

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Seco Elementary.	37 68361 6085153	December 18, 2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Rio Seco School reviews the following surveys both formally and informally to gauge student, parent and teacher input: Panorama Survey (students); Rio Reader input requests (parents); LCAP Interviews (students); staff/teacher input (staff); 1-1 interviews (teachers); Speak-Up Survey (district wide communications survey for parents); EL Program Survey (parents); Data (SBAC, BAS, Local Data, iReady, Lexia). Based on these surveys, the following trends were identified: Student achievement, social-emotional focus areas, academic focus areas, attendance data for identified subgroups.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal and formal classroom observations from administration happen throughout the year, as well as regularly scheduled formal observations. We look closely at the WHAT (learning target), WHY (purpose) and HOW (success criteria) of our lessons. Timely feedback is consistently provided from classroom observations. Deeper learning activities truly depend on the lesson we are observing but all lessons are consistently developmentally appropriate and standards based. Administration and staff review data on walkthroughs multiple times each year to determine next steps in professional development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The following state and local assessments are used at Rio Seco School to guide instruction and improve academic achievement: ELPAC, ARI, BAS, ESGI, Lexia, Amplify, Wonders, CPM, iReady, iRead, Read 180, System 44, CAASPP State Tests, CAASPP ICA, CAASPP IAB trimester tests (math and ELA); Text book adoption tests; District Performance Tasks (includes writing).

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers and administrators examine the results of these assessments to make note of any areas where groups and/or individual children need additional instruction and/or small group instruction to meet proficiency benchmarks. Teachers meet to review grade level data and develop interventions to move students toward grade level proficiency: Impact team analysis of student work(writing). Wonders, Expressions, BAS data tracking in grades K-3, Rtl data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff at Rio Seco School have been met.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers at Rio Seco School meet state requirements. The Santee School District has extensive training on all adopted instructional materials and follow-up training.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All district and site professional development is aligned to content standards and based on needs of students and staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Santee School District has five Curriculum Resource Teachers who support teachers through planning, professional development sessions, and modeled lessons. Santee School District also provides ongoing professional development for teachers, instructional assistants and administrators.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided with time for collaboration as part of site professional development.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curricular materials are State Board Adopted, and meet the content and performance standards required under ESEA.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the recommended instructional minutes for both language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

School specific interventions served by 2 Intervention Resource Specialists, IRT aide, Bilingual Assistants, Instructional Aides, and after school tutoring by teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All curricular materials are State Board Adopted and are appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curricular materials are State Board Adopted, including intervention materials. Some of the intervention materials used are: Orton-Gillingham Reading Program, SIPPS, Read Naturally, BAS kits, RAZ Kids, iRead, iReady, Lexia, Dream Box, Starfall and Sunshine leveled books.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Rio Seco School offers intervention services such as School-based Counseling, Intervention Resource Specialists and aide, Bilingual Aide, Rtl meetings(SST) and Rtl monitoring for grades K-8.

Evidence-based educational practices to raise student achievement

Rio Seco School aligns instruction with Hattie's rates of effectiveness regarding Learning Targets, Purpose of instruction, and Success Criteria. Immediate, specific feedback is provided to students. Teachers regularly utilize research-based practices of Teaching and Learning, cognitively rigorous lessons, Individual academic goal setting, collaborative planning and goal setting in grade level teams, constant analysis of assessment data for next step instruction, Growth mindset, and standards based/led instruction.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Community Collaborative Director, Counselors, Language Arts Specialists or IRTs, MTSS Team/ Student Success Team, Rady's Therapist, Outside Mental Health providers contracted by the district or in an AUP, before and after school tutoring, adopted curriculum available at home free of charge, and individual use of iPads at school and home to support academic programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, ELAC (English Learner Advisory Committee), PTSA, DAC (District Advisory Committee), DELAC (District English Learner Advisory Committee, family nights, parent training, parent opportunities to serve on district committees, SSD Foundation events.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

None

Fiscal support (EPC)

None

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

Educational Partner Involvement: Meetings with School Site Council, Faculty, PTSA, Parents, student input forums and ELAC, Positive School Climate Committee to garner input regarding the SPSA plan is an essential step in our process. Throughout the school year, School Site Council (SSC) reviews data and budget attached to improvement plans. In addition, our regularly scheduled ELAC Committee review the goals and supports in place for all students, including English Language Learners. Student Input forums are conducted to assess student perspective during Trimester 2. PTSA is also presented with data and goals so that we can include their feedback as an active volunteer group. Staff regularly reviews data in grade level teams to evaluate student performance, as well as areas of strength and weakness.

