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	20417 Cedarcreek Street Canyon Country, CA 91351
County-District-School (CDS) Code	19649986022685
Principal	Cheryl Cameron
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

Rio Vista is dedicated to developing and nurturing the whole child in an equitable, safe, inclusive environment while ensuring high levels of learning for all students and adults.

As instructional leaders, we set the benchmark for academic excellence by embracing change, creating a positive culture, and implementing current evidence-based instructional practices. Through standards-based, focused instruction, meaningful common assessments, and collaboration around data, we will ensure all students achieve high academic proficiency.

School Profile

Rio Vista Elementary School, home of the Rockets, is an active and vibrant campus, where a mission team of dedicated teachers, staff, parents, and community members work together to provide liftoff for each and every Rocket. Located in Canyon Country, the heart of the Santa Clarita Valley, Rio Vista exemplifies the rich, culturally diverse tradition and history of the area. The students and staff at Rio Vista come from many ethnic, cultural, and economic backgrounds. We celebrate this diversity each day, and we take pride in our community, our work, and ourselves. This is why Rio Vista Rockets "soar above the rest!"

Student Enrollment by Grade Level (School Year 2021-22)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	55
Grade 1	54
Grade 2	66
Grade 3	56
Grade 4	59
Grade 5	66
Grade 6	82
Total Enrollment	438

School Demographic Characteristics
These data are from the California Longitudinal Pupil Achievement Data System (CALPADS).

Ethnic/Racial* (CALPADS)	Percent
Black or African American	3.42%
American Indian or Alaska Native	0.0%
Asian	0.68%
Filipino	5.71%
Hispanic or Latino	74.2%
Native Hawaiian or Pacific Islander	0.0%
White (non-Hispanic)	14.61%
Two or more races	1.37%

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

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from state testing, iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	34	55	90
Grade 1	44	54	55
Grade 2	33	66	62
Grade3	33	56	66
Grade 4	39	59	62
Grade 5	51	66	61
Grade 6	38	82	67
Total Enrollment	272	438	463

Conclusions based on this data:

1. Our enrollment is beginning to rise, driven by an increase in kindergarten enrollment and the addition of a universal transitional kindergarten class.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	66	120	111	24.30%	27.4%	24.0%
Fluent English Proficient (FEP)	32	47	62	11.80%	10.7%	13.4%
Reclassified Fluent English Proficient (RFEP)	19			28.8%		

Conclusions based on this data:

1. The percentage of English Learners in our population has been steadily falling, but is higher than the average for our district. We are focusing on targeted growth for our English Learners through effective designated and integrated ELD lessons.
2. Our percentage of Fluent English Proficient students is rising. We must continue to monitor their academic achievement and support their needs through integrated ELD, and continue our work to reclassify students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33	56		0	56		0	56		0.0	100.0	
Grade 4	40	58		0	58		0	58		0.0	100.0	
Grade 5	50	65		0	65		0	65		0.0	100.0	
Grade 6	38	84		0	84		0	84		0.0	100.0	
All Grades	161	263		0	263		0	263		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.			12.50			12.50			23.21			51.79	
Grade 4		2467.			18.97			34.48			27.59			18.97	
Grade 5		2508.			27.69			24.62			20.00			27.69	
Grade 6		2562.			28.57			34.52			26.19			10.71	
All Grades	N/A	N/A	N/A		22.81			27.38			24.33			25.48	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29			53.57			32.14	
Grade 4		22.41			65.52			12.07	
Grade 5		20.00			66.15			13.85	
Grade 6		23.81			61.90			14.29	
All Grades		20.53			61.98			17.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.71			42.86			46.43	
Grade 4		12.07			65.52			22.41	
Grade 5		21.54			53.85			24.62	
Grade 6		25.00			67.86			7.14	
All Grades		18.25			58.56			23.19	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			67.86			25.00	
Grade 4		17.24			62.07			20.69	
Grade 5		15.38			69.23			15.38	
Grade 6		16.67			72.62			10.71	
All Grades		14.45			68.44			17.11	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			57.14			30.36	
Grade 4		18.97			65.52			15.52	
Grade 5		24.62			53.85			21.54	
Grade 6		22.62			70.24			7.14	
All Grades		20.15			62.36			17.49	

Conclusions based on this data:

1. Third grade students scored lower overall, with an increase in achievement each year until sixth grade. Conversely, significantly fewer students scored below standards in each consecutive grade level. We must increase rigor in our primary grades to ensure students learn essential standards to be on grade level throughout their time at Rio Vista.
2. In reviewing the sub-category results of reading, writing, listening, and research/inquiry, the relative strength is in the area of research/inquiry and the relative weakest area is in listening.
3. Only 10% of 3rd grade students scored above standard in writing, with an increase to 25% by sixth grade. We must put a consistent writing program in place across grade levels.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33	56		0	56		0	56		0.0	100.0	
Grade 4	40	58		0	58		0	58		0.0	100.0	
Grade 5	50	65		0	65		0	65		0.0	100.0	
Grade 6	38	84		0	84		0	84		0.0	100.0	
All Grades	161	263		0	263		0	263		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2413.			16.07			23.21			26.79			33.93	
Grade 4		2468.			15.52			32.76			25.86			25.86	
Grade 5		2501.			20.00			20.00			27.69			32.31	
Grade 6		2558.			27.38			22.62			36.90			13.10	
All Grades	N/A	N/A	N/A		20.53			24.33			30.04			25.10	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.21			46.43			30.36	
Grade 4		22.41			51.72			25.86	
Grade 5		20.00			50.77			29.23	
Grade 6		33.33			53.57			13.10	
All Grades		25.48			50.95			23.57	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86			51.79			30.36	
Grade 4		20.69			55.17			24.14	
Grade 5		20.00			49.23			30.77	
Grade 6		15.48			67.86			16.67	
All Grades		18.25			57.03			24.71	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.86			62.50			19.64	
Grade 4		10.34			65.52			24.14	
Grade 5		15.38			64.62			20.00	
Grade 6		16.67			70.24			13.10	
All Grades		15.21			66.16			18.63	

Conclusions based on this data:

1. Similar to Rio Vista's English Language Arts scores, third grade students scored lower overall, with an increase in achievement each year until sixth grade. Conversely, significantly fewer students scored below standards in each consecutive grade level. We must increase rigor in our primary grades to ensure students learn essential standards to be on grade level throughout their time at Rio Vista.
2. Scores show significant weakness in all grade levels in the area of communicating reasoning. Students need more guidance and practice in this skill area. Problem solving and modeling/data analysis is also an area of weakness, particularly in third and sixth grade. Students must have more opportunities to talk about math, such as participating in number talks, and hands-on opportunities with manipulative and other opportunities to model concepts.
3. Continued, regular opportunities in the use of IABs, iReady diagnostics, and other formative assessments are required for the students to demonstrate their understanding of what is being taught in the classrooms. Teachers will expose students to more of the IAB assessments to give students practice in taking tests on the computer and increase student use of tools available on the computer. Teachers will analyze data by grade level identify and target needs for additional instruction and improvement. Based on progress monitoring data, teachers will collaborate next steps to determine whether to reteach or to move forward with rigorous content instruction and practice.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1446.6	*		1453.5	*		1430.3	*		13	8	
1	*	1459.1		*	1471.0		*	1446.4		9	13	
2	1477.0	1469.0		1472.6	1478.8		1480.9	1458.8		15	12	
3	*	1484.6		*	1484.5		*	1484.1		7	22	
4	1519.6	1512.3		1543.1	1510.7		1495.4	1513.3		12	12	
5	1525.8	1536.7		1513.8	1538.1		1537.3	1535.0		13	20	
6	*	1571.0		*	1563.8		*	1577.6		8	19	
All Grades										77	106	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.46	*		23.08	*		38.46	*		0.00	*		13	*	
1	*	0.00		*	69.23		*	30.77		*	0.00		*	13	
2	13.33	8.33		40.00	41.67		33.33	41.67		13.33	8.33		15	12	
3	*	18.18		*	27.27		*	31.82		*	22.73		*	22	
4	16.67	25.00		41.67	41.67		33.33	16.67		8.33	16.67		12	12	
5	15.38	20.00		53.85	50.00		23.08	25.00		7.69	5.00		13	20	
6	*	57.89		*	26.32		*	10.53		*	5.26		*	19	
All Grades	20.78	22.64		35.06	41.51		28.57	26.42		15.58	9.43		77	106	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.77	*		38.46	*		30.77	*		0.00	*		13	*	
1	*	30.77		*	46.15		*	23.08		*	0.00		*	13	
2	26.67	16.67		40.00	50.00		20.00	25.00		13.33	8.33		15	12	
3	*	22.73		*	36.36		*	22.73		*	18.18		*	22	
4	50.00	41.67		41.67	41.67		0.00	0.00		8.33	16.67		12	12	
5	23.08	50.00		61.54	40.00		7.69	5.00		7.69	5.00		13	20	
6	*	73.68		*	10.53		*	10.53		*	5.26		*	19	
All Grades	31.17	39.62		40.26	35.85		18.18	16.04		10.39	8.49		77	106	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	*		30.77	*		38.46	*		7.69	*		13	*	
1	*	0.00		*	30.77		*	61.54		*	7.69		*	13	
2	13.33	0.00		20.00	25.00		40.00	41.67		26.67	33.33		15	12	
3	*	9.09		*	22.73		*	36.36		*	31.82		*	22	
4	0.00	8.33		16.67	41.67		50.00	16.67		33.33	33.33		12	12	
5	7.69	10.00		38.46	35.00		46.15	35.00		7.69	20.00		13	20	
6	*	42.11		*	31.58		*	15.79		*	10.53		*	19	
All Grades	10.39	12.26		23.38	31.13		40.26	35.85		25.97	20.75		77	106	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		76.92	*		7.69	*		13	*	
1	*	38.46		*	61.54		*	0.00		*	13	
2	33.33	25.00		53.33	75.00		13.33	0.00		15	12	
3	*	45.45		*	40.91		*	13.64		*	22	
4	41.67	33.33		41.67	50.00		16.67	16.67		12	12	
5	15.38	20.00		76.92	65.00		7.69	15.00		13	20	
6	*	47.37		*	47.37		*	5.26		*	19	
All Grades	25.97	36.79		61.04	53.77		12.99	9.43		77	106	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.46	*		61.54	*		0.00	*		13	*	
1	*	7.69		*	76.92		*	15.38		*	13	
2	13.33	25.00		73.33	66.67		13.33	8.33		15	12	
3	*	45.45		*	40.91		*	13.64		*	22	
4	75.00	58.33		16.67	33.33		8.33	8.33		12	12	
5	61.54	80.00		30.77	15.00		7.69	5.00		13	20	
6	*	78.95		*	15.79		*	5.26		*	19	
All Grades	46.75	49.06		42.86	41.51		10.39	9.43		77	106	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		92.31	*		0.00	*		13	*	
1	*	7.69		*	61.54		*	30.77		*	13	
2	33.33	0.00		53.33	66.67		13.33	33.33		15	12	
3	*	9.09		*	36.36		*	54.55		*	22	
4	0.00	8.33		58.33	66.67		41.67	25.00		12	12	
5	15.38	20.00		76.92	55.00		7.69	25.00		13	20	
6	*	36.84		*	42.11		*	21.05		*	19	
All Grades	12.99	15.09		59.74	54.72		27.27	30.19		77	106	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.46	*		46.15	*		15.38	*		13	*	
1	*	7.69		*	92.31		*	0.00		*	13	
2	13.33	8.33		53.33	58.33		33.33	33.33		15	12	
3	*	18.18		*	63.64		*	18.18		*	22	
4	0.00	25.00		91.67	58.33		8.33	16.67		12	12	
5	0.00	15.00		84.62	75.00		15.38	10.00		13	20	
6	*	63.16		*	36.84		*	0.00		*	19	
All Grades	12.99	24.53		64.94	63.21		22.08	12.26		77	106	

