rates increased slightly, the use of PBIS Rewards contributed to reduced referrals and reinforced a positive school culture.

Overall, the implementation of Goal 3 strategies was effective in improving school climate, strengthening attendance systems, and reducing behavior incidents. While suspension data indicates ongoing work is needed in this area, the school's coordinated approach to student safety, engagement, and attendance has positively impacted the learning environment at Rio Vista and is expected to continue contributing to lower suspension rates in the future.

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

Most strategies under Goal 3 were implemented as planned.

In Action #3, while the behavior paraeducator provided consistent support, they spent a majority of their time in a single classroom due to concentrated needs, which differed from the original intent of broad campus-wide support.

Additionally, under Actions #5 and #6, while attendance incentives were implemented through the PBIS Rewards system and schoolwide events, it was difficult to isolate the impact of individual incentives on daily attendance as originally planned. As a result, monitoring attendance on specific days tied to events was removed as a metric moving forward.

There were not major differences between the budgeted expenditures and actual expenditures.



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

As a result of this year's analysis, all seven actions under Goal 3 will be continued in the 2025–26 SPSA, with refinements made to strengthen implementation and better align with the Strategic Alignment Plan. The goal statement will be revised to more specifically target increasing the overall attendance rate, decreasing chronic absenteeism—including for the Multiple Races group—and continuing efforts to reduce suspensions. In addition, several adjustments will be made to improve clarity, monitoring, and overall impact.

In Action #1, supervision support will continue, and additional training will be offered to aides to reinforce effective Playworks implementation and playground oversight.

In Action #2, the school will continue building its MTSS framework, with a specific focus on identifying Tier 2 and Tier 3 SEL/behavior supports that can be activated when students demonstrate need.

For Action #3, the behavior paraeducator role will remain in place, but there will be an emphasis on consistently tracking data throughout the year, including the number of students served, the type of support provided, and the frequency and duration of services. This refinement aims to improve progress monitoring and ensure alignment with student needs.

In Actions #5 and #6, we will no longer use attendance rates from specific incentive days as a monitoring metric, due to difficulty isolating their impact. Instead, we will continue to focus on chronic absenteeism rates, independent study contracts, SART/SARB data, and Saturday School attendance. These changes are reflected in the updated monitoring metrics for both the all-student group and targeted student group.

All updates and refinements can be found in the 2025–26 SPSA under Goal 3 and have been aligned to ensure consistency with the Strategic Alignment Plan. Where appropriate, some actions may be consolidated to streamline language and focus our efforts in this area.



# 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 2024 CA Dashboard Data we are 36 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 2024-25 assessment 36% 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. Our Star data demonstrates that we are making progress moving students from below benchmark to above due to the growth we have seen year over year.
2. Overall, in Math according to the 2024 CA Dashboard Data we are 57 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 2024-25 school year shows that on average only 31% 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. However both data points demonstrate that we are making progress moving students from below benchmark to above due to the growth we have seen year over year.
3. SWD student group- According to the 2024 CA Dashboard Data, our SWD students are performing 72 points below our all students group in ELA. In math, the SWD student group is performing 71 points below the all students group. In the most recent Star assessment (Winter 2025), 15% of our SWD student group met standard as compared to 36% for the all student group in ELA and 8% of our SWD student group met standard as compared to 31% for the all student group in math.
4. EL student group - Our EL students also continue to underperform English only group. According to the 2024 CA Dashboard Data, our EL students are performing 28 points below our all students group in ELA and 27 points below our all students group in math. According to the Winter 2024 Star assessment data, only 3% of our students are predicted to meet or exceed state standards in ELA as compared to 44% for the English only group in ELA and only 12% of our EL student group met standard and compared to 36% for the English only group in Math. Even though this group is not performing one level below the "all student" according to the 2024 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. Our current RFEP rate stands at 5.6%, which is below the rates for PSUSD (9.6%). Our reclassification rate is much lower representing a need to improve supports and instruction for EL students to increase reclassification rate.

6. We need to continue to target/focus on science instruction as a school because only 21.6% of our 5th grade students are meeting or exceeding the standard for Science (CAST). This number declined significantly from 2023 where we had 31% of our students meeting or exceeding the standard. Further focus on implementation of the Amplify Science curriculum in all grades will support us making progress in this area.

#### Smart Goals:

##### ELA:

–By June 2026, Rio Vista will increase the percentage of Kindergarten - 2nd grade students scoring at/above benchmark by 3% as measured by the BOY to EOY STAR Early Literacy for K-2. The % of students scoring at/above benchmark in student groups SWD and ELs will increase by at least 5% each.

–By June 2026, Rio Vista will decrease the distance from standard of 3rd-5th grade students in the all students group from -35.5 to -32.5 on the ELA portion of the SBAC. Target student groups SWD and ELs will increase +15 DFS points or greater each.

##### Math:





–Math: By June 2026, Rio Vista will increase the percentage of Grade 1 - 2 students scoring at/above benchmark level from 43.7% to 46.7% as measured by the BOY to EOY STAR Math for Grades 1-2. The % of students scoring at/above benchmark in student groups SWD and ELs will increase by at least 5% each.