Resource Inequities

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

Our homeless population is being suspended and identified as chronically absent disproportionately as compared to other student groups. The comprehensive needs assessment involved examining data from the California School Dashboard, local assessments, including iReady, Lexia, district benchmarks, and teacher-created assessments, and conversations with School Site Council, English Learner Advisory Committee, and other stakeholders. No resource inequities were identified. There is a continued concern that our homeless population is being suspended and identified as chronically absent disproportionately as compared to other student groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.11%	0.21%	3	1	2
African American	1.6%	0.75%	0.64%	15	7	6
Asian	3.0%	3.11%	3.22%	28	29	30
Filipino	1.6%	2.25%	2.36%	15	21	22
Hispanic/Latino	27.4%	25.86%	26.26%	256	241	245
Pacific Islander	0.4%	0.32%	0.43%	4	3	4
White	54.6%	55.15%	53.48%	511	514	499
Multiple/No Response	11.1%	12.45%	13.4%	104	116	125
Total Enrollment				936	932	933

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	96	85
Grade 1	83	106	110
Grade 2	102	98	105
Grade 3	83	93	98
Grade 4	123	104	90
Grade 5	92	122	102
Grade 6	164	94	129
Grade 7	105	114	99
Grade 8	93	105	115
Total Enrollment	936	932	933

Conclusions based on this data:

1. There was an increase in population.
2. Enrollment by student groups seems to be stable within a few percentage points from previous years.
3. Identified, targeted programs to address the needs of all student groups continue.

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	60	71	76	6.40%	7.6%	8.1%
Fluent English Proficient (FEP)	50	51	56	5.30%	5.5%	6.0%
Reclassified Fluent English Proficient (RFEP)	6	6	16	10.0%	8.45%	17.8%

Conclusions based on this data:

1. Our English Learner population grew slightly again this school year.
2. The percentage of RFEP students dropped by nearly half this year.

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	84	87	99	83	87	98	83	87	98	98.8	100.0	99.0
Grade 4	116	103	94	113	103	93	113	103	93	97.4	100.0	98.9
Grade 5	84	120	102	82	120	102	82	120	102	97.6	100.0	100.0
Grade 6	166	97	125	166	96	122	165	96	122	100.0	99.0	97.6
Grade 7	98	121	100	97	120	98	97	120	98	99.0	99.2	98.0
Grade 8	90	109	112	89	107	110	89	107	110	98.9	98.2	98.2
All Grades	638	637	632	630	633	623	629	633	623	98.7	99.4	98.6

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	2455.	2450.	2448.	30.12	39.08	37.76	39.76	25.29	24.49	16.87	18.39	18.37	13.25	17.24	19.39
Grade 4	2496.	2503.	2496.	36.28	34.95	39.78	26.55	33.01	24.73	22.12	14.56	13.98	15.04	17.48	21.51
Grade 5	2526.	2514.	2537.	31.71	25.83	31.37	32.93	30.83	35.29	17.07	25.83	19.61	18.29	17.50	13.73
Grade 6	2555.	2568.	2560.	25.45	26.04	20.49	36.97	47.92	49.18	24.85	13.54	19.67	12.73	12.50	10.66
Grade 7	2579.	2551.	2562.	25.77	13.33	18.37	43.30	38.33	43.88	14.43	31.67	22.45	16.49	16.67	15.31
Grade 8	2582.	2577.	2574.	20.22	19.63	12.73	40.45	39.25	39.09	24.72	20.56	30.91	14.61	20.56	17.27
All Grades	N/A	N/A	N/A	28.14	25.75	26.16	36.41	35.86	36.76	20.67	21.33	21.03	14.79	17.06	16.05

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	25.30	32.18	19.39	65.06	52.87	67.35	9.64	14.94	13.27
Grade 4	30.09	21.36	34.41	62.83	72.82	56.99	7.08	5.83	8.60
Grade 5	17.07	19.17	30.39	68.29	68.33	57.84	14.63	12.50	11.76
Grade 6	26.06	32.29	19.67	59.39	54.17	65.57	14.55	13.54	14.75
Grade 7	25.77	20.00	19.39	56.70	66.67	66.33	17.53	13.33	14.29
Grade 8	23.60	26.17	16.36	57.30	56.07	62.73	19.10	17.76	20.91
All Grades	25.12	24.64	22.95	61.21	62.40	62.92	13.67	12.95	14.13

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	27.71	26.44	30.61	61.45	58.62	46.94	10.84	14.94	22.45
Grade 4	18.58	25.24	26.88	64.60	60.19	56.99	16.81	14.56	16.13
Grade 5	28.05	24.17	21.57	51.22	60.00	58.82	20.73	15.83	19.61
Grade 6	25.45	28.13	26.23	62.42	60.42	62.30	12.12	11.46	11.48
Grade 7	30.93	10.83	20.41	54.64	68.33	64.29	14.43	20.83	15.31
Grade 8	25.84	14.95	20.00	59.55	62.62	62.73	14.61	22.43	17.27
All Grades	25.76	21.17	24.24	59.62	61.93	58.91	14.63	16.90	16.85