Conclusions based on this data:

1. We are seeing an increase in students beyond the kindergarten arriving at Rio Vista with beginning or limited English proficiency, necessitating a change in our approach to English Language Development.
2. The reading domain shows weakness overall, with students scoring higher in writing than in reading. Teachers focused on writing, particularly in sixth grade, in the 2021-22 school year as they set goals with students for reclassification. We need to increase proficiency in reading and vocabulary as well.
3. Designated instruction at the appropriate levels will continue for our language learners for 30 minutes daily and integrated instruction will continue throughout the day in all content areas.

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**
438	**54.1**	**27.4**	**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	120	27.4
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	237	54.1
Students with Disabilities	49	11.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	3.4
American Indian		
Asian	3	0.7
Filipino	25	5.7
Hispanic	325	74.2
Two or More Races	6	1.4
Pacific Islander		
White	64	14.6

Conclusions based on this data:

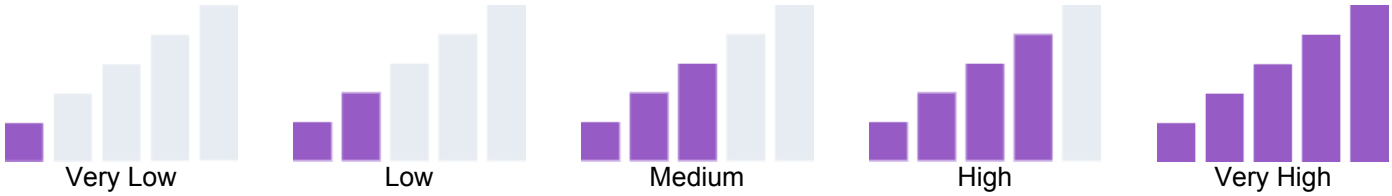
1. Based on this data, Rio Vista is a small school with 54% socioeconomically disadvantaged students. Rio Vista's percentage of socioeconomically disadvantaged students has dropped. This may be due to underreporting as a result of California's Universal Meals program. We must ensure our families complete income reporting forms.
2. Rio Vista has 74% Hispanic students. This is Rio Vista's highest student ethnic subgroup, and the percentage has been rising each year. In the 2017-18 school year, this subgroup represented 61% of the student population.
3. Rio Vista has seen an increase from 6.8% to 11.2% students with disabilities over the past five years.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: High		

Conclusions based on this data:

1. English Language Arts and math performance is "medium." Improvement is needed to get to "high."
2. English Learner progress is "high," having risen since the state began tracking student growth on ELPAC assessments.

3. Chronic absenteeism is high, having risen with the Covid-19 Pandemic after trending downward. We must monitor and increase daily attendance through incentives, parent and student education, and regular attendance and goal-setting meetings.

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.

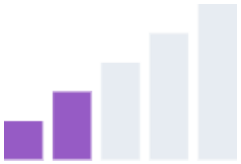
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	1	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
0.7 points below standard	17.8 points below standard	
252 Students	109 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
2 Students	10.2 points below standard	63.6 points below standard
	138 Students	39 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students		No Performance Level 3 Students	No Performance Level 14.8 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 11.5 points below standard 188 Students	No Performance Level 3 Students		High 41.9 points above standard 39 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
101.8 points below standard 53 Students	61.7 points above standard 56 Students	12.7 points above standard 137 Students

Conclusions based on this data:

1. Schoolwide, we made “medium” progress in English Language Arts between the last two CAASPP tests, declining 1.71% in proficiency.
2. Our English Learner progress shows significant achievement gaps in ELA. Reclassified English Learners scroed the highest of any subgroup, incldluing white and English-only subgroups.There is a significant achievement gap (52.9 points) between Hispanic and White student groups.
3. Our Special Education students show very significant achievement gaps in ELA.

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.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	2	1	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
11.4 points below standard	26.0 points below standard	
252 Students	109 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Low
2 Students	18.4 points below standard	67.6 points below standard
	138 Students	39 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 7 Students		No Performance Level 3 Students	No Performance Level 9.3 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 21.7 points below standard 188 Students	No Performance Level 3 Students		High 26.3 points above standard 39 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.8 points below standard 53 Students	25.9 points above standard 56 Students	1.7 points below standard 137 Students

Conclusions based on this data:

1. Math scores increased from last CAASPP testing from 25.2 to 11.4 points below standard. Percentage of students meeting or exceeding standards improved from 36.95% to 44.86%.
2. Student groups with low performance on are English Learners and Students with Disabilities. English learners gained 15.5 points over the 2019 assessment, and Hispanic students gained 12.3 points. Students with disabilities were not included on the 2019 dashboard, but in 2022 they were far below every other subgroup at 67.6 points below standard.
3. Reclassified English Learners scored high on the math assessment, with a 106.7 achievement gap over current English Learners and 27.6 points above English Only students.

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

English Learner Progress

High

61.5 making progress towards English language proficiency

Number of EL Students: 96 Students

Performance Level: 4

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
15.6%	22.9%	3.1%	58.3%

Conclusions based on this data:

1. Rio Vista's English Learner Progress was high, with 58.3% progressing at least on English Learner Progress Indicator level.
2. 15.6% of Rio Vista's English Learners decreased one ELPI level. We must closely monitor progress of our English Learners to ensure students do not slip in their English Language Acquisition.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

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.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
0	4	1	0	0

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.

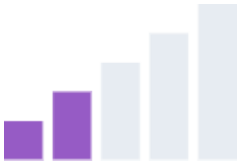
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
15.3% Chronically Absent	7.9% Chronically Absent	Less than 11 Students
465 Students	127 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	18.2% Chronically Absent	19% Chronically Absent
4 Students	264 Students	63 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
20% Chronically Absent		Less than 11 Students	3.6% Chronically Absent
15 Students		5 Students	28 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		High
15.3% Chronically Absent	33.3% Chronically Absent		16.9% Chronically Absent
340 Students	12 Students		65 Students

Conclusions based on this data:

1. Chronic absenteeism was lower among our English Learner subgroup than otherss, with higher chronic absenteeism among African America, Two or More Races, and Students with Disabilities.
2. While not represented in this data, Universal Transitional Kindergarten and Kindergarten students represent over one third of our 2022-23 students who are chronic absentees.

School and Student Performance Data

Academic Engagement
Graduation 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	4

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

All Students	English Learners	Foster Youth
Very Low	Low	No Performance Level
0.2% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
478 Students	131 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0.4% suspended at least one day	1.5% suspended at least one day
4 Students	272 Students	66 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	Very Low
0% suspended at least one day		Less than 11 Students	0% suspended at least one day
18 Students		5 Students	30 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level		Very Low
0.3% suspended at least one day	0% suspended at least one day		0% suspended at least one day
346 Students	12 Students		67 Students

Conclusions based on this data:

1. Suspension rates for Rio Vista are very low.
2. As a component of our PBIS behavior program, students will be aware of expectations in all the different areas of the school. Teachers will reteach behavior expectations and staff will provide tiered supports as needed.
3. Alternatives to Supension will be used for all Rio Vista students whenever practical.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Achievement Gap

Goal Statement

By June 2024, The percentage of students who meet or exceed standards on the summative CAASPP will grow by at least 5 percent (5%), as monitored by i-Ready diagnostic benchmark scores. All students will make at least 5% growth in their i-Ready proficiency. The number of students in groups specified below as meeting grade level standards on the i-Ready diagnostic will increase by at least 5%, and the number of students those groups who are two or more grade levels below will decrease by 10% on the end of year diagnostic assessment.

English Language Arts: English learners, Hispanic, socioeconomically disadvantaged, students with disabilities
Math: English learners and students with disabilities

By June 2024, The percentage of students who meet or exceed standards on the summative CAST will grow by at least 5 percent (5%) as monitored by interim science assessment data.