–By June 2026, Rio Vista will decrease the distance from standard of 3rd-5th grade students in the all students group from -57.3 to -54.3 on the Math portion of the SBAC. Target student groups SWD and ELs will increase +15 DFS points or greater each.

##### English Learners:

–By June 2026, K-5th grade English Learners will increase the percentage of students progressing at least one proficiency level on the ELPAC by 2%, progress will be monitored quarterly through interim ELPAC assessments and adjusted based on student performance data.

## Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	35.5 points below standard	Maintained 1.6 points	All	Yellow	32.5 points below standard	Increased +3 points
	EL	 Orange	63.7 points below standard	Maintained 0.0 points	EL	Yellow	48.7 points below standard	Increased Significantly +15 points
	Hisp	 Yellow	39.3 points below standard	Increased 8.8 points	Hisp	Yellow	36.3 points below standard	Increased +3 points
	AA	 No Performance Color		Less than 11 Students	SED	Yellow	34.2 points below standard	Increased +3 points
					SWD	Orange	92.8 points below standard	Increased Significantly +15 points

Metric/Indicator	Baseline				Expected Outcome			
	SED	 Orange	37.2 points below standard	Maintained 0.7 points				
	SWD	 Orange	107.8 points below standard	Increased 11.3 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)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Yellow	57.3 points below standard	Increased 3.2 points	All	Yellow	54.3 points below standard	Increased +3 points
	EL	 Orange	84.2 points below standard	Maintained 0.9 points	EL	Yellow	69.2 points below standard	Increased Significantly +15 points
	Hisp	 Yellow	63.3 points below standard	Increased 5.4 points	Hisp	Yellow	60.3 points below standard	Increased +3 points
	AA	 No Performance Color		Less than 11 Students	SED	Yellow	56.3 points below standard	Increased +3 points
	SED	 Orange	59.3 points below standard	Maintained 2.4 points	SWD	Orange	112.7 points below standard	Increased Significantly +15 points
	SWD	 Red	127.7 points below standard	Maintained 2.1 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 - 21.6%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 24.6%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	 Blue	67.5%	Increased Significantly 31.3	English Learner Progress Indicator	Blue	69.5%	Increased +2 percentage points
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 5.6%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 8.6%			
3rd Grade Smarter Balanced Assessment Consortium English	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results				3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results			

Metric/Indicator	Baseline	Expected Outcome
Language Arts (SBAC ELA) Results All Students (ALL)	All Students (ALL) - 42.3% Met or Exceeded Standard for ELA	All Students (ALL) - 45.3% 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

ELA - Coaching

#1 A site-based literacy coach and/or Instructional TOSA will support teachers with the implementation of a dedicated small group differentiated instructional block including the analysis of data, grouping of students, targeted resources, monitoring of progress, UDL, and the overall implementation of small group reading. Both special education and general education teachers will be supported.

Monitoring Metric: Coaching log, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.

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

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal

Assistant Principal

Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount

500

Source

LCFF

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies needed to improve instruction as determined by coaches/teachers/admin

### Strategy/Activity 2

ELA - Small Group Instruction  
 #2 To improve ELA outcomes, we will implement dedicated Tier 2 intervention periods during the school day, facilitated by PLCs. Paraeducators will support small group instruction across all grade levels. These interventions will be data-driven and targeted, with a focus on meeting the needs of English Learners (ELs) and Students with Disabilities (SWDs).  
 Monitoring Metric: Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.

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

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
 Assistant Principal  
 Assigned staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	54561
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified salaries to support small group instruction
<b>Amount</b>	26697
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified salaries to support small group instruction

Strategy/Activity 3

ELA - Writing  
#3 Staff will implement Writers' Workshop and supplemental curriculum to build student capacity in narrative, informational, and opinion writing. Lessons will incorporate UDL practices to support diverse learners, including ELs and SWDs.  
Monitoring Metric: Progress will be measured using CAASPP claim data (grades 3–5: writing & research/inquiry) and On Demand writing assessments given three times per year.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	3700
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Ongoing supplies needed for writing

Strategy/Activity 4

ELA - Literacy  
#4 Our literacy team will continue to use the ALF to measure our progress and set goals in the areas of Universal Literacy Instruction, Leadership, Assessment, Data-Based Decision-Making, Literacy Intervention, Professional Development, and Community and Family Involvement. Goals will direct the work that our literacy team does to support the continued improvement of literacy outcomes for our K-5 students. This action will directly impact students by increasing literacy rates at our school as measured by the identified metrics.  
Monitoring Metric: Literacy Team Meeting Agendas, ALF Rubrics, Literacy Goals, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.

Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount	2583
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends

### Strategy/Activity 5

ELA - Kindergarten

#5 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 and Star benchmark assessments.