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	19.28	17.24	16.33	71.08	70.11	74.49	9.64	12.64	9.18
Grade 4	16.81	16.50	13.98	74.34	72.82	78.49	8.85	10.68	7.53
Grade 5	17.07	15.00	23.53	74.39	74.17	67.65	8.54	10.83	8.82
Grade 6	21.21	19.79	22.13	69.09	77.08	71.31	9.70	3.13	6.56
Grade 7	13.40	15.83	22.45	79.38	70.83	67.35	7.22	13.33	10.20
Grade 8	10.11	13.08	12.73	78.65	78.50	74.55	11.24	8.41	12.73
All Grades	16.85	16.11	18.62	73.93	73.93	72.23	9.22	9.95	9.15

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	22.89	22.99	21.43	65.06	59.77	63.27	12.05	17.24	15.31
Grade 4	18.58	23.30	16.13	72.57	65.05	65.59	8.85	11.65	18.28
Grade 5	30.49	20.83	30.39	56.10	65.00	61.76	13.41	14.17	7.84
Grade 6	27.27	29.17	18.85	63.64	62.50	71.31	9.09	8.33	9.84
Grade 7	38.14	15.00	18.37	46.39	71.67	65.31	15.46	13.33	16.33
Grade 8	20.22	29.91	23.64	73.03	56.07	66.36	6.74	14.02	10.00
All Grades	26.23	23.22	21.51	63.12	63.67	65.81	10.65	13.11	12.68

Conclusions based on this data:

1. Rio Seco continues to meet high levels of proficiency in all areas of state testing. We will be working with specific grade levels to move more students into the advanced category of ELA.
2. Grades 3 (-3.27), 6 (-6.09) and 8 (-2.84) show a drop in SBAC performance when compared to the previous year.
3. Grades 4,5,and 7 saw increases in performance overall with grade 5 being the highest increase of 9.68%.

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	84	87	99	84	87	97	84	87	97	100.0	100.0	98.0
Grade 4	116	103	94	113	103	93	113	103	93	97.4	100.0	98.9
Grade 5	84	120	102	82	120	102	82	120	102	97.6	100.0	100.0
Grade 6	166	97	125	164	96	122	164	96	122	98.8	99.0	97.6
Grade 7	98	121	101	98	120	98	98	120	98	100.0	99.2	97.0
Grade 8	90	109	112	88	108	111	88	108	111	97.8	99.1	99.1
All Grades	638	637	633	629	634	623	629	634	623	98.6	99.5	98.4

* 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	2451.	2450.	2464.	29.76	29.89	44.33	34.52	28.74	20.62	17.86	25.29	19.59	17.86	16.09	15.46
Grade 4	2488.	2511.	2512.	20.35	32.04	39.78	38.94	34.95	24.73	30.97	21.36	23.66	9.73	11.65	11.83
Grade 5	2508.	2511.	2523.	23.17	17.50	28.43	28.05	27.50	19.61	28.05	35.00	28.43	20.73	20.00	23.53
Grade 6	2555.	2553.	2556.	32.32	28.13	34.43	21.95	32.29	23.77	24.39	21.88	25.41	21.34	17.71	16.39
Grade 7	2560.	2559.	2564.	28.57	24.17	19.39	20.41	25.83	26.53	27.55	30.83	38.78	23.47	19.17	15.31
Grade 8	2555.	2547.	2573.	17.05	21.30	23.42	21.59	24.07	25.23	25.00	18.52	25.23	36.36	36.11	26.13
All Grades	N/A	N/A	N/A	25.91	25.08	31.46	27.19	28.71	23.43	25.76	25.87	26.81	21.14	20.35	18.30

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	30.95	40.23	51.55	46.43	41.38	29.90	22.62	18.39	18.56
Grade 4	25.66	37.86	45.16	57.52	47.57	40.86	16.81	14.56	13.98
Grade 5	26.83	17.50	28.43	52.44	63.33	45.10	20.73	19.17	26.47
Grade 6	34.76	32.29	37.70	43.29	51.04	46.72	21.95	16.67	15.57
Grade 7	31.63	25.83	21.43	50.00	55.83	59.18	18.37	18.33	19.39
Grade 8	20.45	25.93	21.62	50.00	36.11	55.86	29.55	37.96	22.52
All Grades	29.09	29.18	34.03	49.44	49.84	46.55	21.46	20.98	19.42