LCAP Goal

Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Basis for this Goal

After conducting a comprehensive needs assessment, this goal was drafted based on the following:

Schoolwide:
High chronic absentee rate in 21-22 at 15.3%.
Math scores increased from the 2019 to the 2022 CAASPP testing from 25.2 to 11.4 points below standard. Percentage of students meeting or exceeding standards improved from 36.95% to 44.86%.
English Language Arts (ELA) CAASPP scores declined from 5.2 above standard in 2019 to 0.7 below in 2022. Percentage of students meeting or exceeding standards declined from 51.90% to 50.19%
Percentage of fifth grade students meeting or exceeding standards on the California Science Test (CAST) increased from 21.15% in spring of 2019 to 33.85% in 2022.

Student Groups:
Student groups with low performance on 2022 math dashboard were English learners and students with disabilities. English learners gained 15.5 points over the 2019 assessment, and Hispanic students gained 12.3 points. Students with disabilities were not included on the 2019 dashboard, but in 2022 they were far below every other subgroup at 67.6 points below standard. On the 2022 CAASPP, 16.44% of English learners (ELs) and 13.89% of students with disabilities met or exceeded standards. On the most recent iReady diagnostic (January 2023), 11% of our ELs and 23% of students with disabilities were on grade level.

Student groups with low performance on ELA dashboard were: English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities. English learners declined 7.2 points from 2019, Hispanic students declined 7.6 points, Socioeconomically disadvantaged declined 3.3 points. Students with disabilities were not included on the 2019 dashboard, but in 2022 they were far below every other subgroup at 63.6 points below standard. On the 2022 CAASPP, 20.5% of English learners (ELs), 45.36% of Hispanics, 46.85% of socioeconomically disadvantaged, and 22.22% of students with disabilities met or exceeded standards. Our most recent iReady benchmark (January 2023) shows 13% of ELs, 30% of Hispanics, and 30% of students with disabilities are at or above grade level. We do not have disaggregated iReady data for socioeconomically disadvantaged students.

English Learner (EL) progress (California State Dashboard) was high, with 61.5% of ELs progressing one English Learner Progress Indicator (ELPI) level or maintaining a 4, the highest attainable score, on the English Language Proficiency Assessments for California (ELPAC).

Only 10% of English Learners scored proficient on the CAST. There was a significant gender gap in our science results, with 27.02% of boys scoring proficient or advanced, and 42.85% of girls. 27.73% of Hispanic students scored proficient or advanced, and 42.86% of white students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced/CAASPP Assessment - ELA - 3rd - 6th grades	22-23 CAASPP	23-24 CAASPP to reflect a minimum 5% increase in proficiency over 22-23.
Smarter Balanced/CAASPP Assessment Math 3rd -6th grades	22-23 CAASPP	23-24 CAASPP to reflect a minimum 5% increase in proficiency over 22-23.
CAST Science - 5th grade	22-23 CAST	23-24 CAST to reflect a minimum 5% increase in proficiency over 22-23.
iReady ELA Diagnostic Assessment	2022-23 end of year diagnostic shows ___% of students on grade level. 2022-23 end of year diagnostic shows ___% of ELs, ___% of Hispanic students, and ___% of students with disabilities were two or more grade levels below.	2023-24 end of year diagnostic to reflect 5% more students on grade level than 202-23 end of year. 2023-24 end of year diagnostic to show a decrease of 10% in ELs and Hispanic students, and students with disabilities who are two or more grade levels below.
iReady Math Diagnostic Assessment	2022-23 end of year diagnostic shows __% of students on grade level. 2022-23 end of year diagnostic shows ___% of ELs and ___% of students with disabilities were two or more grade levels below.	2023-24 End of year diagnostic to reflect 5% more students on grade level than 202-23 end of year. 2023-24 end of year diagnostic to show a decrease of 10% in ELs and students with disabilities who are two or more grade levels below.

Planned Strategies/Activities

Strategy/Activity 1

Deepen PLC implementation and practices
CAPS Training (guest teacher costs for 2 teachers)
Additional collaboration time for grade levels
Release time for extra duty / extra pay for instructional planning
Materials and supplies to support core instruction & intervention
Conferences, professional development
Paraeducators to support intervention and core instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-23 School Year

Person(s) Responsible

Administrator, Teachers, Paraeducators, Library Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	70530
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators and extra librarian hours to support multi-tiered system of supports.
Amount	5000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies to support teaching and learning
Amount	37500
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Student Enrichment/Collaboration release for teachers, staff development
Amount	18970
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Teachers to release teachers and extra duty pay for professional development, collaboration, and planning.
Amount	4500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies to support teaching and learning

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parental Engagement & Core Services

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that our school promotes all Educational Partners in decisions that impact programs offered at our school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

80% of parents who responded to our 2023 LCAP survey indicated agreement that the school promotes educational partner participation in decision making that affects school. 70% of students and 71% of staff members agreed that the school promotes educational partners' participation in decisons made at school. As it's important that all educational partners have an opportunity to particpate in decisions regarding our students' learning, we will endeavor to improve in this area.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Caregiver annual LCAP survey results	In spring of 2022-23, 80% of caregivers agreed or strongly agreed that their child's school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at the school.	In 2023-24, 85% of caregivers agreed or strongly agreed that their child's school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at the school.
Student annual LCAP survey results	In spring of 2022-23, 70% of 4th-6th grade students agreed or strongly agreed that their school asks parents, employees, & students to help in decisions made at the school.	In 2023-24, 75% of 4th-6th grade students agreed or strongly agreed that their school asks parents, employees, & students to help in decisions made at the school.
Staff annual LCAP survey results	In spring of 2022-23, 71% of staff members agreed or strongly agreed that their school school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	In 2023-24, 76% of staff members agreed or strongly agreed that their school school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.

Planned Strategies/Activities

Strategy/Activity 1

Increase engagement opportunities for all community members.
Family engagement:

- -provide a variety of workshops and events
- -provide light meals, snacks, and engaging performances at workshops and events
- -extra duty extra pay for staffing to call families, provide workshops and other engagement opportunities, and provide childcare
- -guest speakers/presenters/contractors for caregiver workshops
- -funding for materials & supplies to increase family engagement

Increase student leadership opportunities:
- -expand student leadership and committees
- -extra duty extra pay for staffing to provide guidance and supervision for student activities
- -materials and supplies to increase student leadership and committee engagement

Increase staff involvement opportunities
- -increase number of staff meetings for classified to attend along with certificated staff
- -increase number of certificated staff meetings/training
- -increase funding to allow classified staff
- -increase opportunities for guiding coalition staff planning with extra-duty extra-pay
- -materials and supplies to increase staff involvement

Students to be Served by this Strategy/Activity

All students

Timeline

2023-24 School Year

Person(s) Responsible

Administration, all certificated and classified school staff

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Parent Workshops
Amount	1000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release and/or extra duty pay for certificated staff to plan and execute parent engagement opportunities
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Food and supplies for parent engagement events
Amount	2500

Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Contracted services for parent events
Amount	1000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Classified duty hours to plan and execute parent events and workshops, provide child care.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Engagement & Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of all students will decrease by at least 5% of all students. Specified student groups below will decrease at least by 8%:

Socioeconomically Disadvantaged
Students with Disabilities

LCAP Goal

Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

Returning to full-time in-person instruction after over a year of shut-down, online, and hybrid instruction brings many social emotional challenges for our students. Our student LCAP survey from 2022-23 indicated that only 57% of students agreed that they look forward to coming to school, while 27% neither agreed nor disagreed. Only 53% of students agreed that school is a happy place where people are friendly, kind, and all are part of school events. This represented a decline from last year.

Our last reported chronic absentee data prior to the Covid-19 pandemic was in 2018-19, 6.4% and on the decline prior to Covid shutdown and online learning. In 2022, our chronic absentee rate rose to 15.3%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student LCAP Survey (completed by 4-6 graders)	in 2022-23, 57% of students agree that they look forward to coming to school. 27% neither agree nor disagree. 16% disagree or strongly disagree.	Increase percentage of students who agree that they look forward to coming to school to no less than 70%.
Student LCAP Survey (completed by 4-6 graders)	in 2022-23, 53% of students agreed that school is a happy place where people are friendly, kind, and all are part of school events. 29% neither agree nor disagree. 18% disagree or strongly disagree.	Increase percentage of students who agree that school is a happy place to no less than 70%.
Chronic Absenteeism Data (CA School Dashboard)	In 2021-22, Rio Vista's Chronic Absenteeism rate was 15.3%. Socioeconomically Disadvantaged - 18.2% Students with Disabilities - 19%	In 2023-24, Rio Vista's Chronic Absenteeism rate will be 10.5%. Socioeconomically Disadvantaged - 10.5% Students with Disabilities - 11%

Metric/Indicator	Baseline	Expected Outcome
Student LCAP Survey (completed by 4-6 graders)	In 2022-23, 61% of students agreed that school is a safe place where bullying and disrespect are not allowed. 24% neither agree nor disagree. 15% disagree or strongly disagree.	Increase percentage of students who agree that school is a safe place where bullying and disrespect are not allowed to no less than 70%.
Student LCAP Survey (completed by 4-6 graders)	In 2022-23, 61% of students agreed that adults and students at their school help when they see bullying or when they know that bullying happened. 22% neither agree nor disagree. 17% disagree or strongly disagree.	Increase percentage of students who agree that adults and students at their school help when they see bullying or when they know that bullying happened to no less than 70%.

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of all tiers of PBIS to support positive behavior and school connectedness, including professional development for staff and learning opportunities for parents and students
Assemblies for students
Increase before and after school activities for students
Additional Staffing hours to support an increase in student engagement and activities
Professional development for classified and/or certificated staff to increase student engagement and further implement Positive Behavior Interventions and Supports (PBIS) and other student behavior and engagement initiatives.
Increase student leadership, committee, club, and extracurricular opportunities
Student Incentives/awards for attendance and positive behavior
Contracted services to increase student engagement
Parent and student education, including notification and meetings, around the importance and legal obligation of school attendance.