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

☒ Specific Student Groups:  
Kindergarten students

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Learning Dynamics

Strategy/Activity 6

Math  
#6 We will continue to place emphasis on problem solving. All grade levels will co-plan and deliver two LES lessons per month and analyze summary data during one PLC meeting per month. Each grade level will be provided with math action planning days throughout the year to support planning and implementation.  
Monitoring Metric: Grade Level Team PLC Notes, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.

Students to be Served by this Strategy/Activity

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

7/1/2025-6/30/2026
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Person(s) Responsible

Principal Assistant Principal Assigned staff
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Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Math - Small Group Instruction  
#7 To improve Math outcomes, we will implement dedicated Tier 2 intervention periods during the school day, facilitated by PLCs. Paraeducators will support small group instruction across all grade levels. These interventions will be data-driven and targeted, with a focus on meeting the needs of English Learners (ELs) and Students with Disabilities (SWDs).  
Monitoring Metric: Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.



Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	54561
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salaries to support small group instruction
Amount	26697
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salaries to support small group instruction

Strategy/Activity 8

Math - Coaching Support  
# 8 Instructional TOSA will provide math coaching cycles to each classroom teacher, including special education teachers. Coaching sessions will focus on Math Best First Instruction, UDL, using data to inform instruction, Launch-Explore-Summary/Problem Solving. Coaches will also support targeted small group interventions based on assessment data.  
Monitoring Metric: Coaching log, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.

Students to be Served by this Strategy/Activity

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies needed to improve instruction as determined by coaches/teachers/admin

### Strategy/Activity 9

EL - Small Group Instruction  
#9 Rio Vista will fund two bilingual paraeducators to support small group and one-on-one instruction during ELD, held 30–45 minutes, 4–5 days per week at each grade level. This will increase individualized support for EL students. Additionally, we will utilize Summit K12 to help students progress on the ELD standards as well as be prepared for the ELPAC.  
Monitoring Metric: Star benchmark data (ELA and Math) for ELs and ELPAC/ELPI Dashboard results to track gains in proficiency and language development for ELs.

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

☒ English Learner

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	48558
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff to support small group instruction for EL students

Strategy/Activity 10

EL - Prof Learning  
#10 Rio Vista will engage in district PD focused on integrated and designated strategies to better support EL students in daily instruction.  
Monitoring Metric: Staff participation in EL-focused PD, staff use of strategies as measured by walkthroughs, EL performance on Star (ELA/Math), ELPAC data.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/> English Learner
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Timeline

7/1/2025-6/30/2026
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Person(s) Responsible

Principal Assistant Principal Assigned staff
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Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

SWD - UDL (ELA & Math)  
#11 As a part of our UDL plan, each classroom teacher and special education teacher will select target students in the student group SWD and utilize the UDL framework to remove barriers and impact student learning. The goal of selecting target students and designing with their needs in mind is to remove barriers for other students.  
Monitoring Metric: Star benchmark assessments for ELA and Math, CA State Dashboard results for ELA and Math (SWD student group)

Students to be Served by this Strategy/Activity

☒ Students with Disabilities

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies needed to improve instruction as determined by coaches/teachers/admin

Strategy/Activity 12

Prof Learning  
#12 Rio Vista staff will attend conferences and/or receive on-site training aligned to academic standards, instructional rigor, and student needs. Staff will share key learnings and lead site-based trainings to support ongoing collaboration and growth. Priority Areas: Writers’ Workshop, PLCs, Strategies for ELs (e.g., Kagan), MTSS. As a result of this professional learning, students will receive more effective Tier 1 instruction that results in higher levels of student learning as measured by the identified metrics.  
Monitoring Metric: Effectiveness will be measured by: Number of PD sessions attended/held, Star benchmark assessments for ELA and Math, CA State Dashboard results for ELA and Math, including SWD and EL student groups.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal

Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount	20276
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference/consultant fees, travel expenses, hotel costs

### Strategy/Activity 13

Substitutes

#13 Rio Vista will fund substitute coverage to release teachers for professional growth, including peer observations, coaching, consultant sessions, student assessments, SSTs, and IEP meetings. As a result of this professional learning and/or collaboration, students will receive more effective instruction that results in higher levels of student learning as measured by the identified metrics.

Monitoring Metric: Effectiveness will be tracked by the number of release days used for these activities.

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

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

**Description**

Funds to pay substitute teachers

**Strategy/Activity 14****Tech Licensing & Devices**

#14 Rio Vista will purchase software licenses to support student outcomes in TK–5, including:

Accelerated Reader – builds reading comprehension through regular quizzes

Math Fact Lab - to support students with individualized instruction focused on math fact fluency

Summit K12 – supports ELD with ELD standards as well as being prepared for ELPAC

Supplies for technology tools such as additional Chromebooks, headphones, etc... will be purchased to support students ability to access these tools throughout the school day.

Monitoring Metric: Accelerated Reader: Quiz volume and pass rates, Summit K12: Year-over-year ELPAC data to measure EL progress, Math Fact Lab usage, Star benchmark assessments for ELA and Math, CA State Dashboard results for ELA and Math, including SWD and EL student groups.

