

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Rio Vista Elementary School
Address	67700 Verona Road Cathedral City, CA 92234
County-District-School (CDS) Code	33-67173-0105767
Principal	Aaron Tarzian
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2023- 6/30/2024
Schoolsite Council (SSC) Approval Date	October 24, 2023
Local Board Approval Date	December 12, 2023

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

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

School Profile

Rio Vista Elementary School, located in Cathedral City, opened its doors for the first day of school on August 30, 2004. As one of 16 elementary schools in the Palm Springs Unified School District, Rio Vista serves approximately 725 students in grades preschool through fifth grade. The campus consists of 30 classrooms, a kindergarten building with four classrooms, a multipurpose building, an administrative office, a library building, and a large playground. A Head Start building is also located on the campus. The school is located in a neighborhood that has the potential for continued growth. The majority of the students live within walking distance. Many students attend through intradistrict transfers.

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

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

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

Purpose and Description

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

Schoolwide Program

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

Rio Vista Elementary Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim and common formative assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including 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:

- September 16, 2022: Three new parents elected – Kevin Lesandro, Sonja Kinnunen, & Maria Alvarado. Site Council nominations were accepted through September 2, 2022. Ballots were distributed on September 7, 2022 and were returned by September 16, 2022.
- September 20, 2022: Two new staff were elected - Melissa Ferguson (teacher) and Anthony Gray (teacher). Site council nominations were accepted through September 9, 2022. Ballots were distributed on September 19, 2022 and were returned by September 20, 2022.

SSC Meeting Dates and Topics:

- September 21, 2022: SSC Training
- September 27, 2022: Review bylaws, elect officers, future meeting dates/time, Title I: parent and family engagement policy, home/school compact, uniform complaint procedure reviewed, 2022-23 SPSA was reviewed, budget reviewed, comprehensive safety plan
- October 11, 2022: Fall revise of the 2022-23 SPSA was completed,, updated actions, and discussed data (beg of year assessments, attendance, discipline), ELAC report incoming of year assessment data was reviewed
- November 15, 2022: Reviewed budget, reviewed state testing/attendance/discipline data, membership, writing professional development update, ELAC report
- January 17, 2023: Reviewed budget, data review (attendance, behavior & CA School Dashboard Data), ELAC report, discussed future meeting location (videoconference vs. in person meetings)
- February 28, 2023: Reviewed budget, discussed family night (literacy night) activity, discussed SEL monthly theme/spirit days activities, data review (discipline, attendance, winter Star data, CA School Dashboard data), ELAC report
- March 21, 2023: Reviewed budget & made adjustments based on actuals, LCAP info and input, Reviewed 2022-23 SPSA, ELAC report
- April 18, 2023: Reviewed budget, reviewed 2022-23 SPSA & discussed actions/budget actuals, input/discussion for 2022-23 SPSA, reviewed data (2022 CA Dashboard, 2022-23 attendance, 2022-23 Star assessment data, 2022-23 behavior/suspension data, 2022-23 Panorama survey data)
- May 2, 2023: Evaluation of SPSA actions and services for 2023-24 plan, approval of 2023-24 SPSA

ELAC Meeting Dates and Topics:

- October 6, 2022: Student awards, reviewed ELAC purpose, reviewed bylaws, reviewed incoming local data (academic, attendance, and discipline), held election for membership and DELAC rep, went over ELAC webpage, uniform complaint procedure reviewed, went over community news
- January 18, 2023: Student awards, reviewed CA Dashboard Data, 2022/23 School Plan for Student Achievement (SPSA) Evaluation/discussion, discussed community news.
- March 8, 2023: Student awards, reviewed winter 2023 academic star data, completed ELAC needs assessment, PSUSD & RVES family climate survey, community news
- April 19, 2023: Reviewed CA Dashboard/attendance/discipline data/Panorama climate survey data, further 2022-23 School Plan for Student Achievement (SPSA) Evaluation/discussion, discussed plans for next year including input/discussion for 2023-24 SPSA

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:

- Strengthen teacher support by utilizing our Academic Coach and other district-provided resources 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 Academic Coach will prioritize support for teachers working with subgroups including ELs, SWD, and Hispanic students.
- Enhance writing instruction across all grade levels by providing effective Tier 1 instruction that addresses individual student needs through a UDL approach.

- Offer targeted interventions beyond the school day for students in need, prioritizing SWD, EL, and Hispanic student subgroups.
- Develop strategies to provide additional Tier 2 math interventions during the school day, focusing on SWD, EL, and Hispanic student subgroups.
- Support English learners through integrated and designated instructional strategies, and provide professional development to staff to ensure effective implementation.
- Improve student safety and school climate through consistent monitoring and supervision by all staff members, and continue activities that foster healthy relationships.
- Organize family nights to promote community engagement and increase parent involvement.
- Maintain and enhance positive attendance incentives, while exploring new strategies to address chronic absenteeism.
- 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.
- Establish a 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.

Resource Inequities

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

According to the 2022 CA Dashboard Academic Data and most recent 2022-23 Star academic assessment data, our Students with Disabilities student group (SWD), English Learner group (EL), and Hispanic group continue to perform below English only or the all student group.

SWD Subgroup - According to the 2022 CA Dashboard Data, our SWD students are performing 59 points below our all students group in ELA and 43 points below our all students group in math.

In the most recent Star assessment (Winter 2023), 15% of our SWD subgroup met standard as compared to 30% for the all student group in ELA and 10% of our SWD subgroup met standard as compared to 18% for the all student group in math.

EL Subgroup - Our EL students also continue to underperform non-English Learner group. According to the 2022 CA Dashboard Data, our EL students are performing 14 points below our all students group in ELA and 22 points below our all students group in math.

According to the Winter 2023 Star assessment data, only 3% of our students are predicted to meet or exceed state standards in ELA as compared to 31% for the non EL group in ELA and only 5% of our EL subgroup met standard as compared to 18% for the non EL group in Math.

Hispanic Subgroup - Our Hispanic subgroup of students continue to underperform the all students group. According to the 2022 CA Dashboard Data, our Hispanic students are performing 11 points below our all students group in ELA and 12 points below our all students group in math.

According to the Winter 2023 Star assessment data, only 20% of our students are predicted to meet or exceed state standards in ELA as compared to 30% for the all student group in ELA and only 14% are predicted to meet or exceed stated standards in Math as compared to 18% for the all student group in math.

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

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

English Learner Performance - Our current RFEP rate stands at 6.3%, which is significantly below the rates for PSUSD (20.5%), Riverside County (14.4%), and the State average (16.3%). A sustained focus on supporting EL students in learning English through the specific actions outlined in this update of the SPSA is essential to help more of our students learn English and become eligible for reclassification.

According to the 2022 CA Dashboard Data, 47% of our English learners (ELs) are making progress towards English proficiency, earning us a "medium" score on the CA School Dashboard. Based on our 2021-22 ELPAC scores, only 14% of our students are performing at a level 4 (Well Developed - Proficient Band), which represents a 4 percentage point

increase from the previous ELPAC administration, indicating some progress. However, as this still constitutes an inequity for our school, we will maintain funding for designated ELD time to ensure our English learners receive small group instruction tailored to their needs. In our 2023-24 SPSA, we further specify that instruction will utilize strategies learned during the 2022-23 professional development sessions and planned professional development for 2023-24. Moreover, we emphasize the need to support ELs using both integrated and designated instructional strategies, based on staff feedback and observation of instruction. Additionally, we will continue to prioritize ELs for after-school intervention outlined in goal 1, in order to further support our EL subgroup in closing the achievement gap.

Attendance - According to the 2022 CA Dashboard Data and confirmed by the 2022-23 local attendance data, an inequity in Chronic absenteeism has also been identified for our SWD subgroup and our Homeless subgroup. According to the 2022 CA Dashboard Data, SWD are 5.4% higher than our all-students group and 17.3% higher for Homeless students than the all-student group. In goal 3 of our 2023-24 plan, we will provide more specific outreach to these families and incentives targeting attendance overall. We have refined attendance activities to the 2023-24 SPSA around the use of PBIS Rewards and further developing an attendance committee that can monitor and respond to attendance data that we believe will support this subgroup as well as the all students group attendance improving overall.

Needs Assessment – Review of Performance

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

Success Indicators:

ELA - According to the 2022 CA Dashboard data all of our subgroups except the SWD subgroup achieved a “low” status ranking. With the challenges we’ve faced from the pandemic over the past few years and incoming Fall 2022-23 assessment results, some of these subgroups could have received a “very low” ranking but did not in 2022. According to the 2022-23 Star Reading assessment data, students are moving from below benchmark to at or above the state benchmark. On the Fall 2022 Star reading assessment, 20% of our grade 3-5 students performed at or above the State benchmark. On the Winter 2023 Star Reading assessment 27% of grade 3-5 students performed at or above the state benchmark. While we would like to see overall proficiency rates higher, we are happy to see that many students are making growth over the course of this school year.

An academic intervention was run throughout the entire school year using a team of certificated staff. Students were targeted for this intervention based on ELA data we obtained from Star assessments that were performed at the beginning of the year. SWD and EL students were targeted for this intervention. Data from the 2022-23 reading intervention showed that students that consistently participated in the intervention grew by 45 Star Reading scaled score assessment points and 0.63 Read Live Reading Levels growth. There were a total of 58 students served by this intervention. Data from 2022-23 math intervention showed that students that consistently participated in the intervention grew by 16 Star Math scaled score assessment points. A total of 44 students were supported by this intervention.

The academic coach worked with the LCAP site reading intervention teacher to target students requiring reading intervention based on Star ELA data. There were too many students in need of intervention for the LCAP site reading intervention teacher to serve them all. The academic coach provided intervention for students in grades 3-5. Data from the intervention showed that students that consistently participated in the intervention grew by 3 reading levels over the course of the intervention. Their Star reading scaled score growth was 44 points. 33 students were served by this intervention.

All classrooms implemented the Units of Study in Narrative, Opinion, and Informational writing during the 2022-23 school year as planned. Teachers dedicated instructional time to help students develop and improve their writing abilities, practice relevant skills, and better address individual learner needs during writing workshop sessions. Teachers administered on-demand writing prompts and used rubrics to score and standardize writing across their respective grades. On average, students' writing improved by one level on the 4-point writing rubric, signifying growth in their ability to compose narrative, informational, and opinion pieces. As of Winter 2023, the average student score was 2.22 out of 4. A score of 3.0 is considered to be meeting the benchmark using the on-demand writing assessment rubric, which aligns with the California Common Core Standards and the SBAC Grade 3-5 Performance Task Scoring Guide Rubric.

According to the 2022 CA Dashboard Data EL Progress Indicator (ELPI), 47% of our

Reflections: Success

ELs have progressed at least one ELPI level earning us a “medium” ELPI progress indicator on the CA Dashboard. This is a positive result that we want to see continue for our EL students that is a direct result of professional development and SPSA actions that we have taken to reduce the student:teacher ratio during designated ELD.

Math - According to the 2022 CA Dashboard data all of our subgroups achieved a “low” status ranking. With the challenges we’ve faced from the pandemic over the past few years and incoming Fall 2022-23 assessment results, some of these subgroups could have received a “very low” ranking but did not in 2022. According to the 2022-23 Star Math assessment data, students are moving from below benchmark to at or above the state benchmark. On the Fall 2022 Star Math assessment, 10% of our students performed at or above the State benchmark. On the Winter Star Math assessment 17% of students performed at or above the state benchmark. Data from 2022-23 math intervention showed that students that consistently participated in the intervention grew by 16 Star Math scaled score assessment points. A total of 44 students were supported by this intervention.

Suspension Rate - Our suspension rate (percent of students that have been suspended at least once) has decreased from the 2021-22 school year from 1.8% to 0.8% as of March 2023. According to the 2022 CA Dashboard, we received an overall “medium” score with 1.9% of students suspended at least one day. In August and September of 2022, the average number of daily referrals ranged from 0.94 to 5.24. By March 2023, the average daily referrals had decreased to 3.96. We believe tracking lower level behavior issues (referrals) can help us support challenging behaviors and further reduce our overall suspension rate.

School climate - On the Winter 2023 Panorama Family Climate Survey, 98% of families feel the campus is safe. 74% of students also report on the Winter 2023 Panorama survey that have a sense of belonging to the school. Parents also reported on the Winter 2023 Panorama survey that Rio Vista has a climate of support of academic learning with 98% responding favorably to questions around that area. 98% of parents feel a sense of belonging and connectedness to the school.

Supporting Actions:

We have provided targeted interventions to students through the assistance of our site-funded Academic Coach and other certificated staff. These specific actions are helping close the achievement gap in reading foundations as indicated in our Read Live scores and math intervention scores. Academic coach is providing during school day reading intervention support to help students make progress in reading and improve reading level/ability. Data from these interventions is positively impacting student performance. More students are able to be served by having our academic coach support this school day intervention.

The academic coach assisted teachers throughout the unique challenges of the 2022-23 school year due to learning gaps resulting from the pandemic identified by the Fall 2022 Star assessment results and the Summative 2022 CAASPP results. This included modeling, co teaching, planning, and providing professional development to the whole school and to small groups. A significant amount of time was spent supporting teachers with implementing high impact math strategies and writing strategies in alignment with the Units of Study in Information, Narrative, and Opinion Writing.

Both primary and intermediate staff benefited from grade-level coaching and support through on-site professional development focused on mathematics this year. This training, known as High Impact Math, guided staff in utilizing student thinking to drive instruction, creating opportunities for children to engage in mathematical discussions, exploring multiple approaches to problem-solving, embracing mistakes as learning opportunities, and fostering an understanding of math concepts for students. By incorporating these strategies, educators can enhance their instructional practices and support student success in mathematics.

In October 2022, staff participated in district-funded designated and integrated English Learner (EL) training. Recognizing that interactive classrooms foster more frequent peer interactions and language practice for EL students compared to traditional settings, noticeable improvements in student participation, engagement, and interaction with one another were observed following the training. These improvements were documented informally during walkthroughs and formally during lesson observations.

Staff implemented short-cycle assessments and checked the progress of students frequently to make decisions about next steps for students. Staff utilized Star reading and math data to inform instruction and monitor student learning/growth.

The Family Reading Night we had in March 2023 was a success, with over 150 families in attendance. This event brought together 15 staff members who shared their passion for reading by engaging with families and children through read-aloud sessions. In addition to the engaging storytelling, staff members demonstrated effective reading strategies to support families in fostering a love for reading at home. To further encourage students' interest in reading, a wide selection of free books was made available for them to choose from and take home that evening. The overwhelming turnout and the positive atmosphere at the Family Reading Night were clear indicators of our community's commitment to promoting literacy and nurturing a lifelong love of reading among our students.

This year, our English Learner Advisory Committee (ELAC) meetings have experienced tremendous success, with consistently high levels of parent attendance and engagement. By incorporating an awards ceremony to celebrate the achievements of our EL students at each meeting, we have seen a significant increase in the number of families attending, with an average of 10-25 families present at every meeting. Fifty-four EL students have received recognition at these meetings this year. This approach not only encourages parents to attend and participate in the meetings, but also fosters a strong sense of pride and accomplishment among our students and their families. The positive changes we have implemented have created a more collaborative atmosphere at our ELAC meetings, ultimately enhancing the support and educational experience for our EL students and families.

We are utilizing PBIS to promote positive behavior and create systems for tiered response to behavior for those students who need more resources or support. We have implemented an SEL check-in that is allowing us to better monitor how our students are feeling each day and intervene proactively when students need support. We have also continued to use and refine our PBIS Rewards online student store, which is causing a lot of excitement with students and desire to follow school expectations and earn points for the store. The entire school has been utilizing PBIS rewards to reinforce students following behavior expectations and to record referrals when students do not follow behavior expectations. The PBIS team has met monthly to monitor the data. We are seeing positive data trends as a result of this work.

Two staff developers from The Writers Project at Columbia University collaborated with our staff to enhance writing instruction that aligns with the California Common Core Standards, utilizing the Units of Study in Narrative, Information, and Opinion writing. Over the course of the year, these staff developers visited our school 10 days, providing guidance to each grade level on the effective use of the curriculum, structuring writer's workshops, teaching small groups, conducting individual student conferences, and tailoring instruction to meet students' needs. Focus was given to both SWD and EL students as those were targeted subgroups for the 2022-23 SPSA. Furthermore, our staff employed this approach to initiate the implementation of Universal Design for Learning (UDL), which aims to better support and address the diverse needs of all our learners. Staff developers demonstrated each of these instructional approaches in the classroom, encouraging our teachers to practice these methods during staff development days and in the interim between support visits. Staff were surveyed at the conclusion of the staff development and a majority (87% of the 30 certificated staff that completed the survey) found the support extremely helpful and asked that the support continue in the 2023-24 school year. Three staff members found it to be somewhat helpful and 1 found it to be "helpful," giving it the lowest possible score.

In the 2022-23 academic year, we introduced a behavior paraeducator to our school program. Beginning in February 2023, we started monitoring their work to gather data for analysis, track student support over time, identify students in need of additional Tier 2 or 3 resources, and determine which students required the most assistance. Since we began collecting this data, the behavior paraeducator has supported 12 out of our 38 teachers and has worked with 25 different students across the campus. Support sessions for individual students ranged from a single session to as many as 31. On average, among the 25 students currently being tracked for this support, each has received approximately 3.4 sessions as of the end of March 2023.