Students to be Served by this Strategy/Activity

All students K-6

Timeline

2023-24

Person(s) Responsible

Administrator, all certificated and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for student engagement activities and lessons

Amount	2000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty Classified hours to support student engagement activities and lessons and participate in trainings.
Amount	4823
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty teacher hours/sub release to support student engagement
Amount	2000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff Development

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

English Learner Academic Needs

Goal Statement

Increase the number of English Learners improving English language proficiency by one English Learner Progress Indicator Level (ELPI) level by 5%.

LCAP Goal

English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

Our 2022 California Dashboard rates Rio Vista's English Learner progress as "high," with 61.5% of students moving up at least one English Language Proficiency Indicator (ELPI) level and 3.1% maintaining at level 4. Rio Vista's English Learners continued to be one of the lower performing student groups on the 2022 CAASPP in both ELA and Math. Reclassified English Learners consistently outperform all other student groups on the CAASPP in English language arts and math, and 2022 was no exception.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California State Dashboard ELPI	2021-22, 61.5% of students made progress toward English language proficiency.	2023-24, 66.5% of students will make progress toward English language proficiency.
English Learner iReady Diagonstic	2022-23, ____ % of English learner students scored proficient in reading.	By June 2024, the percentage of English learner students scoring proficient in reading will increase by 10% as measured by the iReady diagnostic.

Planned Strategies/Activities

Strategy/Activity 1

Parent workshops to support students in their language acquisition
English Learner support after school
Release time for teacher planning targeting needs of English learners
Goal setting for English Learners
Professional development for certificated and classified staff

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-24 School Year

Person(s) Responsible

Administrator, Certificated Staff, Paraeducators, Library Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs to release teachers and extra duty extra pay for ELD planning and teaching.
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for English Learner activities and learning

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Equity and Diversity

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Goal #5: Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

In the 2022-23 school year, the percentage of Rio Vista students and caregivers who agreed that students saw their family's culture represented at school and in their learning was less than 80%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District LCAP Survey - Students	On the 2022-23 LCAP survey, 64% of students agreed that they see their family's culture represented in the school and the things they learn.	On the 2023-24 LCAP survey, 70% of students agree that they see their family's culture represented in the school and the things they learn.
District LCAP Survey - Caregivers	On the 2022-23 LCAP survey, 75% of caregivers agreed that their child sees their family's culture represented in the school and academic content taught.	On the 2023-24 LCAP survey, 80% of caregivers agree that their child sees their family's culture represented in the school and academic content taught.
District LCAP Survey - Staff	On the 2022-23 LCAP survey, 83% of staff members agreed that students sees their families' culture represented in the school and academic content taught. 15% neither agreed nor disagreed, and 2% disagreed.	On the 2023-24 LCAP survey, 88% of staff members agree that students sees their families' culture represented in the school and academic content taught

Planned Strategies/Activities

Strategy/Activity 1

Family Engagement Workshops
Student and family activities/lessons that focus on different cultures
Arts integration with cultural days
Cultural Celebrations
Additional Certificated Staff time to plan and execute cultural activities and lessons
Books and materials for cultural activities and lessons

Assemblies and field trips that focus on culture

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-24 School Year

Person(s) Responsible

All School Staff

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student Cultural Celebration Opportunities
Amount	2500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for release time and extra duty extra pay to plan and lead cultural activities
Amount	2000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty extra pay to plan and lead cultural activities
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies for cultural activities

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By June 2023, student achievement will improve by no less than 5 percent (5%) in proficiency over last year as measured by end of year i-Ready math and English Language Arts diagnostic assessments. The percentage of students who meet or exceed standards on the summative CAASPP and CAST assessments will grow by at least 5 percent (5%) in 2023. Students in socioeconomically disadvantaged, Hispanic, English Learner, and African American subgroups and students with disabilities will be monitored and supported to ensure growth is equal to or greater than whole-school growth goals.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced/CAASPP Assessment - ELA - 3rd - 6th grades	22-23 CAASPP to reflect a minimum 5% increase in proficiency over 21-22.	awaiting data
Smarter Balanced/CAASPP Assessment Math 3rd -6th grades	22-23 CAASPP to reflect a minimum 5% increase in proficiency over 21-22.	awaiting data
CAST Science - 5th grade	22-23 CAST to reflect a minimum 5% increase in proficiency over 21-22.	awaiting data
iReady ELA Diagnostic Assessment	End of year diagnostic to reflect 60% or more of students at Tier One.	awaiting data
iReady Math Diagnostic Assessment	End of year diagnostic to reflect 55% or more of students at Tier One.	awaiting data