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	33.33	26.44	34.02	53.57	58.62	50.52	13.10	14.94	15.46
Grade 4	27.43	30.10	27.96	55.75	57.28	59.14	16.81	12.62	12.90
Grade 5	19.51	15.83	16.67	56.10	60.83	65.69	24.39	23.33	17.65
Grade 6	22.56	23.96	25.41	57.93	56.25	58.20	19.51	19.79	16.39
Grade 7	18.37	19.17	20.41	62.24	56.67	61.22	19.39	24.17	18.37
Grade 8	17.05	20.37	24.32	57.95	52.78	59.46	25.00	26.85	16.22
All Grades	23.05	22.24	24.72	57.39	57.10	59.07	19.55	20.66	16.21

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	32.14	24.14	38.14	51.19	62.07	51.55	16.67	13.79	10.31
Grade 4	27.43	36.89	35.48	55.75	47.57	51.61	16.81	15.53	12.90
Grade 5	14.63	7.50	22.55	70.73	69.17	59.80	14.63	23.33	17.65
Grade 6	26.22	15.63	24.59	55.49	70.83	60.66	18.29	13.54	14.75
Grade 7	21.43	15.00	20.41	62.24	75.83	67.35	16.33	9.17	12.24
Grade 8	19.32	16.67	15.32	59.09	68.52	67.57	21.59	14.81	17.12
All Grades	24.01	18.77	25.68	58.51	66.09	60.03	17.49	15.14	14.29

Conclusions based on this data:

1. Rio Seco continues to meet high levels of proficiency in all areas of state testing.
2. We will be working on moving students into the advanced category of math, specifically in the area of Problem Solving and Data Analysis.
3. Grades 6 and 8 saw a very slight decrease in math performance. Grade 3 saw a decrease of 10 points although they still remain higher than the district average. Grades 4,5 and 7 saw increases in math performance.

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	*	1481.0	*	*	1484.2	*	*	1473.3	*	10	11	10
1	*	1471.9	1493.1	*	1484.2	1490.8	*	1459.2	1494.8	10	13	12
2	1522.7	1496.5	1468.8	1532.3	1514.2	1468.5	1512.6	1478.3	1468.9	12	11	13
3	*	*	1503.3	*	*	1511.1	*	*	1495.0	8	9	11
4	*	*	*	*	*	*	*	*	*	7	9	4
5	*	*	*	*	*	*	*	*	*	6	5	5
6	*	*	*	*	*	*	*	*	*	4	*	*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										61	66	59

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	*	45.45	*	*	45.45	*	*	0.00	*	*	9.09	*	*	11	*
1	*	0.00	33.33	*	69.23	50.00	*	30.77	16.67	*	0.00	0.00	*	13	12
2	66.67	27.27	7.69	16.67	45.45	46.15	0.00	9.09	30.77	16.67	18.18	15.38	12	11	13
3	*	*	27.27	*	*	45.45	*	*	9.09	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.23	34.85	35.59	40.98	46.97	35.59	19.67	12.12	22.03	13.11	6.06	6.78	61	66	59

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	*	54.55	*	*	27.27	*	*	9.09	*	*	9.09	*	*	11	*
1	*	53.85	41.67	*	30.77	41.67	*	15.38	8.33	*	0.00	8.33	*	13	12
2	75.00	63.64	46.15	8.33	9.09	23.08	16.67	18.18	23.08	0.00	9.09	7.69	12	11	13
3	*	*	72.73	*	*	0.00	*	*	9.09	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.46	53.03	55.93	22.95	33.33	20.34	18.03	9.09	16.95	6.56	4.55	6.78	61	66	59

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	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11	*
1	*	0.00	25.00	*	61.54	41.67	*	23.08	16.67	*	15.38	16.67	*	13	12
2	33.33	18.18	0.00	41.67	27.27	46.15	8.33	27.27	23.08	16.67	27.27	30.77	12	11	13
3	*	*	0.00	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.48	21.21	16.95	26.23	42.42	40.68	44.26	22.73	22.03	18.03	13.64	20.34	61	66	59

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	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
1	*	69.23	58.33	*	30.77	33.33	*	0.00	8.33	*	13	12
2	58.33	54.55	30.77	41.67	36.36	53.85	0.00	9.09	15.38	12	11	13
3	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.07	54.55	45.76	55.74	39.39	44.07	8.20	6.06	10.17	61	66	59

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	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
1	*	7.69	41.67	*	92.31	58.33	*	0.00	0.00	*	13	12
2	75.00	63.64	38.46	16.67	27.27	46.15	8.33	9.09	15.38	12	11	13
3	*	*	63.64	*	*	18.18	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.02	59.09	52.54	31.15	33.33	35.59	9.84	7.58	11.86	61	66	59

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	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
1	*	23.08	41.67	*	53.85	41.67	*	23.08	16.67	*	13	12
2	33.33	9.09	7.69	50.00	63.64	53.85	16.67	27.27	38.46	12	11	13
3	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.11	24.24	22.03	59.02	53.03	55.93	27.87	22.73	22.03	61	66	59