In January 2022, we hired a 7 hour playworks PE paraeducator (coach) to support students following the PBIS Ranger expectations. This has had a positive impact on the organization and structure of our playground. While we don't yet have all components of the program implemented, we have created game rules for each of the areas of the playground and have posted some of them. We have implemented the recess "circle up" to support students being reminded of important expectations for recess.

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

Although we do not have any student groups performing two or more levels below the "all students" group, we have observed achievement gaps between certain groups. We are actively identifying and implementing targeted supports to decrease or eliminate these gaps while also striving to improve the performance of all our students.

ELA -

The 2022 Summative CAASPP results reveal that, overall, the "all student" group performed significantly below the standard, with an average distance from the standard of 36 in ELA. Although this serves as baseline data, it is concerning that a considerable number of students are far below the benchmark standard. Moreover, there is achievement gap between the "all student" group and both the Students with Disabilities (SWD) and English Learners (ELs) subgroups. In addition to these groups, the 2022 CAASPP results also indicate an achievement gap between the "all student" group and the Hispanic student group, highlighting the need for targeted support for this subgroup as well. On the 2022 ELA CAASPP assessment, the "all students" group performed at an average distance from the standard of -36, compared to EL students at -50, SWD at -95, and the Hispanic subgroup at -47. These rates of achievement are significantly lower than those reported during the last release of the CA School Dashboard Data, underscoring the importance of focusing on remediation of learning and ensuring that Tier I instruction effectively meets students' needs.

Math -

The 2022 Summative CAASPP results indicate that, overall, the "all student" group performed significantly below the standard in Math, with an average distance from the standard of -48. Although this serves as baseline data, it is concerning that a substantial number of students are far below the benchmark standard. Additionally, there continues to be a notable achievement gap between the "all student" group and both the Students with Disabilities (SWD) and English Learners (ELs) subgroups. The 2022 CAASPP results also reveal an achievement gap between the "all student" group and the Hispanic student group, highlighting the need for targeted support for this subgroup as well. In terms of average distance from the standard, the "all students" group performed at -48, the EL group at -70, the SWD group at -90, and the Hispanic subgroup at -60. These rates of achievement are significantly lower than those reported during the last release of the CA School Dashboard Data, underscoring the importance of focusing on remediation of learning and ensuring that Tier I instruction effectively meets students' needs.

Chronic absenteeism -

According to our 2022 CA School Dashboard Data, our chronic absenteeism earned us a score of "very high," with 24.9% of our students being chronically absent. Both student groups, SWD (30.3% chronically absent) and homeless students (41.2% chronically absent), have significantly higher rates of chronic absenteeism compared to our overall rate and need to be addressed in our 2023-24 SPSA. Unfortunately, our attendance data for the 2022-23 school year indicates that our chronic absenteeism, based on a local estimator, is trending as of March 2023 at a rate of 43.2% of students being chronically absent. This estimator, at this time last year (March 2022), projected our rate at 53.6%, so we are seeing some year-over-year improvement. Additionally, we would like to see our overall rate of attendance improve, which is currently trending as of March 2023 at 89.8% average daily attendance. While this represents an improvement of almost 1% year-over-year at this time, we believe that there is still room for further improvement of this metric.

English Learners -

While we have seen progress on our ELPAC summative assessment according to the ELPI CA Dashboard score, our EL students continue to have a significant achievement gap compared to the non-EL students at our school. According to the 2022 CA Dashboard Data EL Progress Indicator (ELPI), 47% of our ELs have progressed at least one ELPI level, earning us a "medium" ELPI progress indicator on the CA Dashboard. This is a positive result that we want to see continue for our EL students.

The 2022 CAASPP ELA and Math results show a significant achievement gap between the all students group and the English Learner (EL) subgroup. On the 2022 ELA CAASPP assessment, the all students group performed at an average distance from standard of -36 compared to EL students at -50. The 2022 Math CAASPP results show a similar achievement gap. The all students group performed at an average distance from standard of -48, while the EL group performed at -70.

Our current RFEP rate stands at 6.3%, which is significantly below the rates for PSUSD (20.5%), Riverside County (14.4%), and the State average (16.3%). A sustained focus on supporting EL students in learning

Reflections: Identified Need

English through the specific actions outlined in this update of the SPSA is essential to help more of our students learn English and become eligible for reclassification.

According to our 2021-22 ELPAC scores, only 14.45% of our students are performing at a level 4 (Well Developed). 31.21% are performing at Level 3 (Moderately Developed).

Suspensions -

According to the 2022 CA Dashboard Data, our school received a "medium" rating, with 1.9% of our students suspended for at least one day during the 2021-22 school year. While suspension rates have shown a downward trend this year, with 0.8% of students being suspended at least once as of March 2023, compared to 1.4% in March 2022, we need to maintain the actions identified in our SPSA to continue seeing this downward trend.

School climate -

On the Winter 2023 Panorama Student Climate Survey, students responded favorably 79% of the time (an 8% point decrease from the Winter 2022 survey) stating that Rio Vista has a climate of support for academic learning. Additionally, we experienced a 7% point decrease from the 2023 survey in the area of safety.

Supporting Actions:

The school leadership team and PBIS/SEL leadership team will continue to develop the MTSS Framework for the school, ensuring that students in each tier receive the necessary support for success. While progress has already been made, more work is required to provide tailored supports for students based on their needs.

We must continue exploring ways to offer intervention during the school day in the areas of reading, writing, and math. Math is our most significant area of weakness, as we currently lack in-school intervention for it. Our SPSA budget permitting, we will strive to provide additional support.

After-school intervention will persist for the 2023-2024 school year, as it has yielded positive results for our students. Students attending after-school intervention will be targeted to address performance gaps, including students with disabilities (SWD) and English learner (EL) subgroups. Because of the achievement gap among our Hispanic students, we will need to focus on supporting them with this action item.

Integrated ELD strategies will be further implemented throughout the school day, complementing the support provided by bilingual paraeducators for designated ELD at each grade level.

An academic coach will be funded to continue supporting the ongoing implementation, planning, and data analysis of these newly learned strategies and routines. The academic coach will also focus on assisting special education teachers, as identified through our needs assessment/program evaluation. The coach will continue to support our work in improving students' ability to write narrative, informational, and opinion texts in grades TK-5.

With the support of the district coach and site-funded academic coach, staff will continue to receive Tier 1 or "best first" curriculum and training to begin utilizing writers' workshop as part of classroom instruction. This will focus on opinion, informational, and narrative writing across grade levels to better prepare students for the rigorous writing expectations of the CA Common Core Standards and Claim 2 in grades 3-5.

To address chronic absenteeism, an attendance team, including the school counselor, will further develop its focus on improving the attendance of chronically absent students compared to the 2022-23 school year. We will target the SWD and homeless subgroups in addition to working on reducing chronic absenteeism for all students. We will use the PBIS Rewards store to motivate students to attend school. Students attending school will earn points, allowing them to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. The team will develop additional incentives to support improving overall attendance, individual attendance, and reducing chronic absenteeism.

The elementary counselor will continue to support the SEL/Behavior component of the MTSS framework that we are using to build our Tiered MTSS for our school. The counselor will maintain teaching SEL lessons monthly to the general education population, providing small group and individual counseling support to students in need, and supporting multiple school-wide culture/climate initiatives to improve students' experiences on campus. The counselor will monitor students during daily check-ins, continue the calming room/center on the playground for students who need support, and maintain frequent communication with parents, administration, and teachers to help students make SEL/Behavior growth. We also continue to require behavior support for general education students. We believe that adding additional support can help us reduce suspensions and further decrease referral rates.

Staff will continue to promote mindfulness as a daily practice through Restorative Circles and mindful moments using Inner Explorer/other mindfulness tools. Staff will refine the use of PBIS Rewards to continue promoting positive behavior and create strategies for students who need more resources or support.

Playworks will be further implemented to provide more structure and routine on the playground, aiming to improve school culture/climate, reduce behavior referrals, and decrease suspensions.

We will persist in refining our approach to utilizing data and employing our behavior paraeducator in order to further reduce suspensions and provide assistance to general education students experiencing behavioral challenges. This refinement will involve regularly reviewing and analyzing relevant data, such as student behavior patterns, incident reports, and intervention outcomes, to identify areas where improvements can be made. Our behavior paraeducator will work closely with teachers, administrators, and other support staff to develop and implement targeted interventions and strategies that address the specific needs of students struggling with behavior, ultimately helping to create a more positive learning environment for all students.

Fall 2023 Update:

Based on an initial analysis of CAASPP 2023 ELA & Math scores, all students, English learners, and students with disabilities need to continue to be the focus of our work with students academically. Results show that only 36.7% of our students are scoring at standard or above on the summative assessment. This is 3% increase from CAASPP 2022 ELA results where 33.53% of students scored at or above standard. In math, only 28.7% of our students are performing at standard or above. This is 3% decrease from CAASPP 2022 Math results where 31.8% of students scored at or above standard.

In addition, there still continues to be achievement gaps between students in the subgroups: English learners (EL) and students with disabilities (SWD).

In ELA only 9.5% of EL students scored at standard or above as compared to English only students who scored at 40.5% at standard or above. Only 9.9% of students with disabilities scored at standard or above as compared to students without disabilities where 44.5% scored at standard or above.

In Math, only 10.7% of EL students scored at standard or above as compared to English only students who scored at 32% at standard or above. Only 9.9% of students with disabilities scored at standard or above as compared to students without disabilities where 34.2% of our students scored at standard or above.

Our chronic absenteeism rates have increased from 2022. In 2022 our rate was 24.9%. In 2023 our rate was 36.4%.

Overall Summative ELPAC scores have also decreased from 2022. In 2022, 14.45% of our students were proficient. In 2023, only 6.75% of our students were proficient.

When we receive final CA State Dashboard Calculations, we will evaluate our progress using those calculations.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	237	217	169	33.1%	30.4%	25.50%
Fluent English Proficient (FEP)	66	89	88	9.2%	12.5%	13.30%
Reclassified Fluent English Proficient (RFEP)	30	47	19	10.9%	19.8%	11.2%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
637	95.4	29.4	0.2
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	29.4
Foster Youth	1	0.2
Homeless	84	13.2
Socioeconomically Disadvantaged	608	95.4
Students with Disabilities	121	19.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.3
American Indian	5	0.8
Asian	5	0.8
Filipino	21	3.3
Hispanic	489	76.8
Two or More Races	26	4.1
Pacific Islander	3	0.5
White	80	12.6

Conclusions based on this data:

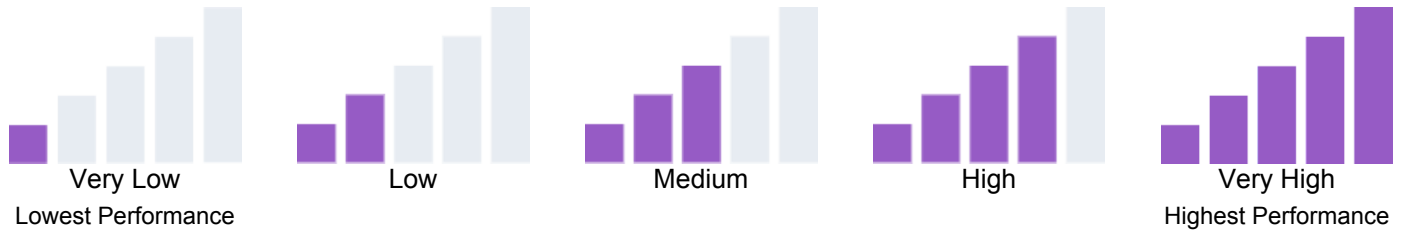
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School and Student Performance Data

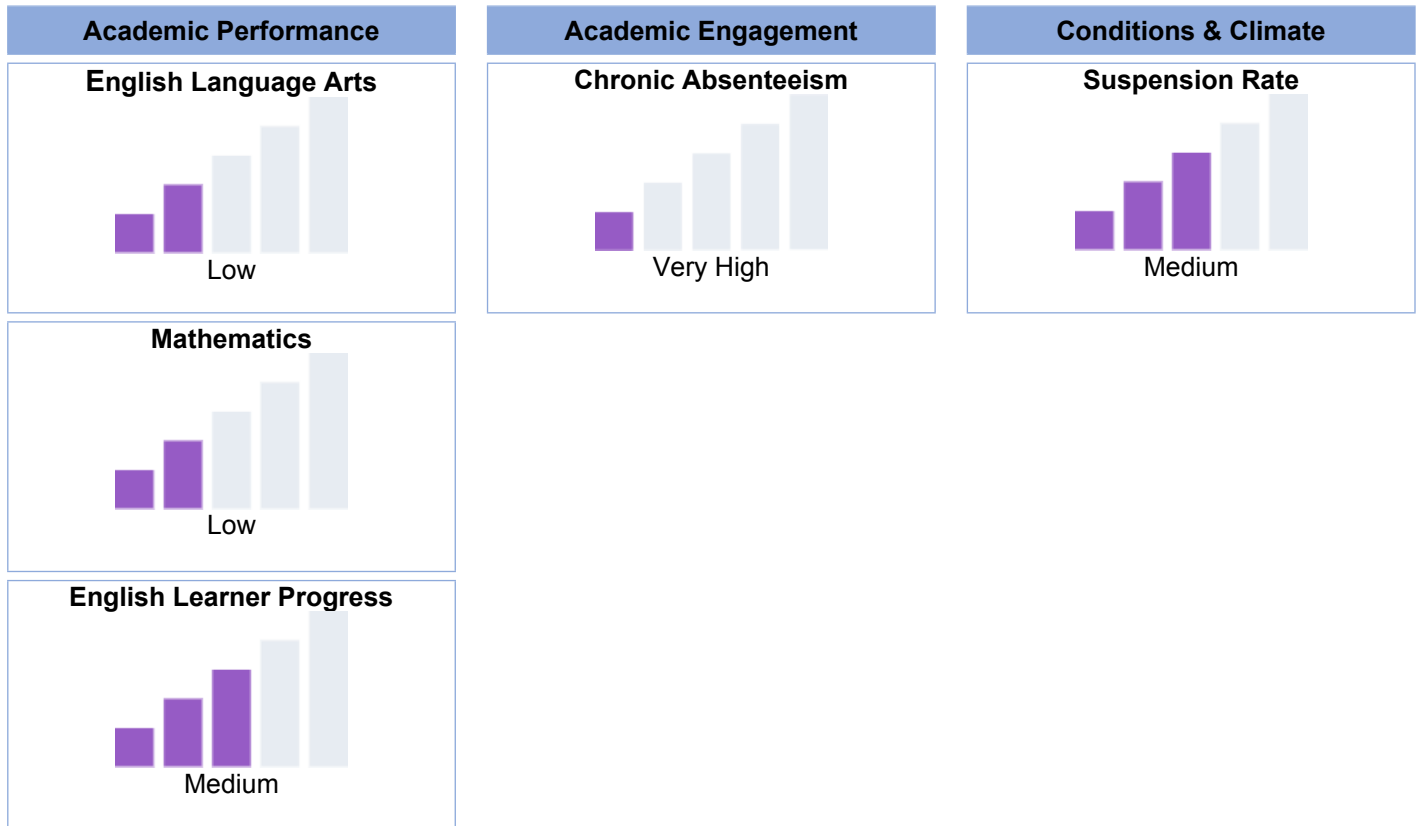
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

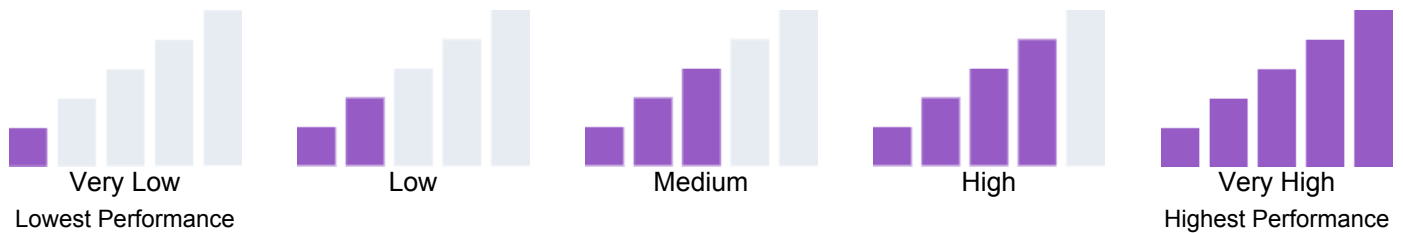
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School and Student Performance Data

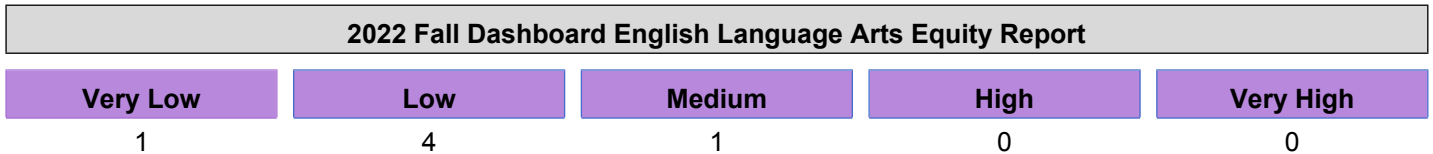
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