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

7/1/2025-6/30/2026

**Person(s) Responsible**

Principal

Assistant Principal

Assigned staff

**Proposed Expenditures for this Strategy/Activity****Amount**

6710

**Source**

LCFF

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Licensing rights, software, online programs

**Amount**

2076

**Source**

LCFF

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Technology supplies

# 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 2024-25 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.

Smart Goals:  
Rio Vista will focus on creating a stronger, consistently attending ELAC membership by creating better consistency for parent participation in support of our EL students' learning. By June 2026, our goal is to have at least four families or parents who participate at each of the meetings consistently.

Rio Vista will focus more on parent engagement that supports an increased climate of support for academic learning by continuing to create opportunities for parents and families to engage with teachers and staff around how to support their students academically. By June 2026, we aim to increase the percentage of families responding favorably on the Panorama survey to the climate of support for academic learning from 96% to 99%.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
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<b>Metric/Indicator</b>	<b>Baseline</b>	<b>Expected Outcome</b>
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 193 responses	Parent Participation in Stakeholder Input Processes - 199 responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) English Learners (EL) Students with Disabilities (SWD)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 98% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 98% responded favorably African American (AA) - N/A (group size less than 11 students) English Learners (EL) - 100% Students with Disabilities (SWD) - 100%	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 (group size less than 11 students) English Learners (EL) - 100% Students with Disabilities (SWD) - 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA) English Learners (EL) Students with Disabilities (SWD)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 96% responded favorably Hispanic (Hisp) - 95% responded favorably African American (AA) - N/A (group size less than 11 students) English Learners (EL) - 96% Students with Disabilities (SWD) - 97%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% responded favorably Hispanic (Hisp) - 98% responded favorably African American (AA) - N/A (group size less than 11 students) English Learners (EL) - 99% Students with Disabilities (SWD) - 100%
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 - 100	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 103

## 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 including, but not limited to: literacy, science, math, family programs, parenting, fitness, social-emotional well-being, and monitoring and supporting students on the internet/social media. Students will participate in these events along with their families benefiting both from the activity as well as from their family learning strategies that can support learning at home.

Monitoring Metric: Parent/family participation at ELAC, family education activities, Star results (ELA/Math), CA Dashboard academic results, Panorama survey data

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	1859
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	800
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, year-over-year comparison, Panorama survey data

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

**Person(s) Responsible**

Principal  
Assistant Principal  
Assigned staff

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

No expenditures

# 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 97.3%, 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 student groups 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 2024 CA Dashboard Data, our school received a "medium" rating with 1.4% of our students suspended for at least one day during the 2024-25 school year. Suspension rates are showing a slight increase this year (2024-25), with 1.5% of students being suspended at least once. However, we continue to need to focus on this area as we are anticipating a "medium" band on the CA Dashboard for the 2024-25 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 2024-25 school year, safety is the top concern for students with 72% of students responding favorably to feeling safe at school, which was an increase of 3 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 2024-25 school year, 84% of our students felt close to someone at school. This has increased up 10 percentage points in the last two years of surveys due to a significant amount of activities/actions that we set forth in a 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 2024 CA School Dashboard Data, our chronic absenteeism earned us a score of "very high," with 31.5% of our students being chronically absent. According to the CA Dashboard, all groups—except the Multiple Races student group—including all students, ELs, Homeless youth, SES, SWD, Hispanic, and White, either decreased their chronic absenteeism rate at the "decreased significantly" or "decreased" level, indicating that the actions we are taking are having a positive impact on most of our students. All student groups continue to score in the "very high" category according to the CA Dashboard, but we are clearly making progress and heading in the right direction. Current actions are working so we will be continuing them while targeting the multiple races student group.
5. We would like to see our overall rate of attendance improve, which is currently trending as of April 2025 at 94.3% average daily attendance. While this represents an improvement of almost 3% year-over-year at this time, we believe that there is still room for further improvement of this metric.

**Smart Goals:****Attendance / Chronic Absenteeism:**

–By June 2026, increase school attendance by 3% from 94.3% to 97.3%. We will reduce chronic absenteeism from 28.5% to 31%. All student groups will see at least 3 percentage points decrease in chronic absenteeism.

**MTSS Behavioral Support:**

–By June 2026, we will reduce the overall suspension rate by 0.3% from 1.4% to 1.1% by implementing positive behavior interventions and restorative practices across all grade levels monitored throughout the year based on local suspension data reports.

## Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94.3% (as of March 2025)	Student Attendance Rates All Students (ALL) - 97.3%																																																												
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>31.5% Chronically Absent</td><td>Declined 4.9</td></tr><tr><td>EL</td><td>Yellow</td><td>30.1% Chronically Absent</td><td>Declined 4.7</td></tr><tr><td>Hisp</td><td>Yellow</td><td>33.5% Chronically Absent</td><td>Declined 3</td></tr><tr><td>AA</td><td>No Performance Color</td><td>27.3% Chronically Absent</td><td>Declined 8</td></tr><tr><td>SED</td><td>Yellow</td><td>31.6% Chronically Absent</td><td>Declined 4.4</td></tr><tr><td>SWD</td><td>Yellow</td><td>36.3% Chronically Absent</td><td>Declined 6.1</td></tr><tr><td colspan="4"></td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	31.5% Chronically Absent	Declined 4.9	EL	Yellow	30.1% Chronically Absent	Declined 4.7	Hisp	Yellow	33.5% Chronically Absent	Declined 3	AA	No Performance Color	27.3% Chronically Absent	Declined 8	SED	Yellow	31.6% Chronically Absent	Declined 4.4	SWD	Yellow	36.3% Chronically Absent	Declined 6.1					<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>28.5% Chronically Absent</td><td>Declined Significantly -3 percentage points</td></tr><tr><td>EL</td><td>Yellow</td><td>27.1% Chronically Absent</td><td>Declined Significantly -3 percentage points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>30.5% Chronically Absent</td><td>Declined Significantly -3 percentage points</td></tr><tr><td>AA</td><td>Yellow</td><td>24.3% Chronically Absent</td><td>Declined Significantly -3 percentage points</td></tr><tr><td>SED</td><td>Yellow</td><td>28.6% Chronically Absent</td><td>Declined Significantly -3 percentage points</td></tr><tr><td>SWD</td><td>Yellow</td><td>33.3% Chronically Absent</td><td>Declined Significantly -3 percentage points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	28.5% Chronically Absent	Declined Significantly -3 percentage points	EL	Yellow	27.1% Chronically Absent	Declined Significantly -3 percentage points	Hisp	Yellow	30.5% Chronically Absent	Declined Significantly -3 percentage points	AA	Yellow	24.3% Chronically Absent	Declined Significantly -3 percentage points	SED	Yellow	28.6% Chronically Absent	Declined Significantly -3 percentage points	SWD	Yellow	33.3% Chronically Absent	Declined Significantly -3 percentage points
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>1.4% suspended at least one day</td><td>Maintained 0.2%</td></tr><tr><td>EL</td><td>Orange</td><td>1.1% suspended at least one day</td><td>Increased 1.1%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>1.4% suspended at least one day</td><td>Maintained 0.2%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>0% suspended at least one day</td><td>Maintained 0%</td></tr><tr><td>SED</td><td>Yellow</td><td>1.5% suspended at least one day</td><td>Maintained 0.2%</td></tr><tr><td>SWD</td><td>Orange</td><td>2.3% suspended at least one day</td><td>Increased 1.1%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	1.4% suspended at least one day	Maintained 0.2%	EL	Orange	1.1% suspended at least one day	Increased 1.1%	Hisp	Yellow	1.4% suspended at least one day	Maintained 0.2%	AA	No Performance Color	0% suspended at least one day	Maintained 0%	SED	Yellow	1.5% suspended at least one day	Maintained 0.2%	SWD	Orange	2.3% suspended at least one day	Increased 1.1%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Green</td><td>1.1 % suspended at least one day</td><td>Declined -0.3 percentage points</td></tr><tr><td>EL</td><td>Green</td><td>0.8% suspended at least one day</td><td>Declined -0.3 percentage points</td></tr><tr><td>Hisp</td><td>Green</td><td>1.1% suspended at least one day</td><td>Declined -0.3 percentage points</td></tr><tr><td>AA</td><td>No Performance Color</td><td>0% suspended at least one day</td><td>Maintained 0 percentage points</td></tr><tr><td>SED</td><td>Green</td><td>1.2% suspended at least one day</td><td>Declined -0.3 percentage points</td></tr><tr><td>SWD</td><td>Green</td><td>2.0% suspended at least one day</td><td>Declined -0.3 percentage points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Green	1.1 % suspended at least one day	Declined -0.3 percentage points	EL	Green	0.8% suspended at least one day	Declined -0.3 percentage points	Hisp	Green	1.1% suspended at least one day	Declined -0.3 percentage points	AA	No Performance Color	0% suspended at least one day	Maintained 0 percentage points	SED	Green	1.2% suspended at least one day	Declined -0.3 percentage points	SWD	Green	2.0% suspended at least one day	Declined -0.3 percentage points
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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: 84% responded favorably EL: 83% responded favorably Hisp: 84% responded favorably AA: 96% responded favorably SPED: 90% responded favorably	Panorama Survey - School Connectedness All students: 87% responded favorably EL: 86% responded favorably Hisp: 87% responded favorably AA: 99% responded favorably SPED: 93% responded favorably																																																								
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All students: 72% responded favorably EL: 68% responded favorably Hisp: 72% responded favorably AA: 80% responded favorably SPED: 77% responded favorably	Panorama Survey – School Safety All students: 75% responded favorably EL: 71% responded favorably Hisp: 75% responded favorably AA: 83% responded favorably SPED: 80% responded favorably																																																								

Metric/Indicator	Baseline	Expected Outcome
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Attendance

#1 Rio Vista will implement attendance recovery strategies, including at least four Saturday School sessions and the use of short-term independent study for extended absences. Additional hours will be provided for an office tech to support these efforts by contacting parents regarding attendance, managing and following up on short-term independent study contracts, and collaborating with administration to coordinate the Saturday School attendance recovery program. This will positively impact student learning with increased opportunities for students to recapture lost learning days through the identified activities.