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	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
1	*	0.00	25.00	*	92.31	66.67	*	7.69	8.33	*	13	12
2	41.67	27.27	23.08	41.67	45.45	61.54	16.67	27.27	15.38	12	11	13
3	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*		*	*		*	*		*	*	
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.39	33.33	35.59	65.57	56.06	52.54	18.03	10.61	11.86	61	66	59

Conclusions based on this data:

1. No comparative data yet.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
933	32.8	8.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rio Seco Elementary..	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	8.1
Foster Youth		
Homeless	22	2.4
Socioeconomically Disadvantaged	306	32.8
Students with Disabilities	163	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.6
American Indian	2	0.2
Asian	30	3.2
Filipino	22	2.4
Hispanic	245	26.3
Two or More Races	125	13.4
Pacific Islander	4	0.4
White	499	53.5

Conclusions based on this data:

1. We have seen an increase in the performance of RFEP students in ELA.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Student performance in ELA and Math continues to be proficient or higher.
2. Suspension rates and EL progress data will be analyzed for effective strategies of improvement.

School and Student Performance Data

Academic Performance English Language Arts

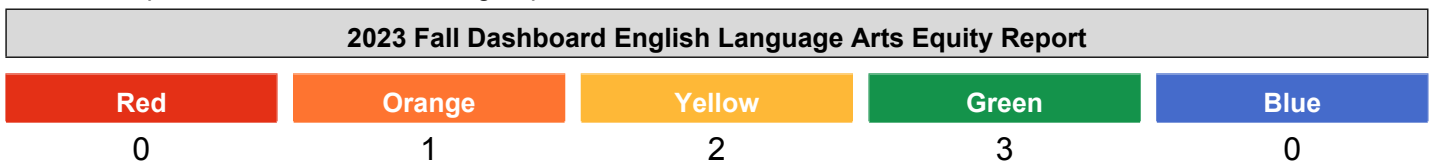
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 22.9 points above standard Maintained +2.2 points 610 Students	English Learners Green 18.8 points above standard Increased +14.9 points 53 Students	Foster Youth Less than 11 Students 1 Student
Homeless 32.2 points below standard Increased +8.3 points 14 Students	Socioeconomically Disadvantaged Orange 11.3 points below standard Decreased -10.4 points 201 Students	Students with Disabilities Yellow 56.1 points below standard Increased +9.5 points 119 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	91.8 points above standard Increased +11.5 points 16 Students	4.3 points above standard Decreased -14.2 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.2 points above standard Increased +11.1 points 151 Students	 Yellow 9.4 points above standard Decreased -5.3 points 78 Students	Less than 11 Students 2 Students	 Green 27.3 points above standard Maintained -0.4 points 346 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
30.5 points below standard Decreased Significantly -25.1 points 22 Students	53.8 points above standard Increased Significantly +39.2 points 31 Students	21.4 points above standard Maintained +1.5 points 530 Students

Conclusions based on this data:

1. Academic achievement data indicates an overall positive growth.
2. Specific student group data for students with disabilities will be analyzed for effective strategies for growth.

School and Student Performance Data

Academic Performance Mathematics

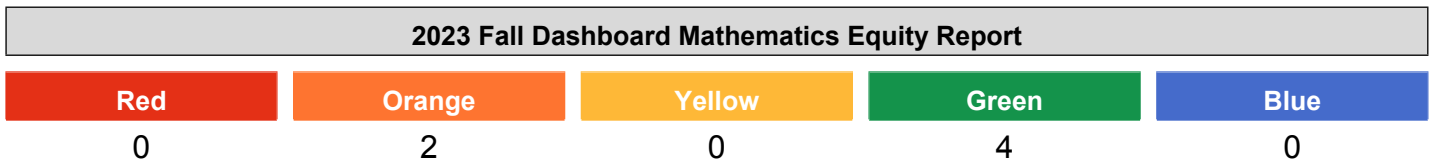
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 8.3 points above standard Increased +8 points 610 Students	English Learners Green 10.7 points below standard Increased +5.6 points 53 Students	Foster Youth Less than 11 Students 1 Student
Homeless 36.2 points below standard Increased +14.9 points 14 Students	Socioeconomically Disadvantaged Orange 26.1 points below standard Decreased -5.3 points 200 Students	Students with Disabilities Orange 76.9 points below standard Maintained +1.2 points 118 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	77.2 points above standard Increased Significantly +42.1 points 16 Students	9 points above standard Increased Significantly +22.3 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8 points below standard Increased Significantly +15.7 points 151 Students	 Green 13.5 points above standard Increased +8.3 points 78 Students	Less than 11 Students 2 Students	 Green 11.4 points above standard Maintained +1.2 points 346 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
27.6 points below standard Decreased -10.7 points 22 Students	1.4 points above standard Increased Significantly +16.8 points 31 Students	8.3 points above standard Increased +8.1 points 530 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students data will be analyzed for effective strategies of improvement.
2. Overall, positive academic growth in math.