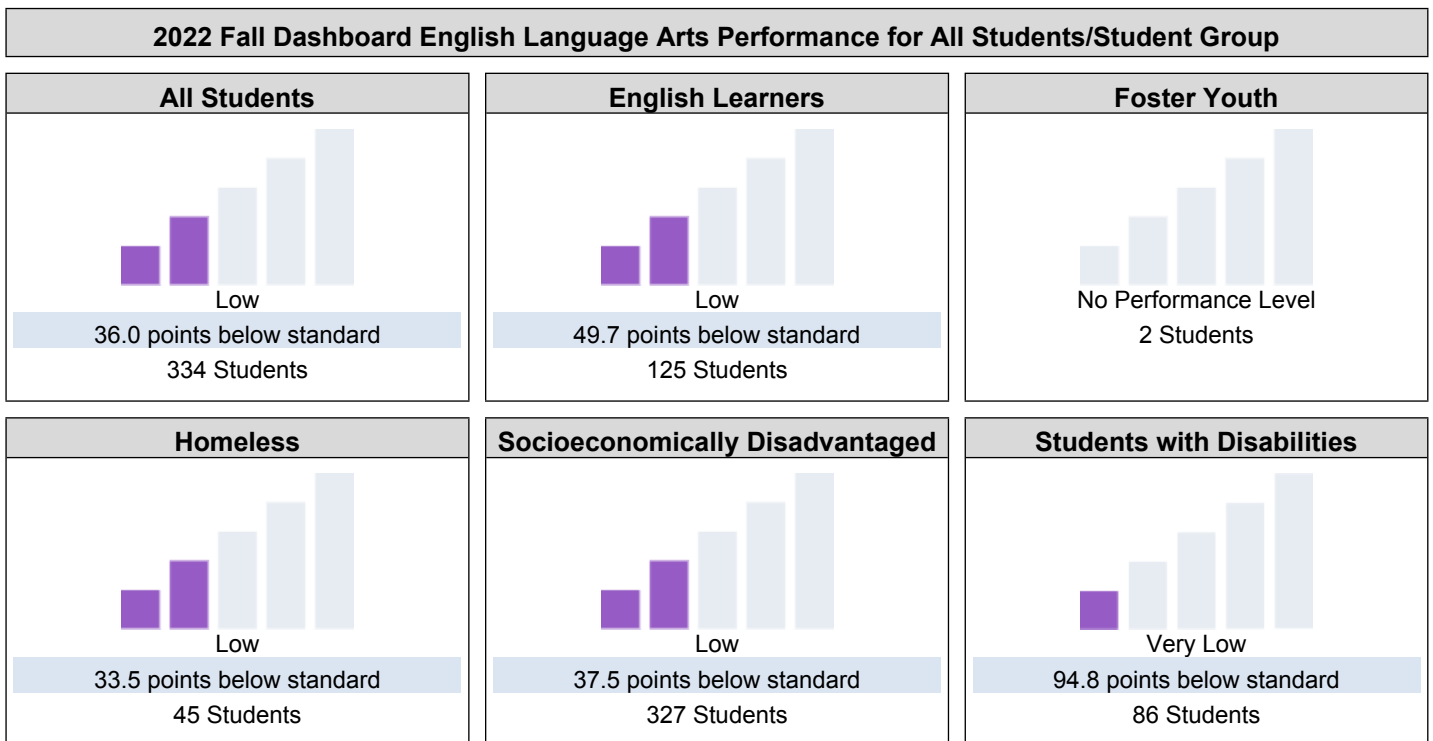
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



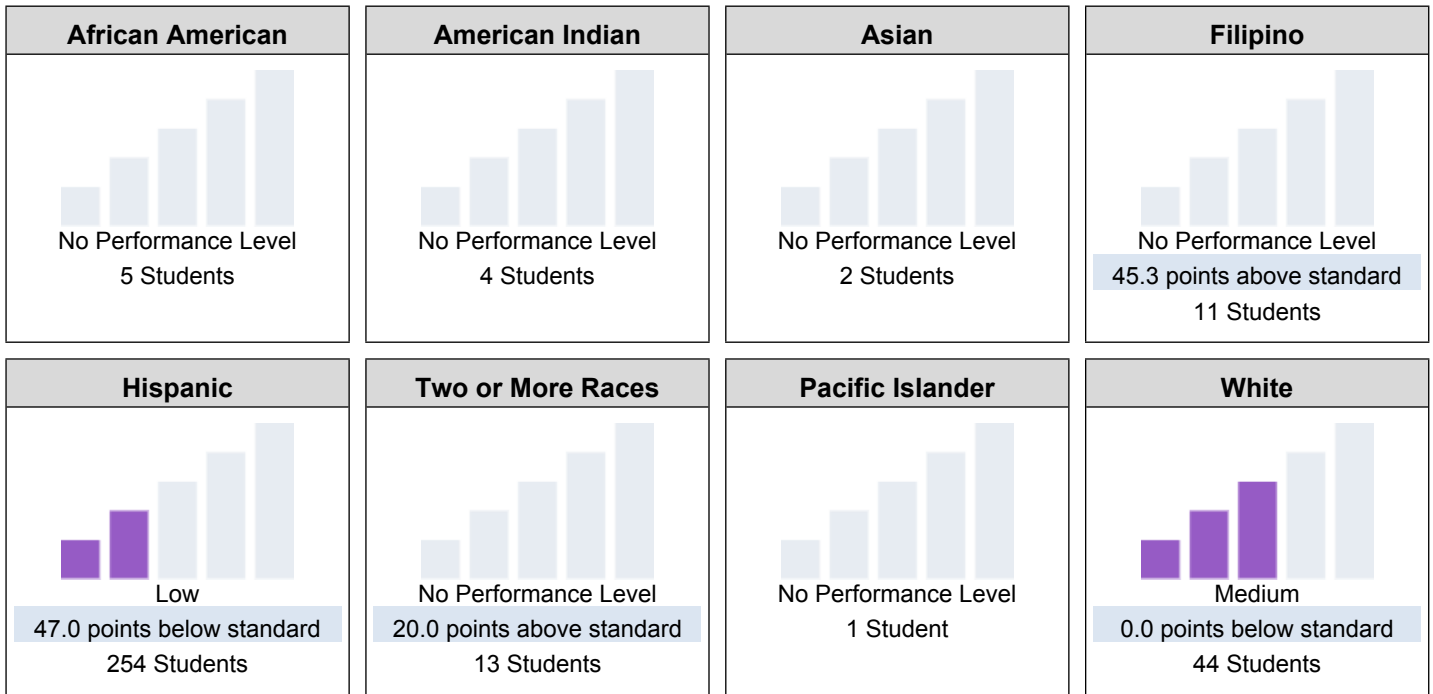
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.0 points below standard	31.5 points above standard	27.8 points below standard
79 Students	46 Students	182 Students

Conclusions based on this data:

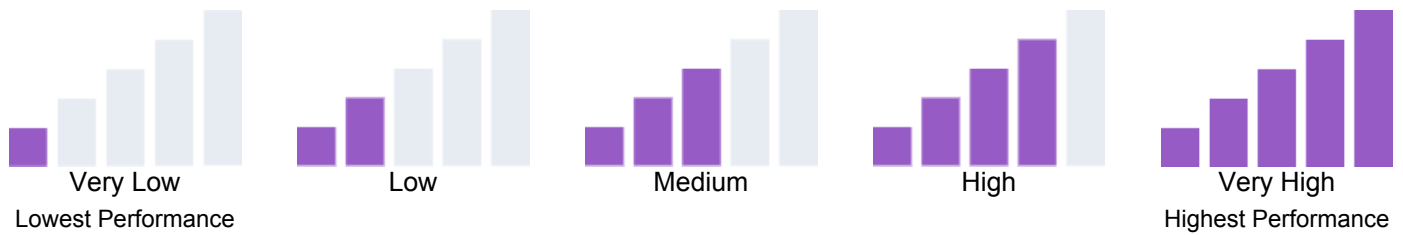
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School and Student Performance Data

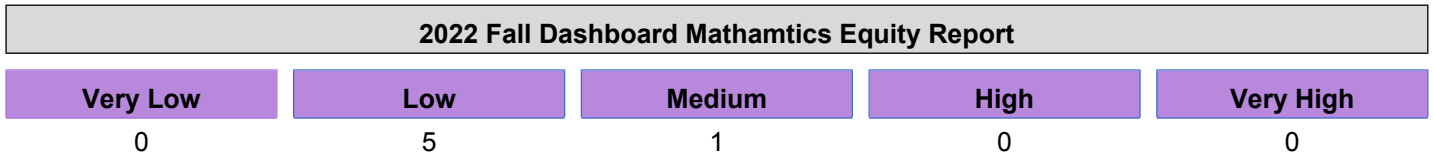
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

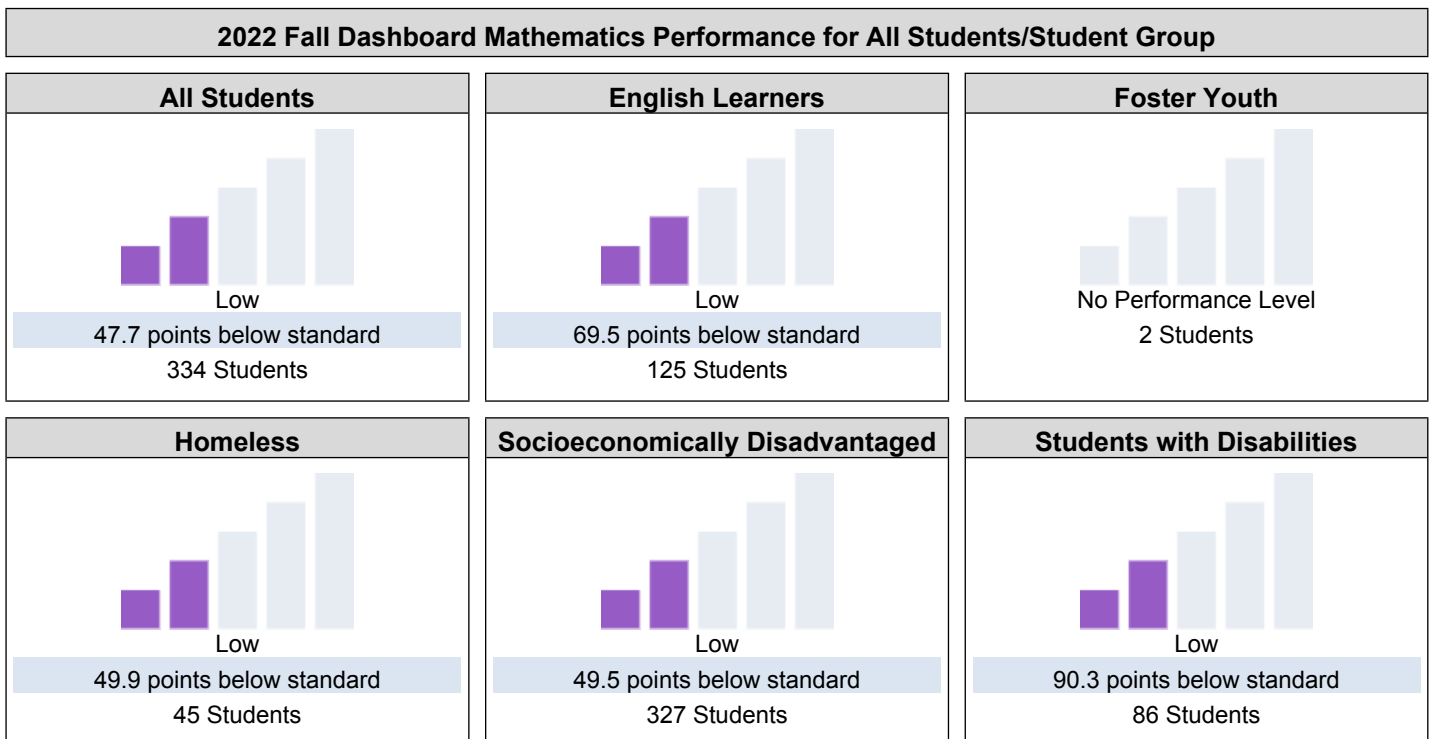
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



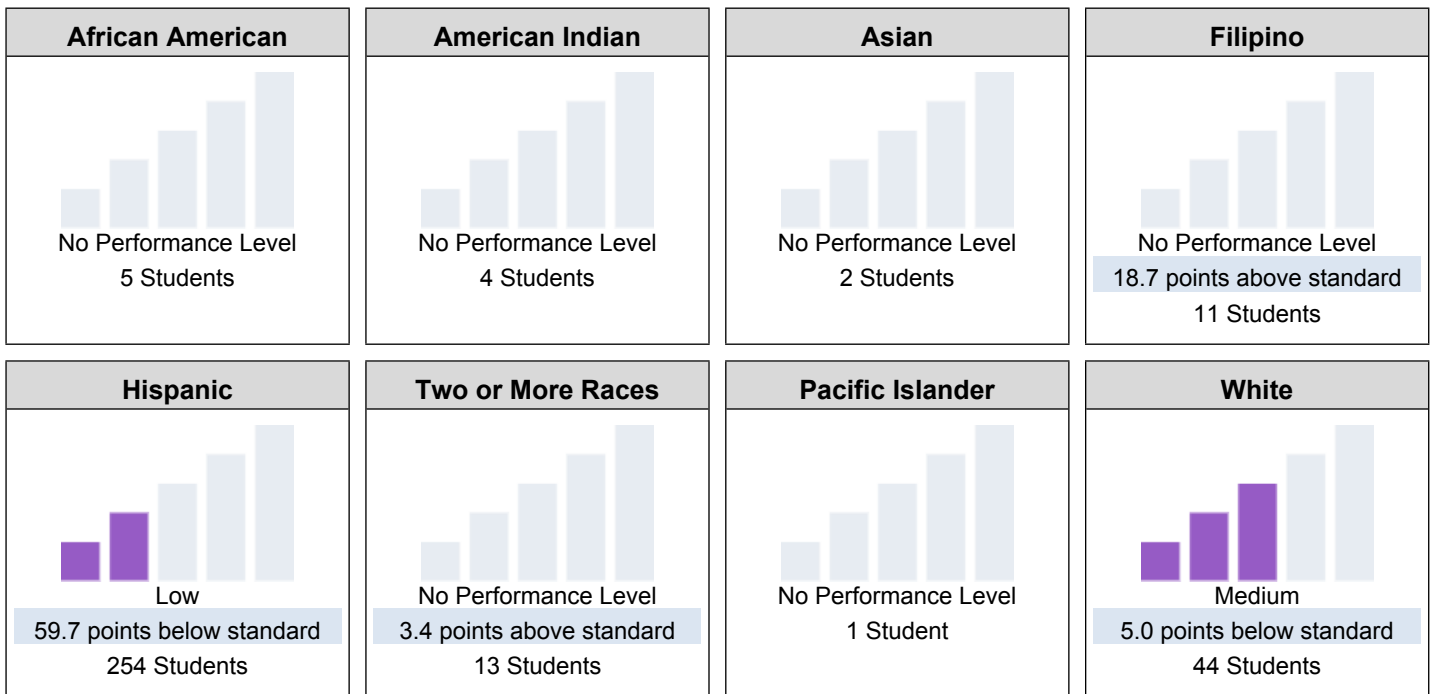
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e0e0e0; padding: 2px;">103.3 points below standard</p> <p>79 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">11.5 points below standard</p> <p>46 Students</p>	<p style="background-color: #e0e0e0; padding: 2px;">37.0 points below standard</p> <p>182 Students</p>

Conclusions based on this data:

1.