Monitoring Metric: Number of SARB/SART meetings, independent study contracts issued, absences recovered through Saturday school, overall attendance rate, CA Dashboard chronic absenteeism rates

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

X All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount

17000

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

**Description**

Additional hours for an office tech to support the recovery of absences through short term independent study and to collaborate with administration on Saturday school attendance recovery program

**Strategy/Activity 2**

Attendance

#2 Weekly attendance team meetings will be held to review data, identify students, communicate with families, develop improvement plans, and assign follow-up tasks. This activity will support increased student attendance positively impacting student learning. Monitoring Metric: Overall attendance rate, CA Dashboard chronic absenteeism rates

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

☒ All

**Timeline**

7/1/2025-6/30/2026

**Person(s) Responsible**

Principal  
Assistant Principal  
Assigned staff

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Attendance

#3 Students will earn PBIS Rewards points for attendance, redeemable for store items, experiences, and raffles. The attendance team will develop additional incentives and experiences tied to improved individual, group, or grade-level attendance. This activity will support increased student attendance positively impacting student learning.  
Monitoring Metric: Overall attendance rate; CA Dashboard chronic absenteeism rates

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

☒ All

**Timeline**

7/1/2025-6/30/2026



**Person(s) Responsible**

Principal

Assistant Principal

Assigned staff

**Proposed Expenditures for this Strategy/Activity**

Amount	3250
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for attendance incentives/awards & PBIS student store

**Strategy/Activity 4**

Attendance

#4 SART and SARB meetings will be held to support students with persistent attendance issues or those identified as chronically absent. This activity will support increased student attendance positively impacting student learning.

Monitoring Metric: Overall attendance rate; CA Dashboard chronic absenteeism rates, number of SART/SARB meetings

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

☒ All

**Timeline**

7/1/2025-6/30/2026

**Person(s) Responsible**

Principal

Assistant Principal

Assigned staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 5**

Attendance

#5 Targeted efforts will be made to improve the chronic absenteeism rate of the Multiple Races student group through proactive, positive attendance strategies. Staff will work with families of students in this student group to support improved attendance. Attendance team meetings will monitor this student group at weekly team meetings. Individual attendance incentives will be established for students in this group.  
Monitoring Metric: CA Dashboard chronic absenteeism rates

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

☒ Specific Student Groups:  
Multiple Races/Two or More

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

MTSS Behavioral Support  
#6 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: Behavior para data (who, how long, what support was needed, which classroom), referral rates, suspension rate

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

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount	62466
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Funds to pay for 7 hour behavior paraeducator

### Strategy/Activity 7

MTSS Behavioral Support

#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. Prizes will be purchased to maintain a student store to encourage students to earn points.

Monitoring metric: PBIS Data such as average points earned per student per month, referral data, suspension rate

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

☒ All

### Timeline

7/1/2025-6/30/2026

### Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

### Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for attendance incentives/awards & PBIS student store

Strategy/Activity 8

MTSS Behavioral Support  
#8 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, expectations for staff for what will be happening at each tier.  
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

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

MTSS Behavioral Support  
#9 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

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Playworks equipment

Strategy/Activity 10

MTSS Behavioral Support  
#10 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: PBIS Data such as average points earned per student per month, referral data, suspension rate.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Principal  
Assistant Principal  
Assigned staff

Proposed Expenditures for this Strategy/Activity

Amount	6083
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Funding for part of FTE for one supervision aide

# 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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	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				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	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	\$132,057
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$364,377.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	129,398	0.00
Title I Part A: Parent Involvement	2,659	0.00
LCFF	232,320	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	\$129,398.00
Title I Part A: Parent Involvement	\$2,659.00

Subtotal of additional federal funds included for this school: \$132,057.00

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	\$232,320.00

Subtotal of state or local funds included for this school: \$232,320.00



Total of federal, state, and/or local funds for this school: \$364,377.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	232,320.00
Title I	129,398.00
Title I Part A: Parent Involvement	2,659.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	19,442.00
2000-2999: Classified Personnel Salaries	234,157.00
4000-4999: Books And Supplies	83,792.00
5800: Professional/Consulting Services And Operating Expenditures	26,986.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	17,583.00
2000-2999: Classified Personnel Salaries	LCFF	125,035.00
4000-4999: Books And Supplies	LCFF	82,992.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,710.00
2000-2999: Classified Personnel Salaries	Title I	109,122.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,276.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,859.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	800.00

# 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		
Maribel Cedeno				X	
Sonja Kinnunen				X	
Lareina Knight				X	
Cipriano Rivera				X	
Allison Schulnik				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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	Crisel Garcia P
Other: Leadership Team	Taryn Sall

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 29, 2025.