School and Student Performance Data

Academic Performance English Learner Progress

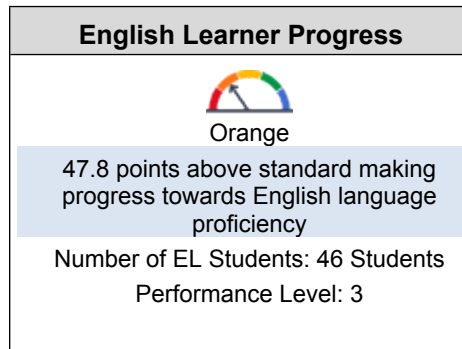
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	16	6	16

Conclusions based on this data:

1. We would like to move more kids up from Level two to level three and four.
2. Data will be analyzed to determine strategies to mitigate any decrease in levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

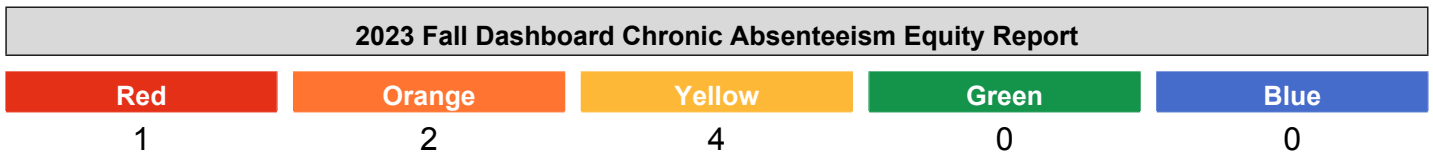
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>20.6% Chronically Absent</p> <p>Declined Significantly -4.7</p> <p>978 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>17.9% Chronically Absent</p> <p>Declined -12.5</p> <p>78 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>27.3% Chronically Absent</p> <p>Declined -8.2</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>30.3% Chronically Absent</p> <p>Declined Significantly -9.9</p> <p>330 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>28.6% Chronically Absent</p> <p>Declined Significantly -9.3</p> <p>196 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 3 Students	 Orange 9.1% Chronically Absent Increased 6.4 33 Students	16.7% Chronically Absent Declined -2.4 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.6% Chronically Absent Declined Significantly -12.8 253 Students	 Red 20.9% Chronically Absent Maintained 0.4 129 Students	Less than 11 Students 4 Students	 Orange 21.3% Chronically Absent Declined -2.8 522 Students

Conclusions based on this data:

1. We have specific student groups that we are working with to produce a higher attendance rate.
2. iCan participation by our VP, Counselor and Attendance Clerk have improved our capacity to serve students with more concerning data.

School and Student Performance Data

Conditions & Climate Suspension Rate

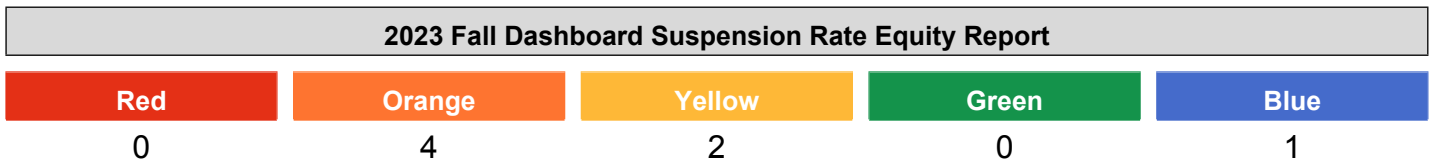
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Maintained 0.1 988 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 2.7 78 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>4.3% suspended at least one day</p> <p>Declined -7.8 23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.9% suspended at least one day</p> <p>Declined -0.6 336 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.5% suspended at least one day</p> <p>Increased 1.8 201 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 33 Students</p>	<p>8.3% suspended at least one day</p> <p>Increased 3.6 24 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>3.5% suspended at least one day</p> <p>Declined -0.6 255 Students</p>	<p align="center"> Orange</p> <p>4.6% suspended at least one day</p> <p>Increased 1.4 130 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 0.6 529 Students</p>

Conclusions based on this data:

1. Impacted student group data will be analyzed for effective strategies for improvement.
2. There was an increase in homeless, SED and Sped suspensions. We will continue to watch this trend and be aware of any new trends. Proactive strategies will be used to offset the reactive, punitive effect of suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

Goal 1

Grades K through 8th will increase the percentage of students meeting or exceeding ELA/ELD standards by 5% or more as measured by district and state assessments in ELA/ELD.