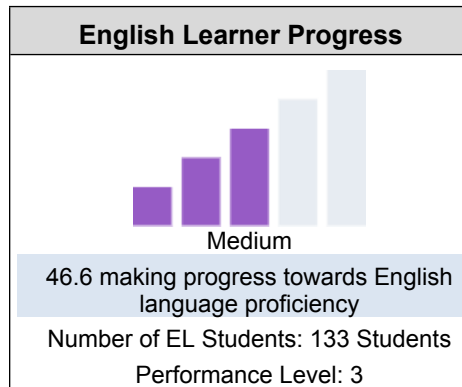
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
15.8%	37.6%	0.8%	45.9%

Conclusions based on this data:

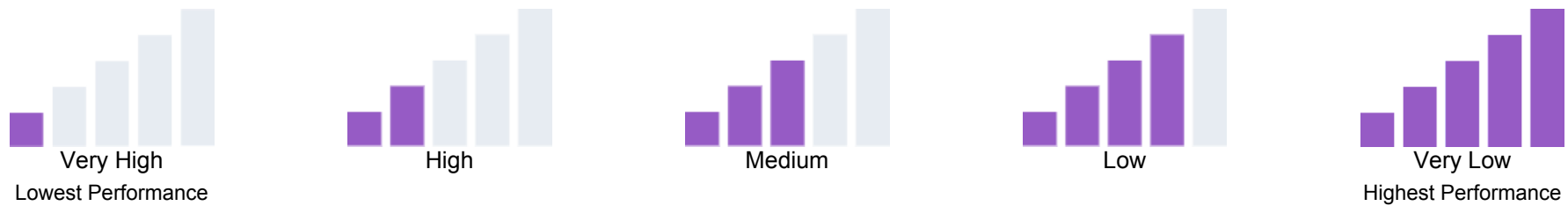
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School and Student Performance Data

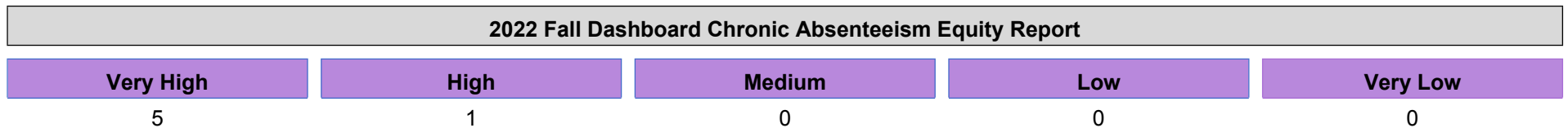
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

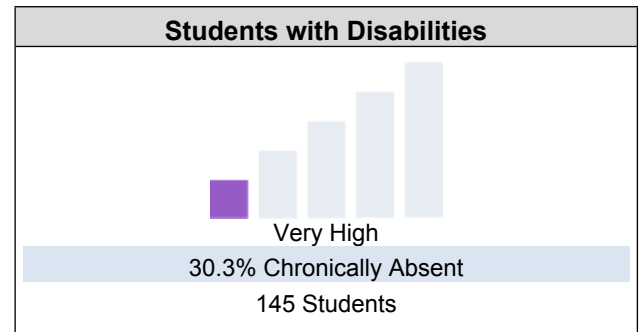
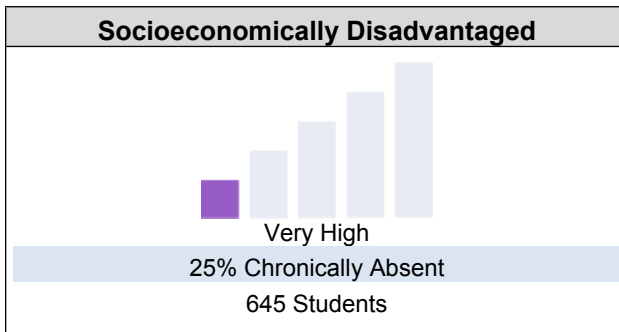
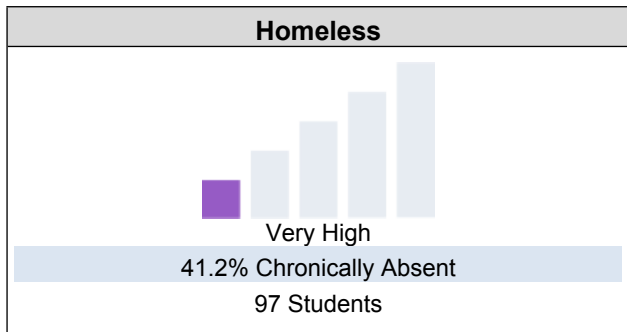
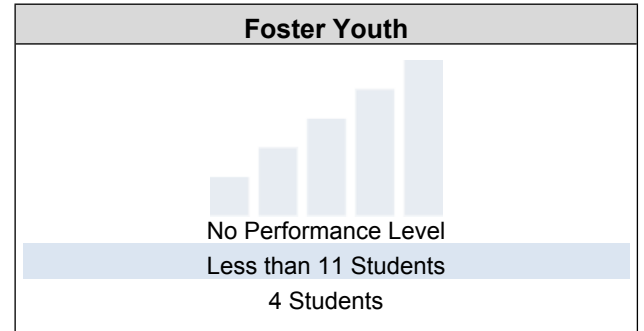
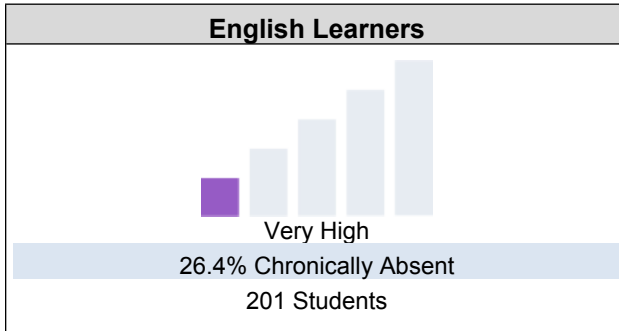
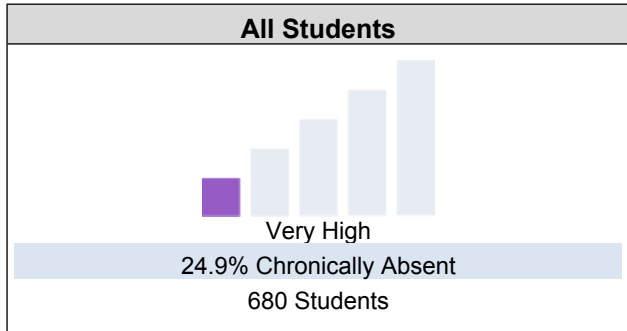


This section provides number of student groups in each level.

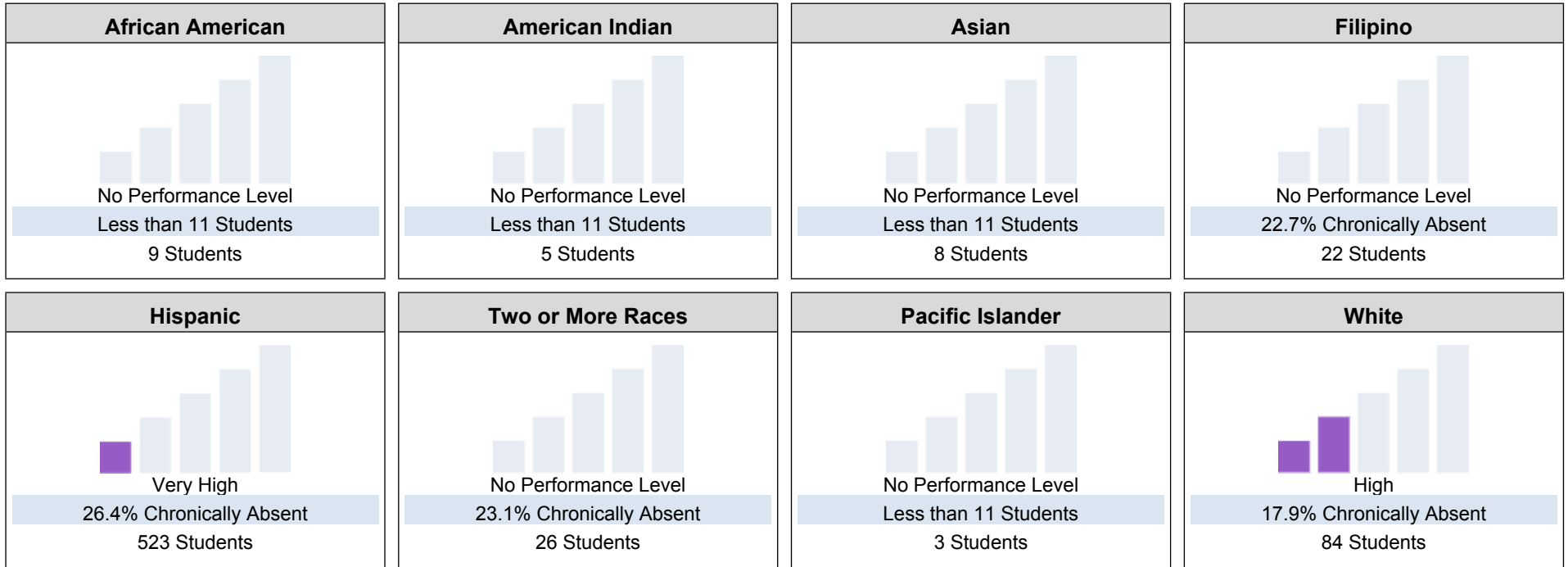


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

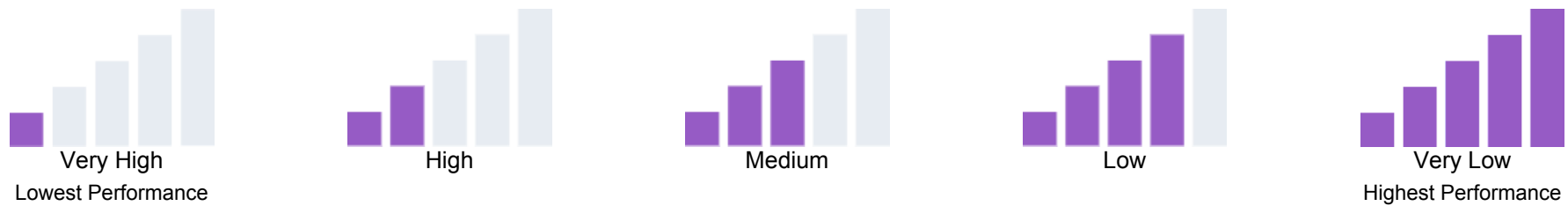
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School and Student Performance Data

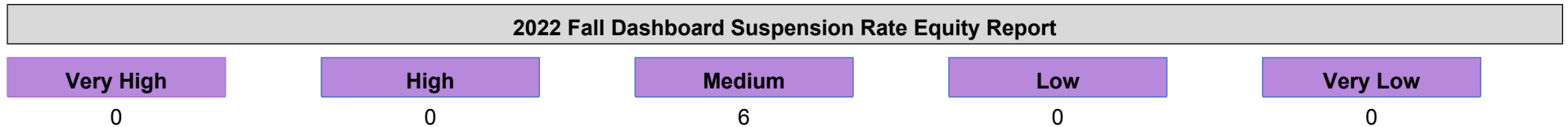
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

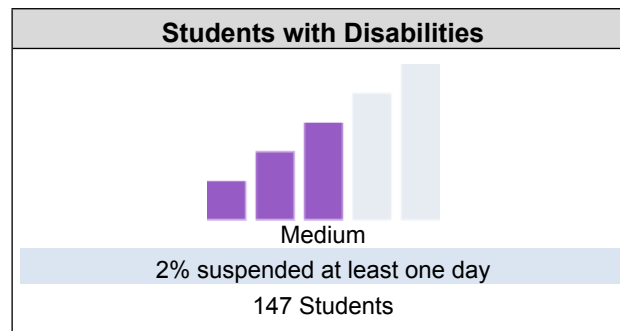
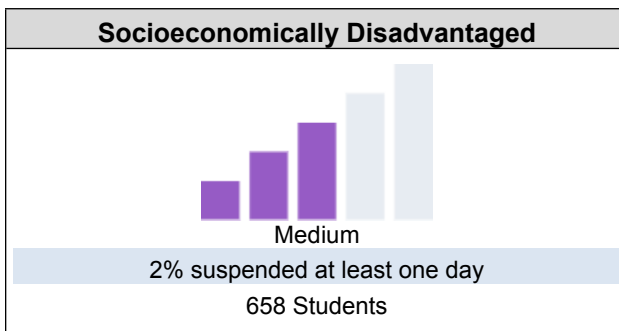
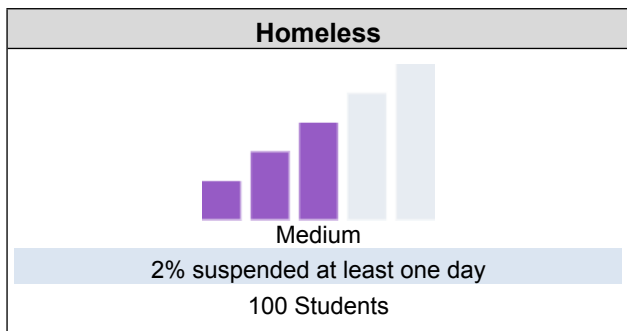
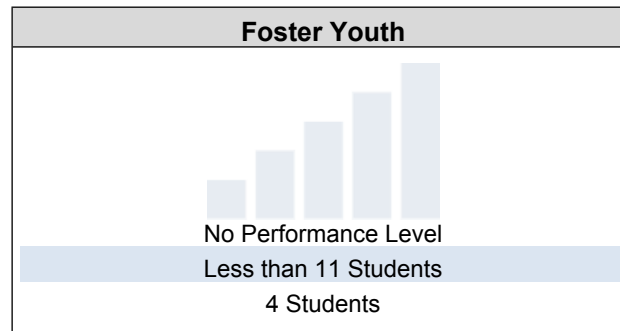
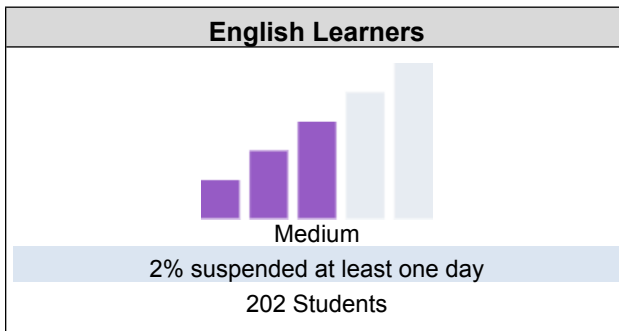
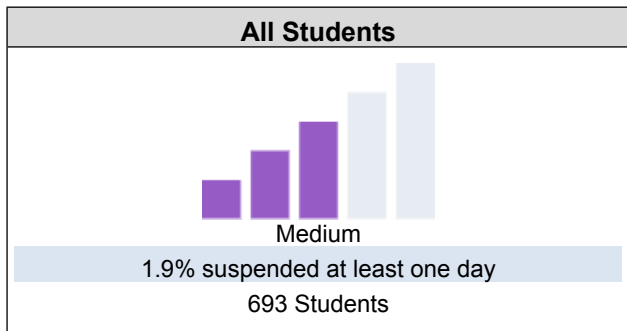


This section provides number of student groups in each level.

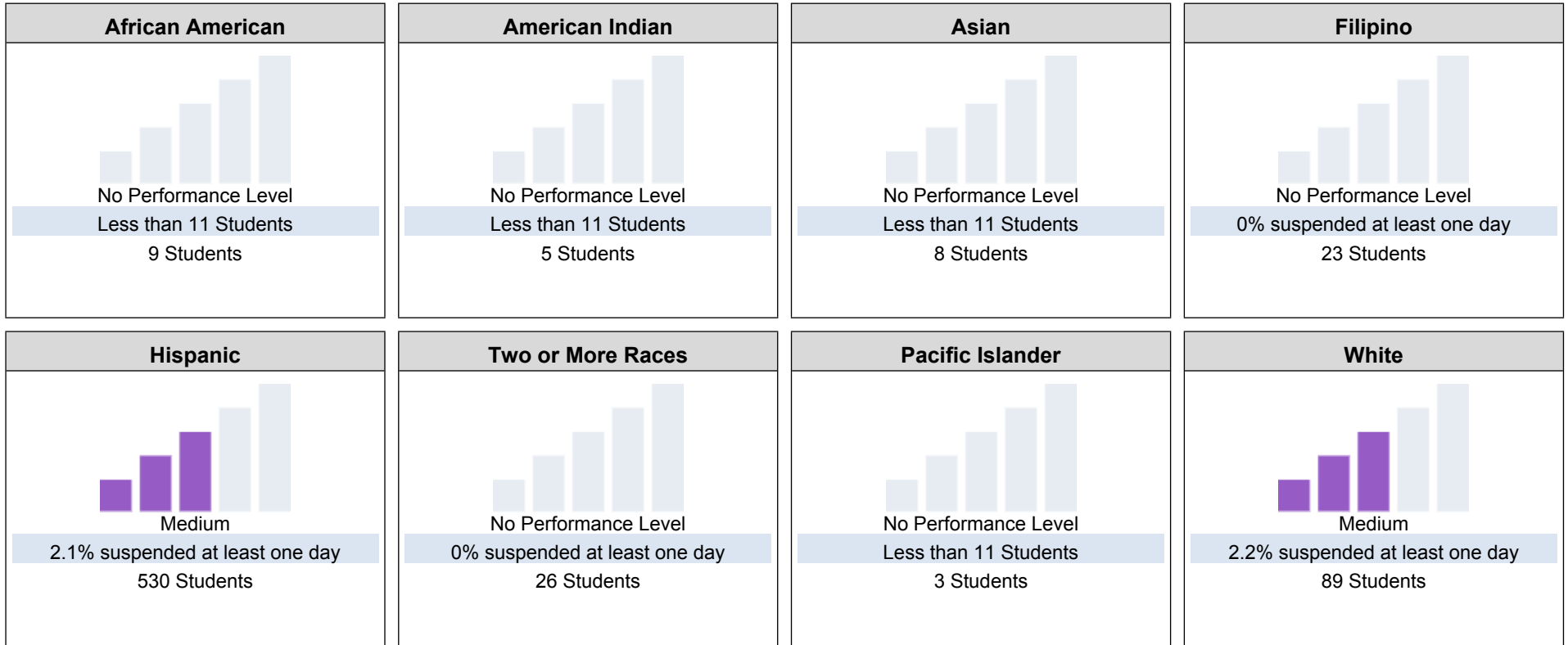


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Rio Vista will increase academic achievement through best first 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	California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) - 36 points below standard / low English Learners (EL) - 49.7 points below standard / low Hispanic (Hisp) - 47 points below standard / low African American (AA) - no performance level/color Socioeconomically Disadvantaged (SED) - 37.5 points below standard / low Students with Disabilities (SWD) - 94 points below standard / very low
	All	Green	1.5 points above standard	Increase +3 points	
	EL	Green	16.9 points below standard	Increase +3 points	
	Hisp	Green	8.6 points below standard	Increase +3 points	
	AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	
	SED	Green	2.4 points below standard	Increase +3 points	
	SWD	Orange	97.5 points below standard	Increase +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	California School Dashboard - Academic Indicator for Mathematics All Students (ALL) - 47.7 points below standard / low English Learners (EL) - 69.5 points below standard / low Hispanic (Hisp) - 59.7 points below standard / low African American (AA) - no performance level/color Socioeconomically Disadvantaged (SED) - 90.3 points below standard / low Students with Disabilities (SWD) - 49.5 points below standard / low
	All	Green	14.1 points below standard	Increase +3 points	
	EL	Green	30.4 points below standard	Increase +3 points	
	Hisp	Green	22.5 points below standard	Increase +3 points	
	AA	No Performance Color		Less than 11 Students - Data Not Displayed for Privacy	
	SED	Green	16.9 points below standard	Increase +3 points	