Attested:

  
*Annette Nuntasiri*

Principal, Aaron Tarzian on	05 / 14 / 2025
SSC Chairperson, Annette Nuntasiri on	05 / 16 / 2025

# Title I and LCFF Funded Program Evaluation

<b>Goal #1:</b>
Rio Vista will increase academic achievement through Tier 1 & 2 instruction and academic interventions.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
<p>ELA - Coaching #1 A site-based literacy coach and/or Instructional TOSA will support teachers with the implementation of a dedicated small group differentiated instructional block including the analysis of data, grouping of students, targeted resources, monitoring of progress, UDL, and the overall implementation of small group reading. Both special education and general education teachers will be supported. Monitoring Metric: Coaching log, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.</p>			
<p>ELA - Small Group Instruction #2 To improve ELA outcomes, we will implement dedicated Tier 2 intervention periods during the school day, facilitated by PLCs. Paraeducators will support small group instruction across all grade levels. These interventions will be data-driven and targeted, with a focus on meeting the needs of English Learners (ELs) and Students with Disabilities (SWDs). Monitoring Metric: Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.</p>			
<p>ELA - Writing #3 Staff will implement Writers' Workshop and supplemental curriculum to build student capacity in narrative, informational, and opinion writing. Lessons will incorporate UDL practices to support diverse learners, including ELs and SWDs.</p>			

Monitoring Metric: Progress will be measured using CAASPP claim data (grades 3–5: writing & research/inquiry) and On Demand writing assessments given three times per year.			
<p>ELA - Literacy</p> <p>#4 Our literacy team will continue to use the ALF to measure our progress and set goals in the areas of Universal Literacy Instruction, Leadership, Assessment, Data-Based Decision-Making, Literacy Intervention, Professional Development, and Community and Family Involvement. Goals will direct the work that our literacy team does to support the continued improvement of literacy outcomes for our K-5 students. This action will directly impact students by increasing literacy rates at our school as measured by the identified metrics.</p> <p>Monitoring Metric: Literacy Team Meeting Agendas, ALF Rubrics, Literacy Goals, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.</p>			
<p>ELA - Kindergarten</p> <p>#5 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 and Star benchmark assessments.</p>			
<p>Math</p> <p>#6 We will continue to place emphasis on problem solving. All grade levels will co-plan and deliver two LES lessons per month and analyze summary data during one PLC meeting per month. Each grade level will be provided with math action planning days throughout the year to support planning and implementation.</p> <p>Monitoring Metric: Grade Level Team PLC Notes, Star benchmark assessments, CA State Dashboard</p>			



results, including SWD and EL student groups.			
<p>Math - Small Group Instruction</p> <p>#7 To improve Math outcomes, we will implement dedicated Tier 2 intervention periods during the school day, facilitated by PLCs. Paraeducators will support small group instruction across all grade levels. These interventions will be data-driven and targeted, with a focus on meeting the needs of English Learners (ELs) and Students with Disabilities (SWDs). Monitoring Metric: Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.</p>			
<p>Math - Coaching Support</p> <p># 8 Instructional TOSA will provide math coaching cycles to each classroom teacher, including special education teachers. Coaching sessions will focus on Math Best First Instruction, UDL, using data to inform instruction, Launch-Explore-Summary/Problem Solving. Coaches will also support targeted small group interventions based on assessment data. Monitoring Metric: Coaching log, Star benchmark assessments, CA State Dashboard results, including SWD and EL student groups.</p>			
<p>EL - Small Group Instruction</p> <p>#9 Rio Vista will fund two bilingual paraeducators to support small group and one-on-one instruction during ELD, held 30–45 minutes, 4–5 days per week at each grade level. This will increase individualized support for EL students. Additionally, we will utilize Summit K12 to help students progress on the ELD standards as well as be prepared for the ELPAC. Monitoring Metric: Star benchmark data (ELA and Math) for ELs and ELPAC/ELPI Dashboard results to track gains in proficiency and language development for ELs.</p>			
<p>EL - Prof Learning</p> <p>#10 Rio Vista will engage in district PD focused on integrated and designated strategies to better support EL students in daily instruction. Monitoring Metric: Staff participation in EL-focused PD, staff use of strategies as measured by</p>			

walkthroughs, EL performance on Star (ELA/Math), ELPAC data.			
<p>SWD - UDL (ELA &amp; Math)</p> <p>#11 As a part of our UDL plan, each classroom teacher and special education teacher will select target students in the student group SWD and utilize the UDL framework to remove barriers and impact student learning. The goal of selecting target students and designing with their needs in mind is to remove barriers for other students.</p> <p>Monitoring Metric: Star benchmark assessments for ELA and Math, CA State Dashboard results for ELA and Math (SWD student group)</p>			
<p>Prof Learning</p> <p>#12 Rio Vista staff will attend conferences and/or receive on-site training aligned to academic standards, instructional rigor, and student needs. Staff will share key learnings and lead site-based trainings to support ongoing collaboration and growth. Priority Areas: Writers' Workshop, PLCs, Strategies for ELs (e.g., Kagan), MTSS. As a result of this professional learning, students will receive more effective Tier 1 instruction that results in higher levels of student learning as measured by the identified metrics.</p> <p>Monitoring Metric: Effectiveness will be measured by: Number of PD sessions attended/held, Star benchmark assessments for ELA and Math, CA State Dashboard results for ELA and Math, including SWD and EL student groups.</p>			
<p>Substitutes</p> <p>#13 Rio Vista will fund substitute coverage to release teachers for professional growth, including peer observations, coaching, consultant sessions, student assessments, SSTs, and IEP meetings. As a result of this professional learning and/or collaboration, students will receive more effective instruction that results in higher levels of student learning as measured by the identified metrics.</p> <p>Monitoring Metric: Effectiveness will be tracked by the number of release days used for these activities.</p>			
<p>Tech Licensing &amp; Devices</p> <p>#14 Rio Vista will purchase software licenses to support student outcomes in TK–5, including:</p>			