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STRATEGY 1 Standards-based instruction: Ensure that every student in every classroom receives curriculum that is standards-based and supported by SBE (State Board of Education) adopted or district-approved instructional materials. Staff will collaborate through the PLC process using four essential questions to ensure high levels of learning for all students: What do we want students to learn? (What		books, student and teacher technology, supplies 4000-4999: Books And Supplies LCFF - Supplemental 1800	books, student and teacher technology, supplies 4000-4999: Books And Supplies LCFF - Supplemental 3820
		Library extra hours, Classroom aides and other classified staff (also for strategy 2-template won't allow addition of line) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 50000	Classroom aides and other classified staff (also for strategy 2-template won't allow addition of line) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 75000
		Field Trips and Assembilies (Virtual and/or in person) 5000-	Field Trips and Assembilies (Virtual and/or in person) 5000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
are our essential standards?) How will we know students have learned it? (Common formative assessment and data analysis) What will we do when students have not learned it? (Intervention and remediation) What will we do for students who already know it? (Extension) Action1: Pacing/Scope and Sequence Guides, PLC Work All grade levels will provide instruction based on the district approved pacing/scope and sequence guides for the adopted curriculum and data from formative assessments. Action 2: Research-Based Strategies All grade levels will use common, purposeful, research-based instructional strategies incorporated into daily high-quality lesson design. Science of Reading-based phonics and literacy instruction, with staff members trained in Orton-Gillingham Strategies. Increased use of informational text Close reading Text-Dependent Questions Academic Vocabulary Development Annotation Graphic Organizers and Thinking Maps		5999: Services And Other Operating Expenditures LCFF - Supplemental 5000	5999: Services And Other Operating Expenditures LCFF - Supplemental 0
		Hourly for Program Specialists/TOSAS (also for strategy 2-template won't allow addition of line) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1500	Hourly for Program Specialists/TOSAS (also for strategy 2-template won't allow addition of line) 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1500
		books, student and teacher technology, supplies 4000-4999: Books And Supplies Title I Part A: Allocation 4500	books, student and teacher technology, supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1080
		Subs for release (Also for Strategy 2-template won't allow additional line) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5000	Subs for release (Also for Strategy 2-template won't allow additional line) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Application of increased Depth of Knowledge to instruction, activities, and assessments Number talks, ELD/vocabulary integration during math instruction Use of manipulatives and hands-on learning Cross-disciplinary instruction Technology integration (chromebooks) Visual and Performing Arts Integration Action 3: Progress Monitoring In addition to classroom assessments, teachers will administer the required state and district assessments, as well as any interim measures determined by the site and district. Staff will analyze schoolwide, grade level, and subgroup data to determine the percentage of students meeting proficiency and in need of support and extended learning opportunities. The findings from these analyses will be used to modify instruction and will be shared with the students, families, and staff. Progress will be measured by the following: Teacher reflection on performance on i-Ready assessments. Assessment reports from sources including but not limited to CAASPP (California Assessment of Student Performance and Progress, Smarter Balanced Interim Assessments, ELPAC			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(English Language Proficiency Assessments for California), i-Ready, Basic Phonics Skills Test, district- and teacher created assessments, NextGen Assessments Action 4: Extended Learning Opportunities and Events School and staff will provide extended learning opportunities and events that enrich students' experiences in all subject areas, including, but not limited to: Literacy development in the school library (coordinated with the Library Media Specialist) Book Fairs Digital Learning Opportunities Gifted and Talented Education programs Use of Designated GATE supports such as depth and complexity icons and content imperatives Math Field Day Field Trips (virtual and/or in-person) Science Camp Cross-age tutoring Community speakers Assemblies (virtual and/or in-person) Online learning opportunities Arts programs such as Meet the Masters and Quaver Visual and Performing Arts Programs Collaboration and contracts with agencies such as Cal Arts, College of the Canyons, and the City of Santa Clarita to provide arts and other learning opportunities for students.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Availability of technology equipment such as chromebooks, headphones, and hotspots for students to check out in order to be able to access digitial resources at home. Action 5: Supplementary Instructional Materials and Supplies to Support Instruction Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Technology hardware (Chromebooks, hotspots, headphones) and software are provided to support student learning at school and at home. Funding will be allocated to supplemental materials and services that will assist students in their learning, including but not limited to, GATE, ELD, etc., and that will assist teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels, art supplies, whiteboards or smartpals, copier maintenance contracts, and other supplies. Action 6: Purchase necessary technology and equipment to support instruction such as, but not limited to, copiers,			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
computers, document cameras, LCD projectors, interactive flat panels, scanners, CD players, printers, speakers, LCD bulbs, toner, headphones, and peripherals to support instruction. This will also include costs associated with maintaining this equipment and duplication/lamination of instructional materials. Action 7: Support Personnel Program Specialists, Leadership Team, Gate Coordinator, Classroom Aides, and Paraprofessionals, Librarian, Campus Supervisors, and other school staff will work collaboratively to ensure books and supplies are available to students, particularly during virtual and limited onsite instruction.			
STRATEGY #2 INTERVENTION AND EXTENSION PROGRAM: Ensure that every student working below grade level standards, including English learners, students with disabilities and any other students not meeting standards, are provided with strategic and intensive intervention and summer school opportunities, including appropriate intervention materials and extended learning time. Action 1: Support Personnel		intervention teaching outside of school hours 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 15000	intervention teaching outside of school hours 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Program Specialists, 504 and SST Coordinators, Intervention TOSAs, Leadership Team, Social Workers/Counselors, Gate Coordinator, Classroom Aides, and Paraprofessionals will work collaboratively with teachers to create interventions, assess data, provide 3rd grade GATE testing, provide information, target and monitor students in need of support, and place and instruct students in programs and classes specific to the academic need of each one. Extra-duty Extra Pay hours and substitutes for release time shall be allotted as needed for support personnel. They shall produce intervention supports for the classroom and summer school, especially for those identified as At-Risk, Newcomers, and Long Term English Learners. Education assistants, as available, will be utilized to provide one-on-one or small group instruction. Certificated substitute teachers, as available, may be utilized to provide targeted intervention support during the school day. Library staff, as available, will be utilized to provide literacy support in the library. Certificated staff, Educational Assistants, and Paraeducators as needed, will be utilized to provide assessment, individual and small group instruction, and targeted			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervention before, during, and after school. Teaching and necessary support staff shall be hired and trained for summer school. Outside agencies may be contracted as needed to provide intervention and tutoring support. School Social Worker or Counselor shall support with reengagement meetings to keep students engaged in both online and in-person learning. Action 2: Small/Academically Homogeneous Grouping, Tutoring, and Summer School Grade level and grade band regrouping of students will be utilized to identify small or homogenous groups for specific instructional blocks (i.e. Math, ELA, ELD) as identified through analysis of multiple measures. Remediation and intervention materials such as, but not limited to, Orton-Gillingham materials, Heggerty, SIPPS, Sonday, Read Naturally, and Rewards. Summer School opportunities will be provided for students achieving below grade level.. Daily differentiated instruction will be provided for students with IEPs to meet their IEP goals. During any COVID-19 Health Crisis and related partial school campus closures, individual and small groups of students will be brought back on campus for assessment,			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction, and support as allowed per the Los Angeles County Health Department. School Social worker or counselor will work with students who need assistance engaging in online or in-person instruction and schoolwork through reengagement plans and small group and individual meetings. Administrator will contract with an outside company for tutoring hours. Action 3: Student Study Team (SST) The SST will meet regularly to review referrals for students that need additional social, emotional, and academic support to be successful in school. Teachers will be released to attend these meetings as necessary. Teachers will receive ongoing support in the use of the BeyondSST program and implementation of interventions. Action 4: Books and Supplies to Support Intervention Funding will be allocated to supplemental materials that will assist students in their learning and assist teachers in providing intervention and summer school. This may include, but not limited to, technology devices such as Chromebooks, CD player, intervention materials/programs, books, software or online programs, toner for the			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, and copier maintenance contracts.			
Strategy #3 PROFESSIONAL DEVELOPMENT AND COLLABORATION TIME: Provide professional development and regular opportunities for data-based collaboration for all teachers. Action 1: Release Days and Extra Duty Extra Pay Hours Teachers and supporting staff will receive release time during site-and district- scheduled professional development and collaboration/planning days and grade level and staff PD meetings. Articulation between grade levels will be incorporated during these meetings. Peer visits will be utilized when possible for continuous collaboration to improve instruction. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary. Release time may be provided by utilizing district subs or by such means as contracts with agencies including but not limited to Cal Arts, the YMCA, and Playworks to provide enrichment for students while allowing release for collaboration time for teachers during the school day.		Extra-Duty Extra Pay and sub time for collaboration and staff Development, and to assist in releasing teachers for collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000 Staff Development 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 11000 Books and supplies to support staff development 4000-4999: Books And Supplies Title I Part A: Allocation 500 Extra-Duty Extra Pay and sub time for collaboration and staff Development 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5000 Vendors such as Playworks, YMCA, and Cal Arts to provide Enrichment activities and release teachers for collaboration 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 45000 Subs and Extra Duty Extra Pay for collaboration time 1000-	Extra-Duty Extra Pay and sub time for collaboration and staff Development, and to assist in releasing teachers for collaboration 1000-1999: Certificated Personnel Salaries Local Categorical 1775 5700 Books and supplies to support staff development 4000-4999: Books And Supplies Title I Part A: Allocation 885 4000 Playworks & YMCA 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 19500 Subs and Extra Duty Extra Pay for collaboration time 1000-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Action 2: Collaboration for Student Needs Teachers and supporting staff will collaborate to ensure that all learner needs are met (such as English Learners, and Students with Disabilities). All K-6 teachers will align their instruction to the California Standards, developing standards-aligned lessons, activities, and assessments. Teachers will work together to analyze assessment results and adjust Special education staff will collaborate with the general education staff to plan and develop techniques/strategies that best meet the needs of students. Teachers will meet with parents and other staff for SST, IEP, 504, and intervention meetings to determine intervention and supports for students. Staff serving on planning committees (such as School Site Council, English Learner Advisory Committee, Title I, Positive Behavior Intervention and Supports, Emergency, etc.) will collaborate to conduct needs assessments, analyze data and revise plans as needed. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary. Action 3: Training and Professional Development All staff members (certificated, classified and administrative) will be provided with professional		1999: Certificated Personnel Salaries Title I Part A: Allocation 4500	1999: Certificated Personnel Salaries Title I Part A: Allocation 7800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
development opportunities and training on the California State Standards and Frameworks, Implementation of Professional Learning Communities and Multi-Tiered Systems of Support, best practices in instruction, intervention strategies, data analysis, assessments, student behavior management, student social-emotional support strategies, digital literacy, and technology and arts integration. Ongoing professional development opportunities will be provided by district Teachers on Special Assignment and the administration. Staff will be offered opportunities to attend conferences and workshops offered by the district, county, and other educational organizations and professional development providers. Rio Vista will focus on training staff in Orton-Gillingham techniques for reading and vocabulary, Heggerty, YouCubed Math, number talks, and ELD-math integration. All teachers will have the opportunity to attend training related to the Common Core State Standards and Smarter Balanced Assessments. Teachers and other staff will be provided extra duty pay hours and substitutes for release time as necessary. Action 4: Books and Supplies to Support Professional Development			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Funding will be allocated to supplemental materials that will assist teachers in the implementation of new strategies, data analysis and collaboration. This may include professional development books and resources, toner for printing data reports, duplication of materials, printer paper, and copier maintenance contracts.			

Analysis

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

Teaching staff collaborated through the PLC process throughout the year. Release time for collaboration was provided at least weekly through substitute teachers and the YMCA play and Out of the Box Art programs, which also provided for physical education and arts instruction.Teachers also were paid extra duty for collaboration and planning outside of their contract day. Classroom teachers, Teacher on Special Assignment, special education teachers, and paraeducators received and utilized staff development in science of reading instruction, especially in Orton-Gillingham and Heggerty techniques and morphology to develop vocabulary. For mathematics instruction, staff development focused on number talks, English language development integration, and use of manipulatives, which was then put to use in the classroom. Students were afforded digital learning opportunities at school and at home, extended through use of our check-out library of chromebooks.

Paraeducators worked with all classrooms to provide support with intervention around essential standards and extension for students who needed it. They worked with both large and small groups of students, often while teachers provided intensive intervetion, and sometimes providing intervention support themselves.

Staff monitored student learning through teacher-created assessments, the Basic Phonics Skills Test, iReady diagnostics, IABs, CAASPP, and ELPAC. Teachers and staff worked together to analyze data and provide small group intervention and extension for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A key part of our work in increasing reading proficiency was to decrease the number of students who are two or more grade levels behind in the areas of phonics and phonemic awareness. iReady end of year results show that 9% of our students are currently two or more years behind in phonics, and 2% in phonological awareness. This is down from 22% and 6% respectively at the beginning of the school year. We were able to achieve this goal through school-wide use of Orton-Gillingham techniques and Heggerty instruction, and through carefully analyzing data and monitoring students response to tiered interventions in grade-level teams and in Tier II and III data meetings, where we determined next steps.

The utilization of YMCA for physical education and Out of the Box Art for arts instruction served more than one purpose. Teachers were able to use the release time to collaborate with their grade level teams, writing common formative assessments, anyalizing data, and planning tier one instruction and tier two intervention for essential standards. This Professional Learning Community work with its multi-tiered system of supports takes a few years to show results, but analyzation of cohort achievement over time shows that we are making progress. The sixth grade team has implemented the work well. The year end 2023 iReady reading diagnostic shows 59% of 6th graders at or above grade level. At the end of last year in 5th grade, only 43% of the same group of students was at or above grade level. In third grade, 70% of this year's students are ending at or above grade level in reading. Last year, 58% of those same students

were at or above grade level.The 6th grade cohort has gained 6 percentage points in math proficiency over last year, and the 3rd grade has gained 11 percentage points. YMCA and Out of the Box Art also provided physical education and arts enrichment for our students, engaging them in school and learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent significantly more funds on classroom aides and other classified staff due to a district-wide retroactive raise that was given to classified employees. We added an aide to help support our transitional kindergarten class partway through the year, as our youngest students required more support to meet standards. No funding was spent on field trips and assemblies, as these items were funded by our PTA and the district this year. The YMCA contract cost significantly less than projected, so contracted services came in under budget. Finally, we did not spend funding for teachers to provide instruction outside of school hours, as we could not find staffing for this strategy.