Metric/Indicator	Expected Outcomes				Actual Outcomes
	SWD	Orange	93.2 points below standard	Increase +3 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 - 39%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 25.72%
California School Dashboard – English Learner Progress Indicator (ELPI)	<p>California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Low 31.7%</p> <p>15% ELs who decreased at least one ELPI level 44.3% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 4.3% ELs who maintained ELPI Level 4 36.3% ELs who progressed at least one ELPI level</p> <p>2022-23 ELPAC Data Expected Outcomes - 12% of students will be proficient 12% Level 4 (Well Developed) 31% Level 3 (Moderately Developed) 35% Level 2 (Somewhat Developed) 22% Level 1 (Minimally Developed)</p>				<p>California School Dashboard - English Learner Progress Indicator (ELPI) - Dashboard Status and Percentage – Medium 46.6%</p> <p>15.8% ELs who decreased at least one ELPI level 37.6% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0.8% ELs who maintained ELPI Level 4 45.9% ELs who progressed at least one ELPI level</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 9.3%				English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6.3%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 60% English Learners (EL) - 22% Hispanic (Hisp) - 54% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 59% Students with Disabilities (SWD) - 3%</p>				<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 27.86% Met or Exceeded Standard for ELA</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>#1 Rio Vista will have an Academic Coach to support classroom instruction through model lessons, co-teaching, and by leading staff development. The Coach will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction. The Coach will also provide intervention support to small groups of students who are struggling with a given concept based on assessment data. The coach will work to structure after school interventions for students we target based on performance data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students. The Coach will work with students in both ELA and math to help close the performance gaps.</p>	<p>The academic coach assisted teachers throughout the unique challenges of the 2022-23 school year due to learning gaps resulting from the pandemic identified by the Fall 2022 Star assessment results and the Summative 2022 CAASPP results. This included modeling, co teaching, planning, and providing professional development to the whole school and to small groups. A significant amount of time was spent supporting teachers with implementing high impact math strategies and writing strategies in alignment with the Units of Study in Information, Narrative, and Opinion Writing.</p> <p>The academic coach spent time supporting RSP and SDC teachers meeting the needs of students through coaching and support as this is an area of need for our school.</p> <p>The academic coach organized after school intervention for students struggling. Students were targeted for this intervention based on ELA data we</p>	<p>60% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 97214</p>	<p>60% pay and benefits 1000-1999: Certificated Personnel Salaries Title I 106463</p>
		<p>40% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 64810</p>	<p>40% pay and benefits 1000-1999: Certificated Personnel Salaries LCFF 71911</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

obtained from incoming Star assessments that were performed at the beginning of the year. The academic coach ran the intervention working with a group of students, but also trained staff on how to run the intervention so that we could work more one on one with students and provide the intervention to more students. Data from the 2022-23 reading intervention showed that students that consistently participated in the intervention grew by 45 Star Reading scaled score assessment points and 0.63 Read Live Reading Levels growth. There were a total of 58 students served by this intervention. Data from 2022-23 math intervention showed that students that consistently participated in the intervention grew by 16 Star Math scaled score assessment points. A total of 44 students were supported by this intervention.

The academic coach worked with the LCAP site reading intervention teacher to target students requiring reading intervention based on Star ELA data. There were too many students in need of intervention for the LCAP site reading intervention teacher to serve them all. The academic coach provided intervention for students in grades 3-5. Data from the intervention showed that students that

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

consistently participated in the intervention grew by 3 reading levels over the course of the intervention. Their Star reading scaled score growth was 44 points. 33 students were served by this intervention.

According to the 2022-23 Star Reading assessment data, we believe this action is supporting us moving students from below benchmark to at or above the state benchmark. On the Fall 2022 Star reading assessment, 19.6% of our students performed at or above the State benchmark. On the Winter Star Reading assessment 27.3% of students performed at or above the state benchmark.

According to the 2022-23 Star Math assessment data, we believe this action is supporting us moving students from below benchmark to at or above the state benchmark. On the Fall 2022 Star Math assessment, 9.7% of our students performed at or above the State benchmark. On the Winter Star Math assessment 16.5% of students performed at or above the state benchmark.

#2 Rio Vista will provide academic intervention for students to attend beyond the regular school day to

An academic intervention was run throughout the entire school year using a team of certificated staff.

Certificated extra duty for intervention

Certificated extra duty for intervention

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support instruction. Priority will be giving to SWD and EL student groups based performance gaps for those student groups.</p>	<p>Students were targeted for this intervention based on ELA data we obtained from Star assessments that were performed at the beginning of the year. SWD and EL students were targeted for this intervention. Data from the 2022-23 reading intervention showed that students that consistently participated in the intervention grew by 45 Star Reading scaled score assessment points and 0.63 Read Live Reading Levels growth. There were a total of 58 students served by this intervention. Data from 2022-23 math intervention showed that students that consistently participated in the intervention grew by 16 Star Math scaled score assessment points. A total of 44 students were supported by this intervention.</p> <p>According to the 2022-23 Star Reading assessment data, we believe this action is supporting us moving students from below benchmark to at or above the state benchmark. On the Fall 2022 Star reading assessment, 19.6% of our students performed at or above the State benchmark. On the Winter Star Reading assessment 27.3% of students performed at or above the state benchmark.</p> <p>According to the 2022-23 Star Math assessment data, we believe this action is supporting us moving</p>	<p>1000-1999: Certificated Personnel Salaries Title I 12000</p> <p>Certificated extra duty for intervention 1000-1999: Certificated Personnel Salaries LCFF 1500</p>	<p>1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Certificated extra duty for intervention 1000-1999: Certificated Personnel Salaries LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>students from below benchmark to at or above the state benchmark. On the Fall 2022 Star Math assessment, 9.7% of our students performed at or above the State benchmark. On the Winter Star Math assessment 16.5% of students performed at or above the state benchmark.</p>	<p>Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 46780</p>	<p>Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 37894</p>
<p>#3 Rio Vista will fund staffing for two bilingual paraeducators to support small group instruction occurring at each grade level for 30/45 minutes five/four days per week. Bilingual paraeducators will provide support under the direction of the certificated teacher to the "emerging" EL groups at each grade level during this targeted time.</p>	<p>During the 2022-23 school year, Rio Vista allocated funding for two bilingual paraeducators, who facilitated small group instruction for students at every grade level, for 30/45 minutes, four to five days a week. Under the guidance of certified teachers, these bilingual paraeducators specifically assisted "emerging" English Learner groups across all grade levels during these dedicated sessions.</p> <p>According to the 2022 CA Dashboard Data EL Progress Indicator (ELPI), 47% of our ELs have progressed at least one ELPI level earning us a "medium" ELPI progress indicator on the CA Dashboard. This is a positive result that we want to see continue for our EL students.</p>	<p>Conference fees, travel expenses, hotel costs</p>	<p>Conference fees, travel expenses, hotel costs</p>
<p>#4 Staff will attend professional conferences or have consultants support on-site staff development that supports implementation of</p>	<p>Our counselor and assistant principal participated in several trainings provided by the Riverside County Office of Education, which</p>		

**Planned
Actions/Services**

standards, increased rigor, and addressing the needs of all students. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences. Conferences that we have identified are priority for the current needs of both the Rio Vista staff and students are as follows: Writers' Workshop, PLCs, proven strategies to support EL students (such as Kagan), and/or MTSS to name a few.

**Actual
Actions/Services**

emphasized Multi-Tiered Systems of Support (MTSS). One particular training session concentrated on the implementation of a Positive Behavioral Interventions and Supports (PBIS) Tier 2 system. This training aimed to enhance the check-in, check-out intervention strategies used to assist students who require this level of behavioral support, thus ensuring a more effective and robust support system.

Both primary and intermediate staff benefited from grade-level coaching and support through on-site professional development focused on mathematics this year. This training, known as High Impact Math, guided staff in utilizing student thinking to drive instruction, creating opportunities for children to engage in mathematical discussions, exploring multiple approaches to problem-solving, embracing mistakes as learning opportunities, and fostering an understanding of math concepts for students. By incorporating these strategies, educators can enhance their instructional practices and support student success in mathematics.

Two staff developers from The Writers Project at Columbia University collaborated with our staff to enhance writing instruction that aligns with the California

**Proposed
Expenditures**

5800: Professional/Consulting Services And Operating Expenditures
Title I
35000

**Estimated Actual
Expenditures**

5800: Professional/Consulting Services And Operating Expenditures
Title I
37000

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Common Core Standards, utilizing the Units of Study in Narrative, Information, and Opinion writing. Over the course of the year, these staff developers visited our school 10 days, providing guidance to each grade level on the effective use of the curriculum, structuring writer's workshops, teaching small groups, conducting individual student conferences, and tailoring instruction to meet students' needs. Focus was given to both SWD and EL students as those were targeted subgroups for the 2022-23 SPSA. Furthermore, our staff employed this approach to initiate the implementation of Universal Design for Learning (UDL), which aims to better support and address the diverse needs of all our learners. Staff developers demonstrated each of these instructional approaches in the classroom, encouraging our teachers to practice these methods during staff development days and in the interim between support visits. Staff were surveyed at the conclusion of the staff development and a majority (87% of the 30 certificated staff that completed the survey) found the support extremely helpful and asked that the support continue in the 2023-24 school year. Three staff members found it to be somewhat helpful and 1 found it to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	be "helpful," giving it the lowest possible score.		
<p>#5 Rio Vista will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for TK through 5th grades, support student achievement TK through 5th grades, and enhance student engagement. The software purchases could include, but not limited to: Discovery Education, Spelling City, Accelerated Reader, and Starfall.com</p>	<p>Teachers used technology tools such as Accelerated Reader, and Starfall.com as supplemental tools to support students with weekly assignments and assessments of student learning each week.</p> <p>The STAR Assessment component of Accelerated Reader (Renaissance Learning) helps our school assess and determine student progress on CA Common Core Standards for the 2022-23 school year. Having that platform be a part of our Accelerated Reader account has helped us look for trends in data across the two systems.</p> <p>Class creator was utilized to help create balanced classes for the 2022-23 school year. Academic and performance data is easily articulated from teacher to teacher due to our use of this system.</p> <p>Read naturally was purchased to support the after school reading intervention program.</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 7000</p>	<p>Licensing rights, software, online programs 5800: Professional/Consulting Services And Operating Expenditures LCFF 7370</p>
<p>#6 Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow</p>	<p>Throughout the 2022-23 school year, we hired multiple substitute teachers to allow us to facilitate meetings with the general</p>	<p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries</p>	<p>Funds to pay substitute teachers 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers to observe one another, work with the Academic Coaches, outside consultants, or assess students. Teachers needing to be released for SSTs, IEPs, or other on site meetings during the day will be covered. All expenditures in this area will be related to improving student outcomes to meet our goals in this area.</p>	<p>education and special education teachers. The substitute was used to cover classrooms so these meetings could occur during the school day, effectively enabling our teachers to temporarily step away from their teaching responsibilities. This approach allowed them to focus on achieving specific goals without negatively impacting their students' learning time.</p>	<p>LCFF 9500</p>	<p>LCFF 13000</p>
<p>#7 Rio Vista will continue to upgrade, replace, and purchase Chromebooks, document cameras, and any other supplies needed to supplement the technology infrastructure at Rio Vista to support student instruction.</p>	<p>Due to challenges arising from students either forgetting to bring their Chromebooks to school or bringing uncharged devices, as well as the struggle to procure additional chargers, we have allocated funds within the SPSA to address this issue. Our solution involves providing each grade 3-5 classroom with extra devices (aiming for four additional devices per classroom) and a charging station. This approach will help mitigate the problem and ensure that students have consistent access to functioning Chromebooks during the school day.</p>	<p>Technology supplies 4000-4999: Books And Supplies Title I 1632</p>	<p>Technology supplies 4000-4999: Books And Supplies Title I 2200</p>
		<p>Technology supplies 4000-4999: Books And Supplies LCFF 10170</p>	<p>Technology supplies 4000-4999: Books And Supplies LCFF 15000</p>
<p>#8 Teachers will be provided extra pay for working additional hours beyond their contract to support their colleagues and/or working with their colleagues.</p>	<p>This line item was not required during this school year due to all of our events requiring after school extra pay to be focused on Goal 2, increasing family and community partnerships. All extra duty was paid for out of goal 2.</p>	<p>Extra duty stipends/salary 1000-1999: Certificated Personnel Salaries LCFF 2000</p>	<p>Extra duty stipends/salary 1000-1999: Certificated Personnel Salaries LCFF 0</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Should our budget permit, we would like to maintain this action, enabling teams to dedicate more time to collaboration outside of school hours. This additional working time would support teachers in addressing the diverse needs of all learners, with a particular emphasis on the subgroups of English Learners (ELs), Students with Disabilities (SWD), and Hispanic students. This continued support would help promote a more equitable learning environment tailored to each student's unique requirements.

#9 Staff will attend district funded professional development around student cooperative learning and/or best practices to support English Learner students. Both integrated and designated instructional strategies will be an area of focus for our staff. Staff will focus on integrating these structures into their classroom throughout the school day to help support the needs of English learner students.

In October 2022, staff participated in district-funded designated and integrated English Learner (EL) training. Recognizing that interactive classrooms foster more frequent peer interactions and language practice for EL students compared to traditional settings, noticeable improvements in student participation, engagement, and interaction with one another were observed following the training. These improvements were documented informally during walkthroughs and formally during lesson observations. It is important to note this progress, as enhancing EL performance is a priority area for our school. Since the Palm Springs Unified School District funded this professional development, site-specific funds

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>were not allocated for EL-focused training during the 2022-2023 school year.</p>		
<p>#10 Staff will utilize writers' workshop classroom structure and supplemental writing curriculum to support the individual needs of our writers as well as build capacity of our students so that they will be able to write opinion, informational, and narrative writing pieces with agency and independence. Staff will utilize writers' workshop classroom structure to develop Universal Design for Learning (UDL) aligned practices to support better meeting diverse student needs.</p>	<p>All classrooms implemented the Units of Study in Narrative, Opinion, and Informational writing during the 2022-23 school year as planned. Teachers dedicated instructional time to help students develop and improve their writing abilities, practice relevant skills, and better address individual learner needs during writing workshop sessions. Teachers administered on-demand writing prompts and used rubrics to score and standardize writing across their respective grades. On average, students' writing improved by one level on the 4-point writing rubric, signifying growth in their ability to compose narrative, informational, and opinion pieces. As of Winter 2023, the average student score was 2.22 out of 4. A score of 3.0 is considered to be meeting the benchmark using the on-demand writing assessment rubric, which aligns with the California Common Core Standards and the SBAC Grade 3-5 Performance Task Scoring Guide Rubric.</p> <p>During the 2022-23 school year, we placed a partial order for updated Units of Study in Writing</p>	<p>Supplies to support the use of Units of Study in Narrative, Information, and Opinion writing 4000-4999: Books And Supplies LCFF 7500</p>	<p>Supplies to support the use of Units of Study in Narrative, Information, and Opinion writing 4000-4999: Books And Supplies LCFF 6000</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

for grades K-2 using this budget line item. The revised units are expected to be more concise, making mini-lessons easier for teachers to follow and teach. Students will benefit from an increased focus on one-on-one and small group coaching and support in writing. Additionally, the new Units of Study feature video model lessons to assist teachers in delivering instruction.

We maintain that writing is an area of continued need, as our adopted ELA/Reading curriculum lacks a strong writing component. Furthermore, writing comprises approximately fifty percent of the ELA score on the Grade 3-5 SBAC assessment and accounts for around half of the ELA California Common Core Standards.