<p>Accelerated Reader – builds reading comprehension through regular quizzes</p> <p>Math Fact Lab - to support students with individualized instruction focused on math fact fluency</p> <p>Summit K12 – supports ELD with ELD standards as well as being prepared for ELPAC</p> <p>Supplies for technology tools such as additional Chromebooks, headphones, etc... will be purchased to support students ability to access these tools throughout the school day.</p> <p>Monitoring Metric: Accelerated Reader: Quiz volume and pass rates, Summit K12: Year-over-year ELPAC data to measure EL progress, Math Fact Lab usage, Star benchmark assessments for ELA and Math, CA State Dashboard results for ELA and Math, including SWD and EL student groups.</p>			
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<b>Goal #2:</b>
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.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <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 including, but not limited to: literacy, science, math, family programs, parenting, fitness, social-emotional well-being, and monitoring and supporting students on the internet/social media. Students will participate in these events along with their families benefiting both from the activity as well as from their family learning strategies that can support learning at home.</p> <p>Monitoring Metric: Parent/family participation at ELAC, family education activities, Star results (ELA/Math), CA Dashboard</p>			

academic results, Panorama survey data			
#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, year-over-year comparison, Panorama survey data			

### 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 97.3%, 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 student groups by 3 percentage points.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b> <i>Continue or discontinue and why?</i>
Attendance #1 Rio Vista will implement attendance recovery strategies, including at least four Saturday School sessions and the use of short-term independent study for extended absences. Additional hours will be provided for an office tech to support these efforts by contacting parents regarding attendance, managing and following up on short-term independent study contracts, and collaborating with administration to coordinate the Saturday School attendance recovery program. This will positively impact student learning with increased opportunities for students to recapture lost learning days through the identified activities. Monitoring Metric: Number of SARB/SART meetings, independent study contracts issued, absences recovered through Saturday school, overall attendance rate, CA Dashboard chronic absenteeism rates			
Attendance #2 Weekly attendance team meetings will be held to review data, identify students, communicate with			

<p>families, develop improvement plans, and assign follow-up tasks. This activity will support increased student attendance positively impacting student learning. Monitoring Metric: Overall attendance rate, CA Dashboard chronic absenteeism rates</p>			
<p>Attendance #3 Students will earn PBIS Rewards points for attendance, redeemable for store items, experiences, and raffles. The attendance team will develop additional incentives and experiences tied to improved individual, group, or grade-level attendance. This activity will support increased student attendance positively impacting student learning. Monitoring Metric: Overall attendance rate; CA Dashboard chronic absenteeism rates</p>			
<p>Attendance #4 SART and SARB meetings will be held to support students with persistent attendance issues or those identified as chronically absent. This activity will support increased student attendance positively impacting student learning. Monitoring Metric: Overall attendance rate; CA Dashboard chronic absenteeism rates, number of SART/SARB meetings</p>			
<p>Attendance #5 Targeted efforts will be made to improve the chronic absenteeism rate of the Multiple Races student group through proactive, positive attendance strategies. Staff will work with families of students in this student group to support improved attendance. Attendance team meetings will monitor this student group at weekly team meetings. Individual attendance incentives will be established for students in this group. Monitoring Metric: CA Dashboard chronic absenteeism rates</p>			
<p>MTSS Behavioral Support #6 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,</p>			

administration, and the PBIS/SEL team to improve overall student behavior data and reduce the suspension rate. Monitoring metric: Behavior para data (who, how long, what support was needed, which classroom), referral rates, suspension rate			
MTSS Behavioral Support #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. Prizes will be purchased to maintain a student store to encourage students to earn points. Monitoring metric: PBIS Data such as average points earned per student per month, referral data, suspension rate			
MTSS Behavioral Support #8 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, expectations for staff for what will be happening at each tier. Monitoring metric: The development/change of the framework will be used to measure the success of this action item.			
MTSS Behavioral Support #9 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.			
MTSS Behavioral Support #10 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: PBIS Data such as average points earned per student per month, referral data, suspension rate.			
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# 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.**

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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](mailto: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](mailto: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](mailto: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 as 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, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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](mailto: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/guidanceuseininvestment.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/guidanceuseininvestment.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/>

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