Identified Need

After analyzing summative CAASPP data and formative data, each grade level determined an academic ELA goal in both CAASPP and iReady:

Kinder: 94% of students will meet/exceed grade level expectations on iReady ELA

1st: 85% of students will meet/exceed grade level expectations on iReady ELA

2nd: 77% of students will meet/exceed grade level expectations on iReady ELA

3rd: 75% of students will meet/exceed grade level expectations on iReady ELA and 73% on CAASPP

4th: 80% of students will meet/exceed grade level expectations on iReady ELA and 75% on CAASPP

5th: 65% of students will meet/exceed grade level expectations on iReady ELA and 61% on CAASPP

6th: 70% of students will meet/exceed grade level expectations on iReady ELA and 70% on CAASPP

7th: 70% of students will meet/exceed grade level expectations on iReady ELA and 65% on CAASPP

8th: 62% of students will meet/exceed grade level expectations on iReady ELA and 55% on CAASPP

Overall, we will increase our ELA CAASPP scores from 62% to 67% of students meeting/exceed grade level expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Schoolwide Met or exceeded 3-8 in 2023	63%	68%
iReady Final Diagnostic for K-2, Overall Placement, On or Above Grade Level	83%	88%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development that will increase both knowledge and strategies to support implementation of CCSS in ELA (English Language Arts). Specifically, we will review the importance of key Visible Learning indicators (Hattie) including Purpose, Learning Targets, and Success Criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
0	
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted under-performing students and gifted/talented students.

Strategy/Activity

In continued implementation of our school-wide intervention program (RtI), Multi-Tiered Systems of Support (MTSS), support staff, Language Arts Specialist/ IRT, and general education teachers will work with individuals and small groups on specific identified skills. Supplemental support strategies for GATE students will be implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Supplemental None Specified Release time for ongoing analysis of formative and summative data
10,000	Prop 20 Lottery None Specified Purchase of supplemental instructional and assessment materials including hardware software and copying.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	.
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year teachers had release time to review data and plan for ELA instruction. Professional development opportunities successfully supported our implementation of our ELA goal. Supplemental materials for students such as iReady, Achieve 3000, Lexia and ILT were also successful.

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

The intended implementation and budgeted expenditures were successfully matched to meet our ELA goal.

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

Purchase of supplemental curriculum including Project Read for writing strategies and a continuing license for RAZ Kids to focus on early literacy skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

Goal 2

Grades K through 8th will increase the percentage of students meeting or exceeding standards by 6% or more as measured by district and state assessments in math.

Identified Need

After analyzing summative CAASPP data and formative data, each grade level determined an academic Math goal in both CAASPP and iReady:

Kinder: 78% of students will meet/exceed grade level expectations on iReady Math

1st: 75% of students will meet/exceed grade level expectations on iReady Math

2nd: 58% of students will meet/exceed grade level expectations on iReady Math

3rd: 75% of students will meet/exceed grade level expectations on iReady Math and 71% on CAASPP

4th: 82% of students will meet/exceed grade level expectations on iReady Math and 81% on CAASPP

5th: 65% of students will meet/exceed grade level expectations on iReady Math and 60% on CAASPP

6th: 70% of students will meet/exceed grade level expectations on iReady Math and 62% on CAASPP

7th: 70% of students will meet/exceed grade level expectations on iReady Math and 55% on CAASPP

8th: 75% of students will meet/exceed grade level expectations on iReady Math and 65% on CAASPP

Overall, we will increase our ELA CAASPP scores from 54% to 60% of students meeting/exceed grade level expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP (2023 Met or Exceeded Standard)	55%	60%
iReady Grades K-2 Mathematics Diagnostic Data: Overall Placement, On or Above Grade Level	75%	80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development to increase knowledge of strategies to support implementation of CCSS in mathematics. Specifically, we will review the importance of key Visible Learning indicators (Hattie) including Purpose, Learning Targets, and Success Criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	LCFF - Base None Specified Participate in site, district, and county professional development opportunities such as observations, professional reading, team meetings, release time, conferences, workshops, etc.
10,000	Prop 20 Lottery 4000-4999: Books And Supplies Purchase of supplemental instructional and assessment materials including hardware, software and duplicating
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted under-performing students

Strategy/Activity

Support staff and general education teachers will work with individuals and small groups on specific identified skills. We will utilize iReady data to determine group needs, and iReady instructional materials, along with other teacher-identified resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

LCFF - Base
None Specified
Ongoing analysis of formative and summative data

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will purchase classroom materials to support their math program and other curricular areas to include interventions and gifted education. These materials will include manipulatives and fluency activities, for example.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCFF - Supplemental
None Specified
Materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers had release time to review data and plan for math instruction. Professional development on math topics such as CPM, CGI, iReady successfully supported our implementation of our math goal. Supplemental materials for students such as iReady, ILT, and math workshop games were also successful.