Analysis

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

The academic coach played a crucial role in addressing learning gaps during the 2022-23 school year by supporting teachers, RSP and SDC staff, and implementing targeted interventions. The coach focused on high impact math strategies and writing strategies in alignment with the Units of Study in Information, Narrative, and Opinion Writing.

The academic coach organized and ran after-school interventions for struggling students based on the Star assessment data. A total of 58 students benefited from reading intervention, showing an average growth of 45 Star Reading scaled score points and 0.63 Read Live Reading Levels. The math intervention helped 44 students, with an average growth of 16 Star Math scaled score points.

Additionally, the academic coach collaborated with the LCAP site reading intervention teacher to serve students in grades 3-5. Students who consistently participated in the intervention experienced a growth of 3 reading levels and 44 Star reading scaled score points. In total, 33 students were served by this intervention.

The Star Reading and Math assessment data suggest that these actions effectively moved students from below benchmark to at or above the state benchmark. In reading, the percentage of students at or above the state benchmark increased from 19.6% to 27.3%, while in math, the percentage grew from 9.7% to 16.5%.

The academic intervention, targeting SWD and EL students, was implemented throughout the school year by a team of certificated staff. A total of 58 students participated in the reading intervention, showing a growth of 45 Star Reading scaled score points and 0.63 Read Live Reading Levels. The math intervention served 44 students, who experienced a growth of 16 Star Math scaled score points.

The 2022-23 Star assessment data indicates that these interventions effectively moved students from below benchmark to at or above the state benchmark. In reading, the percentage of students at or above the state benchmark increased from 19.6% to 27.3%, while in math, the percentage rose from 9.7% to 16.5%.

Rio Vista funded two bilingual paraeducators to support small group instruction for 30/45 minutes, five/four days per week at each grade level. These paraeducators assisted "emerging" EL groups under the guidance of certificated teachers. According to the 2022 CA Dashboard Data EL Progress Indicator (ELPI), 47% of EL students advanced at least one level, resulting in a "medium" ELPI progress indicator, which indicated a positive outcome that the school aims to maintain for EL students going forward.

The counselor and assistant principal attended trainings on Multi-Tiered Systems of Support (MTSS) and PBIS Tier 2 system to improve check-in and check-out intervention strategies. Staff received on-site professional development on High Impact Math, focusing on student-driven instruction and enhancing mathematical understanding. The Writers Project staff developers worked with teachers for 10 days, teaching effective writing instruction using Units of Study and Universal Design for Learning (UDL) to support diverse learners, with a focus on SWD and EL students. A majority of staff found this support extremely helpful and requested its continuation in the following school year. Staff were surveyed at the conclusion of the staff development and a majority (87% of the 30 certificated staff that completed the survey) found the support extremely helpful and asked that the support continue in the 2023-24 school year. Three staff members found it to be somewhat helpful and 1 found it to be "helpful," giving it the lowest possible score.

Teachers utilized technology tools like Accelerated Reader and Starfall.com to supplement student learning and assess progress weekly. Utilizing a tool like Accelerated Reader encourages students to practice reading regularly, which can significantly improve their literacy skills, comprehension, and vocabulary. Class Creator was used to create balanced classes, facilitating easy data articulation between teachers. Read Naturally was purchased to support the after-school reading intervention program.

Funds were set aside to cover the costs of substitute teachers, enabling teachers to be released during their workday in the 2022-23 school year. This allowed teachers to observe one another, work with Academic Coaches, outside consultants, or assess students. Teachers needing to be released for SSTs, IEPs, or other on-site meetings during the day were covered. All expenditures in this area were related to improving student outcomes to meet the goals in this area. Incorporating this option in the 2022-23 School Plan for Student Achievement (SPSA) proved to be an efficient approach, as it allowed teachers to focus on specific goals without compromising their students' learning experience.

We purchased extra Chromebooks and charges this year. Due to challenges arising from students either forgetting to bring their Chromebooks to school or bringing uncharged devices, as well as the struggle to procure additional chargers, funds were allocated within the SPSA to address this issue. The solution involved providing each grade 3-5 classroom with extra devices (aiming for four additional devices per classroom) and a charging station. This approach helped mitigate the problem and ensured that students had consistent access to functioning Chromebooks during the school day.

In October 2022, staff participated in district-funded EL training, leading to improvements in student participation, engagement, and interaction. This positively impacted EL students' progress, with 47% advancing at least one ELPI level, which we attribute to the continued year over year work we have been doing to improve instruction for EL students.

All classrooms implemented the Units of Study in Narrative, Opinion, and Informational writing during the 2022-23 school year, resulting in an average student score improvement of one level on the 4-point writing rubric. Updated Units of Study in Writing for grades K-2 were partially ordered to enhance instruction further. Writing remains an area of continued need, as it constitutes a significant portion of the ELA score and California Common Core Standards.

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

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

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

We underestimated the number of substitutes and the associated costs for all the activities planned in the SPSA action item #6 this year, resulting in a budget discrepancy.

We had to increase the budget for action item #7 in the SPSA, as the initial estimation was insufficient due to unforeseen price increases.

The use of the extra duty SPSA action item #8 to compensate teachers for working beyond the school day was not necessary during the 2022-23 school year. All events requiring after-school extra pay were centered around Goal 2, which focused on increasing family and community partnerships. As a result, all extra duty compensation was allocated from the budget dedicated to this specific goal.

Action Item #10 in the SPSA was under budget because the total cost to update the supplemental writing curriculum was underestimated. To address this shortfall, we will need to purchase the remaining items as an action item in the 2023-24 SPSA.

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

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

We will persist in refining our tiered-response MTSS framework for academics to facilitate ongoing growth in school systems that cater to each student's unique requirements. This work is essential for addressing the individual needs of every student, ensuring their progress and success at school.

The 2022 Summative CAASPP results revealed that the "all student" group performed significantly below the standard in both ELA and Math. Despite the 2023 Star Reading and Math assessment results showing progress towards meeting state benchmarks, the impact of distance learning during the COVID-19 pandemic necessitates a greater emphasis on effective tier 1 instruction to support students in achieving grade-level standards. This can be accomplished through coaching and professional development in Reading, Math, and Writing, focusing on strategies for differentiation and EL students, while integrating Universal Design for Learning to better cater to all learners.

Based on 2022 California School Dashboard Indicators and Star 2022-23 assessments, both SWD and EL student subgroups continue to struggle to perform at the same proficiency rate as their peers. We've also noted on the 2022 CA School Dashboard results that Hispanic students are performing far below the all student group. As a result, we will continue to outline actions that we will make to close the achievement gap for SWD and EL students adding this year the Hispanic subgroup.

Based on the need to supplement our ELA curriculum and address student needs in writing, as evidenced by the 2022 CA School Dashboard Indicators and 2022-23 Star reading assessment results, we will implement actions and services to support this goal. We will focus on securing staff developers and professional development opportunities to provide on-site coaching and support for our teachers. Emphasis will be placed on Universal Design for Learning (UDL) and supporting specific student groups such as SWD and EL students. The professional development will empower teachers to utilize the workshop model, meeting individual learner needs and breaking down barriers to success.

Budget allowing, we will work to secure systems or tools that can support our teachers providing "during school" intervention in the area of mathematics to support students with gaps in learning due to the pandemic.

Budget allowing, we will acquire Learning Dynamics for K classrooms to enhance the academic infrastructure and ensure that students have access to texts at their reading level. This will establish a solid foundation for essential reading skills, empowering them to become proficient readers.

For 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.

All of these improvements will be found in Goal 1 of the updated SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 - 115 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)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 100% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 100% responded favorably African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 98% responded favorably English Learner (EL): 99% responded favorably Hispanic (Hisp) Favorable - 99% responded favorably African American (AA) - N/A
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% responded favorably Hispanic (Hisp) - 99% responded favorably African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - New Metric - Baseline to be Set	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 150

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.</p>	<p>The Family Reading Night we had in March 2023 was a success, with over 150 families in attendance. This event brought together 15 staff members who shared their passion for reading by engaging with families and children through read-aloud sessions. In addition to the engaging storytelling, staff members demonstrated effective reading strategies to support families in fostering a love for reading at home. To further encourage students' interest in reading, a wide selection of free books was made available for them to choose from and take home that evening. The overwhelming turnout and the positive atmosphere at the Family Reading Night were clear indicators of our community's commitment to promoting literacy and nurturing a lifelong love of reading among our students.</p> <p>This year, our English Learner Advisory Committee (ELAC) meetings have experienced tremendous success, with consistently high levels of parent attendance and engagement. By incorporating an awards ceremony to celebrate the achievements of our EL students at each meeting, we have seen a significant increase in the number of families</p>	<p>Books and supplies for parent/family involvement education nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2745</p> <p>Teacher extra duty to facilitate parent/family education nights 1000-1999: Certificated Personnel Salaries Title I 1500</p>	<p>Books and supplies for parent/family involvement education nights & teacher extra duty to facilitate parent/family education night 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2700</p> <p>Teacher extra duty to facilitate parent/family education nights 1000-1999: Certificated Personnel Salaries Title I 1500</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

attending, with an average of 10-25 families present at every meeting. Fifty-four EL students have received recognition at these meetings this year. This approach not only encourages parents to attend and participate in the meetings, but also fosters a strong sense of pride and accomplishment among our students and their families. The positive changes we have implemented have created a more collaborative atmosphere at our ELAC meetings, ultimately enhancing the support and educational experience for our EL students and families.

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

#2 Rio Vista will ensure that all parent meetings and conferences that occur outside of bilingual classified staff working hours on school days and especially during conference week are translated to encourage parent collaboration and communication with the teacher.

We did not end up utilizing funding for this line item of the SPSA. This item is no longer necessary to include in our SPSA, as multiple bilingual staff members are now available to translate meetings throughout the school year, thanks to increased funding from PSUSD. Rio Vista is committed to ensuring that all parent meetings and conferences held outside of bilingual classified staff working hours, particularly during conference week, are translated to

Extra duty classified hours
2000-2999: Classified Personnel
Salaries
LCFF
1500

Extra duty classified hours
2000-2999: Classified Personnel
Salaries
LCFF
0

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

foster parent collaboration and clear communication with teachers. As a result, we can continue to create an inclusive environment for our diverse community without allocating additional resources to this specific action.

Analysis

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

The Family Reading Night we had in March 2023 was a success, with over 150 families in attendance. This event brought together 15 staff members who shared their passion for reading by engaging with families and children through read-aloud sessions. In addition to the engaging storytelling, staff members demonstrated effective reading strategies to support families in fostering a love for reading at home. To further encourage students' interest in reading, a wide selection of free books was made available for them to choose from and take home that evening. The overwhelming turnout and the positive atmosphere at the Family Reading Night were clear indicators of our community's commitment to promoting literacy and nurturing a lifelong love of reading among our students.

This year, our English Learner Advisory Committee (ELAC) meetings have experienced tremendous success, with consistently high levels of parent attendance and engagement. By incorporating an awards ceremony to celebrate the achievements of our EL students at each meeting, we have seen a significant increase in the number of families attending, with an average of 10-25 families present at every meeting. Fifty-four EL students have received recognition at these meetings this year. This approach not only encourages parents to attend and participate in the meetings, but also fosters a strong sense of pride and accomplishment among our students and their families. The positive changes we have implemented have created a more collaborative atmosphere at our ELAC meetings, ultimately enhancing the support and educational experience for our EL students and families.

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

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

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

We didn't use funding for SPSA line item #2, as increased PSUSD funding provided multiple bilingual staff members for meeting translations. Rio Vista ensures parent meetings and conferences outside bilingual classified staff working hours.

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

This year, we've experienced significant success with in-person events, such as Back to School Night and Family Literacy Night, which attracted high attendance. It's essential to continue promoting and increasing in-person events, as they generate substantial participation from families. By leveraging this engagement, we

can provide parents with skills and tips for supporting their children during these events. This approach will increase parent involvement, yield positive results on our Panorama family survey, and improve students' academic, behavioral, and SEL achievements.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 96%	Student Attendance Rates All Students (ALL) - 89.8% (as of March 31, 2023)																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>10.0</td> <td>Declined - 0.6</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>7.6</td> <td>Declined - 0.5</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>10.0</td> <td>Declined - 0.5</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td>5.4</td> <td>Declined - 0.5</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>9.9</td> <td>Declined - 0.5</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>17.0</td> <td>Declined - 0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	10.0	Declined - 0.6	EL	Green	7.6	Declined - 0.5	Hisp	Green	10.0	Declined - 0.5	AA	No Performance Color	5.4	Declined - 0.5	SED	Green	9.9	Declined - 0.5	SWD	Yellow	17.0	Declined - 0.5	Chronic Absenteeism Rates All Students (ALL) - 24.9% English Learner (EL) - 26.4% Hispanic (Hisp) - 26.4% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 25% Students with Disabilities (SWD) - 30.3%
St. Group	Color	DFS/Percentage	Change																											
All	Green	10.0	Declined - 0.6																											
EL	Green	7.6	Declined - 0.5																											
Hisp	Green	10.0	Declined - 0.5																											
AA	No Performance Color	5.4	Declined - 0.5																											
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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 border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Blue</td> <td>0.5</td> <td>Declined - 0.3</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0.1</td> <td>Declined - 0.3</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>0.6</td> <td>Declined - 0.3</td> </tr> <tr> <td>AA</td> <td>No performance color</td> <td>0</td> <td>Maintained 0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Blue	0.5	Declined - 0.3	EL	Blue	0.1	Declined - 0.3	Hisp	Green	0.6	Declined - 0.3	AA	No performance color	0	Maintained 0	Suspension Rates: All Students (ALL) - 1.9% English Learner (EL) - 2% Hispanic (Hisp) - 2.1% African American (AA) - N/A Socioeconomically Disadvantaged (SED) - 2% Students with Disabilities (SWD) - 2%								
St. Group	Color	DFS/Percentage	Change																											
All	Blue	0.5	Declined - 0.3																											
EL	Blue	0.1	Declined - 0.3																											
Hisp	Green	0.6	Declined - 0.3																											
AA	No performance color	0	Maintained 0																											

Metric/Indicator	Expected Outcomes	Actual Outcomes								
	<table border="1"> <tr> <td data-bbox="560 162 730 224">SED</td> <td data-bbox="730 162 896 224">Green</td> <td data-bbox="896 162 1062 224">0.7</td> <td data-bbox="1062 162 1197 224">Declined - 0.3</td> </tr> <tr> <td data-bbox="560 224 730 285">SWD</td> <td data-bbox="730 224 896 285">Green</td> <td data-bbox="896 224 1062 285">2.2</td> <td data-bbox="1062 224 1197 285">Declined - 0.3</td> </tr> </table>	SED	Green	0.7	Declined - 0.3	SWD	Green	2.2	Declined - 0.3	
SED	Green	0.7	Declined - 0.3							
SWD	Green	2.2	Declined - 0.3							
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%</p>	<p>Expulsion Rates All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%</p>								
<p>Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey - School Connectedness All students: 81% responded favorably EL: 82% responded favorably Hisp: 82% responded favorably AA: 87% responded favorably SPED: 79% responded favorably</p>	<p>Panorama Survey - School Connectedness All students: 74% responded favorably EL: 77% responded favorably Hisp: 74% responded favorably AA: 70% responded favorably SPED: 73% responded favorably</p>								
<p>Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey – School Safety All students: 70% responded favorably EL: 71% responded favorably Hisp: 71% responded favorably AA: 66% responded favorably SPED: 69% responded favorably</p>	<p>Panorama Survey – School Safety All students: 60% responded favorably EL: 66% responded favorably Hisp: 62% responded favorably AA: 68% responded favorably SPED: 54% responded favorably</p>								
<p>Williams Facilities Inspection Results</p>	<p>Williams Facilities Inspection Results - 100%</p>	<p>Williams Facilities Inspection Results - 100%</p>								