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

We are streamlining this goal to focus on becoming a professional learning community, multi-tiered interventions and supports, and staff development for best practices.We will continue to provide release time for teachers by contracting with enrichment providers for students, and to provide support for learning with paraeducators. This can be found in Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Rio Vista will increase meaningful communication with parents and all stakeholders, parent input in decision-making, participation from parents of students in the English Language Development Program, Special Education, and other under-represented groups, and engagement of parents and guardians as partners in student learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
All teachers communicate weekly to parents via ParentSquare	2022-23, 100% of teachers utilizing ParentSquare for parent communication, including one weekly post with classroom news or information.	100% of teachers are utilizing ParentSquare for parent communication. 90% post news and information weekly.
Annual LCAP Survey Response Rate	2022-23: 50% or more of families respond to LCAP Survey.	31% of families respond to LCAP Survey.
Attendance at Parent Education and Information Meetings	2022-23: Increase attendance at Parent Education Events and Meetings to 30-50.	Attendance at Parent Education Events and Meetings varied greatly, with an average at Coffee with the Principal and ELAC of ten parents, and events such General PTA meetings drawing 70 parents, and PajamaRama and Open House drawing at least 300.
Annual LCAP Survey	2022-23: 92% of parents who responded to our LCAP survey indicate agreement that the school promotes parent participation in decision making that affects school.	80% of parents who responded to our LCAP survey indicate agreement that the school promotes parent participation in decision making that affects school.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PARENT COMMUNICATION: Parents will receive newsletters and important information weekly. Administrator, teachers, staff, and parents will utilize ParentSquare and or other district-approved communication methods to send weekly newsletters, for conference signups, forms and permissions,		Extra hourly for classified staff to communicate with parents regarding school instruction and activities, in both English and Spanish 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5500	Extra hourly for classified staff to communicate with parents regarding school instruction and activities, in both English and Spanish 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000
		Supplies for parent communication 4000-4999: Books And Supplies LCFF - Supplemental 2000	Supplies for parent communication 4000-4999: Books And Supplies LCFF - Supplemental 5400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and direct messages. Paper copies will be used as necessary. School staff will use social media and programs such as Canva to create and disseminate school information and allow parents and the community to see what is happening at school. The Saugus Union School District, School, and/or Rio Vista Site Council will survey families for input and satisfaction with the school and school programs. Provide incentives for survey return (free dress day, extra recess, etc...) School will provide translation for home-school communication. Administrator will provide interpretation and/or translation at meetings as needed for parents. (Conferences, SSTs, 504s, IEPs,Title I, ELAC, SART/DART/SARB attendance meetings, Site Council, GATE, family academies, parent workshops/classes, etc.) Administrator and leadership team with the input of PTA will create a calendar of events including PTA events for parents and staff. Computers will be available on the school campus (office and/or library)and for checkout to help parents complete online registration, complete other forms, get			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
information, and participate in online Parent Meetings. Office staff and other classified employees will call parents to remind them to respond to ParentSquare Surveys and provide assistance in using the ParentSquare app. District Tech TOSAs and Rio Vista Staff will conduct workshops and one-to-one assistance to assist parents in learning to use ParentSquare and other district electronic communications. Funding will be provided to cover the cost of materials, and supplies. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts.			
PARENT MEETINGS AND EDUCATIONAL ACTIVITIES: Rio Vista will hold regular meetings for parents to inform them of all site initiatives and programs and to educate them on all site policies and LEA legal requirements. The site will offer parents opportunities to increase their awareness of educational policies and practices that support student achievement and those practices that empower them as parents and enrich their		Organizations to provide parent engagement activities and supplies 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 14000	9500
		Supplies for parent engagement courses 4000-4999: Books And Supplies Title I Part A: Parent Involvement 500	780
		Extra Duty Hourly and Sub Time for Release for planning and delivery	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
social/emotional well-being. Utlize ParentSquare messaging and alerts (text and phone call) to remind parents the day before events are scheduled. Administrator will provide interpretation and/or translation at meetings as needed for parents. (Title I, ELAC, conferences, SART, Site Council, GATE, family academies, parent workshops/classes) Administrator and teachers will schedule outreach events for all stakeholders (VIP/Grandparent Day, Career Day, Eco Day, Literacy Events, etc...) Schedule and conduct parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..) Include Parent Representation on School Site PBIS Team and other committees such as attendance committee. Establish Parent Involvement Groups such as Watch D.O.G.S. (Dads of Good Students). Solicit input regarding the School Plan for Student Achievement (SPSA) and school programs at parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc.) through needs assessment, revising		of Parent Involovement Activities 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 500	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
current SPSA and discussions of data. Provide parent education classes on on varying topics including: standards, curriculum, assessments, English Language Development, technology use, the school system, school attendance, how to help their students succeed in school, attendance, and healthy habits. When possible, parents will be invited to participate in trainings or to attend conferences on topics that include but are not limited to: parenting, helping students in academics and health, nutrition, safety. Contract with California Association for Bilingual Education (CABE) for Level 2 of Project 2 Inspire. During school closure due to the COVID-19 Pandemic, and while parents may not gather on campus, provide family engagement activities that allow engagement not only via videoconference, but through hands-on activties away from the computer screen. Provide time and space to access instructional resources for parent/families (open library times and family library hour). Partner with PTA for community events. Provide childcare for parent meetings (as necessary)			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Extra Duty Extra Pay for staff preparing and presenting Parent Education Nights Funding will be provided to cover the cost of books, materials, and supplies. Materials and supplies may include toner for the reproduction of resources, duplication of materials, printer paper, edibles, and copier maintenance contracts. Provide food for parents at school-based events.			

Analysis

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

We were able to implement strategies as planned to work toward the goal. ParentSquare was used by all staff, not just classroom teachers, to communicate with and inform parents. We were able to add parent members to our Positive Behavior Interventions and Supports (PBIS) teams. Coffees with the Principal were held monthly in both in-person and online formats, along with PTA, ELAC, and Site Council Meetings. Due to lack of availability of staff to run the program, we were regrettably unable to institute a Watch D.O.G.S. or similar program this year. However, we held several successful events, such as our Pajama Rama literacy event, which was attended by hundreds of people, and smaller events such as Coffee with the Principal, which allowed for dialogue with and input from the parent community. We offered the second Project 2 Inspire course from the California Association for Bilingual Education, which further empowered our Spanish-speaking parents to become more involved in their children's education and to become leaders in our school community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While we didn't meet the percentages stated in our outcomes, we were successful in bringing parents back onto campus and involving them in our programs and student learning after the pandemic. We have a full PTA eBoard, and we had more than the needed parent volunteers to participate in our PBIS committee and the district arts plan committee.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent less on contracted services, as we expected to offer two sessions of Project 2 Inspire, and we only offered one.

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

We will measure our expected outcomes differently to focus on parent involvement in making decisions that affect school programs. These changes can be found in the outcomes section for goal 2.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Increase student engagement and attendance, connectedness to school and community, and physical and emotional wellness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student LCAP Survey (completed by 3-6 graders)	Increase students who look to coming to school to no less than 85%.	57% of students say they agree or strongly agree that they look forward to coming to school each day. 27% neither agree nor disagree.
Student LCAP Survey (completed by 3-6 graders)	Increase percentage of students who agree that school is a happy place to no less than 85%.	53% of students say they agree or strongly agree that ttheir school is a happy place. 29% neither agree nor disagree.
Chronic Absenteeism Data (CA School Dashboard)	Decrease the chronic absenteeism rate to 7%.	As of May 31, 2023, the chronic absentee rate is approximately 10%.
Suspension data	Maintain a 0% suspension rate.	Maintained a 0% suspension rate.
	.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Institute a House System to Promote Student Engagement and Increase Attendance. Provide Student activities and Lessons that promote social-emotional learning, school connectedness, wellness, and safety. Rio Vista will conduct staff and student surveys each year regarding safety, connectedness, and PBIS (Positive Behavior Interventions and Supports) implementation at school. All staff and students will demonstrate an understanding of the PBIS		Books and Supplies 4000-4999: Books And Supplies LCFF - Supplemental 4000	Books and Supplies 4000-4999: Books And Supplies LCFF - Supplemental 4000
		Staff Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 3000	Staff Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2750
		Extra duty extra pay and sub release for planning and implementation of activities 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Extra duty extra pay and sub release for planning and implementation of activities 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
expectations at our site. All staff will support the expectations in their classrooms and around the campus. Teachers K-6 will complete Social Emotional Learning lessons using Sanford Harmony SEL curriculum. Teachers will teach and reteach PBIS behavior expectations throughout the school year. Staff will model kindess, respect, and caring. Staff will maintain a culturally responsive school environment. Conduct home visits when necessary to determine student needs. Conduct regular Spirit Assemblies or virtual announcements that promote character building, PBIS, anti-bullying messages, and equity and inclusiveness. Provide staff training as needed in the areas of social emotional learning, PBIS, restorative practices, equity, and student leadership. Provide tiered system of supports for student behavior and social-emotional learning, including check-in/check-out, behavior SSTs, behavior support plans, behavior support teams. Provide counseling services to support school			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
engagement, student safety, and student achievement. In addition to individual student support, provide counselor-led groups for social skills, counseling, and social-emotional learning. Monthly safety drills practiced: fire, disaster, lockdown, to reinforce student understanding of what to do and how to be safe at school. The student-led Peace Patrol will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials. Provide professional development for school staff in PBIS, restorative practices, SEL, and methods to increase student engagement and attendance. Provide substitutes for release time and extra duty pay for teachers for planning time, professional development opportunities, SST and IEP meetings and collaboration, PBIS Site Coach, PBIS Site Teams, behavior support meetings and planning, and working with student leadership/engagement teams. Participate in events such as Red Ribbon Week and Great Kindness Challenge Activities.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Interactive Activities such as Spirit Days/Weeks and Career Day. Provide Equity-Building information and activities for SUSD Board recognized events such as Hispanic American Heritage Month, Black History Month, and Women in History Month. Provide leadership and community engagement activities for students such as student council and Red Nose Day. Motivational Field Trips and Assemblies will be scheduled as possible. Digital Citizenship lessons will be taught by teachers. Student recognitions will be conducted. Funding will be allocated to provide additional student supervision, as needed, to ensure a safe and healthy learning environment. Supplies to Enhance Safety: Funding will be allocated to resources and materials for students and student supervision during unstructured times (arrival, dismissal, lunch, recess, etc.) and emergencies. This may include, but not limited to, walkie-talkies, batteries, megaphone/mike system, identification tags, car tags, vests, staff shirts, stickers, tents, playground equipment, emergency			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
supplies (buckets, first aid kits, helmets, flashlights, signage, fanny packs/backpacks, etc.), consultant services, speaker system, and transportation service. & posters. Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include posters, banners, signage, toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels. Funding will be alocated for supplementary materials for implementation of school climate initiatives (ie. House System and PBIS) such as incentives and items for House system activities.			
Increase Attendance and Engagement Institute an Attendance Committee to review attendance data, set goals, and implement incentives for students. Schedule attendance incentive activies and		Books and supplies for activities to increase attendance 4000-4999: Books And Supplies Title I Part A: Allocation 500	Books and supplies for activities to increase attendance 4000-4999: Books And Supplies Title I Part A: Allocation 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
rewards for students throughout the year. Utilize the House System for competition for attendance rewards. At the beginning of the school year, meet with families with a history of chronic absenteeism to set goals and create attendance contracts. Throughout the school year, communicate to students and parents the District's and Rio Vista's attendance policies. Educate parents about the risk factors for youth absenteeism and truancy. Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns. Conduct SART and DART meetings with parents and refer for SARB as necessary. Conduct home visits when necessary to determine student needs. School staff will follow up via phone calls and/or videoconference with families regarding attendance and engagement when a student has an unexcused absence or is showing a pattern of lack of attendance or engagement.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Rio Vista will put in place a multi-tiered system of supports for student attendance and engagement. School Counselor/Social Worker will work with students and families as necessary to reengage in attendance and learning. Parent-Student-Teacher contracts will be completed to assist in goal-setting in the areas of attendance and engagement. Funding will be allocated for supplementary instructional materials, including but not limited to, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.			
INCREASE PHYSICAL FITNESS AND HEALTH OF OUR STUDENTS All K-6 teachers will provide 200 minutes of PE every 10 school days for all students.		Books & Supplies 4000-4999: Books And Supplies LCFF - Supplemental 500 extra hourly and sub time for planning and implementing activities 1000-1999: Certificated Personnel Salaries	books & Supplies 4000-4999: Books And Supplies LCFF - Supplemental 500 extra hourly and sub time for planning and implementing activities (field day) 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Contract with outside agencies such as YMCA and Playworks to work with students and staff to implement physical fitness activities and structured play. PE representative/TOSA and teachers will inventory PE equipment at the beginning of each year. TOSA will work with teachers to implement standards-aligned PE instruction. Purchase materials for use in PE instruction. Provide differentiated instruction for students with IEPs to meet their IEP goals. Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students. District and administrator will provide opportunities for professional development as needed for teachers K-6. Site will provide training for Campus Supervisors to promote healthy physical activity during recess. Contract with organizations to provide additional instruction and/or intramural programs in physical education activities.		LCFF - Supplemental 250	Salaries LCFF - Supplemental 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase materials/computer programs/software to assist in providing PE instruction for indoors and at home. Provide fitness/health-aligned assemblies/programming. Implement incentive program to promote physical fitness. Provide health science and nutrition instruction for our students. Funding will be allocated for supplementary instructional materials, including but not limited to,P.E. equipment, devices such as timers, workbooks, practice books, reading materials, periodicals, online programs and software, etc. Funding will be allocated to supplemental materials and services that will assist students in their learning and teachers in their instruction. This may include toner for the reproduction of teacher-selected texts, duplication of materials, printer paper, writing paper, writing tools, easels.			