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

The intended implementation and budgeted expenditures were successfully matched to meet our math goal.

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

Purchase of supplemental curriculum including a site license for Numeracy Consultants to support grade level bands of overlapping foundational skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student well-being

LEA/LCAP Goal

Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.

Goal 3

% of students who report feeling "safe" and "sense of belonging" will increase 5% on the District Panorama Survey.

Identified Need

Based on the Panorama survey data, students at Rio Seco need to feel safer and not just "somewhat" safe. The faculty will be very clear about the measures our school takes to help them feel safe so they are aware of them. We need to continue to take more frequent brief surveys about feeling safe so we can address the safety needs as they come up. We have noted that our 6th - 8th grade students report lower levels of feeling safe, sense of belonging and social awareness. All grade levels reported lower levels of self-efficacy. This is a new area on the survey and we will be brainstorming ways to build confidence in our students and help them to feel they can reach their goals.

Panorama Education: CORE Student Survey Rio Seco School Spring 2022

*Approximately 1/3 of student population took this survey

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Spring 2022: Percent of students responding favorably for the topic "Safety" on the elementary survey	74%	81%
Panorama Survey Spring 2022: Percent of students responding favorably for the topic "Safety" on the secondary survey	55%	65%
Panorama Survey Spring 2022: Percent of students responding favorably for the topic "Self Efficacy" on the elementary survey	62%	67%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Spring 2022: Percent of students responding favorably for the topic "Self Efficacy" on the secondary survey	58%	63%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Safety committee and Positive School Climate Committee will meet each trimester to discuss safety survey outcomes and discuss strategies for improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Supplemental
None Specified
Safety committee will meet each trimester to review safety procedures and identify any barriers that exist. Babysitting provided.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive School Climate committee will implement positive and safe school initiatives to increase feelings of student safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,400

Source(s)

LCFF - Base

	None Specified PBIS materials, Restorative Practices training, 2nd Step resources, anti-bullying programs
671	LCFF - Base None Specified Babysitting for parent events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade level teams and the Positive School Climate Committee will strategize ways to improve Self-efficacy.

Strategy/Activity

Possible strategies would be: Goal setting portfolios, trusting our inner compass activities, Independent reading rock stars, Self-Efficacy toolkit, and Growth mindset awareness. Implementation of District Second Step materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,064	Prop 20 Lottery 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attendance incentives
Students will have many opportunities throughout the school year to earn an incentive for perfect attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
522	LCFF - Supplemental 4000-4999: Books And Supplies

Provide opportunities for attendance incentives for perfect attendance through out the year

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Development of an outdoor learning space for all students on campus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of the strategies listed above were implemented. Although a tremendous amount of time and money was spent to support students feeling safe, too many students are still saying they only feel "somewhat" safe. During our trimester surveys, students overwhelmingly felt they were safe when it came to the end of the year district survey, they responded differently. We need to analyze why this happened.

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

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.

Goal 3, strategy one: Our safety committee will brainstorm ideas to support students feeling more safe at school and improved ways to communicate that they are safe to our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$67,157.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Base	\$33,071.00
LCFF - Supplemental	\$11,022.00
Prop 20 Lottery	\$23,064.00

Subtotal of state or local funds included for this school: \$67,157.00

Total of federal, state, and/or local funds for this school: \$67,157.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	11,022	0.00
LCFF - Base	33,071	0.00
Prop 20 Lottery	23,064	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	33,071.00
LCFF - Supplemental	11,022.00
Prop 20 Lottery	23,064.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
4000-4999: Books And Supplies	13,586.00
None Specified	53,571.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
None Specified	LCFF - Base	33,071.00
4000-4999: Books And Supplies	LCFF - Supplemental	522.00
None Specified	LCFF - Supplemental	10,500.00

4000-4999: Books And Supplies

Prop 20 Lottery

13,064.00

None Specified

Prop 20 Lottery

10,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

30,000.00

Goal 2

30,000.00

Goal 3

7,157.00

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
- 0 Secondary Students

Name of Members	Role
Stephanie Southcott	Principal
Marc Robbins	Classroom Teacher
Brittney Price	Classroom Teacher
Jennifer Meier	Classroom Teacher
Sara Bell	Parent or Community Member
Jennifer Williams-West	Parent or Community Member
Brianna Grey	Parent or Community Member
Amy Triba	Parent or Community Member
Mary Gatavasky	Other School Staff
Sara Urzua	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
	Other: Teaching faculty

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 December 7, 2020.

Attested:



Principal, Stephanie Southcott on 12/5/2022
SSC Chairperson, Alan Armstrong on 12/18/23

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

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

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

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

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