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 allow for more students to be acknowledged and recognized for making positive choices following the PBIS Ranger expectations.</p>	<p>We employed six supervision aides to help students adhere to the PBIS Ranger Expectations during recess. These aides were given access to the PBIS Rewards app, enabling them to award points to students who follow school and playground expectations. They also have the ability to submit quick referrals or office referrals for behaviors that do not meet the expectations. In August and September of 2022, the average number of daily referrals ranged from 0.94 to 5.24. By March 2023, the average daily referrals had decreased to 3.96. In the Winter 2023 Panorama Student Climate Survey, 60% of students reported feeling safe on campus, while parents responded favorably 97% of the time when asked the same question.</p>	<p>Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 16953</p>	<p>Increase in time for supervision aides 2000-2999: Classified Personnel Salaries LCFF 21184</p>
<p>#2 The school leadership team and PBIS/SEL leadership team will continue to build the MTSS Framework for the school to ensure that students in each Tier receive the needed support to be successful.</p>	<p>Rio Vista teachers use restorative practices, Second Step Digital SEL Lessons, and Tier 1 PBIS practices. Mindfulness is practiced after recess. Data supports that this is helping maintain school climate/culture for students. However, we have not seen big increases this year indicating that we have more work to do in this area.</p>	<p>None Specified None Specified</p>	<p>None Specified None Specified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Parents reported on the Winter 2023 Panorama survey that Rio Vista has a climate of support of academic learning with 97% responding favorably to questions around that area. 98% of parents feel a sense of belonging and connectedness to the school.</p>		
<p>#3 Rio Vista will hire a school behavior paraeducator to support general education students remaining in class and accessing learning throughout their school day. The behavior para will work directly with general education teachers, the school counselor, administration, and the PBIS/SEL team to improve overall students behavior data and reduce suspension rate.</p>	<p>In the 2022-23 academic year, we introduced a behavior paraeducator to our school program. Beginning in February 2023, we started monitoring their work to gather data for analysis, track student support over time, identify students in need of additional Tier 2 or 3 resources, and determine which students required the most assistance. Since we began collecting this data, the behavior paraeducator has supported 12 out of our 38 teachers and has worked with 25 different students across the campus. Support sessions for individual students ranged from a single session to as many as 31. On average, among the 25 students currently being tracked for this support, each has received approximately 3.4 sessions as of the end of March 2023.</p> <p>According to the 2022 CA Dashboard Data, our school received a "medium" rating with 1.9% of our students suspended</p>	<p>Funds to pay for 7 hour behavior paraeducator 2000-2999: Classified Personnel Salaries LCFF 55000</p>	<p>Funds to pay for 7 hour behavior paraeducator 2000-2999: Classified Personnel Salaries LCFF 49226</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>for at least one day during the 2021-22 school year. Suspension rates have shown a downward trend this year, with 0.8% of students being suspended at least once as of March 2023, compared to 1.4% in March 2022. We attribute part of this decline to the availability of alternatives to suspension and the support provided by the behavior paraeducator outlined in our SPSA.</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF 500</p>	<p>Attendance incentives 4000-4999: Books And Supplies LCFF 450</p>
<p>#4 To target chronic absenteeism, an attendance team including the school counselor will target and focus on improving chronically absent students' attendance. We will target SWD subgroup in addition to working to reduce all students who are chronically absent from school. We will use PBIS Rewards store to motivate students to be at school. Students attending school will receive points, which will allow them to purchase items from the store, experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed by the team to support improving overall attendance, individual attendance, and reducing chronic absenteeism.</p>	<p>The student store, operating on a points-based system, has experienced tremendous success, with thousands of points being spent and a myriad of items and experiences enjoyed by our students. The PBIS store has quickly become a popular topic of conversation among students on the playground and throughout the campus.</p> <p>We've hosted an increased number of spirit weeks and school culture events during the school day to encourage student attendance—a 75% increase compared to the 2022-23 school year. Events have included Hispanic Heritage Month, Red Ribbon & Anti-Bullying Month, Native American Heritage Month, Kindness Awareness Week & month-long activities, Black History</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Month, Women's History Month, National Arab American Heritage Month, Asian American, and Pacific Islander Heritage Month.

We've observed a year-over-year increase in our overall attendance rate from the 2021-22 school year. As of March 2023, our overall positive attendance rate stands at 89.9%, compared to 88.6% in March 2022.

As of March 2023, our chronic absenteeism rate is currently at 43.2% of students being absent for 10% or more of the school year. This is significantly lower than the March 2022 rate of 52.7% of students being chronically absent, according to Schoolzilla.

We've successfully implemented informal practices, such as texting families, conducting home visits, and engaging in impromptu meetings with families when they drop off their children or are seen in the parking lot.

We have also invested in materials and supplies to recognize and celebrate students for their achievements and success.

#5 Rio Vista will utilize and maintain the PBIS Rewards application to support the school in

The entire school has been utilizing PBIS rewards to reinforce students following behavior

Supplies for PBIS rewards system
4000-4999: Books And Supplies

Supplies for PBIS rewards system
4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>using behavior data to support, recognize, and motivate students. The PBIS Team will be tasked at monitoring and using data to support our students improving positive behaviors across our campus.</p>	<p>expectations and to record referrals when students do not follow behavior expectations. The PBIS team has met monthly to monitor the data. We are seeing positive data trends as a result of this work.</p> <p>According to the 2022 CA Dashboard Data, our school received a "medium" rating with 1.9% of our students suspended for at least one day during the 2021-22 school year. Suspension rates have shown a downward trend this year, with 0.8% of students being suspended at least once as of March 2023, compared to 1.4% in March 2022. We attribute part of this decline to the availability of alternatives to suspension and the support provided by PBIS and PBIS Rewards being implemented at our school.</p> <p>In August and September of 2022, the average number of daily referrals ranged from 0.94 to 5.24. By March 2023, the average daily referrals had decreased to 3.96. In the Winter 2023 Panorama Student Climate Survey, 60% of students reported feeling safe on campus, while parents responded favorably 97% of the time when asked the same question.</p> <p>Prizes were purchased for students to ensure that our student</p>	<p>LCFF 2132</p>	<p>LCFF 1530</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>store is well stocked and motivating for our students. The student store, operating on a points-based system, has experienced tremendous success, with thousands of points being spent and a myriad of items and experiences enjoyed by our students. The PBIS store has quickly become a popular topic of conversation among students on the playground and throughout the campus.</p>	<p>Supplies for Playworks/playground 4000-4999: Books And Supplies LCFF 1500</p>	<p>Supplies for Playworks/playground 4000-4999: Books And Supplies LCFF 3413</p>
<p>#6 Rio Vista will fully implement Playworks. Our intent is to provide structure, explicitly teach expectations, and actively teach game rules on the playground with the goal to reduce behavior challenges on the playground.</p>	<p>In January 2022, we hired a 7 hour playworks PE paraeducator (coach) to support students following the PBIS Ranger expectations. This has had a positive impact on the organization and structure of our playground. While we don't yet have all components of the program implemented, we have created game rules for each of the areas of the playground and have posted some of them. We have implemented the recess "circle up" to support students being reminded of important expectations for recess.</p> <p>According to the 2022 CA Dashboard Data, our school received a "medium" rating with 1.9% of our students suspended for at least one day during the 2021-22 school year. Suspension rates have shown a downward</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>trend this year, with 0.8% of students being suspended at least once as of March 2023, compared to 1.4% in March 2022. We attribute part of this decline to the availability of alternatives to suspension and the support provided by Playworks being implemented at our school.</p> <p>In August and September of 2022, the average number of daily referrals ranged from 0.94 to 5.24. By March 2023, the average daily referrals had decreased to 3.96. In the Winter 2023 Panorama Student Climate Survey, 60% of students reported feeling safe on campus, while parents responded favorably 97% of the time when asked the same question.</p> <p>We significantly underestimated the cost of items due to increases seen with the supply chain issues and inflation as a result of the pandemic. We will adjust our budgeting as we take inventory and plan for the 2023-23 SPSA and budget.</p>		

Analysis

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

The school employed various strategies to improve student behavior, engagement, and attendance. Initiatives included hiring supervision aides, using PBIS Rewards, restorative practices, Second Step Digital SEL lessons, and hosting school culture events. A behavior paraeducator and a Playworks PE paraeducator

were introduced, positively impacting student behavior and playground organization. Attendance rates improved compared to the previous year, and chronic absenteeism rates decreased.

We've hosted an increased number of spirit weeks and school culture events during the school day to encourage student attendance—a 75% increase compared to the 2022-23 school year. Events have included Hispanic Heritage Month, Red Ribbon & Anti-Bullying Month, Native American Heritage Month, Kindness Awareness Week & month-long activities, Black History Month, Women's History Month, National Arab American Heritage Month, Asian American, and Pacific Islander Heritage Month.

We've observed a year-over-year increase in our overall attendance rate from the 2021-22 school year. As of March 2023, our overall positive attendance rate stands at 89.9%, compared to 88.6% in March 2022. As of March 2023, our chronic absenteeism rate is currently at 43.2% of students being absent for 10% or more of the school year. This is significantly lower than the March 2022 rate of 52.7% of students being chronically absent, according to Schoolzilla.

According to the 2022 CA Dashboard Data, our school received a "medium" rating with 1.9% of our students suspended for at least one day during the 2021-22 school year. Suspension rates have shown a downward trend this year, with 0.8% of students being suspended at least once as of March 2023, compared to 1.4% in March 2022. We attribute part of this decline to the availability of alternatives to suspension and the support provided by Playworks being implemented at our school.

In August and September of 2022, the average number of daily referrals ranged from 0.94 to 5.24. By March 2023, the average daily referrals had decreased to 3.96. In the Winter 2023 Panorama Student Climate Survey, 60% of students reported feeling safe on campus, while parents responded favorably 97% of the time when asked the same question.

In the 2022-23 academic year, we introduced a behavior paraeducator to our school program. Beginning in February 2023, we started monitoring their work to gather data for analysis, track student support over time, identify students in need of additional Tier 2 or 3 resources, and determine which students required the most assistance. Since we began collecting this data, the behavior paraeducator has supported 12 out of our 38 teachers and has worked with 25 different students across the campus. Support sessions for individual students ranged from a single session to as many as 31. On average, among the 25 students currently being tracked for this support, each has received approximately 3.4 sessions as of the end of March 2023.

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

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

We underestimated the costs of items for implementing the Playworks program due to inflation. To cover the overages in this budget line item, we purchased fewer items for the PBIS Rewards store and adjusted for underestimations in the cost of the behavior paraeducator within the same goal area.

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.

During the 2022-23 school year, there was an increase in average daily referrals and points awarded per student, attributed to the heightened use of PBIS rewards among staff. The Winter 2023 Panorama Student Climate Survey showed a decline in students feeling safe on campus and a decrease in favorable responses regarding school climate and support for academic learning. Recess was identified as the period with the most referrals, and supervision aides require

additional training and support for playground management. We also wonder if the recent gun violence/mass shootings is contributing to students' feelings of safety at school.

We need to continue expanding its MTSS SEL/Behavior supports and ensure consistent implementation of the framework.

Attendance monitoring and the School Attendance Review Team (SART) need improvement, as chronic absenteeism remains an issue.

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

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Rio Vista will increase academic achievement through tier 1 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 2022 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 2022-23 assessment 27% of grade 3-5 students performed at or above the state benchmark. Both data points demonstrate that we still have many students that need additional intervention or instruction to support them performing at grade level expectations.

2. Overall, in Math according to the 2022 CA Dashboard Data we are 48 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 2022-23 school year shows that on average only 17% of grade 3-5 students performed at or above the state benchmark. Both data points demonstrate that we still have many students that need additional intervention or instruction to support them performing at grade level expectations.

3. SWD Subgroup - According to the 2022 CA Dashboard Data, our SWD students are performing 59 points below our all students group in ELA and 43 points below our all students group in math. In the most recent Star assessment (Winter 2023), 15% of our SWD subgroup met standard as compared to 30% for the all student group in ELA and 10% of our SWD subgroup met standard as compared to 18% for the all student group in math.

4. EL Subgroup - Our EL students also continue to underperform non-English Learner group. According to the 2022 CA Dashboard Data, our EL students are performing 14 points below our all students group in ELA and 22 points below our all students group in math. According to the Winter 2023 Star assessment data, only 3% of our students are predicted to meet or exceed state standards in ELA as compared to 31% for the non EL group in ELA and only 5% of our EL subgroup met standard as compared to 18% for the non EL group in Math. This group is a relatively large student group representing approximately one-third of our entire student population. We continue to need to target/focus on this student group as a school.

5. Hispanic Subgroup - Our Hispanic subgroup of students continue to underperform the all students group. According to the 2022 CA Dashboard Data, our Hispanic students are performing 11 points below our all students group in ELA and 12 points below our all students group in math. According to the Winter 2023 Star assessment data, only 20% of our students are predicted to meet or exceed state standards in ELA as compared to 30% for the all student group in ELA and only 14% are predicted to meet or exceed stated standards in Math as compared to 18% for the all student group in math.

6. EL Progress Indicators - According to the 2022 CA Dashboard Data, 47% of our English learners (ELs) are making progress towards English proficiency, earning us a "medium" score on the CA School Dashboard. Based on our 2021-22 ELPAC scores, only 14% of our students are performing at a level 4 (Well Developed - Proficient Band), which represents a 4 percentage point increase from the previous ELPAC administration, indicating some progress. While we are making progress, we would like to maintain that progress by continuing the actions that we have been targeting in our SPSA. As a result, we continue to need to target/focus on this student group as a school.

6. Our current RFEP rate stands at 6.3%, which is significantly below the rates for PSUSD (20.5%), Riverside County (14.4%), and the State average (16.3%). Our reclassification rate is much lower representing a need to improve supports and instruction for EL students to increase reclassification rate.

7. We need to continue to target/focus on science instruction as a school because only 26% of our 5th grade students are meeting or exceeding the standard for Science (CAST). Further focus on implementation of the Amplify Science curriculum in all grades will support us making progress in this area.

Fall 2023 Update:

Based on an initial analysis of CAASPP 2023 ELA & Math scores, all students, English learners, and students with disabilities need to continue to be the focus of our work with students academically. Results show that only 36.7% of our students are scoring at standard or above on the summative assessment. This is 3% increase from CAASPP 2022 ELA results where 33.53% of students scored at or above standard. In math, only 28.7% of our students are performing at standard or above. This is 3% decrease from CAASPP 2022 Math results where 31.8% of students scored at or above standard.

In addition, there still continues to be achievement gaps between students in the subgroups: English learners (EL) and students with disabilities (SWD).


In ELA only 9.5% of EL students scored at standard or above as compared to English only students who scored at 40.5% at standard or above. Only 9.9% of students with disabilities scored at standard or above as compared to students without disabilities where 44.5% scored at standard or above.

In Math, only 10.7% of EL students scored at standard or above as compared to English only students who scored at 32% at standard or above. Only 9.9% of students with disabilities scored at standard or above as compared to students without disabilities where 34.2% of our students scored at standard or above.

Overall Summative ELPAC scores have also decreased from 2022. In 2022, 14.45% of our students were proficient. In 2023, only 6.75% of our students were proficient.

When we receive final CA State Dashboard Calculations, we will evaluate our progress using those calculations.

Measuring and Reporting Results



Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	All		36.0 points below standard		All	Yellow	33.0 points below standard	Increased +3 points
					EL	Yellow	34.7 points below standard	Increased Significantly +15 points

Metric/Indicator

Baseline

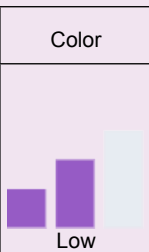
Expected Outcome

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

EL		49.7 points below standard	
Hisp		47.0 points below standard	
AA			
SED		37.5 points below standard	
SWD		94.8 points below standard	

Hisp	Yellow	32.0 points below standard	Increased Significantly +15 points
AA	No Performance Level		
SED	Yellow	34.5 points below standard	Increased +3 points
SWD	Orange	79.8 points below standard	Increased Significantly +15 points

California School Dashboard - Academic Indicator for Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All		47.7 points below standard	

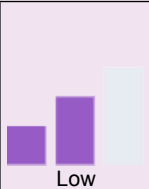

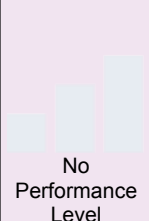
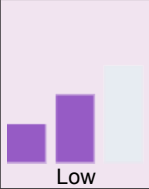
St. Group	Color	DFS/Percentage	Change
All	Yellow	44.7 points below standard	Increased +3 points
EL	Yellow	54.5 points below standard	Increased Significantly +15 points
Hisp	Yellow	44.7 points below standard	Increased Significantly +15 points
AA	No Performance Level		

Metric/Indicator

Baseline

Expected Outcome

--

EL		69.5 points below standard	
Hisp		59.7 points below standard	
AA			
SED		49.5 points below standard	
SWD		90.3 points below standard	

SED	Yellow	46.5 points below standard	Increased +3 points
SWD	Yellow	75.3 points below standard	Increased Significantly +15 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 - 25.72%

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

California School Dashboard – English Learner Progress Indicator (ELPI)

California School Dashboard - English Learner Progress Indicator (ELPI) - Dashboard Status and Percentage – Medium 46.6%

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – Medium - 49.6%

Metric/Indicator	Baseline	Expected Outcome
	15.8% ELs who decreased at least one ELPI level 37.6% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0.8% ELs who maintained ELPI Level 4 45.9% ELs who progressed at least one ELPI level	
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 6.3%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 9.3%
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) - 27.86% Met or Exceeded Standard for ELA	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL) - 30.86% Met or Exceeded Standard for ELA
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance-100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

#1 Rio Vista will have an Academic Coach to support classroom instruction through model lessons, co-teaching, and by leading staff development. The Coach will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction in the areas of ELA and Math. The coach will focus this work on improving Tier 1 instruction in reading, math, and writing to better meet individual student needs using tools such as writing workshop, UDL, and the launch-explore-summary math instructional model. The Academic Coach will prioritize support for teachers working with subgroups including ELs, SWD, and Hispanic students. The Coach will also provide intervention support to small groups of students who are struggling with a given concept based on assessment data. The coach will work to structure interventions for students we target based on performance data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	112779.45
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	60% pay and benefits
Amount	75186.30
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	40% pay and benefits

Strategy/Activity 2

#2 Rio Vista will work with the PSUSD Expanded Learning Department to provide academic intervention for ELA & Math for students to attend beyond the regular school day to support instruction. Priority will be giving to SWD, EL, and Hispanic student groups based performance gaps for those student groups.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal

Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

#3 Rio Vista will fund staffing for two bilingual paraeducators to support small group instruction occurring at each grade level for 30/45 minutes five/four days per week. Bilingual paraeducators will provide support under the direction of the certificated teacher to the "emerging" EL groups at each grade level during this targeted time.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	46698
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wages and benefits

Strategy/Activity 4

#4 Staff will attend professional conferences or have consultants support on-site staff development that supports implementation of standards, increased rigor, and addressing the needs of all students. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences. Conferences that we have identified are priority for the current needs of both the Rio Vista staff and students are as follows: Writers' Workshop, PLCs, proven strategies to support EL students (such as Kagan), and/or MTSS to name a few.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	45000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference/consultant fees, travel expenses, hotel costs
Amount	2000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference/consultant fees, travel expenses, hotel costs

Strategy/Activity 5

#5 Rio Vista will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for TK through 5th grades, support student achievement TK through 5th grades, and enhance student engagement. The software purchases could include, but not limited to: Accelerated Reader and Class Creator.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Licensing rights, software, online programs

Strategy/Activity 6

#6 Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Academic Coaches, outside consultants, or assess students. Teachers needing to be released for SSTs, IEPs, or other on site meetings during the day will be covered. All expenditures in this area will be related to improving student outcomes to meet our goals in this area.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Funds to pay substitute teachers
Amount	12500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funds to pay substitute teachers

Strategy/Activity 7

#7 Rio Vista will continue to upgrade, replace, and purchase Chromebooks, document cameras, and any other supplies needed to supplement the technology infrastructure at Rio Vista to support student instruction.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
 Assistant Principal
 Staff
 Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	10783.55
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Technology supplies
Amount	3812.95
Source	LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Technology supplies

Strategy/Activity 8

#8 Staff will attend district funded professional development around best practices to support English Learner students. Both integrated and designated instructional strategies will be an area of focus for our staff. Staff will focus on integrating these structures into their classroom throughout the school day to help support the needs of English learner students.