Analysis

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

All strategies were implemented as outlined above.The House system was very effective in engaging students, but it took more staff time and planning to get started than we inspected, so activities and points competitions weren't fully in place until after spring break. Teachers committed to teaching 20 minutes of Social Emotional Learning Lessons each day, and our site deepened implementation of Positive Behavior Systems and Supports schoolwide. YMCA offered

weekly physical education enrichment for our students. All school staff participated in increasing attendance and decreasing our chronic absentee rate, particularly office staff, principal, social worker, and parent liaisons.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This was a difficult year for student engagement throughout our district. In December, our chronic absentee rate was 27%. Through the strategies in this plan, we were able to reduce that rate to under 10% by April. Our students are struggling with being back in school. Students and parents state that programs such as YMCA Play are a big part of what makes them want to come to school. However, it's clear from the LCAP survey data that we need to do more to engage our students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Next year, due to student, parent, and staff feedback, we will focus on decreasing bullying and name-calling and opportunities for students to engage in student-driven activities and clubs. These changes can be found in the activities and outcomes for goal #3.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase English language proficiency by one ELPAC level for ELL students K-6. Reclassify 15% of our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California State Dashboard	2022-23, 75% of students move up an ELPAC level.	data is pending
English Learner Reclassifications	2022-23, 15% of English Learners Redesignated as Fluent English Proficient.	data is pending

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
INCREASE ENGLISH LEARNER PROFICIENCY: Strategy: Increase English Learner Proficiency through Designated and Integrated English Language Development: Analyze ELPAC data to determine which students are not growing and/or are in danger of becoming Long Term English Learners (LTELs), and provide those students additional supports. Implement formal Goal-Setting with students, followed by conferences with parents so students understand what they need to do to increase English Language Proficiency, and parents know what they can do to help.		4000-4999: Books And Supplies Title I Part A: Allocation 500	0
		Extra Duty Extra Pay hours for ELD related tasks 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000	1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement Designated ELD using Systematic ELD, Wonders, or Studysync program for at least 30 minutes per day. Implement integrated ELD throughout the school day, working with Math TOSAs to focus on math/ELD. Collaborate with grade level and cross grade level colleagues to plan ELD lessons and analyze assessments. Schedule instructional assistants and Intervention TOSA support to assist with English Language Development, focusing on Newcomers and Long Term English Learners Schedule substitute/release time and/or provide extra duty pay and hours for teachers to administer ELPAC testing Provide ELD students the opportunity to attend summer school as available. Provide substitute/release time and/or extra hours to plan designated and integrated ELD lessons and other EL student supports. Work with consultant(s) ELD Coaches(s) and TOSA and align staff development to support implementation of designated and integrated ELD.			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Staff Development, release time, and substitutes and necessary to increase administrator, teacher, and instructional assistant proficiency in providing ELD lessons and implementing ELD Standards. Supplies and Materials: Purchase materials to support English Language Development. Purchase software and programs (such as Rosetta Stone) to support English Language Development.			

Analysis

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

Rio Vista staff worked with students and parents at the beginning of the year to make the requirements necessary for English Learner growth and reclassification clear to all English Learners and their parents. Students engaged in goal-setting with their teachers, and goals were shared and revisited with caregivers. Teachers worked together to plan and implement designated and integrated English Language Development (ELD) lessons using the Wonders curriculum. ParaEducators supported in the classroom, working with classes while classroom teachers focused on ELD instruction. We did not need to purchase software and supplies, as these were provided by the district.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Preliminary data shows that these strategies were effective. 4th-6th grade students showed growth on ELPAC assessments, with some students growing from a level 2 to a 4 in just one year. Data shows that our 3rd graders are not progressing in ELPAC levels as students are in other grades, and we need to determine the reason for this and mitigate. Teachers did not work with the math TOSAs with the same intensity around ELD integration with math as they did in the previous school year, and our math results and academic vocabulary are not as good as we'd like.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

District provided all necessary books and supplies, so site-provided funds were not needed.

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

We will continue along the same path, intensifying our efforts.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

By June 2023, we will increase cultural awareness and feelings of inclusion of staff, students, and parents by 10% as measured by end-of-year survey data

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIstrict LCAP Survey	On the 2022-23 LCAP survey, 75% of students agree that they see their family's culture represented in the school and the things they learn.	On the 2022-23 LCAP survey, 64% of students agree that they see their family's culture represented in the school and the things they learn.
DIstrict LCAP Survey	On the 2022-23 LCAP survey, 81% of parents agree that their child sees their family's culture represented in the school and academic content taught.	On the 2022-23 LCAP survey, 75% of parents agree that their child sees their family's culture represented in the school and academic content taught.
DIstrict LCAP Survey	On the 2022-23 LCAP survey, 72% of staff members agree that students sees their families' culture represented in the school and academic content taught.	On the 2022-23 LCAP survey, 83% of staff members agree that students sees their families' culture represented in the school and academic content taught.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategy: Increase awareness and knowledge of our diverse cultures through regular school activities and lessons throughout the school year. Provide information and activities for students, parents, and staff for SUSD Board recognitions such as Hispanic American Heritage Month, Black History Month, and Women in History Month, and integrate these recognitions into classroom lessons and activities.		Books and supplies for cultural activities 4000-4999: Books And Supplies LCFF - Supplemental 500	Books and supplies for cultural activities 4000-4999: Books And Supplies LCFF - Supplemental 500
		Extra Duty and Sub Release for Planning Cultural Activities 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Extra Duty and Sub Release for Planning Cultural Activities 2000-2999: Classified Personnel Salaries LCFF - Supplemental 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Include music from diverse cultures when playing music on the playground and for activities. Ensure school and classroom libraries include books that represent a diversity of cultures, and that those books are prominently displayed and used in classrooms. When planning field trips, assemblies, and extra-curricular activities, ensure that cultural learning and activities are prominently included. Survey parents, students, and staff to determine how they do or do not see their own culture represented at school Involve students, parents, and staff in planning of cultural activities. Schedule substitute/release time and/or provide extra duty pay and hours for staff to plan and implement cultural activities and lessons. Provide Staff Development, release time, and substitutes and necessary to increase staff proficiency in cultural competence, equity, and diversity. Supplies and Materials:			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase materials to support cultural inclusion.			
Increase Parent and Family Engagement in the Cultural Life and Representation of Rio Vista by including parents in the planning of events such as an International Festival and Dia del Nino. Involve the English Learner Advisory Council and other parent groups in the planning of cultural events and activities. Conduct Parent Engagement Activities such as Latino Family Literacy Project. Schedule substitute/release time and/or provide extra duty pay and hours for staff to plan and implement family engagement activities and lessons. Supplies and Materials: Purchase materials to support parent engagement activities, including food for parents for school-based events.			

Analysis

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

Throughout this school year, we have implemented strategies as planned. Cultural activities have been incorporated in morning announcements, in assemblies and field trips, and in classroom studies throughout the year. Each month, the library features books around different cultural celebrations. Music that reflects culture is played on the playground and during lunch. Perhaps most importantly, teachers plan lessons to reflect culture in the classroom. Staff and parents have also worked together to decorate the campus to reflect cultural observances.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While we did not reach the goal of percentage of students and parents that agreed or strongly disagreed that they saw their culture reflected at school, we exceeded the goal for staff. We also had the highest percentage of students and caregivers that answered that they saw their culture reflected at school in the district.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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

We will be reflecting cultural observances more strongly in assemblies and other student engagement opportunities throughout the year. These strategies can be found as part of Goal 1 for student achievement and Goal 3 for student engagement as well as here in Goal 5.

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SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 9

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 10

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 11

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 12

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	182,323.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	182,323.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	32,323.00	0.00
Title I Part A: Allocation	141,000.00	0.00
Title I Part A: Parent Involvement	9,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	32,323.00
Title I Part A: Allocation	141,000.00
Title I Part A: Parent Involvement	9,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,293.00
2000-2999: Classified Personnel Salaries	75,530.00
4000-4999: Books And Supplies	19,500.00
5000-5999: Services And Other Operating Expenditures	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	48,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,323.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	19,970.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	70,530.00
4000-4999: Books And Supplies	Title I Part A: Allocation	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	39,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	9,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cheryl Cameron	Principal
Karla Delgadillo	Other School Staff
Mary Beth Lewison	Classroom Teacher
Judy Hutt	Classroom Teacher
Krista Maynard	Classroom Teacher
Mullaney Phelps	Parent or Community Member
Levi Thompson	Parent or Community Member
Mori Saifi	Parent or Community Member
Claudia Chairez	Parent or Community Member
Ernesto Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 6, 2022.

Attested:

Principal, Cheryl Cameron on June 6, 2023

SSC Chairperson, Mullaney Phelps on June 6, 2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: **Rio Vista Elementary** **SCHOOL YEAR: 2023**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from state testing, iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

- *i*Ready Assessment Diagnostic Data (beginning of the year, middle of the year, end of year)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
- English Learner (EL) information from ELLevation
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)

- Interim Assessment Block (IAB) Data
- Next Gen Assessments
- Common Formative Assessments
- Attendance Data
- English Language Proficiency Assessment of California (ELPAC) Data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Schoolwide:

- *High chronic absentee rate in 21-22 at 15.3%, as of 5/29/23, rate for 22-23 school year is 10.5%*
- *Math scores increased from last CAASPP testing from 25.2 to 11.4 points below standard. Percentage of students meeting or exceeding standards improved from 36.95% to 44.86%.*
- *English Language Arts (ELA) CAASPP scores declined from 5.2 above standard to 0.7 below. Percentage of students meeting or exceeding standards declined from 51.90% to 50.19%*
- *Percentage of fifth grade students meeting or exceeding standards on the California Science Test (CAST) increased from 21.15% in spring of 2019 to 33.85% in 2022.*
- *LCAP Connectedness Survey:*
    - *Highs: 90.05% of students, 95.65% of staff, and 78.84% of parents agree that Rio Vista has systemic interventions; 93.92% of students, 86.95% of staff, and 81.48% of parents agree that students understand Positive Behavior Intervention and Supports (PBIS) Expectations; 87.84% of students, 95.66% of staff, and 88.56% of parents agree that our school is welcoming to all people.*
    - *Lows: 61.33% of students, 73.92% of staff, and 71.71% of parents agree that school is a safe place where bullying is not allowed; 61.32% of students, 82.6% of staff, and 75.56% of parents agree that adults intervene when they see bullying; 52.33% of students, 71.11% of staff, and 85.08% of parents agree that our school is a happy, kind, inclusive place; 52.48% of students, 69.56% of staff,*

and 71.64% of parents agree that consequences are equal; 64.08% of students, 82.61% of staff, and 74.63% of parents agree that they see their (or their students') family's culture represented; and 56.66 of students, 71.12% of teachers, and 82.83% of parents agree they or their children look forward to coming to school each day.

Student Groups:

- *22-23 chronic absentee rate as of 4/11/23 shows the primary group of chronic absentees is transitional kindergarten and kindergarten students, comprising 37% of currently enrolled chronic absentees. Socioeconomically disadvantaged students and students with disabilities have higher absentee rates.*
- *Student groups with low performance on 2022 math dashboard were English Learners and Students with Disabilities. English learners gained 15.5 points over the 2019 assessment, and Hispanic students gained 12.3 points. Students with disabilities were not included on the 2019 dashboard, but in 2022 they were far below every other subgroup at 67.6 points below standard. On the 2022 CAASPP, 16.44% of English learners (ELs) and 13.89% of students with disabilities met or exceeded standards. On the most recent iReady diagnostic (January 2023), 11% of our ELs and 23% of students with disabilities were on grade level.*
- *Student groups with low performance on ELA dashboard were: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. English learners declined 7.2 points from 2019, Hispanic students declined 7.6 points, Socioeconomically disadvantaged declined 3.3 points. Students with disabilities were not included on the 2019 dashboard, but in 2022 they were far below every other subgroup at 63.6 points below standard. On the 2022 CAASPP, 20.5% of English learners (ELs), 45.36% of Hispanics, 46.85% of Socioeconomically Disadvantaged, and 22.22% of students with disabilities met or exceeded standards. Our most recent iReady benchmark (January 2023) shows 13% of ELs, 30% of Hispanics, and 30% of students with disabilities are at or above grade level. We do not have disaggregated iReady data for socioeconomically disadvantaged students.*
- *Our English Learner (EL) progress (California State Dashboard) was high, with 61.5% of our ELs progressing one English Language Proficiency Assessments for California (ELPAC) level or maintaining a 4, the highest attainable score.*
- *Only 10% of English Learners scored proficient on the CAST. There was also a significant gender gap in our science results, with 27.02% of boys scoring proficient or advanced, and 42.85% of girls. 27.73% of Hispanic students scored proficient or advanced, and 42.86% of white students.*

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Strengths

- *Schoolwide, we made "medium" progress in ELA between the last two CAASPP tests, declining 1.71% in proficiency.*

- *Schoolwide, we made growth in math between the last two CAASPP tests, gaining 7.92% in proficiency. All significant subgroups made gains.*
- *We showed high English Learner progress on the ELPAC.*
- *Our 5th graders made growth on the CAST between the last two assessments, gaining 12.7% in proficiency.*

Challenges/Concerns

- *Schoolwide, less than 50% of our students were proficient in math, only 50% in ELA, and only 33.85% in science.*
- *Our English Learner progress shows significant achievement gaps in ELA, math, and science.*
- *Our Special Education students show very significant achievement gaps in ELA and math.*
- *Our chronic absentee rate is high, with our Universal Transitional Kindergarten and Kindergarten students representing 37% of our currently enrolled chronic absentees.*

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

***-English Learners** need to improve academic performance in English Language Arts and Math, and we need to improve ELPAC progress and reclassification rates*
***-Students with Disabilities** need to improve academic performance in English Language Arts and Math, and also improve attendance*
*-**Socio-Economically Disadvantaged** - need to improve English Language Arts and attendance*
***-Academic achievement,** particularly in math and science, needs improvement across all subgroups.*
*-**Feelings of safety, happiness at school, and attendance** need to improve for students across all subgroups*

ROOT CAUSE ANALYSIS

*-**EL Students** - Need to improve academic achievement and English Language Acquisition for LTELS (5th & 6th grade students).*
***Root Causes** - Our EL designated and integrated tools and instruction needs to be more systemic, robust, and targeted. Our staff need more training and support in our EL program, supplemental supports, and strategies for this population of students. Students need to receive more instruction on what they will encounter on the ELPAC. We need to ensure parents and students are well versed on what is needed to achieve redesignation. Students need more vocabulary instruction and significantly more student talk during classroom instruction.*

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

-***Students with Disabilities*** *- Need to improve academic performance in Reading and Math and attendance.*
****Root Causes*** *- We have to address the mindset of staff on expectations for this population of students. WE have to believe ALL students can reach grade level expectations. We need to ensure that our special education staff are collaborating and a part of the PLC process with gen ed staff/teachers to ensure they working as a team to ensure students with disabilities are meeting grade level standards.*

-***Socio-Economically Disadvantaged*** *- need to improve English Language Arts and attendance*
****Root Causes*** *- We must ensure that our socio-economically disadvantaged students are connected to school socially and academically. We must ensure that these students receive needed SEL and academic supports and connection to school staff and activities.*

-Academic achievement *- Needs to improve for all students*
****Root Causes*** *- We need to ensure we are addressing the math practices that expand and extend learning and acquisition of math skills. Reliance solely on our math curriculum without adding supplemental support has not been enough to help students meet or exceed grade level achievement. We have identified the need for intensive phonics and vocabulary instruction in order to improve reading achievement, and the need for intensive, school-wide collaboration around writing standards. We need to improve our grade level collaboration and PLC work to help drive our academic interventions and instruction.*

-***Feelings of safety, happiness at school, and attendance*** *-need to improve for students across all subgroups*
****Root Causes*** *- Underdeveloped social skills, communication skills, and conflict resolution skills. Increase in mental health issues like high anxiety, sadness and depression. Need for increased student engagement activities such as leadership, assemblies, clubs, and attendance incentives. Parent education regarding attendance and intensive follow-up with students at risk for chronic absenteeism is necessary.*

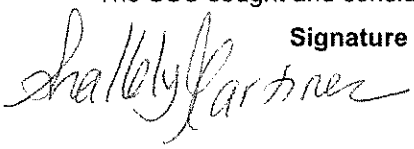
Recommendations and Assurances

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

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

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

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

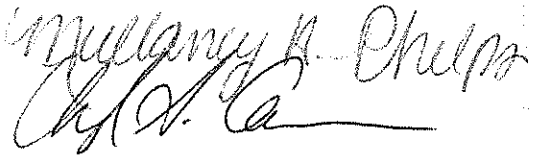
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 6, 2022.

Attested:



Principal, Cheryl Cameron on June 6, 2023

SSC Chairperson, Mullaney Phelps on June 6, 2023