Students to be Served by this Strategy/Activity
 English Learner
Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
 Assistant Principal
 Staff
 Site Academic Coach

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 9**

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

Students to be Served by this Strategy/Activity
 All
Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Writing supplemental curriculum

Strategy/Activity 10

#10 To support reading instruction in grades TK-5, we will establish a Rio Vista literacy team dedicated to supporting our school in making research-based decisions, complementing PSUSD's ongoing efforts in this area. This approach will ensure our students develop the essential foundational skills required for structured literacy.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Site Academic Coach
Reading Teacher

Proposed Expenditures for this Strategy/Activity

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 climate survey results were overall positive, 98% in the 2022-23 school year, we need to continue to focus on increasing parents/families being engaged and connected with our school.
2. This year, we've experienced significant success with in-person events, such as Back to School Night and Family Literacy Night, which attracted high attendance. It's essential to continue promoting and increasing in-person events, as they generate substantial participation from families. By leveraging this engagement, we can provide parents with skills and tips for supporting their children during these events. This approach will increase parent involvement, yield positive results on our Panorama family survey, and improve students' academic, behavioral, and SEL achievements.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 199 responses	Parent Participation in Stakeholder Input Processes - 209 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 - 98% responded favorably English Learner (EL): 99% responded favorably Hispanic (Hisp) Favorable - 99% responded favorably African American (AA) - N/A	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable - 100% responded favorably English Learner (EL): 100% responded favorably Hispanic (Hisp) Favorable - 100% responded favorably African American (AA) - N/A

Metric/Indicator	Baseline	Expected Outcome
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% responded favorably Hispanic (Hisp) - 99% responded favorably African American (AA) - N/A	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% responded favorably Hispanic (Hisp) - 100% responded favorably African American (AA) - N/A
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site - 150	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 158

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
 Assistant Principal
 Academic Coach
 Staff

Proposed Expenditures for this Strategy/Activity

Amount	3224
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty to facilitate parent/family education nights

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 96%, also resulting in an increase in the student academic proficiency rates.

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 2022 CA Dashboard Data, our school received a "medium" rating with 1.9% of our students suspended for at least one day during the 2021-22 school year. Suspension rates have shown a downward trend this year (2022-23), with 0.8% of students being suspended at least once as of March 2023, compared to 1.4% in March 2022. We attribute part of this decline to the availability of alternatives to suspension and the support provided by Playworks being implemented at our school. However, we continue to need to focus on this area as even with reducing the rate by 0.3 percentage points overall we will still be in the "medium" band on the CA Dashboard. 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 2022-23 school year, safety is the top concern for students with 60% of students responding favorably to feeling safe at school (a decline from the 2021-22 school year). 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 2022-23 school year, 74% of our students felt close to someone at school. This has declined in the recent survey administration even with a significant amount of activities/actions that we set forth in our previous revision of the SPSA. We need to continue actions that create a positive school culture where students have a high sense of belonging at their school and feel connected to the adults that work in the school.
4. According to our 2022 CA School Dashboard Data, our chronic absenteeism earned us a score of "very high," with 24.9% of our students being chronically absent. Both student groups, SWD (30.3% chronically absent) and homeless students (41.2% chronically absent), have significantly higher rates of chronic absenteeism compared to our overall rate and need to be addressed in our 2023-24 SPSA. Unfortunately, our attendance data for the 2022-23 school year indicates that our chronic absenteeism, based on a local estimator, is trending as of March 2023 at a rate of 43.2% of students being chronically absent. This estimator, at this time last year (March 2022), projected our rate at 53.6%, so we are seeing some year-over-year improvement. Additionally, we would like to see our overall rate of attendance improve, which is currently trending as of March 2023 at 89.8% average daily attendance. While this represents an improvement of almost 1% year-over-year at this time, we believe that there is still room for further improvement of this metric.

5. Our overall attendance rate continues to be significantly lower (at 89.8% as of March 2023) than the goal set in PSUSD. We are working to reach a 96% average attendance rate overall.

Fall 2023 Update:

Our chronic absenteeism rates have increased from 2022. In 2022 our rate was 24.9%. In 2023 our rate was 36.4%.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 89.8% (as of March 31, 2023)	Student Attendance Rates All Students (ALL) - 96%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Very High</td> <td>24.9</td> <td></td> </tr> <tr> <td>EL</td> <td>Very High</td> <td>26.4</td> <td></td> </tr> <tr> <td>Hisp</td> <td>Very High</td> <td>26.4</td> <td></td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Very High</td> <td>25.0</td> <td></td> </tr> <tr> <td>SWD</td> <td>Very High</td> <td>30.3</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Very High	24.9		EL	Very High	26.4		Hisp	Very High	26.4		AA	No Performance Color			SED	Very High	25.0		SWD	Very High	30.3		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>24.4</td> <td>Declined -0.5</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>25.9</td> <td>Declined -0.5</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>25.9</td> <td>Declined -0.5</td> </tr> <tr> <td>AA</td> <td>No Performance</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>24.5</td> <td>Declined -0.5</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>27.3</td> <td>Declined Significantly - 3.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	24.4	Declined -0.5	EL	Orange	25.9	Declined -0.5	Hisp	Orange	25.9	Declined -0.5	AA	No Performance			SED	Orange	24.5	Declined -0.5	SWD	Yellow	27.3	Declined Significantly - 3.0
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SED	Medium	2.0																																																								
SWD	Medium	2.0																																																								
St. Group	Color	DFS/Percentage	Change																																																							
All	Green	1.6	Declined -0.3																																																							
EL	Green	1.7	Declined -0.3																																																							
Hisp	Green	1.8	Declined -0.3																																																							
AA	No Performance Color																																																									
SED	Green	1.7	Declined -0.3																																																							
SWD	Green	1.7	Declined -0.3																																																							
Expulsion Rates	Expulsion Rates	Expulsion Rates																																																								

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All Students (ALL) - 0% English Learner (EL) - 0% Hispanic (Hisp) - 0% African American (AA) - 0% Socioeconomically Disadvantaged (SED) - 0% Students with Disabilities (SWD) - 0%	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: 74% responded favorably EL: 77% responded favorably Hisp: 74% responded favorably AA: 70% responded favorably SPED: 73% responded favorably	Panorama Survey - School Connectedness All students: 77% responded favorably EL: 81% responded favorably Hisp: 77% responded favorably AA: 73% responded favorably SPED: 76% responded favorably
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All students: 60% responded favorably EL: 66% responded favorably Hisp: 62% responded favorably AA: 68% responded favorably SPED: 54% responded favorably	Panorama Survey – School Safety All students: 63% responded favorably EL: 69% responded favorably Hisp: 65% responded favorably AA: 71% responded favorably SPED: 57% responded favorably
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	22241.10
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase in time for supervision aides

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff
Counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Counselor
Staff

Proposed Expenditures for this Strategy/Activity

Amount	67591.65
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Funds to pay for 7 hour behavior paraeducator

Strategy/Activity 4

#4 To support students with risky or undesirable behaviors, experiences, or feelings as measured on the "Youth At Risk Behavior Survey" and "Student Climate Survey" we will focus on education/activities/information geared for students around the areas of drug use, bullying, conflict resolution, and digital citizenship to name a few.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Counselor
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

#5 To target chronic absenteeism, an attendance team including the school counselor will target and focus on improving chronically absent students' attendance. We will target SWD subgroup and Homeless subgroup in addition to working to reduce all students who are chronically absent from school. We will use PBIS Rewards store to motivate students to be at school. Students attending school will receive points, which will allow them to purchase items from the store, experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed by the team to support improving overall attendance, individual attendance, and reducing chronic absenteeism.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Academic Coach
Staff

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives

Strategy/Activity 6

#6 Rio Vista will utilize and maintain the PBIS Rewards application to support the school in using behavior data to support, recognize, and motivate students. The PBIS Team will be tasked at monitoring and using data to support our students improving positive behaviors across our campus.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Academic Coach
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Principal
Assistant Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

Description

Supplies for Playworks/playground

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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$184,288
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$433,817.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	181,063	0.00
Title I Part A: Parent Involvement	3,224	0.00
LCFF	249,530	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	\$181,063.00
Title I Part A: Parent Involvement	\$3,224.00

Subtotal of additional federal funds included for this school: \$184,287.00

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

State or Local Programs	Allocation (\$)
LCFF	\$249,530.00

Subtotal of state or local funds included for this school: \$249,530.00

Total of federal, state, and/or local funds for this school: \$433,817.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	249,530.00
Title I	181,063.00
Title I Part A: Parent Involvement	3,224.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	211,189.75
2000-2999: Classified Personnel Salaries	136,530.75
4000-4999: Books And Supplies	31,096.50
5800: Professional/Consulting Services And Operating Expenditures	55,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	82,686.30
2000-2999: Classified Personnel Salaries	LCFF	136,530.75
4000-4999: Books And Supplies	LCFF	20,312.95
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	125,279.45
4000-4999: Books And Supplies	Title I	10,783.55
5800: Professional/Consulting Services And Operating Expenditures	Title I	45,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,224.00

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			
VACANT		X			
Angelica Rodas			X		
Kevin Lesandro				X	
Sonja Kinnunen				X	
Christiana Andrade Romo				X	
Maria Alvarado				X	
JR Corrales				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on October 24, 2023.

Attested:


Annette Nuntasiri

Principal, Aaron Tarzian on 11 / 05 / 2023

SSC Chairperson, Annette Nuntasiri on 11 / 06 / 2023

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>#1 Rio Vista will have an Academic Coach to support classroom instruction through model lessons, co-teaching, and by leading staff development. The Coach will work to support classroom teachers and our RSP and SDC teachers to further differentiate lessons and ensure appropriate strategies are used during whole group and small group instruction in the areas of ELA and Math. The coach will focus this work on improving Tier 1 instruction in reading, math, and writing to better meet individual student needs using tools such as writing workshop, UDL, and the launch-explore-summary math instructional model. The Academic Coach will prioritize support for teachers working with subgroups including ELs, SWD, and Hispanic students. The Coach will also provide intervention support to small groups of students who are struggling with a given concept based on assessment data. The coach will work to structure interventions for students we target based on performance data. The Coach will work with grade level PLCs to plan short cycle assessments that target the needs of our students.</p>			
<p>#2 Rio Vista will work with the PSUSD Expanded Learning Department to provide academic intervention for ELA & Math for students to attend beyond the regular school day to support instruction. Priority will be giving to SWD, EL, and Hispanic student groups based performance gaps for those student groups.</p>			

<p>#3 Rio Vista will fund staffing for two bilingual paraeducators to support small group instruction occurring at each grade level for 30/45 minutes five/four days per week. Bilingual paraeducators will provide support under the direction of the certificated teacher to the "emerging" EL groups at each grade level during this targeted time.</p>			
<p>#4 Staff will attend professional conferences or have consultants support on-site staff development that supports implementation of standards, increased rigor, and addressing the needs of all students. Staff will share information and provide training for their colleagues on strategies and resources they acquire at conferences. Conferences that we have identified are priority for the current needs of both the Rio Vista staff and students are as follows: Writers' Workshop, PLCs, proven strategies to support EL students (such as Kagan), and/or MTSS to name a few.</p>			
<p>#5 Rio Vista will purchase licensing rights for use of specific software that will support teacher delivery and design of lessons for TK through 5th grades, support student achievement TK through 5th grades, and enhance student engagement. The software purchases could include, but not limited to: Accelerated Reader and Class Creator.</p>			
<p>#6 Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Academic Coaches, outside consultants, or assess students. Teachers needing to be released for SSTs, IEPs, or other on site meetings during the day will be covered. All expenditures in this area will be related to improving student outcomes to meet our goals in this area.</p>			
<p>#7 Rio Vista will continue to upgrade, replace, and purchase Chromebooks, document cameras, and any other supplies needed to supplement the technology infrastructure at Rio Vista to support student instruction.</p>			

<p>#8 Staff will attend district funded professional development around best practices to support English Learner students. Both integrated and designated instructional strategies will be an area of focus for our staff. Staff will focus on integrating these structures into their classroom throughout the school day to help support the needs of English learner students.</p>			
<p>#9 Staff will utilize writers' workshop classroom structure and supplemental writing curriculum to support the individual needs of our writers as well as build capacity of our students so that they will be able to write opinion, informational, and narrative writing pieces with agency and independence. Staff will utilize writers' workshop classroom structure to develop Universal Design for Learning (UDL) aligned practices to support better meeting diverse student needs including the subgroups ELs, SWD, and Hispanic students.</p>			
<p>#10 To support reading instruction in grades TK-5, we will establish a Rio Vista literacy team dedicated to supporting our school in making research-based decisions, complementing PSUSD's ongoing efforts in this area. This approach will ensure our students develop the essential foundational skills required for structured literacy.</p>			

Goal #2:

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

<p>Actions/ Activities (Strategies)</p>	<p>What is working and why? (Effective indicators)</p> <p><i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i></p>	<p>What is not working and why? (Ineffective indicators)</p> <p><i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i></p>	<p>Modification(s) based on evaluation results</p> <p><i>Continue or discontinue and why?</i></p>
<p>#1 Rio Vista will provide funding for training, outreach and informational meetings an activities at parent/family events held at Rio Vista. These activities or sessions may include the following topics, but</p>			

are not limited to: literacy, science, math, family programs, parenting, fitness, social emotional well being, monitoring and supporting students on the internet/social media			
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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 96%, also resulting in an increase in the student academic proficiency rates.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
#1 Rio Vista wants to ensure that students are safe while on the playground. Additional supervision support will be provided. This will allow students to be more actively monitored and allow for more students to be acknowledged and recognized for making positive choices following the PBIS Ranger expectations.			
#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.			
#3 Rio Vista will retain a school behavior paraeducator to support general education students remaining in class and accessing learning throughout their school day. The behavior para will work directly with general education teachers, the school counselor, administration, and the PBIS/SEL team to improve overall students behavior data and reduce suspension rate.			
#4 To support students with risky or undesirable behaviors, experiences, or feelings as measured on the "Youth At Risk Behavior Survey" and "Student Climate Survey" we will focus on education/activities/information geared for students around the areas of drug use, bullying, conflict			

<p>resolution, and digital citizenship to name a few.</p>			
<p>#5 To target chronic absenteeism, an attendance team including the school counselor will target and focus on improving chronically absent students' attendance. We will target SWD subgroup and Homeless subgroup in addition to working to reduce all students who are chronically absent from school. We will use PBIS Rewards store to motivate students to be at school. Students attending school will receive points, which will allow them to purchase items from the store, experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed by the team to support improving overall attendance, individual attendance, and reducing chronic absenteeism.</p>			
<p>#6 Rio Vista will utilize and maintain the PBIS Rewards application to support the school in using behavior data to support, recognize, and motivate students. The PBIS Team will be tasked at monitoring and using data to support our students improving positive behaviors across our campus.</p>			
<p>#7 Rio Vista will continue to work to implement Playworks. Our intent is to provide structure, explicitly teach expectations, and actively teach game rules on the playground with the goal to reduce behavior challenges on the playground.</p>			

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

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

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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